

Tulia Independent School District

District Improvement Plan

2018-2019



Mission Statement

In partnership with parents and the community, the District will provide a safe learning environment in which all students are encouraged to realize their full potential. It is the goal of the District that all students will graduate as productive citizens of the highest character prepared to pursue higher level education or enter the workforce. The District will produce such graduates by employing highly qualified personnel, maintaining modern facilities, and integrating the technology necessary to deliver a challenging curriculum

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Comprehensive Needs Assessment

Revised/Approved: November 19, 2018

Student Academic Achievement

Student Academic Achievement Summary

Tulia ISD students' scores in reading/ELA are declining.

More teachers ask for programs or help for students in reading.

Student Academic Achievement Strengths

Biology and History instruction results in scores 80 and above.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading performance is declining. **Root Cause:** There is not a foundational reading program district wide to support students in all components of reading.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 21, 2018

Goal 1: Increase accountability and achievement for all students


Performance Objective 1: Increase student achievement so that: 90% of K-2 students will perform at or above grade level in reading and math as assessed by Istation, RAZ-Plus, Study Island, Dreambox, Lexia and NWEA Map tests in grade K-11. The ACE program will be offered for students not meeting grade level TEKS






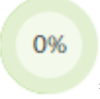

3-12 students will achieve a *87% or greater passing rate on all STAAR, EOC, state assessments in Reading, Writing, ELA, Mathematics, Science, and Social Studies and these same passing rates will be achieved in all subgroups (Hispanic, White, African American, economically disadvantaged, special education, GT, at-risk, migrant, and LEP)

Evaluation Data Source(s) 1: Istation ISIP Summary Report, NWEA, State Assessment Results, Lexia reports

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continued implementation of Response to Intervention on every campus utilizing class size reductions, innovative programs, inclusion for special educational students, and student success teams to effectively accelerate at-risk students to independent grade level work in reading and math. Implement beginning stages of Blended Learning Initiative in order to provide students with an active learning environment.	2.4, 2.5, 2.6, 3.2	Campus Principals Teachers Special Education Director Director of Instructional Design	Campus Schedules Formative Assessment Reports STAAR test Scores DMAC, TEXquest, RAZ-PLUS Fountas & Pinnell Levelled Literacy Intervention Kits for RTI Lexia	 33%		
Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 255- Title II - 0.00						

2) K-12 analysis of student performance data from standardized, DMAC, NWEA and TEKS resource assessments to effectively assess student progress towards TEKS mastery	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals Special Programs Director Dir of Instructional Design	Assessment Reports Lesson Plans			
Funding Sources: 211- Title I - 0.00						
3) DMAC analysis with focus on meeting system safeguards, Math, Writing and SS , with emphasis on AA , SPED . Economic disadvantaged.	2.4, 2.6	Campus Principals campus teachers Director of Instructional Design Director of Special Programs.	Assessments DMAC Teacher observation Formative and summative data			
Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00, 199- SCE - 0.00						
4) Campuses will offer tutorials for students not meeting grade level TEKS With emphasis on Sub populations: Economically Disadvantaged, ELL, AA, & SPED .	2.4, 2.5, 2.6	Campus Principals Counselors Teachers	Testing Data Sign in Sheet Tutorial logs			
Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 255- Title II - 0.00						
5) Early identification and treatment of dyslexia	2.4, 2.5, 2.6	Special Program Director Counselors Campus Principals	504 Committee Minutes Testing Reports Campus Schedules RTI Dyslexia Program Rosters KBIT2			
Funding Sources: 199-local - 0.00, 211- Title I - 0.00						
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Goal 1: Increase accountability and achievement for all students

Performance Objective 2: Tulia ISD will have a 97% attendance rate

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Increase parent/community awareness of the importance of attendance especially with regard to TAPR and federal accountability ratings	3.1, 3.2	Superintendent Campus Principals Special Programs Director	TAPR reports, School Report Card RTI team minutes communications/ website public meeting sign in sheets			
2) Parents are contacted as students approach the limit of absences allowed each semester	3.1, 3.2	Campus Secretaries Campus Principals Asst. Principals	Attendance Letters Phone records to parents Attendance Reports			
3) Provide campus incentive programs for perfect attendance and make influenza shots and health screenings for staff and students accessible when possible		Superintendent Campus Principals Nurse	Attendance reports Shot records			
	Funding Sources: 199-local - 0.00					
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Goal 1: Increase accountability and achievement for all students

Performance Objective 3: 100% of Tulia ISD students will graduate from high school prepared to pursue post-secondary education. 80% of eligible high school students will take the SAT/ACT with 35% or more performing at/above criteria
 95% of students will complete Foundation and General Endorsements Requirements
 25% of students will graduate with a distinguished level of achievement

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) K-12 will prepare students for success beyond high school through informed curriculum choices and student, parent, and community awareness of job related requirements and higher achievement standards expected for post-secondary education	2.5, 3.1, 3.2	HS Counselor JH Counselor Elementary Counselors	Parent communications Meeting Sign in Sheets College/Vocational handouts PGPs indicating recommended or distinguished programs for all 9th graders			
2) Each campus will determine ways to assist students in developing the knowledge, skills, and competencies for a broad range of career opportunities including career and technology	2.5, 2.6, 3.2	Campus Principals	CTE Lesson Plans CTE Schedules COP Reports PGP			
Funding Sources: 255- Title II - 0.00, 211- Title I - 0.00						
3) Continue to offer CBE, college dual credit, TxVSN online , and Plato/Edmentum to allow opportunity for accelerated graduation and credit recovery	2.4, 2.5, 2.6	HS Principal HS Counselors	Student Schedules PGPs			
Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00						
4) Continue participation in the Texas College Readiness Assessment Initiative to increase the number and success of students taking ACT/EXPLORE	2.4, 2.5, 2.6	HS Principal HS Counselor JH Principal JH Counselor	ACT and EXLPLORE Results TAPR Reports			
Funding Sources: 211- Title I - 0.00						
5) Develop personal graduation plans for Students in 8th and 9th grade	2.4, 2.5, 2.6	JH/HS Counselors	PGP on file with HS counselor			
Funding Sources: 199- SCE - 0.00						
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Goal 1: Increase accountability and achievement for all students

Performance Objective 4: 100% of LEP students will advance at least one level of proficiency on TELPAS

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide staff development and program updates for ESL/LPAC procedures	2.4, 2.5, 2.6	Special Programs Director Campus Counselors	Training Certificates Meeting Agendas Training Handouts LPAC Manual			
Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00						
2) Continued use of Lexia and DynEd along with state adoptions to accelerate at-risk ELL students more than one grade level each year in core areas	2.4, 2.5, 2.6	Special Programs Director Campus Principals	Lesson Plans TELPAS Reports Test Results Campus Schedules with ELL services Lexia			
Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00, 199-local - 0.00						
3) Continue to offer reimbursement for ESL certification completed at district request and stipends for TELPAS raters		Special Programs Director	Teacher Certificates			
Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 255- Title II - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 1: Increase accountability and achievement for all students

Performance Objective 5: Increase the use of quality data to drive instruction for all campuses.

Evaluation Data Source(s) 5:



Summative Evaluation 5:











Goal 2: Provide appropriate curriculum and instruction to meet diverse student needs







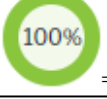
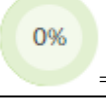

Performance Objective 1: Tulia ISD will align 100% of classroom curriculum and instruction to TEKS including accelerated and advanced programs designed to meet the needs of all students, especially, Economic disadvantaged, African American, ELL, 504, Special Education, migrant, at-risk, homeless, and gifted and talented. Align curriculum to prevent gaps in instruction methodology and TEKS.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue to seek and implement innovative reading, math, and science programs and technology that effectively address acceleration of at-risk students including economically disadvantaged, ELL, special education, dyslexia, migrant, homeless and close gaps between subgroups and including opportunities for acceleration outside of the school day tutorials/summer school, Implement Blended Learning in order to differentiate instruction to meet the needs of all students.	2.4, 2.5, 2.6	Campus Principals Special Programs Director Special Education Director Dir of Instructional Design	TAPR State Assessment Reports Grade Reports Attendance Logs Computer Reports Lexia Phonics Blast			
	Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00, 199- SCE - 0.00					
2) Teachers will continue to document differentiation on lesson plans for students with disabilities, ELL, and gifted and talented to accelerate the academic performance of students working below and above grade level. Implement Blended Learning in order to differentiate instruction to meet the needs of all students.	2.4, 2.5, 2.6	Campus Principals Director of Instructional Design	Lesson Plans DynEd data DMAC OnCourse Lesson planner Lexia			
	Funding Sources: 211- Title I - 4640.80, 255- Title II - 0.00, 199-local - 0.00					

3) Each campus will provide support for students at key transition points including: pre-kindergarten to kindergarten, elementary to junior high school, junior high school to high school, and students entering/exiting special programs	2.4, 2.5, 2.6	Campus Principals	Campus Schedules Parent Communications			
	Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00					
4) The District will focus on target areas to meet system safeguard in all performance indexes	2.4, 2.5, 2.6	Superintendent Principals Director of Special Programs Special Ed Director Teachers Director of instructional design	DIP Accountability Ratings DMAC TAPR			
	Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 255- Title II - 0.00, 199-local - 0.00					
5) All students identified as homeless will receive services as required by the McKinney-Vento Act.	2.6	Special Programs Director Counselors	Homeless Roster Backpack forms Student Schedules			
	Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00, 199- SCE - 0.00					
6) Campuses will examine enrollment numbers yearly to determine staffing to maintain appropriate class size reduction		Superintendent Campus Principals	Master Schedules Attendance Reports			
	Funding Sources: 211- Title I - 0.00, 255- Title II - 0.00					
7) Continue implementation of research based TEKS resources curriculum management guide K-12 and provide core teachers training	2.4, 2.5, 2.6	Superintendent Principals Special Programs Director Dir. of Instructional Design	Curriculum Documents Training Records Lesson Plans			
	Funding Sources: 199-local - 0.00, 211- Title I - 0.00					
8) Provide Federal and State required services to eligible students in the least restrictive environment 100% of the time	2.4	Superintendent Campus Principals Special Ed Director Special Programs Dir. Teachers	Meeting Agendas Documentation Sign In Sheets Staff and Parent Signed Documentation			
	Funding Sources: 211- Title I - 0.00, 199-local - 0.00					

9) Students in special programs receive services in a timely manner	2.6	Campus Principals Campus Counselors Special Education Department Special Programs Director	Meeting Minutes/ Agendas Sign In Sheets Staff and Parent Signed Documentation			
	Funding Sources: 199-local - 0.00, 199- SCE - 0.00					
10) The District will focus on target areas to meet system safeguard in all performance indexes	2.4, 2.5, 2.6	Campus Principals Campus Counselors Special Education Department Special Programs Director Teachers Director of Instructional design	Accountability Ratings DMAC TAPR			
	Funding Sources: 199- SCE - 0.00, 211- Title I - 0.00, 199-local - 0.00					
11) The district will comply with state and federal guidelines pertaining to state assessments given to special education students	2.4, 2.5, 2.6	Superintendent Campus Principals Special Education Director Diagnosticians Special Programs Director	State and Federal Accountability Ratings TAPR Report ARD Documentation PBMAS			
	Funding Sources: 199-local - 0.00					
12) Campuses will utilize additional staff to promote a GT and UIL academics.	2.5, 2.6	Principal GT/UIL Teachers	Lesson Plans UIL participation UIL performance			
	Funding Sources: 199-local - 0.00					
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Goal 2: Provide appropriate curriculum and instruction to meet diverse student needs

Performance Objective 2: Tulia ISD will provide and use current technology tools to promote higher-order thinking, problem solving, and creativity and to accomplish administrative functions to ensure that 100% of all students earn a high school diploma

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Classroom instruction through use of computers, handhelds, video conferencing opportunities, improved video recording capability, and interactive white boards to promote higher-order thinking, problem solving, and creativity		Campus Principals Technology Coordinator Special Programs Director Director of Instructional Design	TAPR Reports DMAC data formative observations walk throughs			
	Funding Sources: 199-local - 0.00					
2) All campuses are networked and all campuses are connected to a region wide network		Technology Coordinator Dir. of Instructional Design	Region 16 Contract Websites			
	Funding Sources: 211- Title I - 0.00, 199-local - 0.00					
3) Computer labs and direct high speed internet access are available on all campuses		Technology Coordinator Campus Principals Dir of Instructional Design	Master schedules			
	Funding Sources: 199-local - 0.00, 199- SCE - 0.00					
4) Continue and maintain a one to the world program on each campus for having technology devices in each students, teachers, and administrators hands.		Dir of Instructional Design Principals Special Programs Director	Survey results Prof. Dev. sign in sheets.			
	Funding Sources: 199-local - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 2: Provide appropriate curriculum and instruction to meet diverse student needs

Performance Objective 3: Tulia ISD will utilize research based curriculum to promote collaboration, communication, critical thinking and creativity for all students. TEKS Reource System, Lexia, Power Up (Lexia), Apex and Really Great Reading will be used to provide a strong reading foundation k-12

Evaluation Data Source(s) 3: NWEA data, program specific assessments

Summative Evaluation 3:

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





Goal 3: Employees will participate in professional development through book studies, training, ESC16 and organizations to improve instruction, classroom management, performance, motivation and TTESS appraisal.

Performance Objective 1: Implementation of incentives and strategies to recruit teachers to Tulia ISD who meet 100% of the state certification requirements adopted in State Board of Educator Certification.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Participate in job fairs at ESC 16 and local universities to recruit highly qualified personnel		Superintendent Campus Principals	Applications for employment			
Funding Sources: 199-local - 0.00						
2) Maintain an active district web page and update vacancy postings on ESC 16 to recruit highly qualified personnel		Superintendent Campus Principals Technology Facilitator Dir of Instructional Design	Postings Website Counter			
Funding Sources: 199-local - 0.00						





3) Continue to offer critical area bonuses to recruit teachers in the hard to fill areas of math, science, and Spanish		Superintendent Campus Principals	TAPR Report Personnel Files			
Funding Sources: 199-local - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Employees will participate in professional development through book studies, training, ESC16 and organizations to improve instruction, classroom management, performance, motivation and TTESS appraisal.

Performance Objective 2: Implementation of incentives and strategies to retain teachers in Tulia ISD who meet 100% of the state certification requirements adopted in State Board of Educator Certification.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Conduct district orientation to familiarize new staff to Tulia ISD with district policies and procedures</p>		Superintendent Special Programs Director Business Manager Special Education Director Technology Facilitator Campus Principals Dir of Instructional Design	Meeting Documentation: agendas, sign in sheets, handouts Orientation Evaluation	 100%	 100%	 100%
Funding Sources: 199-local - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) Conduct district new teacher meetings each year and survey new teachers in spring</p>		Superintendent Special Programs Director Business Manager Special Education Director Technology Facilitator Campus Principals Dir of Instructional Design	Meeting Documentation: agendas, sign in sheets, handouts Orientation Evaluation	 66%		
Funding Sources: 199-local - 0.00						

<p>Critical Success Factors CSF 7</p> <p>3) Staff members who are not highly qualified will develop professional development plans with the help of campus administrators to assist in maintaining and/or attaining certification through alternate programs, GT basic/update hours, certification academies, and college course work</p>	Superintendent Campus Principals Special Programs Director Special Education Director	Professional Development Plans Training Certificates Transcripts			
	Funding Sources: 199-local - 0.00				
<p>Critical Success Factors CSF 7</p> <p>4) All campuses will implement an effective mentoring system to encourage the retention of highly qualified staff</p>	Campus Principal Mentor Teachers	Mentoring Meeting Schedules PLC Agendas			
	Funding Sources: 199-local - 0.00				
<p>Critical Success Factors CSF 7</p> <p>5) Teacher reimbursement for testing fees and teacher certificates obtained at district request</p>	Superintendent Campus Principals Special Programs Director	SBEC Teacher Certificates			
	Funding Sources: 211- Title I - 0.00, 199-local - 0.00				
<p>6) New teachers will participate in a New teacher academy provided by the district</p>	Campus Principals Director of Instructional design	Course certificates sign in sheets.			
	= Accomplished = No Progress = Discontinue				



Goal 3: Employees will participate in professional development through book studies, training, ESC16 and organizations to improve instruction, classroom management, performance, motivation and TTESS appraisal.









Performance Objective 3: 100% of Tulia ISD teachers will attend professional development sessions focusing on their assigned teaching responsibilities. Teachers will be trained on the appraisal system, TTESS to set goals and determine professional development.

Evaluation Data Source(s) 3: professional development certificates, sign in sheets, TTESS appraisals

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Tulia ISD teachers and administrators will be provided staff development relevant to their needs with emphasis on diverse and varied classroom practices and teaching strategies for meeting the learning needs of all students including: struggling learners, culturally and linguistically diverse students, economically disadvantaged students, advanced learners, CTE, and students with special learning needs. Summer Professional Development will be offered though self paced/book studies/computer to provide flexible, but relevant opportunities to learn.</p>		<p>Campus Principals Special Programs Director Dir of Instructional Design</p>	<p>ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets Staff Development Needs Survey</p>			
<p>Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 255- Title II - 0.00, 199-local - 0.00</p>						
<p>Critical Success Factors CSF 7</p> <p>2) Professional Development will be allowed at each campus for curriculum alignment and development</p>		<p>Campus Principals Special Programs Director Dir of Instructional Design</p>	<p>Staff Development Sign in Sheets and Agendas Training Certificates</p>			
<p>Funding Sources: 199-local - 0.00, 211- Title I - 0.00, 199- SCE - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Tulia ISD teachers and administrators will seek appropriate staff development which may include the following: technology, conflict resolution, classroom management, district discipline policy, student code of conduct, child abuse identification and reporting, research based strategies for teaching with rigor and depth and complexity, strategies for questioning and assessing content with more rigor</p>		Campus Principals Special Programs Director Technology Facilitator Dir of Instructional Design	ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets			
<p>Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 199-local - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Professional Development will be provided or made available through the ESC or outside vendors for Math, Reading, Social Studies, and Science teachers, for their respective TEKS</p>		Special Programs Director Campus Principals Dir of Instructional Design	Agendas Sign in Sheet Training Notes Training Certificates			
<p>Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 199-local - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Professional development implementing strategies for increasing rigor in instruction, questioning, and assessment will be provided for all core teachers, administrators, instructional coaches and interventionists. Lead4ward trainings will provide needed support to make instructional decisions for students.</p>		Special Programs Director Campus Principals Dir of Instructional Design	Agendas Sign in Sheets Training Notes Lead4ward PD attendance			
<p>Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 199-local - 0.00</p>						
<p>Critical Success Factors CSF 3 CSF 7</p> <p>6) Teachers and administrators will have opportunities for professional development using videoconferencing and webinars</p>		Campus Principals Special Programs Director Dir of Instructional Design	Video-conference and Webinar Sign up Sheets Training Certificates			
<p>Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 199-local - 0.00</p>						
<p>7) Teachers will be provided professional development materials for behavior and classroom management</p>		Campus Principals Special Programs Director	PLC Meeting Minutes PLC Agendas PLC Sign In Sheets			
<p>Funding Sources: 211- Title I - 0.00, 199- SCE - 0.00, 199-local - 0.00</p>						
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Goal 3: Employees will participate in professional development through book studies, training, ESC16 and organizations to improve instruction, classroom management, performance, motivation and TTESS appraisal.

Performance Objective 4: Ensure that low-income students and minority students are taught by teachers certified in the fields they are assigned to teach.

Evaluation Data Source(s) 4:

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) Analyze data from certifications, testing, staff development, and service records to ensure that all Tulia ISD teachers meet highly qualified status</p>		Superintendent Campus Principals Special Programs Director	HQ Report Personnel Files SBEC Certifications Training Certificates			
Funding Sources: 199-local - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) Analyze data from paraprofessional files to ensure all instructional assistants are highly qualified</p>		Superintendent Campus Principals	HQ Report Personnel Files HQ Paraprofessional Assessments			
Funding Sources: 199-local - 0.00						
= Accomplished = No Progress = Discontinue						






Goal 4: Provide a safe and orderly learning environment

Performance Objective 1: Implement programs to promote 100% safe and drug-free schools

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Participation in the Texas Behavior Support Initiative to improve classroom management and discipline of special needs students		Special Education Director Campus Principals	Training Certificates			
	Funding Sources: 199-local - 0.00					
Critical Success Factors CSF 5 2) The district's School Health Advisory Council (SHAC) will continue to increase the involvement of parents and the community in district efforts to address health issues of students		Special Programs Director	SHAC Agendas/ Minutes			
	Funding Sources: 199-local - 0.00					
3) Continued implementation of a sequential, developmentally appropriate, evaluated physical education curriculum to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life including: small student/teacher ratios as practical, FitnessGram testing (3-12), CATCH (3-5), district nutrition and wellness policies and a district wellness plan		Special Programs Director Campus Principals	FitnessGram Reports Lesson Plans Parent Letters Class Schedules Lunch Menus Website			
	Funding Sources: 199-local - 0.00					
4) School counselors are available to guide students in various personal issues affecting self-esteem, behavior, and responsibilities in a school setting		Counselors	Counselor Plans Schedules			
	Funding Sources: 199-local - 0.00					

5) Continue implementation and training for the district Emergency Operations Plan on each campus		Business Manager/District Emergency Coordinator Campus Principals	Training Documentation Drill Schedules			
Funding Sources: 199-local - 0.00						
6) DAEP placements will no longer be determined by the number of referrals a students receives (Junior High and Swinburn Elementary). Discretionary placements will be determined by the severity of a referral and the impact it has on the safety and educational well being of all students on the campus. Campus Principals will make a determination to create a committee to review DAEP discretionary placements this committee will include an administrator, a counselor, and a classroom teacher. This committee will discuss each situation and determine the proper placement of the student.		Campus Principals Campus Assistant Principals	Discipline documentation DAEP Hearing			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Provide a safe and orderly learning environment

Performance Objective 2: Promote Anti-Bullying program at all campuses

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 1) Special Programs like Bucket Fillers; staff development are presented on school violence and bullying		Campus Principals Special Programs Director Superintendent Counselors	Agendas Contracts Parent and Community Notifications Website			
	Funding Sources: 199-local - 0.00					
Critical Success Factors CSF 6 2) Continue Safe and Civil Schools discipline management program and other campus specific programs to prevent unwanted physical or verbal aggression, dating violence, sexual harassment, child abuse, conflict resolution, suicide prevention, bullying, and alcohol awareness.		Campus Principals Counselors	Counselor Schedules/Logs PEIMS Discipline Reports Dating Violence Forms			
	Funding Sources: 199-local - 0.00					
3) Cameras and Keyless entries have been added and are continuing to be added on each campus		Technology Coordinator Campus Principals	Keyless Entry Report Camera Footage			
	Funding Sources: 199-local - 0.00					
4) School counselors are available to guide students in various personal issues affecting self-esteem, behavior, and responsibilities in a school setting		Counselors	Counselor Plans and Schedules			
	Funding Sources: 199-local - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 4: Provide a safe and orderly learning environment

Performance Objective 3: Provide a digital citizenship course to increase awareness of online danger and proper etiquette in communicating online.

Evaluation Data Source(s) 3:



Summative Evaluation 3:



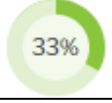
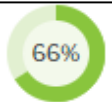



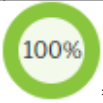
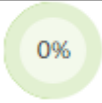

Goal 5: Encourage effective and quality parent and community involvement

Performance Objective 1: 100% of parents will participate as partners in their student's education by having active contact with our schools a minimum of three times a year

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Continue to encourage and raise active parent/community involvement on district/campus committees such as: Title I (w/flexible scheduling), SHAC, Migrant PAC, LPAC, Dyslexia, G/T, campus/district Parental Involvement Policies, School Parent Compacts, and district and campus planning committees</p>		Special Programs Director Campus Principals Counselors	Meeting Documentation: Agendas/ Sign in Sheets/Minutes Parental Involvement Policies Parent/School Compacts	 66%		
Funding Sources: 211- Title I - 0.00, 199-local - 0.00						
<p>Critical Success Factors CSF 5</p> <p>2) Conduct individual parent/teacher conferences discussing school parent compacts and student progress on elementary campuses and at least one evening open house on every campus to discuss the Title I program, student achievement, and conduct surveys</p>		Special Programs Director Campus Principals Teachers	Meeting Documentation: Agendas/ Sign in Sheets/Minutes Handouts	 33%		
Funding Sources: 199-local - 0.00						

3) Provide information to parents, teachers, staff, administration, and community through newspaper articles, newsletters, current resources, Edlio Mobile App, email, Swisher Currents and Tulia ISD Website regarding school activities, accountability standards, district/campus improvement plans, state/federal funding issues, Title I, parent involvement, child abuse, and assistance for struggling students		Superintendent Special Education Director Special Programs Director Campus Principals Technology Facilitator Dir of Instructional Design	Copies of communications Tulia ISD Website Swisher Currents Tulia Newspapers Assessment Reports			
Funding Sources: 211- Title I - 0.00, 199-local - 0.00						
4) Each campus will encourage the involvement and participation of all parents , especially non-bilingual Spanish speaking parents, in school activities and programs including emphasis on notes and notices sent home in Spanish where possible		Special Programs Director Campus Principals	Title I Open House Meeting sign-in sheets Parent Involvement power points Sign-in Sheets for Open House, Conferences, Programs, etc			
5) Conduct public meetings to discuss performance objectives on each campus		Campus Principals	Meeting Documentation: Agendas, sign in sheets , minutes.			
Funding Sources: 199-local - 0.00						
6) School Board and superintendent will continue to recognize students and parents at board meetings		Superintendent Campus Principals	Board Meeting Agenda/ Minutes			
Funding Sources: 199-local - 0.00						
7) Orientation sessions are offered at the beginning of the school year		Campus Principals	Agendas Sign in Sheets			
Funding Sources: 199-local - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 5: Encourage effective and quality parent and community involvement

Performance Objective 2: Increase communication to all parents concerning higher education applications and financial opportunities

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All campuses will increase parent and community awareness of college testing, higher education admissions, and post-secondary financial opportunities		Campus Principals Counselors	Meeting Documentation: Invitations Agendas/ Sign in Sheets/Minutes Campus Plans			
	Funding Sources: 199-local - 0.00					
2) Counselor provides sources of information to students and parents on higher education admission and financial aide		Campus Principals Counselors	Meeting Documentation: Invitations Agendas/ Sign in Sheets/ Minutes Campus Plans			
	Funding Sources: 199-local - 0.00					
3) K-12 campuses will provide information to parents regarding the TEXAS Grant and Teach for Texas Grant		Campus Principals Counselors	Meeting Documentation: Invitations Agendas/ Sign in Sheets/Minutes Campus Plans			
	Funding Sources: 199-local - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 5: Encourage effective and quality parent and community involvement

Performance Objective 3: Improve School Climate and Culture

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 6 1) Provide opportunities for teacher to collaborate within dept and grade level.		Campus Principal Teachers	Surveys Meeting agendas Meeting notes			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.1x.61xx.xx.xxx.9.30.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$875,533.00
211.11.61xx.xx.xxx.x.xx.x.xx	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$319,644.00
270.11.61xx.00.101.9.11.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,900.00
6100 Subtotal:		\$1,201,077.00
6200 Professional and Contracted Services		
199.13.6216.00.895.9.30.0.00	6216 Professional Services - Locally Defined	\$10,000.00
270.13.6216.00.999.9.99.0.00	6216 Professional Services - Locally Defined	\$14,604.00
211.13.62xx.xx.999.9.30.0.00	6219 Professional Services	\$200,048.00
255.11.6239.0x.999.9.30.0.00	6239 ESC Services	\$8,310.00
6200 Subtotal:		\$232,962.00
6300 Supplies and Services		
199.11.6399.xx.xxx.9.30.0.00	6399 General Supplies	\$15,220.00
199.11.6411.01.102.9.30.0.00	6399 General Supplies	\$1,000.00
199.13.6399.00.895.9.30.0.00	6399 General Supplies	\$600.00
255.11.6399.00.999.9.30.0.00	6399 General Supplies	\$44,790.00
289.11.6399.00.999.9.30.0.00	6399 General Supplies	\$22,282.00
6300 Subtotal:		\$83,892.00
6400 Other Operating Costs		

211.13.64xx.00.999.9.30.0.00	6411 Employee Travel	\$13,000.00
199.13.6495.00.895.9.30.0.00	6495 Membership Fees	\$350.00
199.13.6497.00.895.9.30.0.00	6497 Fees - Locally Defined	\$350.00
6400 Subtotal:		\$13,700.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alison Tipton	Teacher	TJH	0.11
Allison Embry	Teacher	Swinburn	0.1
Amy Turner	Teacher	Swinburn	0.104
Anthony Barrientez	Aide	THS	1.0
Beatrice Pando	Aide	Highland	1.0
Bethany Adams	Teacher	Swinburn	0.104
Caitlin Tiasawad	Teacher	Swinburn	0.104
Cindy Gestes	Teacher	TJH	0.11
Courtney Frausto	Teacher	TJH	0.247
Dana Unterkircher	Teacher	TJH	0.8
Denise Parham	Teacher	Highland	0.145
Derek Faught	Teacher/Coach	THS	0.281
Destany Whiteley	Aide	Swinburn	1.0
Destiny Talley	Teacher	Highland	0.145
Dianna Bullock	Bus Driver	Transportation	1.0
Dianna Morgan	Aide	Highland	1.0
Dora Villarreal	Aide	Highland	1.0
Erica Beanes	Teacher	TJH	0.247
Glenda Hobson	Teacher	Highland	0.145
Gloria Gastineau	Teacher	Swinburn	0.34
Jadawna Freeman	Teacher	Swinburn	0.104
James Gonzales	Teacher	Swinburn	0.1
Jeana Fikes	Teacher	TJH	1.0
Jennifer Walton	Teacher	TJH	0.11

Jerry Bullock	Bus Driver	Transportation	1.0
Jill Miller	Teacher	Swinburn	0.1
Joyce Childers	Library Aide	Highland	1.0
Kara Wyatt	Teacher	Swinburn	0.104
Katie Criswell	Teacher	TJH	0.11
Kelcy Albracht	Teacher/coach	TJH	0.274
Keri Brown	Teacher	Highland	0.145
Kimberly Kingham	Teacher	Swinburn	0.104
Kymm LeMaster	Library Aide	TJH	1.0
Lea Howard	Teacher	Swinburn	0.104
Maria Rodriguez	Aide	Swinburn	1.0
Marli Shaw	Teacher	Highland	0.145
Mary Chadwick	Teacher	Highland	0.145
Melba Roach	Teacher	Highland	1.0
Melinda Hoffman	Teacher	Highland	0.145
Melissa Ferguson	Teacher	Highland	0.145
Michael Orr	Teacher	TJH	0.11
Monica Brown	Aide	Swinburn	1.0
Patricia Barrios	Aide	Highland	1.0
Rebecca Turner	Teacher	Highland	0.145
Richard Brown	Teacher	Highland	0.194
Roxanne Toney	Library Aide	Swinburn	1.0
Sandy Carrasco	Teacher	Swinburn	0.1
Shana McDowell	Teacher	Swinburn	0.104
Shandra Cole	Teacher	Highland	0.194
Shelly Huseman	Teacher	Highland	0.194
Sherella Lewis	Teacher	TJH	0.11
Sydney Vasquez	Teacher	Highland	0.194

Taryn Keeter	Teacher	Highland	0.145
Terri Bellizzi	Teacher	TJH	0.11
Tiffany Subealdea	Teacher	Swinburn	0.104
Tommy Miller	Teacher	THS	1.0
Tonya Silvey	Teacher	TJH	0.11
Valerie Garrett	Teacher	TJH	0.11
Victoria Borchardt	Teacher	Highland	0.194
Wendy Yarbrough	Teacher	Swinburn	0.104

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)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Wesley	Teacher	SWB	1.0
Erin Mitchell	Teacher	Highland	1.0
Glenda Hobson	Teacher	Highland	1.0
Jill Miller	Teacher	SWB	1.0
Shana McDowell	Teacher	SWB	1.0
Tabitha Davis	Teacher	Jr High	1.0

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Brandi DeLong	Director of Special Programs
Administrator	Daniel Keith	Director of Instructional Design
Parent	Nicole Gore	Parent
Community Representative	Emily Roberts	Community Member
Parent	Amy McAtee	Parent
Community Representative	William Fifer	Community Member
Business Representative	Joshua Moore	Business Representative
Classroom Teacher	Denise Parham	Teacher
Classroom Teacher	Melinda Hoffman	Classroom Teacher
Classroom Teacher	Shandra Cole	Teacher
Classroom Teacher	Jill Miller	Teacher
Classroom Teacher	Shana McDowell	teacher
Classroom Teacher	Courtney Frausto	teacher
Classroom Teacher	Jennifer Walton	teacher
Classroom Teacher	Tay Jack	teacher
Classroom Teacher	Christy West	teacher
Classroom Teacher	Kim Hoelting	teacher
Administrator	Casey McBroom	Principal
Administrator	Johnny Lara	Principal
Administrator	Pam Miner	Principal
Administrator	Lynett Walker	Assistant Principal
Administrator	Michael Michaleson	Principal
Administrator	Brandon Douglas	Assistant Principal
Administrator	Dixie Johnson	Special Education Director
Administrator	Tim Glover	Superintendent

District Funding Summary

211- Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
2	1	2			\$4,640.80
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
2	2	2			\$0.00
3	2	5			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00

3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	3	7			\$0.00
5	1	1			\$0.00
5	1	3			\$0.00

Sub-Total \$4,640.80

199- SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	3	5			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	9			\$0.00
2	1	10			\$0.00
2	2	3			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	3	7			\$0.00

					Sub-Total	\$0.00
255- Title II						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1			\$0.00	
1	1	3			\$0.00	
1	1	4			\$0.00	
1	3	2			\$0.00	
1	3	3			\$0.00	
1	4	1			\$0.00	
1	4	2			\$0.00	
1	4	3			\$0.00	
2	1	1			\$0.00	
2	1	2			\$0.00	
2	1	3			\$0.00	
2	1	4			\$0.00	
2	1	5			\$0.00	
2	1	6			\$0.00	
3	3	1			\$0.00	
					Sub-Total	\$0.00
199-local						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5			\$0.00	
1	2	3			\$0.00	
1	4	2			\$0.00	
2	1	2			\$0.00	
2	1	4			\$0.00	
2	1	7			\$0.00	
2	1	8			\$0.00	

2	1	9			\$0.00
2	1	10			\$0.00
2	1	11			\$0.00
2	1	12			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	3	7			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00

4	1	4			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$4,640.80

Addendums

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

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

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

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

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

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

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

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

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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • 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.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/04/2018

School Year: 2018_ - 2019

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>Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator’s office.

<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			
<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six week report cards, progress reports with date of consultation and signatures of participants
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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. 	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> 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. 	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized 	Ongoing throughout the year; at a	Migrant service coordinator, Migrant School Home	phone and travel logs, copies of

home and /or community visits to update parents on the academic progress of their children.	minimum of one per semester	community liaison, recruiter	documents shared on home visit
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> 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. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
<ul style="list-style-type: none"> Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria. 	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

LEA Signature

Date Completed

ESC Signature

Date Received

Region 16 Migrant SSA



Migrant Section for DIP 2018-2019

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

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

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

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

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required	ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. (PS3103 Pt.2) (ESSA P&A E8, PG9)	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children. (PS3103 Pt. 2) (ESSA P&A E8)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements. (PS3103 Pt.2) (ESSA P&A E9, PG6)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. (PS3103 Pt. 2) (ESSA PG16)	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2) (ESSA PG7)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. (PS3103 Pt.2) (ESSA PG8)	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2) (ESSA P&A A4, PG18)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A E3a, PG12)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. (ESSA P&A E3f, PG15)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A E3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Provide supportive services for out of school youth. (ESSA P&A E3h)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) (ESSA P&A E7A)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A E8A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Required	Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) (ESSA P&A H1-2, PG13)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide instructional services to ensure migrant students are proficient on state assessments. (SDP 1-1, SDP 2-1, PS3103 Pt. 4A) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2018, March 2019, April 2019, May 2019, June 2019	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading and/or math. (SDP 1-2, SDP 2-2, PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading and/or math instruction to migrant students. (SDP 1-3, SDP 2-3)	ESC MEP Coordinator, Migrant Interventionist	Reg 16 SSA MEP funds	July 1 through June 30	certificates of attendance, sign in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Coordinate or provide support services that address the identified reading and/or math needs of migrant students. (SDP 1-4, SDP 2-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Migrant Request/Receipt for needs, Medical Request	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate or provide training/resources to migrant parent on reading and/or math strategies for their children. (SDP 1-6, SDP 2-6)	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	October 2018, February 2019	meeting notice, sign in sheet, handout,	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. (SDP 2-7) *Summer Programs--Project SMART for Kindergarten-8 grade (current programs only) (PS3103 Pt. 4B)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment recod, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs. (SDP 2-8)	Migrant Coordinator, Administrator		June - August 2019	district enrollment, sign-in sheet, notification letter	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Coordinate with other programs to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services. (SDP 3-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Implement the TEA-approved early literacy program (ABB) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs. (SDP 3-2) *Supplemental Instruction--Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings (PS3103 Pt. 4C)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Provide migrant parents with developmentally -appropriate school readiness resources and strategies. (SDP3-3)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	handouts, home visit documentation, parent meeting agendas	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide support services for migrant children ages 3-5 (not in kindergarten) and their families. (SDP 3-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D)	Migrant Coordinator, School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments. (SDP 4-1) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2018, March 2019, April 2019, May 2019, June 2019	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

R	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities-- Secondary School	Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	College Tours -Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds	August 1 through May 30	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities-- Support Services	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education-- Childcare during Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education-- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Other: Snacks and Meals for migrant students participating in off campus migrant activites--When students participate in SSA sponsored activites that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

Region 16 Migrant SSA



Priority for Services Action Plan 2018-2019

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • 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.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/04/2018

School Year: 2018_ - 2019

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>Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator’s office.

<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			
<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six week report cards, progress reports with date of consultation and signatures of participants
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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. 	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> 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. 	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized 	Ongoing throughout the year; at a	Migrant service coordinator, Migrant School Home	phone and travel logs, copies of

home and /or community visits to update parents on the academic progress of their children.	minimum of one per semester	community liaison, recruiter	documents shared on home visit
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> 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. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
<ul style="list-style-type: none"> Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria. 	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

LEA Signature

Date Completed

ESC Signature

Date Received

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2018-2019

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

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

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

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

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

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

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

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