



**Sabinal Independent School District  
District and Campus Improvement Plans  
2018-2019**

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### Mission Statement

Making excellence an everyday event.

## **District Improvement Team Membership**

### **Secondary**

Steve Alvarado, Principal, Non-teaching Rep

Cody Clark, Place 1, 2018-21

Joe Thomas Place 2, 2016-19

Douglas Flansburg Place 3, 2018-21

John Lopez, Place 4, 2017-20

### **Central Office**

Richard Grill, Superintendent

Michael Neuman, Assistant Superintendent

### **Community and Parents**

Sean Johnston, Community

Stephen Henry, Community

Rose Alvarado, Parent

Javier Flores, Community

### **Elementary**

Patrick Peabody, Non-Teaching Rep

Adrianna Beza, Place 1 2018-21

David Navarro, Place 2 2016-19

Lindsay Sandoval, Place 3 2018-21

Veronica Piles, Place 4 2017-20

Jessica Valadez, Para-Professional, 2017-20

Cecilia Reyes SHAC Representative

## State Goals and Objectives

2018-2019

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

**GOAL the students in the public education system will demonstrate exemplary performance in the understanding of mathematics.**

**GOAL the students in the public education system will demonstrate exemplary performance in the understanding of science.**

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

### ***OBJECTIVE 1***

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

### ***OBJECTIVE 2***

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

### ***OBJECTIVE 3***

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a High School diploma.

### ***OBJECTIVE 4***

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

### ***OBJECTIVE 5***

Qualified and effective personnel will be recruited, developed and retained.

### ***OBJECTIVE 6***

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

### ***OBJECTIVE 7***

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

### ***OBJECTIVE 8***

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

### ***OBJECTIVE 9***

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

## District Goals and Objectives

2018-2019

1. Maintain high quality instructional practices across the district that results in improved academic success.
2. Empower students to respond appropriately to academic and social challenges as they are faced in our schools and in our community.
3. To ensure that each student successfully completes graduation requirements and receives guidance and support in the post graduate/technical school process.
4. Cultivate opportunities for student participation that extend beyond the classroom

## District Resources

Federal Title I	\$135,000
SCE	\$648,024
G/T	\$21,604
CTE	\$283,160
ESL	\$24,491

## ACADEMIC INDICATORS

1. STAAR Scores
2. Student Attendance
3. Annual Drop-out Rate
4. Advanced Courses
5. Graduation Rate
6. Graduates with Advanced Seal
7. College Admissions Test
8. College Prepared

## CORRELATES OF EFFECTIVE SCHOOLS

### **1. SAFE AND ORDERLY ENVIRONMENT**

In the effective school, there is an orderly, purposeful businesslike atmosphere, which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

### **2. CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS**

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and that they, the staff, have the capability to help all students do so.

### **3. INSTRUCTIONAL LEADERSHIP**

In the effective school, the principal acts as instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in management of the instructional program.

#### **4. CLEAR AND FOCUSED MISSION**

In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals.

#### **5. OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time students are

engaged in whole class or large group learning activities that are planned and teacher directed.

#### **6. FREQUENT MONITORING OF STUDENT PROGRESS**

In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to

improve individual student performance and also to improve the instructional program.

**7. HOME/SCHOOL RELATIONS** Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

### **Every Student Succeeds Act of 2015 (ESSA)**

**Every Student Succeeds Act of 2015 (ESSA)**, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and
- Are accountable to the public for results.

### **ESSA Goals**

**1. Performance goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**2. Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**3. Performance goal 3:** All students will be taught by highly qualified teachers.

**4. Performance goal 4:** All students will be educated in learning environments that are safe, drug free and conducive to learning.

**5. Performance goal 5:** All students will graduate from high school.

## 10 Components of a Schoolwide Program

1. **Needs Assessment** - A comprehensive needs assessment that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
2. **Schoolwide Reform Strategies** - Strategies that:
  - provide opportunities for all children
  - use effective methods and instructional strategies
  - include strategies to address the needs of all children, but especially the needs of low-achieving children.
3. **Instruction** - Instruction by highly qualified teachers.
4. **Professional Development** - High-quality and ongoing professional development for teachers, principals, and paraprofessionals to enable all children to meet the State's academic standards.
5. **Highly Qualified Teachers** - Strategies to attract highly qualified teachers to high-need schools.
6. **Parental Involvement** - Strategies to increase parental involvement.
7. **Transition from Early Childhood** - Plans for assisting preschool children in the transition from early childhood, such as Pre-Kindergarten or Head Start, to local elementary programs.
8. **Site-Based Decisions** - Measures to include teachers in the decisions regarding the use of academic assessment, provide information on, and to improve, the achievement of students and the overall instructional program.
9. **Remedial Help** - Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective and timely additional assistance.
10. **Program Coordination** - Coordination and integration of Federal, State, and local services and programs.

## **District Title 1 Parental Involvement Policy**

2018-2019

1. Sabinal ISD administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent Involvement Policy and School-Parent-Student Compact. The policy will set expectations and establish a framework for quality parental involvement participation.
2. The district values the role parent's play as their children's first teacher and the influences of their continued support toward enabling their children to meet the state's student performance standards.
3. The Title I Parental Involvement Policy and School-Parent-Student Compact will be reviewed and distributed to parents in the campus Parent/Student handbook during the first week of school or when new students register.
4. A Title I public meeting will be held in the Fall to inform parents of the district's participation in Title I, Part A and its requirements. The parents will also be informed of their right to be involved.
5. The campuses will offer a flexible number of meetings, special called and/or campus-level to ensure opportunity to parents in the planning, reviewing and evaluation of Title I, Part A programs, including the Parental Involvement policy and School-Parent-Student Compact. Parent's suggestions and recommendations will be addressed as practicably as possible. In addition, the School-Parent-Student Compact will outline the means by which parents, school and students will share responsibility for improved student academic achievement and mastery of the state's high standards. An annual review and revision, if necessary will be part of the campus-level improvement plan process. Although signatures are not required, parents are urged to sign and discuss the compact with their children and teachers.
6. The district will make every effort to communicate with parent's information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress, and proficiency levels students are expected to meet. All information oral or written related to school parent programs will be provided in the format and language that parents can understand.
7. The district's capacity to build a strong partnership with parents will be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. In addition, the district will assist parents in understanding the state's academic content and achievement standards, state and local assessments and how to monitor their children's progress. These opportunities will be addressed at special-called meetings, committees and trainings. In addition, parenting skills workshops and opportunities to volunteer will be provided for parents.
8. Information on the "value and utility of parent's contributions," and on how to reach out and communicate with parents as equal partners in the education of their children will be scheduled and provided to staff during campus faculty meetings or other campus-level initiatives.
9. The district to the extent feasible and appropriate will coordinate and integrate parent involvement programs and activities with Headstart and community agencies and private schools when applicable.
10. The district will ensure full opportunities for the participation of parents with limited English proficiency, disabilities and parents of migratory children by assuring that notices, information and reports are in a format and to the extent practicable, in the language that the parents understand.



**STUDENT ♦ PARENT ♦ TEACHER  
COMPACT**

Shared Responsibilities for High Student Performance

The Sabinal Independent School District, the teachers, the parents and the students realize that the responsibility for students to meet the State of Texas' high performance standards must be shared, and they also realize the importance of regular communication.

To this end, all agree to do the following to support education:

As a student, I will...	As a parent of this student, I will...	The staff will...
<ul style="list-style-type: none"> <li>• respect self, others, and property</li> <li>• be prepared for each class with appropriate assignments, materials and participation</li> <li>• be responsible for my own behavior and choices</li> <li>• read everyday</li> <li>• share important happenings at school each day with my family</li> <li>• attend classes daily and on time</li> <li>• ask for help when I don't understand</li> </ul>	<ul style="list-style-type: none"> <li>• strive to see my child is on time and prepared for for school each day.</li> <li>• monitor my child's homework and provide a learning atmosphere at home.</li> <li>• limit T.V. viewing and read with my child or encourage my child to read each day.</li> <li>• set high goals concerning my child's education and motivate him/her with praise.</li> <li>• participate in meaningful parent/school communication to keep up with my child's school progress and welfare</li> </ul>	<ul style="list-style-type: none"> <li>• respect your child and you at all times.</li> <li>• be organized and prepared for classes each day.</li> <li>• encourage and praise your child's effort every day.</li> <li>• encourage communication through notes, folders, phone calls, emails, meetings, and web publications.</li> <li>• take the time to know each child and his/her individual needs.</li> <li>• maintain high standards concerning your child's education and encourage him/her to reach them.</li> <li>• provide a safe and orderly learning school environment.</li> </ul>

## **Sabinal ISD Retention & Recruitment Plan**

### **Staff**

It is the goal of the Sabinal Independent School District to have the highest qualified teachers and support staff for our students. It is the goal of the district to have certified teachers in all classrooms.

### **Staff Strengths:**

Presently our staff is a mix of experienced and youthful teachers who possess the appropriate skills, knowledge and enthusiasm which provide an effective, well-rounded education. Sabinal ISD provides a positive and supportive work environment, competitive salaries and supplemental stipends, an adequate supply budget for instructional materials, the latest technological equipment, and newly renovated and modern facilities. We provide our teachers quality, on-going training and professional development to support their pedagogical needs, and to improve academic achievement.

### **Staff Needs:**

A teacher shortage exists in our State, and competition for the best teachers is evident. Acquisition and retention of high quality teachers is a growing concern in our school district as well as in rural areas across the State. Nothing influences educational opportunities for our students more than a high quality teacher. According to the Texas Association of School Boards salary survey's, Sabinal ISD has competitive salaries and benefits compared to schools districts in the Uvalde County area, however the Bexar County area is one of the top paying regions in Texas, thus affects our recruitment efforts.

### **Teacher Recruitment and Retention:**

The recruitment and retention of high quality teachers is based on our district's comprehensive needs assessment as well as State educator guidelines.

The following strategies are implemented in pursuit of the district goals and objectives within the District Improvement Plan (DIP) for recruitment and retention of teachers;

1. Annual review and improvement of the professional employees pay to stay competitive in our Region and across the State
2. Provide quality annual and on-going professional development for all instructional staff
3. Provide positive, 21st century working environment
4. Allocated funds for testing review sessions supporting additional teacher certifications
5. Provide teachers a \$3,500 stipend for critical shortage areas of instruction
6. Provide teachers a \$1,500 stipend for holding a Master's degree in their teaching field, and \$1,000 in other educational majors

7. Annual "longevity" benefit at a rate of \$100/year, to encourage staff retention
8. Employer provided life-insurance policy
9. Employer contribution to pension plan
10. Employer contribution to group health plan
11. Small class size, and string behavior support by the principal and board
12. Analyze data reported in the annual Program Compliance/Performance Report, ensuring low-income students and minority students are not taught at higher rates than other student groups by teachers who are not "highly qualified."

### **Elementary Comprehensive Needs Assessment**

#### **Elementary Findings**

##### **Introduction**

The campus leadership team (CLT) reviewed and developed a comprehensive needs assessment. During campus meetings the team considered campus and district strengths and needs. These areas included student demographics and student achievement, school culture and climate, staff quality and retention, curriculum and instruction, family and community involvement, school organization, and technology. The team reviewed the accountability data for 2018 as prepared by the Texas Education Agency, as well as other relevant information and STAAR data from the 2018-2019 school year.

##### **Demographics**

Sabinal ISD is an ethnically diverse school district with approximately 80.3% Hispanic, 18.76% White, 1.98% African American, 4.85% Native American, 0% Asian, and .88% Multi-Racial. 66.4% of the students on the campus are eligible for free or reduced price lunches under the National School Lunch program and 5.07% are limited English proficient (LEP). The number and percent of students from ethnic minorities, low-income families, and who are limited English proficient has remained relatively stable over the last several years. 70.7% of the student body is considered economically disadvantaged and 13% are identified as at-risk.

The Sabinal Independent School District serves a community of 1,774 as a public education institution. As with many small communities, Sabinal ISD is the largest employer in the community. The district is composed of three campuses that include an elementary school with an enrollment of 200 students, a middle school with an enrollment of 100 students, and a high school with an enrollment of 161 students. The alternative education program for disciplinary purposes provides services for students throughout the year. The regular school day operates from 7:45 AM to 3:40 PM daily, with an annual total of 79,968 minutes of regular instruction.

### **Student findings**

The primary instrument for determining student achievement is the State of Texas Assessments of Academic Readiness (STAAR). Students who receive special education services are tested through the STAAR, STAAR Spanish, and STAAR Alternate 2. Students who qualify for assistance under English as a Secondary Language (ESL) are assessed yearly by the TELPAS instrument. Teacher created TEKS Based Assessments and one released STAAR test are used as a diagnostic tool throughout the year. The TPRI assessment is used for grades K-3 and C-PALS assessment for PreK. Reading and Math progress is tracked through AR Reading, Math, and Early Literacy software.

### **Student Strengths**

Students in Sabinal Elementary are respectful and are generally happy to be on campus. Students are involved in student council, UIL, and other school sponsored activities. Attendance for 2017-2018 was 97.01% for the fall semester, 95.22% in the spring, with an overall attendance rate of 93.99%.

### **Student Needs**

While elementary students' STAAR progress measures continued to improve from previous years, with the exception of 4<sup>th</sup> grade. 3<sup>rd</sup> grade passing rates rose from 42% to 69% in Math and 42% to 59% in Reading. 5<sup>th</sup> Grade Math maintained at 91%, 5<sup>th</sup> grade Reading rose from 70% to 78%, and 5<sup>th</sup> grade Science rose from 39% passing to 74% passing. Students are still working on getting a better foundation in phonics which was not available on the campus for many years, this had led to compounding issues with reading. Lack of reading skills is also hindering student mastery of math assessments, as the majority relies on word problems. Lower reading skills, text familiarity, also hinders student abilities to write, as well as revise and edit text.

### **Staff findings**

At the elementary campus, 39% of the staff ethnicity is White and 61% are Hispanic. 94% of the staff hold a bachelor's degrees and 6% master's degrees.

### **Staff Strengths**

The entire faculty is ESL certified except for a few of the new hires for 2018-2019. All teachers have been through Gifted and Talented Training, except for some of the new hires. There are a few strong leaders who have taken the lead on various campus initiatives and work closely with the principal to drive change on the campus. The campus has a great group of new hires that are very dedicated and energetic.

### **Staff needs**

Staff is working on implementing new processes and systems across campus. Staff was given training in the TEKS Resource System and Eduphoria software in 2017-2018, however turn-over of staff compromised the training. The training has continued at the beginning of the 2018-2019 school year, and plans are in place for ongoing support throughout the school year. Teachers are becoming more comfortable with the systems. Teachers are also receiving support on using the Instructional Focus Documents for lesson planning.

## **Parental Involvement**

There is fluctuating parental involvement on campus. More parents attend functions like Grandparent's Luncheon, Family Picnics, Christmas Concert and festivals. There is moderate family attendance for awards ceremonies, open houses, and meet the teacher nights. There is low turnout for family meetings, PTO and Title I meetings. There has been more open communication between parents and teachers since the campus began using ClassDojo.

## **Parental involvement strengths**

A small core of involved parents are heavily involved in participating in extra-curricular school events. Parents have the opportunity to serve on a variety of committees and to attend different informational events. The current officers and members of PTO are pushing to support the school, expand their membership, and look for ways to give back. Parents are well represented during fun activities or recognition events.

## **Parent involvement needs**

More parent participation is needed in PTO and other informative/discussion meetings. Topics include campus and teacher efforts to educate and inform the parents of academic progress, attendance, tardies, grading procedures, and what parents can do at home to support their children's education. The campus has a consistent group of students that continues to be tardy the majority of the days.

## **Community Involvement**

Better community involvement and parental support is needed. More community members are needed to volunteer to support the growth and academic needs of our students.

## **Community involvement strengths**

Local churches are very supportive of the schools, donating time and materials to assist teachers, as well as providing afterschool activities. The community also provides opportunities for elementary students to participate in sports, boy scouts, and girl scouts. Good community feedback are received from these events. Many locals' citizens donate their time to give presentations on various events such as Career days.

## **Community needs**

More volunteers are needed for things like mentoring our students and being guest readers. More community participation in campus festivals and health related activities would help support the students.

## **Facilities**

The elementary campus is made up of a main building built in 1971. There was a new library edition built in 2000. There is one portable building which houses the SPED Cluster and an attached multipurpose room that serves as a gym or auditorium for school events. There is a playground with many physical activity centers and a covered basketball court built in 2006 and 2008. In 2010, the district facility improvement initiative renovated all classrooms including new floors, casework, marker boards and instructional technology hardware. In 2010 new windows were installed in the 1950's building along with new HVAC units, as well as cosmetic and structural renovations to the building.

### Facilities strengths

The main building has been renovated, updated. Wifi is accessible in all school buildings, each classroom has four student use computers, and Promethean boards are installed in each classroom. The building is clean and well maintained. The extensive playground facilities are also exceptional and utilized by the community. The computer lab has been repurposed as a Makerspace to allow students to explore various STEAM (Science, Technology, Engineering, Arts, and Math) themes. Extra rooms have been utilized as functioning spaces from resource rooms to a music room. An electronic remote access door lock is installed on the main entrance to secure entry into the building.

### Facilities needs

Areas of need for facilities are continued grounds and facility maintenance. Playground resurfacing has begun, but more filler is needed. More shade, provided by trees or awnings, is needed in the rear of the school to prevent playground surfaces from becoming too hot.

### Elementary Goals

**Academic Goal: The overall academic rating will improve to achieve a minimum of 75% (C) rating.**

Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity
TEKS Resource System (TRS) Reboot training.	October 2018	ESC-20 Trainer/ training costs, training materials, teacher's classes covered by substitutes as needed.	ESC20, Principals, Superintendent	Teachers and principals will be calibrated on the TRS.
Clear expectations for lesson plans will be provided to all teachers.	October 2018	Lesson plan template; scheduling time for successful implementation.	Principals	Principal will conduct at least 3 walk-through observations each month and provide feedback to the teachers.
Teachers will learn how to incorporate the TRS resource components into their lesson plan development.	October 2018	Planning time, faculty meetings, scheduling time for successful implementation.	Principals with support of Superintendent	Teachers will demonstrate mastery of utilizing the IFD Planning Guide for lesson plan development.

Euphoria support by grade level.	Oct 2018-Dec 2018	ESC-20 Trainer/ training costs, training materials, teacher's classes covered by substitutes as needed.	ESC20, Principals, Superintendent	Principals and teachers will be calibrated on Eduphoria.
TEKS Resource System support in each core-subject.	Oct 2018-May 2019	ESC-20 Trainer/ training costs, training materials, teacher's classes covered by substitutes as needed.	ESC20, Principals, Superintendent	Teachers will understand how to use TRS for lesson planning.
Principal will conduct walkthroughs and provide teachers feedback.	Oct 2018-May 2019	Walk-through school schedule and feedback tool.	Principals with support of Superintendent	Teachers will demonstrate growth on the area of concerns documented by the principal.
Teachers will incorporate all components of TRS into lesson plans and instructional strategies.	Oct 2018-May 2019	Lesson plan template; scheduling time for successful implementation.	Teachers and Principals	Teachers will demonstrate mastery of utilizing the IFD Planning guide for lesson planning.
By August 2019, the passing rate of all student populations in all tested areas will improve a minimum of 10%.	Oct 2018-May 2019	During 2018-2019 2-local assessments, a release STAAR (where applicable), and TEA provided Interim Assessments (where applicable) will be used to measure student academic success.	Teachers and Principals	A 10% higher passing rate on local assessments compared to last year's local assessments. After each local assessment, teachers will correctly identify the TEKS to reteach.
Identify professional development needs for 2019-2020	June 2019	Data Review	Principals with support of Supt will lead data collection to determine success or needs; Principals and Supt will develop appropriate training/materials and update this plan with further details	Principals and Supt will supervise mastery of TRS implementation. Principals and Supt will meet with teachers to determine training needs for 2019-2020.

**Organizational Goal: Recruit and retain of high quality teachers who meet State and Federal certification standards.**

Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity
Review current instructional practices and pursue best practices of similar size districts who achieved a B or better campus rating.	October 2018	Supt, ESC20, TASB, Principal	Supt, ESC20 TASB, Principal	Supt and principals will reflect and analyze current practices to meet the needs of Sabinal ISD.

Teacher on-going mentoring support initiated to improve pedagogical skills.	October 2018	ESC-20 Trainer/ training costs, training materials, teacher's classes covered by substitutes as needed.	ESC20, Principals, Superintendent	Principals and Supt will reflect and analyze current practices to meet the needs of Sabinal ISD
Teacher provided intensive instructional support in each core content area.	Oct 2018-May 2019	ESC-20 Trainer/ training costs, training materials, teacher's classes covered by substitutes as needed.	ESC20, Principals, Superintendent	Principals and Supt will reflect and analyze feedback from teachers.
Review current recruitment practices and best practices from similar size districts with lower turnover rates.	January 2019	Superintendent, TASB, ESC20, Principals	Superintendent and Principals	Support teachers with mentoring in pedagogy, instructional content, lesson plan design, classroom management of all new or struggling teachers
Teachers will provide their input on how to improve teacher recruitment and retention.	February 2019	Superintendent, ESC20, TASB, Principals. Supt will attend quarterly HR Directors meetings to network with other LEA's for best practices.	Superintendent, Principals, ESC20	Support for teachers who have less than three years of teaching experience through on-going training. Collect input from teachers on how to improve recruitment and retention.
Implementation of teacher recruitment strategies for 2019-2020.	May 2019	Superintendent, Principals, ESC20	Superintendent, Principals, ESC20	Provide new and inexperienced teachers an opportunity to provide input on how recruit new teachers to the district & increase teacher retention.
Identify teacher training needs for 2019-2020.	June 2019	Superintendent, Principals, ESC20.	Superintendent, Principals, ESC20	Develop new teacher orientation training session for new teachers.



## Secondary Comprehensive Needs Assessment

### **Secondary Findings**

#### **Demographics**

Sabinal ISD is an ethnically diverse school district with approximately 80.3% Hispanic, 18.76% White, 1.98% African American, 4.85% Native American, 0% Asian, and .88% Multi-Racial. 66.4% of the students on the campus are eligible for free or reduced price lunches under the National School Lunch program and 5.07% are limited English proficient (LEP). The number and percent of students from ethnic minorities, low-income families, and who are limited English proficient has remained relatively stable over the last several years. 70.7% of the student body is considered economically disadvantaged and 13% are identified as at-risk.

The Sabinal Independent School District serves a community of 1,774 as a public education institution. As with many small communities, Sabinal ISD is the largest employer in the community. The district is composed of three campuses that include an elementary school with an enrollment of 200 students, a middle school with an enrollment of 100 students, and a high school with an enrollment of 161 students. The alternative education program for disciplinary purposes provides services for students throughout the year. The regular school day operates from 7:45 AM to 3:40 PM daily, with an annual total of 79,968 minutes of regular instruction.

#### **Student achievement**

The primary instrument for determining student achievement is the State of Texas Assessments of Academic Readiness (STAAR). Students who receive special education services are tested through the STAAR, and STAAR-A (Alternative). Students who qualify for assistance under English as a Secondary Language (ESL) are assessed yearly by the TELPAS instrument. Students are locally assessed by two TEKS Based Assessments and one released STAAR test which are used as a diagnostic tool throughout the year.

Data provided by the Texas Academic Performance Report (TAPR) show overall academic improvements in nearly all student sub-populations across the District compared to previous year, however student achievement is slightly below State performance levels. In addition to student assessment measurements, the annual TAPR report provides additional attendance and dropout rates indicating higher than State averages in both areas.

The Campus Improvement Plan focuses on objectives and goals which address the weaknesses identified from these data sources. Results of the campus-wide comprehensive needs assessment disclosed a need to focus on the overall writing performance level of students at all grade levels. The primary purpose of the Sabinal Independent School district is to provide the best possible instruction, environment, facilities, teachers, support staff, and educational materials which will promote student achievement and success. The content of the District Plan describes the activities and strategies which lead to this end.

An addition of a part-time Math Instructional Specialist to provide intensive instruction in mathematics to individual or small groups of students, according to assessment data and provide support to implement effective strategies and best practices to ensure future academic success on the appropriate State assessments. In addition this position will monitor and report on student progress to the principal and to the math department. In the area of writing, a part-time tutor will be hired to provide support for academic improvement in writing.

### **School Culture and Climate**

Students at the secondary level are equally respectful and are generally happy with a high participation rate in extracurricular activities. In 2018-2019, 96% of the seniors graduated and majority of our students are planning on pursuing higher education. Participation in student council, leadership conferences, supplemental summer education opportunities, dual credit courses, Texas Virtual School Network, GeoForce, and UT Geology courses are being accessed by students in grades 6-12. NHS and NJHS membership has increased. The Sabinal High School Criminal Justice Program Participation of students who are using these hours of service for their NHS/NJHS service hours have benefited all students.

### **Curriculum, Instruction and Assessment**

100% of the teaching staff are "Highly Qualified." At the secondary, all ELAR teachers are ESL certified and all core-content teachers are GT certified. All instructional staff was required to attend three days of professional development that was jointly agreed between the teacher and principal.

Staff will continue to be trained in disaggregating instructional data effectively using AWARE in Eduphoria; effective local curriculum based assessment procedures, and in the pedagogical relevance and differentiation of instruction. Training included, but not be limited to the following in the Fall of 2018: district curriculum, technology, Eduphoria, eChalk website management, other Promethean devices, online grade book, classroom management, general educational pedagogy, student behavior training, Google Classrooms, Google Docs, extensive TCMPC and GT training.

The District curriculum is the TEKS Resource System. The TEKS Resource System provides a curriculum management system that is aligned to the state-adopted standards (TEKS), allowing teachers to focus their time on students in the classroom. TEKS Resource System is designed to be used alongside district-approved instructional materials, such as textbooks, and is customizable to meet the needs of individual students. Designed to empower teachers, the TEKS Resource System helps teachers focus on student learning. The TEKS Resource System helps improve the costs effectiveness of schools by combining resources to develop the TEKS Resource System, reducing individual school cost and improving the quality of their system.

The Sabinal Secondary campuses are committed to the complete utilization of the Reading Plus Program to enhance reading and writing skills at all grade levels and content areas of this educational program. At-risk student assessment data has demonstrated levels severely needing accelerated and monitored instruction to enhance student reading levels from grades 6 through 12. It is the intention of the members of this campus to continue to have a clear insight and ongoing analysis of student performance levels specifically in the areas of reading and writing. It has been determined that support of vocabulary usage, reading comprehension and overall proficiency in reading skills, is needed to raise levels of performance in all tested and non- tested academic content areas.

The Reading Plus program has the potential to provide much needed exposure and access to literary texts that could help track reading proficiency and stamina to enhance reading accuracy. This initiative and commitment will be lead by members of the secondary ELAR departments as they utilize this program daily. In addition, students considerably at-risk will be scheduled in an additional reading intervention class. At the junior high level, all students will be supported through the reading and writing classes that they will attend on a daily basis. Furthermore, all other core and enrichment teachers will utilize this program at the minimum of two times per grading cycle to support writing skills across the curriculum.

Both the online system and support provided by Education Service Centers are customizable, allowing the district or school to personalize the content and services to meet the unique needs of schools and communities.

### **Family and Community Involvement**

It is important to build a good parent involvement component to ensure a "buy-in" of the district's programs. The staff are expected to have a "customer service" attitude with all parents they encounters. With parental support, the district will be able to provide students an opportunity to fulfill their academic opportunities by engaging with others in a responsible behavior.

At the secondary, parents are engaged with the secondary campuses in the following parent organizations: Sports Boosters, Band Boosters, Cheerleading Boosters, Student Council, FFA, FCCLA, and the Campus Improvement Team.

### **Post-Secondary Readiness**

Opportunities to maximize post-secondary learning opportunities for high school students have been added. Students will have the opportunity to obtain a Certified Nurse's Assistant certification upon graduation after taking a two semester course and successfully passing the certification exam. Criminal Justice and Meat Processing are other career-ready offerings. Opportunities to take dual credit classes have also been maximized with several options to take course work on-campus including the use of adjunct professors from SWTJC and online format.

### **School Context and Organization**

The campuses, as well as the district, provide several opportunities for student, parent, community and staff input through Site-Based Decision Making (SBDM) committees. The Campus Improvement Team (CIT) and the District Improvement Team consist of teachers, parents, community and business representatives. Annually curriculum, instruction, assessment, staff development, school calendar and budgets are discussed and approved by these committees. Students also have a voice through the Student Councils which meet with the principals on a regular basis. Community surveys regarding campus improvement and school calendars are used to gather data to drive decision-making.

### **Technology**

Sabinal ISD continues to embrace the 21<sup>st</sup> Century Classrooms Model (Technology in the classroom).

Staff has been trained to use Promethean Board, Promethean Planet Tools, eChalk, Eduphoria, online grade book, PLATO, Texas Success, Google Classroom, Google Docs and AWARE.

Our equipment and training for our staff have enabled us to provide an exceptional 21<sup>st</sup> Century educational opportunities that are uncommon in many school districts. Our fiber-optics allow internet connections that are extremely fast, capable of supporting 1 Gbps connectivity and wireless connections throughout all facilities. We enjoy one of the best internet broadband widths of any school in the Nation. Our infrastructure now allows us to Podcast, Skype, and Video stream in all locations throughout our schools; this video streaming capability allows us to offer our students and staff opportunities to view UIL events without cancelling school. We all should be proud to provide these services to our students and staff.

Classroom hardware in all classrooms include: teacher computer, interactive white boards (Promethean Boards), student response systems, HD LCD projectors with integrated sound systems, documents cameras, and a minimum of 4 student use computers

We have equipped our schools 5- iPad carts, 3- iPod Touch carts, 11-Cromebook carts and 5- COWS (Computers On Wheels) which allows us to make any classroom, or anywhere other location in our schools, a computer lab. Gone are the days where a classroom is exclusively a computer lab, allowing greater flexibility of classroom assignments and access to computer labs. Each “cart” contains approximately 25 wireless devices. Recently the District was awarded the Technology Lending Grant provide nearly \$50,000 worth of hardware for better student access to digital-based instruction from home.

**Secondary Goals**

**ATTENDANCE**

**Goal:** By May 2019 the percent of student attendance will increase to the State standard of 97.5%.

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. Monitor attendance and report habitual absences to counselors and the principal	Staff time	Principals Attendance Clerks	Principal review reports on file from attendance clerks every week	Identification of potential dropouts due to attendance  Student attendance is managed immediately, ADA is higher, fewer	Fewer dropouts due to attendance Attendance rates May 2019 Fewer dropouts due to attendance as evidenced in AEIS

				students in Summer School due to credit loss	report; successful credit gains by students
2. Implement follow-up strategies to prevent excessive absences	Staff time PTSA time and money Activity money	Principals Attendance clerks	August 2018 - May 2019, phone-call log and list of home visits.	Improved attendance	Fewer dropouts due to attendance Attendance rates May 2019

3. Send notices of status to parents of students with excessive days absent	Staff time	Principals Attendance clerks	August 2018 - May 2019	Parental awareness of rules/regulations concerning credit and attendance laws	Early make-up of missed hours; Increased attendance and awareness of attendance laws
4. Utilize Truancy Court action for excessive truancy / non-enrollment. Follow through on court days	Attendance records	Principals, Attendance Clerks	Monthly scheduled court dates	Support for school attendance from parents Increased individual attendance	May 2019
5. Reduce health-related absences through parent contacts and referrals to community agencies	Staff, pamphlets & literature Local Community	Principals School Nurse	August 2018- May 2019 referral records reports	Parental awareness of community assistance. Information of preventive healthcare Fewer absences due to illness	May 2019
6. Stress the importance of	Staff, pamphlets	Principals School Nurse	September 2018- May 2019	Parental awareness of community assistance.	May 2019

preventive health care	& literature Local Community			Information of preventive healthcare Fewer absences due to illness	
7. Acknowledge and reward students with exceptional attendance	Time Local	Principals Attendance Clerks	August 2018 - May 2019	Improved attendance Increased individual attendance	May 2019
8. Home visits	Time/Local funds/transporta tion	Principals Attendance Clerks	Each six weeks	Improved attendance	May 2019
9. Saturday School for students with excessive	Local	Principals Attendance clerks	Each six weeks	Improved attendance	May 2019

## CURRICULUM

**Goal: The overall academic rating will improve to achieve a minimum of 75% (C) rating.**

<b><i>Activities/Strategies</i></b>	<b><i>Resources</i></b>	<b><i>Person Responsible</i></b>	<b><i>Formative Evaluation/Date</i></b>	<b><i>Expected Outcome</i></b>	<b><i>Summative Evaluation/Date</i></b>
1. Teachers will re-evaluate and update our locally developed assessments each year. The use of AWARE & TEKS Resource System will be used to help develop formative assessments for grades 6th – 11th	Teacher time Local funds Title I	Principals Superintendent	Fall 2018 Spring 2019	To create instruments to adequately judge student progress towards mastery of TEKS	STAAR Testing  Spring of 2019
2. Data Management - AWARE will be used at 6-12 <sup>th</sup> grades	Local Title	Principals Superintendent Teachers	Every six weeks	Continuous improvement in student mastery of TEKS – teachers utilizing data to inform instructional practices	STAAR Testing  Spring of 2019

3. Continue to implement district curriculum for instructional alignment.	Local Title SCE	Principals Superintendent	Ongoing Each six weeks	Better resource for teachers. Student improvement on STAAR scores	June 2019
4. Intervention classes and tutorials to be done by and added math instructional specialist.	Local Title	Principals Teachers Specialist	Each Six weeks	Increase in locally developed assessment scores, course passing rates and /STAAR scores	June 2019
5. Plato	Local, SCE Title	HS Principal, Teachers	Weekly	Improved credits recovered by students	December 2018 June 2019
6. Use of Co-curricular activities to increase student engagement	Local, Title	Principals Teachers	Each Six weeks	Increase in student interest in academic areas	June 2019
7. Use of Eduphoria Forethought for teacher lesson plans and administrator approved planning templates	Local	Principals Teacher	Weekly	Increase in data-based instruction	June 2019
8. Reading Plus Program	Local	Principal Teachers	Ongoing	Increase in student overall reading levels and higher performance levels in state assessments	June 2019

PARENT AND COMMUNITY INVOLVEMENT

Goal: Parent involvement at all levels will increase

Activities/Strategies	Resources	Person Responsible	Formative Evaluation/Date	Expected Outcome	Summative Evaluation/Date
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<p>1. Provide continued communication with parents through various methods.</p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Open House</li> </ul>	<p>Materials Pamphlets Staff time Local Title I</p>	<p>Campus staff, Principals Superintendent</p>	<p>September 2018 –June 2019 Parent response Parent meetings with school staff during flexible times</p>	<p>Parents participation at all levels</p>	<p>Parent log of attendance at campus activities June 2019</p>
<p>2. Parents will be encouraged to take an active role in student/school activities</p>	<p>Parent time</p>	<p>Campus Staff Principals Superintendent</p>	<p>Parents are active in program decisions; Sign in sheets for federal program planning</p>	<p>August 2018-June 2019 Parents attend planning meetings offered by campus or District</p>	<p>Record of attendance June 2019</p>
<p>3. Inform and involve parents of district projects that reinforce core subjects</p>	<p>Title 1 part A Local Sabinal ISD Website School Messenger</p>	<p>Principals Teachers</p>	<p>Monthly PTSA meetings Letters Home Report Cards</p>	<p>Improved parental involvement Parent meetings</p>	<p>Increased scores and grades June 2019</p>
<p>4. Provide opportunities for parents and community to become more involved (tech/parenting)</p>	<p>Title 1 part A Local</p>	<p>Principals Special Program Director Tech Director</p>	<p>August 2018 May 2019</p>	<p>Increased community involvement</p>	<p>June 2019</p>



**STAFF DEVELOPMENT**

Goal: Increase the knowledge base for teachers so than can more effectively teach.

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. Contract with Region 20 for staff development in Technology Integration	Teacher time Local funds Title I	Principals Superintendent	Ongoing	Increase teacher knowledge Increase STAAR scores	May 2019
2. Contract with Region 20 TCMPC for staff development in Core Academic areas and tested areas	Local Title SCE	Principals Superintendent Director of Special Programs	Ongoing	Improved working understanding of all components provided by the TEKS Resources System, STAAR scores	May 2019
3. Provide specific staff development activities to develop authentic TEKS Assessments	Local Title SCE	Principals Superintendent	Ongoing	More aligned curriculum Better resource for teachers Student increase in STAAR scores	May 2019
4. Continue to provide local training activities for teachers regarding technology hardware	Local Title	Technology Director Principals	Ongoing  25	Better resources for teachers Increase STAAR scores	May 2019

5. To have all ELAR teachers ESL and all content teachers G/T certified.	Local Title Region 20	Principals Teachers Director of Special Programs	January 2019	For all teachers to be able to meet the diverse needs of the student body	May 2019
6. Weekly Professional Learning Community meetings to support department growth plans in tested areas demonstrating the need of obtaining higher outcomes	Local	Principal Teachers	Monthly	Improvement in teacher practices and knowledge of assessment planning/outcomes	June 2019

#### TECHNOLOGY

Long Range Goal: By the year 2020 technology will be integrated into all curriculum areas and be used as a teaching tool to enhance teaching and learning.

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. Actively pursue support activities and programs detailed in the District Technology Plan	Staff Time Local	Tech Director Special Programs Dir.	Applications made to secure funds Erate Others based on eligibility	Grant awards secured to purchase and implement technology	Purchase of technology/training May 2019
2. Continue curriculum offerings through Distance Learning classes at the High School for dual credit and	Staff Time SWTJC	Principal Tech Director Counselor	Classes offered and students enrolled in classes – August	Student graduate from HS with college credits	College credits awarded 2018-2019

concurrent enrollment					
3.Utilize the videoconferencing labs for virtual field trips as a curriculum resource	netVision20 membership	Teachers Tech Director Principals	Schedule of field trips	Curriculum enriched by videoconferencing	Completion of videoconferencing
4. Technology integrated in curriculum at all levels	Staff Development Local Technology Allotment Title	Tech Director Secondary Tech Integration Specialist Principals Teachers	Lesson Plans	Technology-rich curriculum improves scores on state assessment	Improved scores on State Assessments May-June 2019
5. All teachers meet SBEC standards for technology proficiency	Title Local	Tech Director Secondary Tech Integration Specialist Principals	End of semester – report of teacher completion of each proficiency level	Improved teacher productivity and integration of technology in curriculum	Projects by students and teacher
6. Continue staff development for teachers through online resources and face-to-face SD	Title Local	Tech Director Secondary Tech Integration Specialist Principals	Lesson Plans, SD sign in sheets and Deliverables	Improved productivity and integration of technology in curriculum	Projects by teachers and students
8. Continue classroom presentation tools in classrooms at all levels including but not limited to LCD projects, electronic whiteboards, LCD TVs and document cameras	Title I Local	Tech Director Principals	Equipment installed	Improve technology integration for whole group instruction and teaching	Improved scores on state assessments

9. Support innovative hardware and software technology to enrich curriculum	Local netVision20 ESC20 Instructional Resources	Tech Director Principals	Resources ordered	Improve instruction	Improved scores on state assessments
10. Refine district website and make it more user friendly and useful to staff, parents and students.	Server Webmaster Staff Development Local	Tech Director	New pages posted every week	Improved communications with parents and community	Improved communications
11. Improve and expand wireless connectivity in all areas of the district.	SLD Erate discount Local	Tech Director	SLD approval of funding	Improved access to infrastructure	Infrastructure installed

**2018-2019 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 July 1, 2018 and March 30, 2019 for ID&R training or as determined by TEA. NGS training to be determined
<b>B. <u>Other</u></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 5 working 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>• 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.</li> </ul>	<b>Staff:</b> Designated SEA Reviewers NGS staff	Within 7 working 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. <u>Other</u></b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. <u>Make contact with potential growers.</u></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. <u>Develop calendar and maps.</u></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. <u>Other</u></b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></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. <u>Other</u></b>		
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></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. <u>Eligibility review.</u></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. <u>Monitor and address ongoing training needs for ID&amp;R.</u></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. <u>Maintain up-to-date records on file.</u></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. <u>Annual eligibility validation.</u></b> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. <u>Other</u></b>		
<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>		

### 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.

Region: 20

**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 Pan 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</b> the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	System Specialists	NGS Monthly Reports
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.	Annual	Migrant Coordinator  Educational Specialists	Priority Service Action Plan
<b>Additional Activities</b>			
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).	Annual	Educational Specialists  District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan



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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
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.	Monthly	Educational Specialists  System Specialists  District Designee	Emails to district contacts with PFS Reports  SSA Meeting Agenda/Sign-In Sheets
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.	Annual  Community Outreach  PAC Meetings	Educational Specialists  Recruiters  Migrant Tutors	PFS Criteria Letter Agreement  Sign in sheets from Community Outreach  PAC Sign-In Sheets  Recruiter Logs/Google Contact Log

<p>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.</p>	<p>Year Round</p> <p>Individual meetings/phone calls with parents as needed (case by case)</p> <p>Community Outreach</p> <p>PAC Meetings</p>	<p>Educational Specialists</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>Required Strategies</p>	<p><b>Timeline</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Documentation</b></p>
<p><b>Provide</b> services to PFS migrant students.</p>			
<p>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.</p>	<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>FEV Progress Reports</p>

<p>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</p>	<p>Year Round</p>	<p>ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee</p>	<p>ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports</p>
<p>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</p>	<p>Year Round</p>	<p>Migrant Coordinator Educational Specialists</p>	<p>Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version).  PFS Student Review Forms</p>