

Pringle-Morse CISD

District Improvement Plan

2025-2026



Mission Statement

Pringle-Morse School is a one of a kind school that makes a difference in the lives of students. It is a place where students can find one-to-one help and where everyone counts. We are a melting pot of students from five different communities and all walks of life. The school works hard to instill confidence, self-acceptance and character and a sense of morality in all of our students.

The academic setting at Pringle-Morse is a culture of high expectations where success is expected from all of our students. One-on-one instruction is integrated with the latest technology to create a rich, stimulating educational environment. The staff communicates well among themselves in order to help the students sense the cooperative spirit among the staff.

The District works hard to create a family atmosphere where everyone knows everyone and the teachers care about the students as individuals. As a result of our smaller class size and our safe, child-friendly environment, students are able to concentrate on academics instead of worrying about their safety. We are able to take kids from everywhere who can go anywhere when they finish their education at Pringle-Morse.

May 2010

Vision

To ensure students from our rural, small town environments recognize their potential both here and anywhere they choose for higher learning in the fields of their dreams. All students will receive high level, research based curriculum that is current and addresses global trends both academically and socially.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Pringle-Morse Consolidated Independent School District includes 17 teachers, 3 paraprofessionals, and 2 administrators. The student population is 39% White, 0% African American, 61% Hispanic, 0% Asian, and 0% Native American, and 0% identified as two or more races. Additionally, the district serves 69% economically disadvantaged students, 10.1% special education students, and 29% Emergent Bilingual students. Attendance rates include 0% African American, 95.3% Hispanic, 94.1% White, and 94.7% economically disadvantaged.

Demographics Strengths

Diverse population creates a representative of the overall demographic picture of the county.

Students work to understand demographic differences and a respect for cultural differences

Students attend PMCISD from 5 different surrounding school districts with 65.6% of students being transfers.

PMCISD is a school of choice.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English Language Learners are delayed in academic vocabulary acquisition, and performance on grade level reading comprehension.

Root Cause: English is not spoken at home, learners are disadvantaged in language support at home and consistent exposure to English.

Student Learning

Student Learning Summary

The following data were reviewed in relation to Student achievement: STAAR Scores, NWEA MAP, classroom report cards. Upon review of these data, several findings were noted. These findings include: We found a few students in all demographic populations that are below grade level and/or failing. NWEA will be used to attain fidelity across K-8th grades with a better universal screener for all grades Math and Reading. Areas of need include: Across all demographic populations individualized instruction is needed for students below grade level, and intensive intervention is needed for students who are failing. Closing performance gaps in Low economic groups based. Low Economic sub-populations in Math, Hispanic student achievement in reading and Math. Writing is also focused attention will need to be placed Writing.

Student Learning Strengths

Small class sizes individual attention. Highly qualified staff with little turn over.

Academic measures MAP test given , BOY and MOY. at the MOY assessment many students were on track to meet State assessment "meets " standard.

Academic growth occurred across student populations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low economic and Hispanic subgroups lagged behind the all student and white groups

Root Cause: Language acquisition,(parents speak only Spanish at home) Low economic students need additional supports to bridge the gaps in Reading Comprehension and fluent language acquisition. Engagement and academic rigor also played a role in student outcomes

Problem Statement 2 (Prioritized): 2023/2024 STAAR/EOC results showed us that Junior High Science was our main area of struggle among all sub-populations.

Root Cause: Engagement; Lack of rigor; Teacher leave

Problem Statement 3 (Prioritized): English Language Learners are delayed in academic vocabulary acquisition, and performance on grade level reading comprehension.

Root Cause: English is not spoken at home, learners are disadvantaged in language support at home and consistent exposure to English.

District Processes & Programs

District Processes & Programs Summary

The District has reviewed the processes with in our District the following

- 1) All current staff are highly qualified and certified in their teaching field.
- 2) NWEA "MAP" testing provided detailed student data to better understand student growth. This is continuing for 2025/2026.
- 3) Edgenuity, instructional courseware, was purchased and incorporated for all core courses, 5-12th Grade, and will continue to be utilized for the 2025/2026 School Year.
- 4) The District utilizes Lexia to support Reading and students with dyslexia.
- 5) The District also utilizes Really Great Reading to support student literacy.

District Processes & Programs Strengths

The District is committed to providing a positive climate for all students, and provide the best instruction available for all students. Our strengths are:

Our Love for all students, It is on our front door " We Love our students". Our purpose and why. We provide exceptional student and parent support because of our size and opportunity to understand our students and their needs on an individual basis.

We do the following for our students to support them through their education process.

NWEA MAP data, Compass Learning, Band for 5-8th grade, UIL academics, 2-8, 7th and 8th grade athletics. we will begin a High School during the 2020-2021 school year. We support students to be involved in extra curricular activities outside of school.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Alignment of writing k-8; Writing is a weakness across demographics and sub group populations.

Root Cause: Insufficient focus on intentional opportunities to write across content areas.

Problem Statement 2: Reading Comprehension across EL, At Risk, Hispanic, and low eco groups

Root Cause: Reading practice rigor and limited English

Perceptions

Perceptions Summary

" We Love our students" Pringle-Morse wants to consistently be better each day remembering always *why* we are here our purpose, *how* we work with students, parents, staff and community and *what* we do for students,parents, staff and community each day.

Perceptions Strengths

We strive each day to be that country school that consistently provides for each student and family a caring educational experience by providing ; strong communication with parents and students

individualized instruction to help all students fill educational gaps if needed or enhance the educational experience for strong students.

Teachers that care about their students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Consistent parent involvement across demographics

Root Cause: 66% of the districts student population are transfers, this makes it a logistically difficult to engage parents on a consistent basis.

Priority Problem Statements

Problem Statement 1: Low economic and Hispanic subgroups lagged behind the all student and white groups

Root Cause 1: Language acquisition,(parents speak only Spanish at home) Low economic students need additional supports to bridge the gaps in Reading Comprehension and fluent language acquisition. Engagement and academic rigor also played a role in student outcomes

Problem Statement 1 Areas: Student Learning

Problem Statement 2: English Language Learners are delayed in academic vocabulary acquisition, and performance on grade level reading comprehension.

Root Cause 2: English is not spoken at home, learners are disadvantaged in language support at home and consistent exposure to English.

Problem Statement 2 Areas: Demographics - Student Achievement - District Culture and Climate - Family and Community Engagement - Demographics - Student Learning

Problem Statement 3: 2023/2024 STAAR/EOC results showed us that Junior High Science was our main area of struggle among all sub-populations.

Root Cause 3: Engagement; Lack of rigor; Teacher leave

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: Consistent parent involvement across demographics

Root Cause 4: 66% of the districts student population are transfers, this makes it a logistically difficult to engage parents on a consistent basis.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Employee Data

- Campus leadership data

Parent/Community Data

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

Goals

Goal 1: Increase accountability and achievement for all student groups by 3% as measured on the State Assessments.

Performance Objective 1: All K- 2 students will obtain one years growth as measured by MAP.

Students in grades 3-8 will achieve a 3% or greater improvement on the passing rate on all STAAR, EOC, state assessments in Reading, Writing, ELA, Mathematics, Science, and Social Studies and these same passing rates will be achieved in all subgroups (Hispanic, White, economically disadvantaged, special education, GT, at-risk, migrant, African American, and Emergent Bilingual (EB)


Evaluation Data Sources: MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Response to Intervention, utilizing small class size. Inclusion for special educational students, and student success teams to effectively accelerate at-risk students to independent grade level work in reading and math. Teachers and Paras will be used w to support student growth in Math and Reading. Edgenuity, Moby Max, IXL, Zearn are programs that may be used to support student growth.</p> <p>Strategy's Expected Result/Impact: Campus Schedules Formative Assessment Reports STAAR test Scores DMAC, MAP scores will incremental improve and moving 80% of these students to the Average range for MAP.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Funding Sources: Teacher - Title I, Part A - 211-11-61XX-XX-101-730000 - \$4,291, Professional and Contracted Instructional Services (Region 16 ESC) - Title I, Part A - 211-13-62XX-XX-101-730000 - \$6,352, Teacher - Title II, Part A, TPTR - 255-11-61XX-XX-101-730000 - \$2,607, - Title II, Part A, TPTR - \$585</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: K-8 analysis of student performance data from MAP, DMAC, and TEKS resource assessments to effectively assess student progress towards TEKS mastery</p> <p>Strategy's Expected Result/Impact: Assessment Reports Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal , Teachers, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: DMAC analysis with focus on meeting Federal ADDITIONAL TARGETED INSTRUCTION FOR ELs, Math in all subgroups with a goal of having 60% in the meets category.</p> <p>Economic disadvantaged. and students served through 504 and dyslexia identified.</p> <p>Strategy's Expected Result/Impact: Assessments, DMAC , Teacher observation, Formative and summative data, MAP</p> <p>Staff Responsible for Monitoring: Principal , Teachers, counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The district will implement Strong Foundations HQIM Amplify RLA and Eureka Math for grades K-5. The district will also utilize the K-12 Strong Foundations planning committee to align materials and goals throughout the district.</p> <p>Strategy's Expected Result/Impact: Increase of STAAR and EOC in Math and Reading.</p> <p>Staff Responsible for Monitoring: Principal, Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Early identification and treatment of dyslexia, " Really Great Reading" Lexia for software support.</p> <p>Strategy's Expected Result/Impact: 504 Committee Minutes Testing Reports Campus Schedules, RTI</p> <p>Staff Responsible for Monitoring: Dyslexia Diagnostician Counselors Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will monitor student growth for all students especially low economic, Hispanic sub groups and English Learners.</p> <p>Strategy's Expected Result/Impact: NWEA MAP Reports, Student growth of one year or more</p> <p>Staff Responsible for Monitoring: Teachers Counselor Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Accelerated instruction will occur for students that were not successful on STAAR assessments Spring of 2024.</p> <p>Strategy's Expected Result/Impact: Students that were previously not successful will meet expectations</p> <p>Staff Responsible for Monitoring: Core teachers, principal</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Increase accountability and achievement for all student groups by 3% as measured on the State Assessments.

Performance Objective 2: Pringle-Morse CISD will have a 96% attendance rate

Evaluation Data Sources: PEIMS; TAPR





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent/community awareness of the importance of attendance for student performance and School Accountability</p> <p>Strategy's Expected Result/Impact: TAPR reports, School Report Card, RTI team minutes, communications/ website, public meeting sign in sheets</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals, Special Programs, Director, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents are contacted as students approach the limit of absences allowed each semester</p> <p>Strategy's Expected Result/Impact: Letters, Phone, records to parents</p> <p>Staff Responsible for Monitoring: Campus Secretaries, Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus incentive programs for perfect attendance</p> <p>Strategy's Expected Result/Impact: Attendance reports</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk, Teachers, School Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.

Performance Objective 1: Pringle-Morse CISD will provide and use current technological tools to promote higher-order thinking, problem solving, creativity and to accomplish administrative functions to ensure that 100% of all students are prepared for success at Pringle-Morse CISD and post-graduation endeavors.

Evaluation Data Sources: Principal, Teachers, Counselor

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement technology in classroom instruction through use of computers, Chrome Books, handhelds, video conferencing opportunities, improved video recording capability, and interactive white boards to promote higher-order thinking, problem solving, and creativity</p> <p>Strategy's Expected Result/Impact: TAPR Reports DMAC data formative observations walk through NWEA Reports</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide support for students at key transition points including: pre-kindergarten to kindergarten, elementary to junior high school, and students entering/exiting special programs</p> <p>Strategy's Expected Result/Impact: Schedules, Parent communication</p> <p>Staff Responsible for Monitoring: Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PMCISD will incorporate technology instruction with a technology class, applied Keyboarding and Technology applications,</p> <p>Strategy's Expected Result/Impact: Schedule</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The district will implement Bluebonnet HQIM for grades K-5 Math and Reading. Strategy's Expected Result/Impact: Increased STAAR and EOC Reading and Math scores throughout the district. Staff Responsible for Monitoring: Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Use FitnessGram to measure student fitness levels. Strategy's Expected Result/Impact: To encourage physical activity inside and outside of school. Staff Responsible for Monitoring: P.E. Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The school counselor will implement restorative circles with parental permission. Strategy's Expected Result/Impact: Enhance peer interaction and mental health. Staff Responsible for Monitoring: School Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.

Performance Objective 2: Pringle-Morse CISD will align 100% of classroom curriculum and instruction to TEKS including accelerated and advanced programs designed to meet the needs of all students, especially EB, special education, migrant, at-risk, homeless, Foster Care students, and GT

Evaluation Data Sources: Lesson plans, TEKS Resource System ,

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to seek and implement innovative reading, math, and science programs and technology that effectively address acceleration of at-risk students including economically disadvantaged, ELL, special education, dyslexia, migrant, homeless and close gaps between subgroups and including opportunities for acceleration outside of the school day and with summer school</p> <p>Strategy's Expected Result/Impact: TAPR/AYP Reports State Assessment Reports Grade Reports Attendance Logs Computer Reports MAP performance report TEKS Resource/ Professional Development through Region 16 DMAC</p> <p>Staff Responsible for Monitoring: Principal, Teachers Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will continue to document differentiation on lesson plans for students with disabilities, ELL, and gifted and talented to accelerate the academic performance of students working below and above grade level</p> <p>Strategy's Expected Result/Impact: Lesson Plans DMAC data NWEA</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The District will focus on target areas to meet system safeguard in all performance indexes</p> <p>Strategy's Expected Result/Impact: DIP, ACCOUNTABILITY RATINGS, DMAC, TAPR, MAP</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All students identified as homeless will receive services as required by the McKinney-Vento Act .</p> <p>Strategy's Expected Result/Impact: Homeless Roster</p> <p>Student Schedules</p> <p>Staff Responsible for Monitoring: Special Programs Director Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implementation of research based TEKS resources curriculum management guide K-12 and provide core teacher training</p> <p>Strategy's Expected Result/Impact: Curriculum Documents Training Records Lesson Plans</p> <p>Staff Responsible for Monitoring: Superintendent Principal Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The ESSA Foster Care Requirements will be addressed for each student Identified by Child Protective services.</p> <p>Strategy's Expected Result/Impact: Liaison communication Addendum , Regulation and Exhibit</p> <p>Staff Responsible for Monitoring: Principal Foster Care Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide High Impact accelerated learning Tutorials for students not successful on STAAR/EOC</p> <p>Strategy's Expected Result/Impact: Students will gains a foundation in current year TEKS , applied to the 2022 STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.

Performance Objective 3: Pringle-Morse will assess and screen for Dyslexia in appropriate student groups to evaluate, and identify. PMCISD will use the state approved or district approved screener.

Evaluation Data Sources: NWEA, MAP, Skills Checker, Fluency Running Records/ Principal, SpEd Teacher/dyslexia coordinator
CLI, mclass(Amplio)

Strategy 1 Details	Reviews			
Strategy 1: The district will use the recommended dyslexia screener at the appropriate age groups. Strategy's Expected Result/Impact: Identification of students Staff Responsible for Monitoring: Dyslexia coordinator SpEd Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 3: Maintain 100% of academic core classes taught by certified teachers.


Performance Objective 1: 100% of Pringle-Morse CISD teachers will attend high quality professional development

Evaluation Data Sources: Superintendent/Principal

Strategy 1 Details	Reviews			
<p>Strategy 1: PM CISD teachers and administrators will be provided staff development relevant to their needs with emphasis on diverse and varied classroom practices and teaching strategies for meeting the learning needs of all students including: struggling learners, culturally and linguistically diverse students, economically disadvantaged students, advanced learners, CTE, and students with special learning needs</p> <p>Strategy's Expected Result/Impact: ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets Staff Development Needs Survey</p> <p>Staff Responsible for Monitoring: Principal Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pringle-Morse teachers and administrators will seek appropriate staff development which may include the following: technology, conflict resolution, classroom management, district discipline policy, student code of conduct, child abuse identification and reporting, research based strategies for teaching with rigor and depth and complexity, strategies for questioning and assessing content with more rigor</p> <p>Strategy's Expected Result/Impact: ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets</p> <p>Staff Responsible for Monitoring: Principal Special Programs Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Maintain 100% of academic core classes taught by certified teachers.

Performance Objective 2: Continue implementation of strategies to retain and support professional staff





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct district orientation to familiarize new staff to Pringle-Morse CISD with district policies and procedures. Assign New teachers a Mentor teacher.</p> <p>Strategy's Expected Result/Impact: Meeting Documentation , sign in sheets , Hand outs.</p> <p>Staff Responsible for Monitoring: Superintend/Principal Mentor Teachers Counselor Business Manager PEIMS Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an opportunity for new teachers to attend teacher academies.</p> <p>Strategy's Expected Result/Impact: Certifications, sign in sheets.</p> <p>Staff Responsible for Monitoring: Superintendent/Principal,</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Promote effective and quality parent and community involvement.

Performance Objective 1: Pringle-Morse CISD will consider ways to increase communication to all parents concerning higher education opportunities; 100% of parents will participate as partners in their student's education by having active contact with our schools a minimum of three times a year

Strategy 1 Details	Reviews			
<p>Strategy 1: Pringle-Morse communicates with parents through print; e-mail; texting; web-site, social media (facebook) and phone. information and an electronic sign in the community. print communication is sent with Spanish translation and the website can be translated by parents with a click of a button.</p> <p>Strategy's Expected Result/Impact: Web Page Documentation</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to encourage and raise active parent/community involvement on district/campus committees such as: Title I (w/flexible scheduling), SHAC, Migrant PAC, LPAC, Dyslexia, G/T, campus/ district Parental Involvement Policies, School Parent Compacts, and district and campus planning committees</p> <p>Strategy's Expected Result/Impact: Meeting Documentation: Agendas/ Sign in Sheets/Minutes Parental Involvement Policies Parent/School Compacts</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide information to parents, teachers, staff, administration, and community through newspaper articles, newsletters, current resources, email, Hansford county Observer, School Text message system, Website regarding school activities, accountability standards, district/campus improvement plans, state/federal funding issues, Title I, parent involvement, child abuse, and assistance for struggling students. Hot dog lunch Parent/student</p> <p>Strategy's Expected Result/Impact: Copies of communications Pringle-Morse CISD Website Hansford Co. Observer County Newspapers Assessment Reports Sign in sheets, agenda , Social media</p> <p>Staff Responsible for Monitoring: Principals Special Programs Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will encourage the involvement and participation of all parents , especially non-bilingual Spanish speaking parents, in school activities and programs including emphasis on notes and notices sent home in Spanish where possible, with School programs , Fall Carnival , Pumpkin Decorating Contest.</p> <p>Strategy's Expected Result/Impact: Sample documents sent home Parent compact Parent Involvement Policy Parent Survey</p> <p>Staff Responsible for Monitoring: Principal Special Program Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The District will reach out to ESL and Non English speaking parents and provide English acquisition using DynEd and District technology.</p> <p>Strategy's Expected Result/Impact: Parent engagement with the school . English will be spoken more at home to support student language which will benefit the learner in the classroom.</p> <p>Staff Responsible for Monitoring: District IT personnel Principal ESL Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The District will provide parents opportunity to engage with teacher and Title -I meetings via distance (Zoom)</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Promote effective and quality parent and community involvement.

Performance Objective 2: Pringle-Morse CISD will continue to be a School of Choice and encourage Students and Parents to promote PMCISD as an attractive alternative





Evaluation Data Sources: Parents, Superintendent/Principal, Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Pringle-Morse CISD will provide transportation services outside the district to provide school choice options for neighboring students.</p> <p>Strategy's Expected Result/Impact: Additional students that transfer in will provide an opportunity for low socio economic student school choice.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Teachers Main Office</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Pringle-Morse will enhance student academic comprehension through data analysis, implementation of HQIM, and accelerated instruction.

Performance Objective 1: Provide accelerated learning opportunities for students who did not perform satisfactorily on STAAR/EOC assessments. Accelerated instruction will happen in small groups.

Evaluation Data Sources: MAP, STAAR/EOC, STAAR Interim, Unit Tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be identified through teacher identification strategies and intervention. Direct instruction, small group, and instructional programs will be utilized to strengthen academic success.</p> <p>Strategy's Expected Result/Impact: Students will improve on state standardized testing, and ultimately increasing cross-curricular knowledge.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.61

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelica Hart	Teacher	0.07
Bailey Gear	Aid	0.1
Denelle Jernberg	Teacher	0.08
Haden Hart	Teacher	0.07
Jenna Beth Kiser	Teacher	0.48
Kadi Morrow	Teacher	0.01
Kane Pittman	Teacher	0.07
Marsha Lowe	Aid	0.6
Mary Beth Hicks	Teacher	0.07
Natalie Hinojosa	Teacher	0.06

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

Use formative assessments and thorough benchmarking to gather data to inform instruction. NWEA MAP, STAAR/EOC Interims.

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

The district identifies students who may be at risk of academic failure by monitoring their academic progress and achievement in core classes, homeless status, LEP status, and grade retention.

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

The district has adopted HQIM to address the diverse needs of our students in their quest to meet the challenging state academic standards.

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

Daily tutorials and individualized instruction are provided to students with the intent to strengthen academic performance and to improve school conditions for student learning.

Descriptor 2: Teacher Quality

The district uses the Texas Academic Performance Report data to inform decisions to bridge the gap in academic performance among economically disadvantaged students, along with all other sub-populations. The district strives to provide instruction with highly qualified and certified teachers in every core-content classroom.

Descriptor 3: School Improvement and Support Activities

The Campus District Improvement Committee (CDIC) makes recommendations to adjust instruction based on academic data, and stakeholder input. Those recommendations are presented to administration, which in turn presents them to the School Board, if needed.

Descriptor 4: Measure of Poverty

The district uses Free or Reduced-Price Eligibility as the poverty criteria to be used to select school attendance areas.

Descriptor 5: Nature of Programs

The district uses TCMPC as a guide to implement the Texas Essential Knowledge and Skills to all students, regardless demographic or sub-population. The district doesn't have the need to provide educational services outside of school for children living in local institutions for neglected or delinquent children, or for neglected and delinquent children in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

The district uses historical data on enrolled homeless students to determine how it reserves Title I, Part A funds to be allocated to meet the diverse needs of our students identified as homeless.

Descriptor 7: Parent and Family Engagement Strategy

The district collaborates with parents and the CDIC to develop the Parent and Family Engagement Plan, along with School/Parent Compact.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

The district, in consultation with parents, identify needs of students by monitoring academic performance, STAAR/EOC scores, and feedback from parents/guardians on how their student is doing in school.

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

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

The district offers Dual-Credit courses in multiple content-areas through Frank Philips College. Students work with the in-house facilitator, and the professor of the class. The district counselor also provides resources for students to focus on their interests, post-graduation.

Descriptor 11: Discipline Disproportionality

The district provides a General-Education classroom setting for all students, regardless of demographic or sub-population, with in-class accommodations as needed.

Descriptor 12: Coordination and Integration

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

The district utilizes Edgenuity and Gateway Health to provide CTE content to students.

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

Students who are enrolled with Gateway Health are provided interaction with medical professionals. Also, students who are enrolled in Agriculture are provided interaction with local farmers and ranchers.

Descriptor 13: Other Proposed Uses of Funds

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

Parents and teachers can nominate students who they believe are eligible for the Gifted and Talented Program. The district committee identifies Gifted and Talented nominees by administering the KBIT test, and NNAT3 test, along with looking at local academic criteria.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The district utilizes the school librarian to provide students an opportunity to develop digital literacy skills and improve academic achievement. The district also utilizes the Accelerated Reader program to promote digital literacy skills and to improve academic achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Beth Hicks	Teacher	Title II, Part A, TPTR	.07
Shannon Lane	Teacher	Title I, Part A	.383

CDIC

Committee Role	Name	Position
Member	Marcus Wilson	Parent
Member	Lauren O'Brien	Parent
Member	JR Sanchez	Community Member
Member	Lana Salgado	Student
Member	Queston Crum	Student
Member	Modesta Gonzalez	Counselor/504 Coordinator
Member	Kane Pittman	JH ELAR Teacher
Member	Kristi Kindy	2nd Grade Teacher
Member	Jenna Beth Kiser	Pre-K Teacher
Member	Shannon Lane	5th Grade Teacher/ESL/Testing Coordinator
Member	Jordan Hicks	Principal
Member	Mary Beth Hicks	High School Teacher
Member	Chelsie Baker	Special Education Teacher/GT

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

District Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher	211-11-61XX-XX-101-730000	\$4,291.00
1	1	1	Professional and Contracted Instructional Services (Region 16 ESC)	211-13-62XX-XX-101-730000	\$6,352.00
Sub-Total					\$10,643.00
Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher	255-11-61XX-XX-101-730000	\$2,607.00
1	1	1			\$585.00
Sub-Total					\$3,192.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Jordan Hicks	7/27/2023	Jordan Hicks	10/29/2025
Child Abuse and Neglect	Modesta Gonzalez		Jordan Hicks	10/29/2025
Coordinated Health Program	Sharon Lieb		Jordan Hicks	10/29/2025
Decision-Making and Planning Policy Evaluation	Scott Burrow		Jordan Hicks	10/29/2025
Disciplinary Alternative Education Program (DAEP)	Jordan Hicks		Jordan Hicks	10/29/2025
Dropout Prevention	Jordan Hicks		Jordan Hicks	10/29/2025
Dyslexia Treatment Program	Chelsie Baker		Jordan Hicks	10/29/2025
Title I, Part C Migrant	VeAnn Clark		Jordan Hicks	10/29/2025
Pregnancy Related Services	Modesta Gonzalez		Jordan Hicks	10/29/2025
Recruiting Teachers and Paraprofessionals	Jordan Hicks		Jordan Hicks	10/29/2025
Post-Secondary Preparedness	Modesta Gonzalez		Jordan Hicks	10/29/2025
Student Welfare: Crisis Intervention Programs and Training	Modesta Gonzalez		Jordan Hicks	10/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Jordan Hicks		Jordan Hicks	10/29/2025
Technology Integration	Sadie DeLaCruz		Jordan Hicks	10/29/2025

Addendums

2024-2025

The Title I Migrant Coordinator will include the PFS Action Plan in the District's 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, low income).

Region 16 Migrant SSA



Region 16 Migrant SSA



Migrant Section for DIP

2024-2025

2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan

GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet

OBJECTIVE: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAAC	LNA Tooldit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
ESSA Provisions and Assurances								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Counselor		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Specialist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Counselor, Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4,SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Specialist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Specialist, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities-- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

Region 16 Migrant SSA



Priority for Services Action Plan

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students 2024-2025

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Aug		
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____



PRINGLE-MORSE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Title I School-Family Compact

**** Verbal translation of this document is available upon request****

2025-2026

Revised 06/25/2025

Pringle-Morse Schools Mission

Pringle-Morse Schools is a one of a kind school that makes a difference in the lives of students. It is a place where students can find one-on-one help and where everyone counts. We are a melting pot of students from five different communities and all walks of life. The school works hard to instill confidence, self-acceptance and character and a sense of morality in all of our students. The district works hard to create a family atmosphere where everyone knows everyone and the teachers care about the students as individuals. As a result of our smaller class size and our safe, child friendly environment, students are able to concentrate on academics instead of worrying about their safety. **We are able to take kids from everywhere who can go anywhere when they finish their education at Pringle-Morse.**

(Excerpt from Pringle-Morse CISD Mission Statement)

The Law:

The Pringle-Morse Schools/District is responsible for providing high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the State's student academic achievement standards.

Parents are responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Ongoing communication between teachers and parents is important. At a minimum the Campus/District will:

- Hold parent-teacher conferences in elementary schools [PK-4th], at least annually, during which the compact is discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress [all grades]; and
- Allow reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[Public Law 107-110, Section 1118(d)].

Advisory Council & Organizations

- Campus/District Improvement Committee Advisory Council
- Student Health Committee

- PTO (Cougar Pride)
- Volunteer at School

Open House

- Meet the Teacher (Fall)
- Open House (Spring)

Communications

- Monthly calendar of activities
- Reminders of upcoming events
- KXDJ Radio Station
- Hansford Co Reporter-Statesman Newspaper
- High Plains Observer www.highplainsobserver.com
- Pringle-Morse CISD Website
www.pringlemorsecisd.net
- LED Marquee in School Main Hallway
- Marquee on Main Street in Morse
- Mass Texting
- Parent Portal
- Facebook

Instructional Programs:

- Special Ed. Resource and ESY
- Inclusion
- Speech and Physical Therapy Occupational Therapy
- Gifted and Talented (GT)
- After School Tutorials
- UIL Academic Competition
- Accelerated Reader/STAR Program
- Full Day Pre-kindergarten
- Full-Day Kindergarten
- Elem Music/Junior High Band/High School Band
- Art
- Physical Education
- Basketball, Track, Tennis, Cross-Country, Golf
- Envision Math
- Algebra I High School credit
- Edgenuity
- Really Great Reading
- DynEd

As a school family, we each have a responsibility to stay informed by attending meetings and activities at our school. Sometimes we need to ask questions, listen, and make sacrifices; but our children are worth it!

Home and School Formula for Success

Administration:

1. To provide educational leadership for school personnel, students, families, and other community members.
2. Establish a school climate that is positive, friendly, safe, and open to the community.
3. Encourage and provide opportunities for staff, parents, and other community members to get to know each other, attend school activities, give input into school operations, and evaluate the school's performance.
4. Provide learning resources and a highly qualified staff that create and maintain a level of high expectations.
5. Provide multiple means of communication to keep parents informed of upcoming events and activities.
6. Maintain an "open door" policy so parents know they are always welcome!

Teachers:

1. Maintain high expectations for every child.
2. Treat all children and families with respect and dignity.
3. Provide a variety of options for parents to collaborate in their children's learning.
4. Participate in school activities designed to help staff and families get to know one another.
5. Establish a classroom environment that is safe, well disciplined, respectful, and promotes learning to meet the needs of each student.
6. Communicate expectations of school and classroom with parents and students.
7. Hold parent conferences twice a year for elementary students and be available for parent conferences when requested for grades 5th-12th.
8. Provide progress reports and/or notices of concern for junior high students at middle of each six weeks.
9. Parent portal (grades).

Parents:

1. Send your child to school every day, well rested, fed, neatly groomed, and prepared to learn, unless your child is ill.
2. Take an active interest in your child's schoolwork and let your child know the importance of education in an ever-changing and diverse world.
3. Provide a place and an opportunity for your child to read and to complete homework or extended class assignments.
4. Actively support your child's school by participating in and attending school activities.
5. Praise and encourage your child often.

Special Activities, Awards, & Programs

- Choir/Band Concerts (Winter/Spring)
- Awards Assembly (1st & 2nd Semesters)
- Fall Festival Family Night
- PeeWee Track Meet (PK-6th)
- Kindergarten 100th Day Party
- UIL Competition
- Homework Folders

- Elementary Conference (twice a year)
- Outdoor Classroom (5th)
- Water Conservation Fair (4th)
- High School Planning (8th)
- 50-Mile Club (K-4th)
- Book Fair
- Parent Involvement Meal
- Elementary Safety Day
- Yearbook
- Honor Roll
- Perfect Attendance
- Athletic/Academic Banquet(HS)
- HS Winter Formal

Assessments

- NWEA, Measures of Academic Performance (MAP) (K-9th)
- STAAR (3rd-8th)
- STAR (Accelerated Reading)(1st-8th)
- Observational Survey (PK-1st)
- End-of-Course Exams- Algebra I ,English I &II, Biology, U.S. History
- COPS/CAPS – 8th Grade (Occupational & Aptitude Tests)
- ELPS – English Language Proficiency Standards of ELLS.

Why are we a school wide Title I campus?

We are a school wide Title I campus because 50% or more of our students qualify for free or reduced lunches. Also, we are a school wide Title I campus because the funds that are provided by the Federal Government go to help meet the needs of ALL our students. This funding helps improve the educational opportunities for the success of our children in the regular classroom, while fostering positive growth in social/emotional behaviors and attitudes.

Pringle-Morse CISD District-Wide Parent and Family Engagement Plan 2025-2026

PART I. GENERAL EXPECTATIONS

The Pringle-Morse Consolidated Independent School District (“the District”) agrees to implement the following statutory requirements:

- Pringle-Morse CISD will put into operation programs, activities and procedures for the involvement of parents in all of its Title I school programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a **school-parent compact** consistent with section 1118(d) of the ESEA.
- Pringle-Morse CISD will incorporate this District-Wide Parent and Family Engagement Plan into its LEA District Improvement Plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Pringle-Morse CISD will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- Pringle-Morse CISD will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Pringle-Morse CISD will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child’s learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

1. Pringle-Morse CISD will take the following actions to involve parents in the joint development of its District-Wide Parent and Family Engagement Plan under section 1112 of the ESEA:

The District will conduct a Title 1 parent meeting at a convenient time in the fall and spring. All parents will be encouraged by written communication to attend and translation will be provided. The purpose of the meetings is to review, discuss, and revise the parent and family engagement plan; to provide parents with information regarding the District's participation in Title I; to explain Title I requirements, and the right of parents to be involved in the planning, review, and improvement of Title I programs and the parent and family engagement plan.

2. The Pringle-Morse CISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents are encouraged by written communication to complete two surveys of the District's programs and activities. A Pringle-Morse Title I Survey and a Pringle-Morse Parent Survey are made available on the District's website in the spring. (pringlemorsecisd.net)

At minimum one parent representative will be included on the District Improvement Committee to review the District Improvement Plan.

3. The Pringle-Morse CISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Pringle-Morse CISD may engage Region XVI Education Service Center to provide Title I statutory guidance regarding parental involvement planning and implementation of effective parental involvement activities. The Superintendent shall designate an employee to coordinate parent involvement meetings and activities that focus on improving student academic achievement and

performance. The District will provide materials for training staff on the importance and utility of parent involvement.

4. The Pringle-Morse CISD will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

Pringle-Morse CISD shall collaborate with other Texas agencies, including the Health and Human Services Commission, that provide services for children from birth through five years of age to establish prioritized family engagement strategies within this plan. A parent-teacher organization, community group, or faith-based institution may submit to Pringle-Morse CISD recommendations regarding the establishment of family engagement strategies, which Pringle-Morse CISD shall consider. The engagement strategies must be based on empirical research, and proven to demonstrate significant positive short-term and long-term outcomes for early childhood education. Each spring, Pringle-Morse CISD will encourage family participation in the Texas public preschool program by encouraging parents to bring their 4-year-old children to the District's annual Preschool Roundup. Parent Conferences to discuss student progress are scheduled in October, January, and May, and parents may request an additional conference at any time. While the prekindergarten visit the classroom, parents will be engaged in an activity or program that promotes parental involvement at Pringle-Morse CISD. Prekindergarten parents may participate in the following activities: Fall Festival, Thanksgiving Feast, Winter Concert, Christmas Party, 100 Day Celebration, Spring Egg Hunt, Spring Concert, and Field Day.

5. The Pringle-Morse CISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings of the evaluation regarding the Parent and Family Engagement Plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The District will conduct a Title I parent meeting at a convenient time in the fall and spring. All parents will be encouraged by written communication to attend and translation will be provided. The purpose of the meetings is to review, discuss, and revise the parent and family engagement plan; to provide parents with information regarding the District's participation in Title I; to explain Title I requirements, and the right of parents to be involved in the planning, review, and improvement of Title I programs and the parent and family engagement plan.

6. The Pringle-Morse CISD will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The District, a Title I, Part A School Wide Program, will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards: Open House Meeting
- the State's student academic achievement standards: Open House Meeting, one-on-one parent-teacher conferences
- the State and local academic assessments including alternate assessments: Open House Meeting
- the requirements of Title I Part A: Title I Meetings
- how to monitor their child's progress: Parent Portal, three-week progress reports, and six-weeks report cards
- how to work with educators: Open House, parent conferences

B. The District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

To kick off the new school year, Pringle-Morse CISD hosts an Open House and invites parents to attend. The items listed above in 6.A. will be discussed at an Open House Meeting, and based on needs assessment and consultation with the Superintendent, the District will conduct an informative parent workshop that focuses on topics like the importance of monitoring homework and studying, providing a place for homework, what to do if you need a computer for homework, everyone getting enough sleep, healthy eating habits, and monitoring gaming time and other activities.

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

The Superintendent will provide staff development each fall that emphasizes the value and utility of parents and working with parents as equal partners to build ties between parents and school. Pringle-Morse CISD may engage Region XVI to provide parental involvement staff development strategies. Provide monthly Parental Involvement Connection newsletters to parents.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

To the extent feasible and appropriate, the District will integrate parental involvement programs and activities with programs and activities throughout the year. For example, the District hosts a book fair in the fall and a free book fair in the spring. At this time, the District emphasizes reading and encourages parents to read with their children to improve student academic achievement and success.

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

Pringle-Morse CISD will, to the extent practicable, provide program information, meetings, and activities in a language and format that parents can understand.

PART III. DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

Pringle-Morse CISD **may** provide discretionary activities that builds parents' capacity for involvement in Title I schools and the school system to support their children's academic achievement, such as the following:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV. ADOPTION

This District-Wide Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes of the prior Title I Parental Involvement meetings.

This policy was adopted by the Pringle-Morse CISD Board of Trustees on September 27, 2018, and will be in effect for the period of 2025-2026. The school district distributes the plan to all parents of participating Title I, Part A children on or before the first day of school each year and the parents review it yearly.

This policy was reviewed with parents during the 2025-2026 school year on October 1, 2024, and April 8, 2025.

(Signature of Authorized Official)

(Date)