

# Whitehouse Independent School District

## District Improvement Plan

### 2018-2019



**Board Approval Date:** November 12, 2018

# Mission Statement

The mission of Whitehouse ISD, the standard of excellence, is to inspire and equip students through innovative and challenging opportunities.

## Vision

Above all, students first!

## Core Beliefs

We believe faith and family are the foundation of our community.

We believe our children's success is our highest priority.

We believe each student's unique gifts and abilities have value.

We believe that supportive relationships are the foundation of learning.

We believe everyone has the right to a safe and caring environment.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Comprehensive Needs Assessment Data Documentation .....	5
Goals .....	8
Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. ....	8
Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders. ....	13
Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators. ....	16
Goal 4: Migrant PFS: Provide Priority Services to migrant students who are failing or at risk of failing to meet the state achievement standards and who have had their education interrupted during the current school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed. ....	17
Goal 5: Migrant ID&R Goal: To actively identify and recruit eligible migrant children and youth who: 1) are enrolled or reside in our school district according to all applicable federal laws and regulations 2) qualify for appropriate educational services 3) meet requirements of: State Comprehensive Needs Assessment, Statewide Service Delivery Plan and NCLB Consolidated Federal Grant Application, Title I, Part C .....	17
Title I Schoolwide Elements .....	18
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	18
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	18
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	18
District Education Improvement Committee .....	19
District Funding Summary .....	20
Addendums .....	23

# Comprehensive Needs Assessment

## Needs Assessment Overview

In the Fall of 2017, a diverse group of Whitehouse ISD staff, parents, and community members began a strategic planning process utilizing a wide variety of data sources such as the curriculum audit conducted in 2016, and the perceptions and experiences of students, staff, parents, and the community. This became the CNA for the Strategic Planning Process. Identified needs not addressed in the Strategic Plan are included in this improvement plan as an addendum to the strategic plan.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Study of best practices

# Goals



**Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.**

**Performance Objective 1:** Increase student performance on State and Federal Accountability measures and decrease student performance gaps among all students groups.









**Evaluation Data Source(s) 1:** STAAR Assessment Reports, Local Assessments, Grade Reporting, MAP Growth Assessments, TAPR

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Target performance objectives all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, MAP Growth, TELPAS, & local assessments) and IEPs, 504 plans, LPAC plans and RtI. [TEC11.252(a)(3)(A) & TEC11.255]	2.4, 2.6	C&I Department Special Education Department Campus Administrators, Teachers, and Interventionists	DMAC Lead4Ward MAP Growth Skyward: Student Grades Success Ed Lesson Plans IAPs and IEPs			
				Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A - Teacher/Leader Quality - 0.00, 263 Title III, Part A LEP - 0.00, 199 SCE Supplemental Service - PIC 24 - 0.00		
2) Provide supplemental services targeting at-risk students including dyslexia services. [TEC11.252(a)(3)(A), TEC11.252(3)(B)(iv), TEC11.252(c)(3)(H), & TEC11.255]	2.4, 2.6	The C&I Department Campus Administration, Teachers, and Interventionists Dyslexia Teachers & Staff	DMAC Lead4Ward MAP Growth Skyward: Student Grades Success Ed Lesson Plans IAPs and IEPs			
				Funding Sources: 211 Title I, Part A - 0.00, 263 Title III, Part A LEP - 0.00, 199 SCE Supplemental Service - PIC 24 - 0.00		



<p>3) Ensure that Pregnancy Related Services will be made available &amp; supported through the compensatory allotment for PRS services to serve prenatal &amp; postpartum students by providing in school services through classroom instruction and health and counseling services, also providing home bound instruction by a certified teacher during time of home/hospital confinement in accordance with local procedures. [TEC11.252(a)(3)(A), &amp; TEC11.255]</p>	2.6	Director of Special Education PEIMS Coordinator Campus Administration, Counselors, and Nurses	Course grades Nurses' records of service Counselors' records of service PEIMS Student data Home-bound service records			
Funding Sources: 199 SCE Supplemental Service - PIC 24 - 0.00						
<p>4) Provide academic support, provide needed supplies, and transportation as needed for students identified as McKinney Vento.</p>	2.6	District Homeless Liasion Principals Counselors Teachers	Report card grades Attendance State Assessments			
<p>5) Provide PreKindergarten classes, Headstart and PPCD classes to all eligible students on school campuses to ensure participation and transition to elementary classes.</p>	2.4, 2.6	Director of Instruction Programs Director of Special Education Principals Teachers	Parent-Teacher conferences End of Year Assessment			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









**Goal 1:** Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 2:** Implement a guaranteed and viable curriculum in grades K-12 in the following subject areas: language arts, math, social studies, and science.

**Evaluation Data Source(s) 2:** District curriculum documents and assessments, STAAR Reports

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<b>Equity Plan Strategy</b> 1) Implement the vertical and horizontal curriculum alignment plans within TEKS Resource System for all core subjects in grades K-12.	2.4	The C&I Department Campus Administration and Teachers	District curriculum documents Team/Department PLC meeting agendas and sign in sheets Lesson plans Unit assessment data			
	Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A - Teacher/Leader Quality - 0.00					
2) Research an aligned writing curriculum.	2.4	The C&I Department Campus Administration and Teachers	Identify an aligned writing curriculum to be implemented.			
3) Provide student opportunities to develop digital literacy skills that improve academic achievement through the Learning Resource Centers and Maker Spaces on each campus.	2.5	Media Technology Specialists Technology Integration Specialist Executive Director of Technology Principals	Schedule of Classes into the LRC's Lesson plans Student Achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.







**Performance Objective 3:** Assist all students and families in developing knowledge, skills, and competencies for a broad range of career opportunities.

**Evaluation Data Source(s) 3:** AP Exams, TAPR, ACT & SAT Reports

**Summative Evaluation 3:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Identify resources for students & parents regarding high-level achievement criteria for the state testing program, Advanced Placement, National Merit Scholars, College Entrance and CTE Certifications. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	3.2	Assist. Supt. of C & I Exec. Dir. of C & I WHS & WJHS Principals Dir. of CTE WHS & WJHS Counselors	Number of students achieving high-level accommodations Number of CTE Certifications earned STAAR Reports AP College Board Reports			
Funding Sources: 244 Carl Perkins CTE Basic Grant - 0.00						
2) Increase student participation in college preparatory work, such as PreAP, Honors, AP and Dual Credit courses. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	2.5	Assist. Supt. of C & I Exec. Dir. of C & I Principals Counselors	Course enrollment numbers			
3) Schedule parent information meetings at the junior high and high school campuses to inform them of course offerings including AP, CTE & Career Pathways, special program services & criteria. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	3.2	Principals Counselors Dir. of CTE	Parent sign-in sheets Course Selection Guide Forms			
4) Provide information to secondary students, teachers, & parents concerning higher education admission requirements & procedures, financial aid & scholarship opportunities with reminders throughout the year. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	3.2	Principals Counselors	Copies of documents & information distributed Survey Monkey Number of students entering college or university			
5) Schedule Family Engagement activities for all elementary campuses focused on academic achievement to promote a strong home school connection.	3.2	Principals teachers	Sign-in sheets agendas PO's Event notifications			

6) Annually revise the jointly developed parent engagement policy with parents and families.	3.1, 3.2	District Educational Improvement Committee	Sign-in sheets agendas Revised Policy			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.**

**Performance Objective 1:** Provide a behavior support system to enhance a positive learning environment while reducing drug & alcohol use, violations, and incidents of violence and disruptive behaviors.

**Evaluation Data Source(s) 1:** State PEIMS 425 Report, PBMAS Report

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Provide Crisis Prevention Intervention (CPI) certification to campus teams as needed. [TEC11.252(3)(B)(iii)]		Director of Special Education Principals	Number of teachers trained Number of CPI Certificates issued			
2) Provide Discipline Management Training that includes prevention & education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [TEC 11.252(3)(E), TEC 37.083(a) & TEC 37.0832]		Campus Administration Dir. of Alternative Education Dir. of Inst. Programs Exec. Dir. of C & I Asst. Supt. of C & I	PEIMS 425 Report Local & State Discipline Reports Staff completion of compliance training (EduHero certificates of completion)			
3) Review, analyze, and update campus safety drill procedures.		Director of Student Auxiliary Services Campus Administration	Updated campus plans and procedures			
4) Review with staff & administrators the WISD Board Policy re: Dating Violence & the identification, documentation & reporting procedures inclusive of extended definitions as referenced in SB 116. (FFH Local) & [TEC 37.0831]		Principals AP's Counselors Dir. of Alternative Education Asst. Supt. of C & I Director of Instructional Programs	PEIMS 425 Report Local & State Discipline Reports Decrease in discipline referrals			
5) Provide Campus level training for suicide prevention, conflict resolution, dating violence and violence resolution. [TEC11.252(3)(B)(i), TEC11.252(3)(B)(ii) & TEC 37.0831]		Counselors Principals Dir. of Inst. Programs	Number of counseling referrals Number of referrals to outside agencies			

6) Conduct annual analysis of DAEP & REACH programs inclusive of the following data items: demographic representation, attendance rates, pre & post assessments, dropout rates, graduation/completion rates & recidivism rates.		Asst. Supt. of C & I Dir. of Alternative Education Principals AP's PEIMS Coordinator	PEIMS 425 Report Local & State Discipline Reports			
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= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

**Goal 2:** Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

**Performance Objective 2:** Improve awareness and the reporting of sexual abuse and maltreatment of children.

**Evaluation Data Source(s) 2:** Schedule of training, Sign-in sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Provide staff development for employees concerning awareness and reporting of sexual abuse and maltreatment of children. [TEC 38.0041(a) & TEC 11.252(c)(9)]		Dir. of Instructional Programs Principals Counselors	Staff completion of compliance training (EduHero certificates of completion)			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						









**Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.**

**Performance Objective 1:** Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development while maintaining 100% in all subject areas.

**Evaluation Data Source(s) 1:** Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested.

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Provide Sheltered Instruction or other appropriate training for Non-ESL Core Content certified teachers.	2.4	Exe. Dir. of C & I Dir. of Inst. Programs ESL Facilitator Principals	Number of Training sessions provided Number of participants Lesson Plans			
	Funding Sources: 263 Title III, Part A LEP - 0.00					
2) Ensure all staff are provided opportunities for high quality on going professional learning including the use of instructional technology. [TEC 11.252(3)(F) & TEC 11.252(a)(3)(D)]	2.4	The C&I Department Campus Principals Department Supervisors	Local & ESC 7 staff development records ESEA/ESSA Compliance Reports			
	Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A - Teacher/Leader Quality - 0.00, 278 Title IV, Part A, Subpart 1 - 0.00					
3) Maintain specialized GT services by providing highly qualified & highly trained staff by ensuring attainment of GT certification through the initial 30 hours of training and 6 hour annual update thereafter for all teachers of identified GT students.	2.4	Exec. Dir. of C & I GT IC GT Teachers Principals Teachers	Student schedules for all GT students Class Rosters Local & ESC 7 Staff Development Records Staff Certification Records			
	 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					



**Goal 4: Migrant PFS: Provide Priority Services to migrant students who are failing or at risk of failing to meet the state achievement standards and who have had their education interrupted during the current school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.**

**Performance Objective 1:** (See Addendum)

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

**Summative Evaluation 1:**

**Goal 5: Migrant ID&R Goal: To actively identify and recruit eligible migrant children and youth who: 1) are enrolled or reside in our school district according to all applicable federal laws and regulations 2) qualify for appropriate educational services 3) meet requirements of: State Comprehensive Needs Assessment, Statewide Service Delivery Plan and NCLB Consolidated Federal Grant Application, Title I, Part C**

**Performance Objective 1:** (See Addendum)

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

**Summative Evaluation 1:**

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Betty Lough	Executive Director of C & I
Administrator	Susanna Campbell	Director of Instructional Programs
Classroom Teacher	Laurie Rozell	Teacher at Brown Elementary
Classroom Teacher	Nicole Moore	Teacher at Brown Elementary
Non-classroom Professional	Carol Allen	Counselor at Brown Elementary
Classroom Teacher	Shelby Galloway	Teacher at Cain Elementary
Classroom Teacher	Meagan Strickland	Teacher at Cain Elementary
Non-classroom Professional	Morgan Broyles	Counselor at Cain Elementary
Classroom Teacher	Tracey Carter	Teacher at Higgins Elementary
Classroom Teacher	Paula Salas	Teacher at Higgins Elementary
Non-classroom Professional	Forrest Kaiser	Principal at Higgins Elementary
Classroom Teacher	Melissa Alexander	Teacher at Stanton-Smith Elementary
Classroom Teacher	Mandy Lovelady	Teacher at Stanton-Smith Elementary
Non-classroom Professional	Lori Adams	Counselor at Stanton-Smith Elementary
Classroom Teacher	Polly Ludolph	Teacher at Holloway Sixth Grade School
Classroom Teacher	Sharyn Womble	Teacher at Holloway Sixth Grade School
Non-classroom Professional	Valencia Ray	Assist. Principal at Holloway Sixth Grade School
Classroom Teacher	Jeremy Brandt	Teacher at Whitehouse Junior High
Classroom Teacher	Katherine Wimberley	Teacher at Whitehouse Junior High
Non-classroom Professional	William Ripley	Assistant Principal at Whitehouse Junior High
Classroom Teacher	Adam Brown	Teacher at Whitehouse High School
Classroom Teacher	Cheryl Cobayashi	Teacher at Whitehouse High School
Classroom Teacher	Lana Hood	Teacher at Whitehouse High School
Non-classroom Professional	Mary Kay Wisener	Librarian at Whitehouse High School
Classroom Teacher	David Bridges	Teacher at AIM Center

Parent	Angie Wood	Whitehouse Junior High Parent
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# District Funding Summary

<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
3	1	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>244 Carl Perkins CTE Basic Grant</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>255 Title II, Part A - Teacher/Leader Quality</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
3	1	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>263 Title III, Part A LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199 SCE Supplemental Service - PIC 24</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

1	1	2			\$0.00
1	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>278 Title IV, Part A, Subpart 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

**Criteria for determining Priority for Service Students**

<p><b>Grades K-2 Students</b> who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>		<p><b>Grades 3-12</b> Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>	
Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2018-July, 2019	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by district Migrant Contact	District Migrant Contact	Letter to principal, dated PFS form
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the ESC 7 MEP.	Within 5 days of receipt	District Migrant Contact, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report



Provide Federal, State and Local programs and services for PFS students such as RtI and tutorials.	Ongoing	District Personnel	PFS response form and NGS Supplemental Services Report
The district's Title I Migrant Coordinator/MEP staff will make home and/or community visits to update parents on the academic progress of their students.	End of each grading period	District Staff	Documentation of home visits, phone calls, report cards, State Assessment letters
District submits Fall and Spring Semester grades to ESC 7 MEP for grades 9-12. District submits End of Year grades for grades 6-8 to ESC 7 MEP.	Within 5 days of the end of the semester or year	District Migrant Contact	Grades Report from NGS
Migrant Contact reports late enrollment or early withdrawal to ESC 7 MEP.	Within 5 days of enrollment or withdrawal	District Migrant Contact	Enrollment or withdrawal form, NGS report
The Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities	End of each month	District Migrant Contact	NGS Reports
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2018 through May, 2019	ESC MEP	A Bright Beginning documentation

Whitehouse ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting.	After School Board approval	District Migrant Contact	A copy of the District Improvement Plan
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**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Whitehouse ISD and ESC Migrant Contacts	September, 2018 and April, 2019	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Whitehouse ISD and ESC Migrant Contacts	September, 2018 and April, 2019	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

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

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

**Identification and Recruitment  
Action Plan 2018-2019**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2018- November 1, 2018. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

**Identification and Recruitment  
Action Plan 2018-2019**

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one 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. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2019	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2019	COEs, TEA guidance	TEA report

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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	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.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Whitehouse ISD	September - October 2018	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Whitehouse ISD	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Whitehouse ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Whitehouse ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form