

# Comal Independent School District

## District Improvement Plan

2019-2020

Accountability Rating: A



# Mission Statement

*Comal ISD, where we encourage collaboration and communication, promote critical thinking, embrace high standards of accountability, and establish a winning tradition through perseverance and grit.*

## Vision

*Student Success Comes First*

## Culture and Commitments

### Culture and Commitments

**Learn and perform your job with high expectations.**

**Deliver exceptional customer service.**

**Work for the team.**

**Own our student performance.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Comal Independent School District spans 589 square miles of central Texas, including parts of five central Texas counties: Bexar, Comal, Guadalupe, Hays and Kendall. Within the district are the communities of Bulverde, Canyon Lake, Fischer, Garden Ridge, Hancock, Sattler, Smithson Valley, Spring Branch, Startzville and part of the cities of New Braunfels. The 2017-18 Texas Academic Performance Report shows a CISD enrollment of 23,025 students, however we know that our 2019-20 enrollment will most likely average out around 25,000. On September 30, 2019, CISD enrollment was 24,956 students. The ethnicity distribution for CISD as reported in the 17-18 TAPR is: 2.1% African American, 39.2% Hispanic, 53.4% White, and 3.3% Two or more races. The district's economically disadvantaged population dropped from 30.6% in 2014-15 to 29.1% in 2015-16 to 28.2% in 2016-17 but is up to 29.2% in 2017-18. There has been a steady increase in the number of students served in special education: 1,794 in 2013-14, 1,903 in 2014-15, and 2,023 in 2015-16, 2,240 in 2016-17, and 2,413 in 2017-18. In addition, the Bilingual/ESL population (students who are receiving services for language acquisition) has varied significantly in recent years -- from 1,071 in 2014-15 to 1,513 in 2015-16 then down to 1,289 in 2016-17. In 2017-18 it held a little more steady at 1,310. Specific campus numbers in the areas of special education and students who qualify as "at risk" have also shifted causing the district to re-allocate resources.

### Demographics Strengths

Comal ISD has continued to grow in population from an enrollment of 10,412 in the year 2000 to an enrollment of 20,300 in 2014, and finally to an enrollment of 24,956 in September of 2019. Slight shifts in ethnicity distribution have not been significant enough to drastically alter the make up of the student body. The overall decrease in economically disadvantaged students in light of the growing enrollment will have an impact on the district. In addition, the increases in numbers of students requiring the services of Special Education and the variance of students served in the Bilingual/ESL program will have a staffing and financial impact.

# Student Achievement

## Student Achievement Summary

In 2019:

100% of Comal ISD campuses earned an A, B, or a C

The district earned a grade of “A”, specifically a 92

up from an 89.4 in 2018

22 campuses received at least one Distinction Designation

A total of 60 Distinctions were awarded to campuses

up from 57 in 2018

In addition, our State of the District for 2018:

- 10.5% of our kids attend Tx Tier One Universities (+1.2)
- 47.8% of our kids enroll in Tx Public Higher Ed (-0.6)
- 67% of our kids are prepared for life after high school (+4)
- 96.7% of our kids are graduating (-0.1)
- 81% - 97% of our kids are passing EOCs (+5, +1)
- 81% - 93% of our kids are prepared for HS (+1, 0)
- 68% of our kids are making at least a year’s growth (-1)
- 85% - 94% of our kids are prepared for MS (-3, -1)
- 82% - 81% of our kids are at or above grade level in reading and math by beginning of 3rd grade (+11, +5)
- 78% of our kids leave Kinder ready to read (+2)

## Student Achievement Strengths

Comal ISD’s Student performance for 3rd-8th grade and End of Course (EOC) subject area tests taken (of the standard English version) exceeded the state performance.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## **Student Data: Behavior and Other Indicators**

- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Strategic Priorities

Revised/Approved: August 30, 2018

## Strategic Priority 1: Maximize academic performance.

**Performance Objective 1:** Increase performance on the English I End of Course exam by 4% for the all students group (81% to 85%.)

**Evaluation Data Source(s) 1:** English I EOC

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Continue implementation of unit assessments to monitor student progress.	2.4, 2.5, 2.6	Principals and Academic Deans; C&I Staff; Executive Director for Secondary Schools; Assistant Superintendent for Curriculum and Academics	Increased number of students meeting "approaches" standard on English I EOC; targeted intervention strategies designed and implemented by campuses				








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
2) Monitor performance of secondary LEP students on unit assessments and universal screener as appropriate.	2.4, 2.5, 2.6	Principals and Academic Deans; C&I Staff; Executive Director for Secondary Schools; Assistant Superintendent for Curriculum and Academics	Targeted intervention strategies designed and implemented by campus for LEP students; increase in number of LEP students meeting growth targets				

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 2:** Increase the percentage of students meeting growth target by 6% for the all students group (68% to 74%)

**Evaluation Data Source(s) 2:** STAAR and EOC Results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Utilize performance/progress matrix to continually monitor academic growth scores for campuses							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 3:** In order to increase the Domain I CCMR score, 77% of students in the Class of 2020 will earn a CCMR point


**Evaluation Data Source(s) 3:** TSI results, SAT results, ACT results, certifications earned, AP results, OnRamps completion, dual credit completion, IEP workforce ready results, US Military enlistments

**Summative Evaluation 3:**

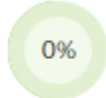
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Implement a decision chart at all campuses to guide the discussions with students lacking a CCMR point.							
2) Provide unlimited TSI testing units to campuses and unlimited opportunities to get teachers certified to administer the TSI.							




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 4:** Increase percentage of 2nd graders on grade level as measured by EOY MAP by 3% in reading (from 82% to 85%) and by 7% in math (from 81% to 88%)

**Evaluation Data Source(s) 4:** EOY MAP Screener results

**Summative Evaluation 4:**

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 5:** Decrease the gap in reading and math growth between all CISD students and students served by special programs from 9% to 4%

**Evaluation Data Source(s) 5:** STAAR growth measure


**Summative Evaluation 5:**

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 6:** Increase district writing performance in 4th and 7th grade by 4%.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Increase critical and reflective writing professional development for core content and elective teachers.		Curriculum and Academics staff					
2) Expand reflective and critical writing program (Reflect and Connect) to all campuses in all subjects.		Curriculum and Academics staff; principals					
							

**Strategic Priority 1:** Maximize academic performance.

**Performance Objective 7:** Implement systems and processes to improve CCMR.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Expand certification opportunities for high school students, increasing the number of potential certifications from 25 offered in 18-19 to 28 offered in 19-20.							
2) Administer SAT school day to juniors in the spring of 2019							
3) Administer the PSAT to 8th - 11th graders in the fall of 2018.							

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


## Strategic Priority 2: Prepare classrooms and facilities for learning.


**Performance Objective 1:** Provide on time student transportation


**Evaluation Data Source(s) 1:** GPS and Routing Software


**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Attain 95% morning pickups within +/- 5 minutes of assigned stop time.		Director of Transportation; Executive Director of Construction, Facilities, & District Operations	Students will arrive to their campus on time for morning meal and tutoring when needed.				
2) Attain 85% afternoon drop off within +/- 10 minutes of assigned stop time.		Director of Transportation; Executive Director of Construction, Facilities, & District Operations	Maintain parent confidence in transportation services.				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 


 = Discontinue

**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 2:** Create a safer environment while transporting students by reducing student behavior incidents by 5%.

**Evaluation Data Source(s) 2:** Transportation Conduct Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Develop student management training based on successful techniques implemented by campus administrators.		Director of Transportation; Executive Director of Construction, Facilities, & District Operations	Bus ride will become an extension of the classroom, thus creating a reduction in student behavior issues and a safer environment during transport.				
							


**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 3:** Improve and monitor the level of cleanliness on campuses.


**Evaluation Data Source(s) 3:** Campus Cleanliness Scorecard

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Provide training to custodians in proper cleaning techniques and expectations.		Director of Facilities Maintenance; Executive Director of Construction, Facilities & District Operations	Facilities will be clean and ready for students, staff, and parents.				
2) Increase campus environment inspections and testing.		Director of Facilities Maintenance; Executive Director of Construction, Facilities & District Operations	A reduction in student and staff environmental sensitivity issues.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 4:** Reduce HVAC downtime by 10%

**Evaluation Data Source(s) 4:** Work Order system

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Increase preventative maintenance on HVAC units in the District.		Director of Facilities Maintenance; Executive Director of Construction, Facilities & District Operations	Students and staff will be more comfortable in their learning environments				
2) Train and monitor HVAC technicians about decreasing re-work on HVAC repair requests.		Director of Facilities Maintenance; Executive Director of Construction, Facilities & District Operations	Student and staff comfort and frustration will be improved.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 5:** Maintain technology systems for maximum uptime

**Evaluation Data Source(s) 5:** Technology Work Order System

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Update HelpDesk system to allow for greater communication between end users and technical staff.		Director of Technology Services	Provide end users greater visibility into repair process.				
2) Evaluate current monitoring systems to determine future hardware maintenance or replacement needs		Director of Technology Services	Provide for more opportunities to preform proactive maintenance of critical technology systems.				
3) Evaluate existing technology inventory and upgrade / replace as scheduled / needed. Monitor effectiveness of existing technology resources and work with subject matter experts to identify future needs.		Director of Technology Services	Prepare the District for future technologies implementation while making needed technology resources available.				



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

**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 6:** Increase District user security awareness training.

**Evaluation Data Source(s) 6:** Training Type/Frequency Report

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Identify existing and potential security threats and create an awareness with District staff.		Director of Technology Services	Relevant and frequent training and notification will reduce the amount of security events within the District network.				

**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 7:** Provide consistent and effective emergency response training to all district personnel including campus administrators, campus staff, support staff, and substitutes.

**Evaluation Data Source(s) 7:** Demonstration of effective response actions during drills and actual emergencies

**Summative Evaluation 7:**

**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 8:** Develop and implement a consistent and effective emergency drill program that allows for continued regular assessment of emergency response actions on campuses.

**Evaluation Data Source(s) 8:** Successful implementation of safety response actions

**Summative Evaluation 8:**

**Strategic Priority 2:** Prepare classrooms and facilities for learning.

**Performance Objective 9:** Develop a process for regularly assessing district safety standards to ensure effective implementation and a mechanism to address areas that need improvement.

**Evaluation Data Source(s) 9:** effective implementation of best practices in the prevention/mitigation of emergency situation

**Summative Evaluation 9:**

### Strategic Priority 3: Embrace choice.


**Performance Objective 1:** Evaluate and revise the Comal ISD pathways plan to match workforce demand, program growth, and student interest.

**Evaluation Data Source(s) 1:** 2020-21 course selections and enrollment; data collected in Naviance


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Establish a workforce partners advisory group							
2) Evaluate current pathways plan to determine future needs and costs.							


  




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Strategic Priority 3:** Embrace choice.

**Performance Objective 2:** Expand intramural sports pilot to other elementary campuses

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**Strategic Priority 3:** Embrace choice.

**Performance Objective 3:** Evaluate existing and develop new internship programs.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**Strategic Priority 3:** Embrace choice.

**Performance Objective 4:** Develop a plan to address enrollment growth

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Form Comal Forward facilities committee and schedule and conduct meetings		Executive Director of Communications and Governmental Relations	Identify facility needs and development of bond package				
2) Establish community partnerships to support enrollment growth		Executive Director of Communications and Governmental Relations	Community partners will engage with campuses and students to support student needs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May

**Strategic Priority 3:** Embrace choice.

**Performance Objective 5:** Analyze facilities in order to support career pathways

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Utilize demographic data and course selection data to analyze facility and programmatic needs		Executive Director of Facilities	Approve facilities plan				




## Strategic Priority 4: Recruit, develop, and coach talent.

**Performance Objective 1:** Develop internship opportunities with existing university


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Partner with new teacher programs and university partners to be sites for observation and student teaching		Executive Director of Human Resources and Customer Service	Increased participation of teacher training programs interning at Comal ISD.				
2) Participate in university advisory committees		Executive Director of Human Resources and Customer Service	Develop partnerships and guide direction of student teaching programs to better serve the needs of the district				
3) Offer professional development and performance guidance as part of student teacher coursework		Executive Director of Human Resources and Customer Service	Provide candidate training prior to graduation to better serve the needs of the district				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Strategic Priority 4:** Recruit, develop, and coach talent.

**Performance Objective 2:** Create a task force to gather data to develop a district, campus and department level on-boarding process for new employees

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Schedule and conduct meetings with a task force created to gather information, processes, supports, materials/supplies and skill sets for employees to be successful in the district, on a campus, and/or in a department		Executive Director of Human Resources and Customer Service	A set of data to identify the campus, district, and department processes and documentation that support the on-boarding of new employees				
							


**Strategic Priority 4:** Recruit, develop, and coach talent.

**Performance Objective 3:** Work with Professional Learning to outline a timeline of on-boarding training to support new employees.


**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

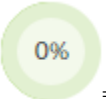
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Develop a list of items/sessions needed for on-boarding training and the time needed to train staff.		Executive Director of Human Resources and Customer Service	A timeline of needed items or skills training will be established to provided multiple opportunities throughout the year for employees to be trained.				
2) Once timeline elements are developed, a training schedule and on-line resources will be developed to support the standard on-boarding process		Executive Director of Human Resources and Customer Service	Employees will have access to a standard on-boarding process in live and on-line trainings				




= Accomplished



= Continue/Modify



= No Progress









= Discontinue

**Strategic Priority 4:** Recruit, develop, and coach talent.

**Performance Objective 4:** Using the standard that was developed in 18-19 regarding expectations for exceptional customer service, a scorecard will be developed and implemented.

**Evaluation Data Source(s) 4:** Task force meeting minutes  
Usage of scorecard by campuses

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Assemble a task force of principals to create the scorecard		Chief of Staff					
2) Gather feedback from all employee groups on draft scorecard		Chief of Staff					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Strategic Priority 4:** Recruit, develop, and coach talent.

**Performance Objective 5:** A recognition program for exceptional service will be established and consistently awarded for exceptional service

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Mar	May
1) Program for recognition through Comal Cares will be established and advertised		Executive Director of Human Resources	Increased recognition of employees for exceptional customer service				
							

## 2019-2020 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan

### Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters. Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By <b>July 1, 2020</b> for ID&R training or as determined by TEA. <b>NGS training: October 1, 2019</b>
<b>B. Other</b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. <u>Conduct ID&amp;R.</u></b> <b>Potentially Eligible Migrant Children:</b> 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 COEs as needed. <b>Currently Eligible Migrant Children:</b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.	<b>Staff:</b> MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs.</u></b> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within <b>5 working</b> days of parent signature
<b>F. <u>Review of COEs.</u></b> Designated SEA 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. <ul style="list-style-type: none"> <li><b>NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.</b></li> </ul>	<b>Staff:</b> Designated SEA Reviewers <b>NGS staff</b>	Within <b>7 working</b> days of parent signature.
<b>G. <u>Conduct residency verification.</u></b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>H. Other</b>		
<b>II. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. Make contact with potential growers.</b> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
<b>B. Develop calendar and maps.</b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
<b>C. Other</b>		
<b>V. INTERAGENCY COORDINATION</b>		
<b>A. Network with agencies that serve migrant families.</b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
<b>B. Other</b>		
<b>V. QUALITY CONTROL</b>		
<b>A. Written quality control procedures.</b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	<b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
<b>B. Eligibility review.</b> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. Monitor and address ongoing training needs for ID&amp;R.</b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. Maintain up-to-date records on file.</b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. Annual eligibility validation.</b> <i>Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.</i>	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. Monitor</b> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	December
<b>VI. EVALUATION</b>		
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>	<b>INDIVIDUALS RESPONSIBLE</b>	<b>TIMELINE</b>
<b>A. Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.	By June 30



<b>B. Other</b>		
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## Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

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

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

<b>School District: ESC Region 20</b>
<b>Region: 20</b>

## Priority for Service (PFS) Action Plan

<b>Filled Out By: MEP Team</b>
<b>Date: 09/05/19</b>

**School Year: 2019 - 2020**

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

<p><b>Goal(s):</b></p> <p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>	<p><b>Objective(s):</b></p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annual	Migrant Coordinator  Educational Specialists	Priority Service Action Plan
Additional Activities			

<ul style="list-style-type: none"> <li>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).</li> </ul>	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	Annual  PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement (Nov 2019 Mail out) PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs

<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	<p>Year Round</p> <p>Individual meetings/phone calls with parents as needed (case by case)</p> <p>PAC Meetings</p>	<p>Educational Specialists</p> <p>Migrant Counselor</p> <p>Migrant Tutors</p> <p>District Contact, Campus Administrator or Campus Designee</p>	<p>Parent evaluations/feedback</p> <p>Counselor follow-up</p> <p>Phone logs</p> <p>Email documentation</p> <p>Mail out list</p> <p>PAC Sign-In Sheets</p> <p>Tutor Logs</p>
<p><b>Required Strategies</b></p>	<p><b>Timeline</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Documentation</b></p>
<p><b>Provide services to PFS migrant students.</b></p>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	<p>Year Round</p>	<p>ESC Migrant Counselors</p> <p>Educational Specialists</p> <p>Recruiters</p> <p>Migrant Tutors</p>	<p>ESC Migrant Counselor logs</p> <p>Recruiter logs</p> <p>Tutor logs</p> <p>NGS Supplemental Count Report</p> <p>PFS Progress Review Forms</p>
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access</li> </ul>	<p>Year Round</p>	<p>ESC Migrant Counselors</p> <p>Educational Specialists</p>	<p>ESC Migrant Counselor Logs</p> <p>Recruiter Logs</p>

to instructional services as well as social workers and community social services/agencies.		Recruiters Migrant Tutors District Designee	Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

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**LEA Signature**

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**Date Completed**

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**ESC Signature**

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**Date Received**