



Meeting Date: May 21, 2026

Submitted By: Dr. Mary Duhart-Toppen
Title: Deputy Superintendent

Agenda Item: Consider and take action regarding approving the District Improvement Plan for the 2025-2026 school year.

CONSENT ITEM

RECOMMENDATION:

That the Board approve the District Improvement Plan for the 2025-2026 school year.

IMPACT/RATIONALE:

According to the Texas Education Code under section §11.252 school districts must develop, evaluate, and revise a District Improvement Plan (DIP) annually to improve student performance, achieve state standards, and align with district goals. The superintendent creates the plan with a district-level committee, which is then approved by the Board of Trustees.

BOARD ACTION REQUESTED:

Approval/Disapproval

Judson Independent School District



2025-2026 25-26 DIP for Board Review January 2026

Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Vision

Judson ISD is Producing Excellence!

Value Statement

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

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Comprehensive Needs Assessment

Demographics

Summary

Judson ISD Fall PEIMS enrollment (as of 1/23/2025) was 23,539, a decrease of just 309 students (or less than 1.5%) from the 2023-2024 academic year. Demographics of our students remained relatively stable at 59% Hispanic/Latino, 21% Black/African-American, 2% Asian, 12% White, and 5% identifying as multi-racial or another race. Special Education and TAG student numbers both increased, with over 4,600 students receiving Special Education services and over 1,700 being enrolled in TAG. The number of Emergent Bilingual, Bilingual, and ESL students increased this year and includes almost 5,900 students.

The percentage of students considered by TEA to be At-Risk of dropping out increased again to almost 69%, while almost 72% of students remain Economically Disadvantaged. Additionally, almost 300 students had been identified as Homeless, as of Snapshot.

Attendance and graduation rates show statistical improvement this academic year, in the second year of our state grant-funded truancy prevention program. The percent of students who are "chronically absent" fell from 25% in the 2023-2024 school year to just over 18% for 2024/2025. ADA has hovered at 93% this academic year, as well. Although official numbers are not yet available, an estimated 85.3% of seniors graduated with their 4-year cohort in 2024.

According to TEA, the demographics of the staff at Judson ISD do not reflect the demographics of our students. 53% of teachers are White, while 30% are Hispanic/Latino and 13% are Black/African-American. Approximately 3 out of 4 teachers are female. 72% of teachers in Judson ISD hold a Bachelor's degree, and 25% hold a Master's degree. Almost 9% of teachers are new to the profession, while 27% have 1-5 years of experience. 20% have between 6 and 10 years; 44% have over 11 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Judson ISD still struggles to identify and implement services for special populations of students, including Homeless, Bilingual, TAG/GT, Special Ed, Military Connected, and Eco Disc. Conversely, the district struggles to dismiss students who are no longer eligible and re-code them.

Judson ISD relies on paper applications, self-report, and manual identification/coding. Many of the programs or processes used for identification require personnel to sort through hundreds, if not thousands, of documents to look for specific indicators rather than automated systems that include universal screeners and platforms that communicate identifiers to appropriate departments.

 = Priority

Student Learning

Summary

Regarding 2024-2025 TEA Accountability:

Overall, Judson ISD's STAAR performance at Approaches Grade Level dropped 2% points from the previous year and is approximately 10% points below the State average.

Reading - dropped 2% points from previous year and are 7% points below State average

Math - dropped 3% points from previous year and are 14% points below State average

Science - increased 2% points from previous year and are 9% points below State average

Social Studies - dropped 3% points from previous year and are 7% points below State average

CCMR - The number of students who met CCMR criteria increased 12% points from previous year but is 6% points below the State average. The number of students who meet TSI criteria is comparable to the State average, at 68% for ELAR and 63% for Math with a combination score of 57%. The number of students meeting AP criteria is significantly lower than the State average, with Judson ISD being at 10% and the State average being 21%. For Dual Credit/On Ramps, 13% of students Judson ISD graduates earned dual credit while the State average was 27%. While Judson ISD increased on the number of students earning IBC to 22%, we are still below the State average of 35%.

Strengths

The number of Judson ISD students meeting TSI criteria is comparable to the State average, having increased 15% in ELAR and 14% in math from the previous year. We are seeing improvement in CCMR scores, even though we have not yet met our goals.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>The percentage of Judson ISD students at approaches grade level or above on RLA state and EOC assessments is lower than the state average but did increase from the previous year.</p>	<p>Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.</p>
<p>2 ★</p> <p>The percentage of Judson ISD students at approaches grade level or above on Math state and EOC assessments is lower than the state average and did not increase from the previous year.</p>	<p>Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.</p>
<p>3 ★</p> <p>The percentage of Judson ISD students at approaches grade level or above on Science state and EOC assessments is lower than the state average but did increase from the previous year.</p>	<p>Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.</p>
<p>4 ★</p> <p>The percentage of Judson ISD students at approaches grade level or above on Social Studies state and EOC assessments is lower than the state average and did not increase from the previous year.</p>	<p>Tier I instruction needs to be implemented with fidelity throughout the district - including availability of evidence-based resources, professional development opportunities, and effective classroom management practices.</p>
<p>5 ★</p> <p>Judson ISD's percentage of students meeting CCMR criteria, while increasing, is still 6% below the State on the most recent TAPR report.</p>	<p>Tier 1 instruction in ELAR and Math are not preparing students for the advanced rigor required for CCMR college readiness assessment.</p>

6



Judson ISD graduation rate is below the expectation for the four-year cohort in the region 20 area.

A high mobility rate and students are not passing the rigorous academic standards. Struggling with family engagement and student discipline.

 = Priority

District Processes & Programs

Summary

Curriculum & Instruction

Professional Development

- The Professional Learning Department is providing ongoing training to campus Academic Leaders focusing on Tier 1 instruction and the coaching cycle.
- Curriculum Coordinators provide Professional Development, as well as in-classroom coaching, for teachers implementing new curriculum.

Leadership & Decision-making Processes

- District Site Based Committee (DSBC) - The DSBC meets quarterly to review and revise the district needs assessment, allowing all stakeholders a voice in current needs of the district. District staff, parents, and community members are invited and encouraged to participate.
- Campus Site Based Decision Making (SBDM) committees - Each campus has a SBDM that meets at least three times per year to discuss campus needs; review and revise the campus CNA, parent engagement policy, and school-family compact; and plan future activities. Required stakeholders include campus administration, teachers, non-teaching professionals, paraprofessionals, parents, community members, and students (in secondary schools).

Communication

- Monday Message - sent via email every week to all JISD staff and Board members
- Friday Memo - sent to all ERC staff and principals each week for distribution to staff
- JISD Facebook, LinkedIn, and other social media pages
- Truancy/Attendance - RaWee K12 implemented in 23/24 to current school year; Skyward notification; call-outs; parent forums; truancy court/hearings

Support Services

- Special Education services - JISD offers a multitude of Special Education services, serving over 4,600 students (almost 20% of registered students) this academic year. The SPED department works to ensure parents are included in the process of identifying and serving students through Parents as Partners events and trainings on a variety of topics applicable to their families. Services are offered to students through a variety of settings, including in mainstream classrooms, self-contained classrooms, resource rooms, and homebound services.
- Accelerated services - TAG students are identified through referrals from parents, teachers, and other campus staff during a specific referral window. Over 1,700 students were identified and receiving services. Honors and AP classes are offered at middle and high schools with open enrollment for any student choosing to participate. Dual Credit is also offered once students have passed the TSI exam.
- Bilingual programs - When parents register their students with JISD, they fill out a Home Language Survey. If languages other than English are identified, students are tested at the campus, which determines whether they qualify for Emergent Bilingual. Parents are offered programming and can choose whether to participate or not.
- Alternative school schedules - JISD offers students the opportunity to participate in Optional Flexible School Day Programs that fit student schedules to encourage students to complete graduation requirements, including nights and weekends. Students are able to apply online, either directly or when referred by Student Support Services personnel. OFSDP is offered at Judson HS and Wagner HS, as online instruction offered through Edgenuity. JISD also offers Judson Learning Academy for nontraditional students and those needing evening or accelerated schedules.

Stakeholder Involvement

- Parent Teacher Organizations (PTOs) - JISD campuses are increasing the facilitation of partnership between parents and staff through PTOs.
- Private Non-Profit Schools (PNPs) - JISD confers with area PNPs for issues related to Title I through an SSA and Region 20. Title I, II, IV, SPED support is provided through ongoing consultation with PNP schools within the JISD and Bexar County boundaries.

Human Resources and Employee Services

- Recruitment/Retainment: Recruit and retain quality employees; target hard-to-fill positions; make adjustments to staffing model
- Leadership Development: Build leadership capacity within our existing employees and build a bench of ready leaders
- Benefits: Develop employee benefit packages using input and feedback from staff through benefit surveys and committee meetings

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="274 321 844 407">Judson ISD employees often do not have opportunities for leadership grown outside of their current role.</p>	<p data-bbox="902 321 1492 378">Employees have limited time and training for growth opportunities in leadership.</p>

★ = Priority



Goals

Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1 High Priority

The number of JISD students receiving approaches on the RLA STAAR test will increase by 7%, the number of students receiving meets will increase by 4%, and the number of students receiving masters will increase by 1% by the end of the 2025-2026 academic year. This goal will help the district reach 10/5/3 goals as projected by 2028.

Evaluation Data Source: STAAR interim, STAAR, EOC assessments, NWEA MAP scores, CLI screeners

Strategy 1

Students will have increased opportunities for exposure to grade-level instruction and scaffolded remediation, as necessary and appropriate for the student.

Strategy's Expected Result/Impact: Increased scores on STAAR and EOY screening

Problem Statements: Student Learning 1

Strategy 2

Students will practice decoding, encoding, penmanship, and reading comprehension using district-created student phonics readers and other supports that includes writing pages and supplemental literature that directly aligns to the curriculum.

Strategy's Expected Result/Impact: Increased scores on STAAR and EOY screeners

Problem Statements: Student Learning 1

Strategy 3

JISD students in grades 6-12 RLA will focus on short constructed and extended constructed responses through the use of multi-genre mentor texts and research-based instructional resources.

Strategy's Expected Result/Impact: Increase in the number of students achieving approaches or higher on STAAR. (Decrease the number of students receiving a 0 on SCRs/ ECRs)

Staff Responsible for Monitoring: C&I Directors

Strategy 4

The bilingual department will provide specialized support that focuses on developing English language acquisition skills, building content knowledge, and increasing literacy concepts for JISD Emergent Bilingual students.

Strategy's Expected Result/Impact: Teachers will have access to the materials and language acquisition resources to provide support to EB students.

Staff Responsible for Monitoring: C&I Directors

Problem Statements: Demographics 1

Performance Objective 2 High Priority

The number of JISD students receiving approaches on the math STAAR test will increase by 8%, the number of JISD students receiving meets grade level on the math STAAR will increase by 2% and the number of JISD students receiving masters grade level on the math STAAR will increase by 1% by the end of the 2025 - 2026 academic year. This goal will help the district reach 10/5/3 goals as projected by 2028.

Evaluation Data Source: STAAR interim, STAAR, EOC assessments, NWEA MAP scores, CLI screeners

Strategy 1

Students will engage in active engagement while maintaining highly rigorous math instruction. Students will focus on increasing academic engagement using active learning (including use of manipulatives), cognitive, and motivational strategies developed through research on child and adolescents development.

Strategy's Expected Result/Impact: Improvement in math scores on unit assessments and/or MAP screeners and/or state assessments reflecting an increase of XX% points on Approaches Grade Level and Above.

Staff Responsible for Monitoring: C&I Directors

Problem Statements: Student Learning 2

Performance Objective 3 High Priority

The number of JISD students receiving approaches on the Social Studies STAAR test will increase by 8%, the number of students receiving meets will increase by 3%, and the number of students receiving masters will increase by 1% by the end of the 2025-2026 academic year. This goal will help the district reach 10/5/3 goals as projected by 2028.

Evaluation Data Source: STAAR interim, STAAR, EOC assessments, NWEA MAP scores, CLI screeners

Strategy 1

JISD students will receive supplemental instructional materials to enhance the development of processing skills and related resources that provide rich texts to read and respond to in writing.

Strategy's Expected Result/Impact: Elementary writing scores and secondary SS STAAR scores will improve in alignment to the yearly benchmarks

Staff Responsible for Monitoring: C&I Directors

Problem Statements: Student Learning 4

Performance Objective 4 High Priority

The number of JISD students receiving approaches on the science STAAR test will increase by 3%, the number of students receiving meets will increase by 1%, and the number of students receiving masters will increase by 2% by the end of the 2025-2026 academic year. This goal will help the district reach 10/5/3 goals as projected by 2028.

Evaluation Data Source: STAAR interim, STAAR, EOC assessments, NWEA MAP scores, CLI screeners

Strategy 1

Students will increase access to immersive science experiences with more hands-on activities including labs to bring real life experiences to the classroom as aligned to state assessments.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and/or STAAR scores will increase.

Staff Responsible for Monitoring: C&I Directors

Performance Objective 5

The percentage of 2025-2026 of Judson ISD graduates who meet or exceed grade-level expectations and/or will be college, career, or military ready upon graduation in 2026 will increase by 2% from the end of the 2025-2026 academic year.

Evaluation Data Source: Data , surveys, and increase in attendance

Strategy 1 Results Driven Accountability

Students with disabilities will be provided with the supports and individualized instruction needed to meet or exceed their personalized academic goals and graduate ready for college, career, military service, or independent adult living, based on their strengths and post-secondary aspirations.

Strategy's Expected Result/Impact: Improved academic performance

Staff Responsible for Monitoring: Executive Director of Special Education, Special Education Leadership Team, Campus SPED Monitor Teachers, and Campus Administrators

Problem Statements: Demographics 1

Strategy 2

Implementation of a tiered approach to TSI Readiness which increase student preparedness and opportunity in TSIA, SAT, ACT, and College Preparatory Mathematics and English

Strategy's Expected Result/Impact: The number of students meeting CCMR will increase by 1%.

Staff Responsible for Monitoring: Director of CCMR

Problem Statements: Student Learning 5

Strategy 3

Increase student participation in middle school and high school STEM-based programs - including Career and Technology programs of study in biomedical science, cyber-security, engineering, and programming, as well as advanced academics programs such as AP math and science, dual credit, and TSTEM program - by creating an elementary academic enrichment program focused on the engineering design process that is aligned with secondary course offerings and reinforces the scientific and engineering practices enumerated in the new science TEKS and improving the effectiveness of our secondary STEM offerings.

Strategy's Expected Result/Impact: An increase in student participation in STEM-based secondary course offerings by 3% by the 2026-2027 school year from the 2025-2026 school year.

Staff Responsible for Monitoring: Director of College, Career, and Military Readiness

Problem Statements: Demographics 1 - Student Learning 5

Strategy 4

Increase the number of students meeting Industry Based Certification Criteria for CCMR by 1% through the addition of new certifications, implementation of test prep strategies, additional support for retesters and tracking of course completion for Completer status.

Strategy's Expected Result/Impact: Increase in the percentage of students earning Industry Based Certification CCMR criteria by 1%

Staff Responsible for Monitoring: Director of Career and Technical Education

Problem Statements: Student Learning 5

Strategy 5

Continue with the second year of AVID implementation at four innovation campuses by increasing teacher participation and training to deepen the integration of AVID strategies to build academic skills, organizational habits, and college readiness for all students, while expanding access to AVID strategies across the campuses.

Strategy's Expected Result/Impact: Increase in-person training from AVID at each campus to build teacher capacity in AVID's WICOR instructional strategies with each campus selecting at least one strategy to focus upon.

Staff Responsible for Monitoring: Director of Accountability & Innovation

Strategy 6

Continue with the second year of the new schools created through the Learning Acceleration Support Opportunities (LASO) School Action Fund grants which include PK-8th grade students attending one of two available school models--College Prep and STEM.

Strategy's Expected Result/Impact: Successful implementation of the new school models as monitored by the TEA's Progress Monitoring Rubric will expand JISD's school options and provide equitable educational experiences for district students.

Staff Responsible for Monitoring: Director of Accountability & Innovation

Strategy 7

Adjust the Gifted and Talented identification process to better reflect the overall talent and

ability of students by using a more holistic identification process by increasing the number of referrals through use of growth in universal screeners, utilizing a shorter nonverbal exam for kindergarten and 1st grade referrals, and providing elementary students experience with the types of thinking utilized in our Gifted and Talented cognitive abilities tests.

Strategy's Expected Result/Impact: The District will improve its ability more accurately identify students in need of gifted and talented services in spite of their backgrounds and economic status.

Staff Responsible for Monitoring: Director of CCMR

Problem Statements: Demographics 1

Performance Objective 6

JISD students will gain knowledge and skills in the areas of self-awareness, self-regulation, relationship building, and managing emotions to improve the learning environment on campuses.

Evaluation Data Source: Data of students served, guidance lesson, and prevention measure data.

Strategy 1

Students will receive counseling services through third-party vendors on campus, at the ERC, or in the Student Wraparound Center.

Strategy's Expected Result/Impact: Improved attendance and grades
Self-reported improved mental wellness
Improved classroom behaviors

Staff Responsible for Monitoring: Social Emotional Learning Coordinator and Executive Director of Student and Family Support Services

Problem Statements: Student Learning 6

Strategy 2

Students will receive preventive mental health and counseling services and learn appropriate coping strategies/self regulation.

Strategy's Expected Result/Impact: Improved attendance and grades
Self-reported improved mental wellness
Improved classroom behaviors

Staff Responsible for Monitoring: Social Emotional Learning Coordinator
Executive Director of Student and Family Support Services

Performance Objective 7 High Priority

The 4-year graduation rate for JISD students will increase to 88%, and the 4-year longitudinal dropout rate for 9-12 will decrease to 8 % by the end of the 2025-2026 academic year.

Evaluation Data Source: Official graduation transcripts
Skyward PEIMS reports

Strategy 1

Students will have the opportunity to participate in dropout prevention programs like Optional Flexible School Day Program, Credit Recovery, EOC remediation, and Summer School to recover grades/credits and graduate high school with their 4-year cohort.

Strategy's Expected Result/Impact: The 4-year graduation rate will increase as students are able to receive remediation, recover credits and attend classes on a flexible schedule that mitigates risk factors for graduation

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services

Performance Objective 8 High Priority

JISD attendance rate will increase to 94% for the 2025-2026 school year.

Evaluation Data Source: PEIMS, On Data Suites, RaWeek12 reports, and TEA reports

Strategy 1

JISD will implement various forms of communication with parents and families to stress the importance of student attendance, including attendance notifications, parent meetings, emails, call-outs, and text messaging.

Strategy's Expected Result/Impact: Increase district-wide attendance in all grade levels

Staff Responsible for Monitoring: Executive Director of Student and Family Support Service and Administrator of Student and Family Support Services

Strategy 2

Implement District-wide incentives and campus challenges to increase campus average daily attendance rates

Strategy's Expected Result/Impact: Each campus meets or exceeds their campus goal

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services and Administrator of Student and Family Support Services

Problem Statements: Student Learning 6

Strategy 3

Provide resources to students and families that assist in mitigating circumstances that lead to chronic absenteeism.

Strategy's Expected Result/Impact: Increased daily attendance and graduation rates

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services and Administrator of Student and Family Support Services

Problem Statements: Student Learning 6

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Performance Objective 1 High Priority

Judson ISD teacher/staff retention rates will increase at the end of the 2025-2026 academic year

Evaluation Data Source: HR records

Strategy 1

Judson ISD will provide enhanced resources for teachers, staff, and leaders to assist in planning and executing highly effective academic lessons for students, leadership, and safety on facilities to increase recruiting and retention in hard to fill areas.

Strategy's Expected Result/Impact: Increased survey scores regarding staff morale
Increased academic achievement
Increase teacher retention and hire in hard to fill areas such as Special Education & Bilingual

Problem Statements: Student Learning 1, 2, 3, 4

Strategy 2

Build leadership capacity within our existing employees and build a bench of ready leaders by increasing their capacity as aspiring or practicing leaders who contribute to creating a culture of respect, fostering a growth mindset, and providing positive student outcomes by providing internal and 3rd party leadership training opportunities for district and campus employees.

Strategy's Expected Result/Impact: JISD employees will demonstrate growth in key leadership competencies outlined in Judson ISD's Leadership Definition to provide positive student outcomes for all JISD students.

Staff Responsible for Monitoring: Director of Talent Management

Problem Statements: District Processes & Programs 1

Performance Objective 2

Staff will receive training to effectively support and manage student discipline in the classroom, enhancing their skills in behavior management strategies and intervention techniques.

Evaluation Data Source: Reduced discipline -Skyward reports

Strategy 1

Staff will implement targeted training to enhance their proficiency in managing student discipline within the classroom. This will focus on developing effective behavior management strategies and intervention techniques to foster a positive learning environment.

Strategy's Expected Result/Impact: Reduced discipline

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services

Problem Statements: Student Learning 6

Goal 3

Stakeholder Engagement - Serve and market to our families, businesses, and broader community through communication, collaboration and connections

Performance Objective 1

Judson ISD will plan, promote, and host a minimum of two strategically designed parent, family, and community engagement events annually, each aligned with student achievement goals, parent & community needs.

Evaluation Data Source: Sign In, Agendas,

Strategy 1

Judson ISD will design and implement parent and family engagement events and increase communication that explicitly connect learning strategies to Texas Essential Knowledge and Skills (TEKS), SEL. These events will include hands-on workshops and take-home resources to empower families to reinforce academic skills and SEL at home. Materials will be available to parents in other languages upon request.

Strategy's Expected Result/Impact: Increase relationships between district, schools and home.

Staff Responsible for Monitoring: Student Services Department & Federal Programs and Grants Department

Problem Statements: Demographics 1

Strategy 2

Judson Independent School District (ISD) will implement JISD Parent Table Talks to create a dedicated forum for parents and students to engage in discussions on important topics. This initiative aims to foster meaningful dialogue and strengthen community ties.

Strategy's Expected Result/Impact: This initiative is designed to foster meaningful dialogue among participants, leading to increased engagement and understanding between parents, students, and the school community. By strengthening community ties, JISD Parent Table Talks will enhance collaboration and support, ultimately contributing to a more connected and involved school environment.

Staff Responsible for Monitoring: Executive Director of Student and Family Support Services

Problem Statements: Student Learning 5, 6

Performance Objective 2

By the end of the academic year, parent and community feedback surveys will reflect a measurable increase--of at least 15%--in parents reporting a strong sense of engagement in their child's academic success, both at school and at home, compared to baseline data collected at the beginning of the year."

Strategy 1

Judson ISD will host various committee meetings, including District Site-Based Committee and ESSA Committee, that provide stakeholders with the opportunity to provide feedback regarding district-wide programming.

Strategy's Expected Result/Impact: Parents will report feeling more involved in their child(ren)'s academic success and more represented in district decision-making

Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Performance Objective 1 High Priority

Judson ISD will demonstrate an equitable distribution of district resources, in accordance with State and Federal mandates, by ensuring that 100% of campuses participating in Title I programming and receiving SCE funds act in accordance with those programs' mandates.

Evaluation Data Source: Title I Crate documentation
SCE compliance documentation

Strategy 1

Federal Programs and Grants will provide access to an electronic Title I Crate documentation program that will allow campuses to document their compliance with Title I federal requirements.

Strategy's Expected Result/Impact: Campuses will improve on the quality of services provided and will be better able to document the services provided

Staff Responsible for Monitoring: Director of Federal Programs and Grants

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6

Strategy 2

Federal Programs and Grants staff will attend trainings to ensure they remain updated with the most recent compliance requirements for State and Federal programs so that they can offer guidance to all affected campuses and district staff

Strategy's Expected Result/Impact: Greater documented compliance with State and Federal program requirements

Staff Responsible for Monitoring: Director of Federal Programs and Grants

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6

Performance Objective 2

Judson ISD will increase efforts to be more transparent regarding fiscal responsibility and appropriate fiscal encumbrance for district departments

Evaluation Data Source: Budget spreadsheets

Strategy 1

Departments will participate in quarterly fiscal meetings to review budgets with CFO and



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title

Person Responsible

Review Date

Addressed By

Addressed On



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

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

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

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

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

The **PFS Action Plan** template includes:

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

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

Region: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By:
	015916		ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/19/2025
Judson ISD		2025-2026	

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

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

Requirements - Program-Specific Provisions and Assurances

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

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

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<i>Jodi Burton</i>	ESC Reviewer Signature	ESC Region 20
Date	8-19-2025	Date Review Complete	08/19/2025

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:
	015916	Judson ISD

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

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

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:
	019516	Judson ISD

PFS Action Plan must address all the required strategies.

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

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

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