

Dalhart Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C

Distinction Designations:
Postsecondary Readiness

Board Approval Date: August 21, 2018

Mission Statement

The mission of *Dalhart ISD* is to provide students with the knowledge,
skills and attitudes necessary to become life-long learners.

Vision

To prepare students to become responsible, productive citizens of the 21st century.

Value Statement

Core Values

The Dalhart community supports all students by valuing and respecting individual differences.

Dalhart ISD makes decisions based on what is BEST for kids.

Change is an opportunity for growth.

Everyone can learn and we believe that lifelong learning is essential for personal growth.

Education is the shared responsibility of home, school, community, and business.

Communication allows all stakeholders to feel involved, connected, and supported.

Note: translators for Spanish are available at meetings and on request. Translation is also available at <https://www.dalhartisd.org/>

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dalhart ISD is located in Dalhart, Texas, a small rural town in the northwest Panhandle of Texas at the junction of Dallam and Hartley Counties. Dalhart has a population of over 8,000 people. Dalhart ISD has approximately 1767 students enrolled in Grades EE through Grade 12. There are four campuses in the district (Dalhart High School – Grades 9-12, Dalhart Jr. High – Grades 6-8, Dalhart Intermediate School – Grades 3-5, and Dalhart Elementary School – Grades EE-2).

The city of Dalhart is growing with new industry. Industrial dairy farms, Hilmar Cheese Company, JBS hog production, and Larson Farms will be attracting more families and migrant workers. This will increase populations of Hispanic, ELL and Migrant students, causing student mobility rates to increase.

This improvement plan focuses on the 2018-19 school year, the demographic information comes from information available on the PEIMS Fall 2016 reports.

Student population for DISD has held relatively steady in the last 5 years. Student groups that show increases in populations for the past 3 years include Hispanic (58%), Economically Disadvantaged (51.29%) and At-Risk students (35%). The 51% economically disadvantaged rate qualifies Dalhart ISD as a Title I district.

The following PEIMS demographic data is based upon Fall 2017 PEIMS submission.

Student Groups	Student Count	Percentage
Economically Disadvantaged	1060	60%
Special Education	149	8.4%
ELL	234	13.20%
GT	31	1.75%
CTE	456	25.72%
At Risk	768	43.32%
Dyslexic	39	2.20%
Black or African American	19	1.07%

American Indian or Alaska Native	8	0.45%
Asian	9	0.51%
Hispanic	1,051	59.28%
Native Hawaiian/Other or Pacific Islander	0	
Two or More Races	21	1.34%
White	665	37.51%

	2015-16	2014-15
Attendance Rate	95.5%	95.4%
Drop Out rate	0.2%	0.3%
Graduation Rate	99.1%	93.0%
College and Career Ready Graduates	60.2%	54.5%

****From TAPR report

Special Education Information

Primary Disability	2017-18 Count	2016-17 Count
Learning Disability	53	52
Speech Impairment	50	41
Other Health Impairment	29	31
Intellectual Disability	11	8

OCTOBER SNAPSHOT DATA

Dalhart ISD attendance rate was 95.62% in 16-17 , and attendance rates have remained near 95% for several years. Dalhart ISD would like to improve student attendance to more than 96%. Most students reside within the city limits with a small percentage of students who live in the rural areas. Dalhart ISD provides transportation to all students living in the rural areas. Dalhart ISD provides in-town bus routes with the hope that this would increase the student attendance rate.

Demographics Strengths

Demographic Strengths:

DISD now has a full time ESL teacher on all campuses.

More teachers are taking advantage of certification incentive for ESL.

DISD is building a bilingual framework. This year there will be a bilingual teacher in Kindergarten and First Grade. Plan is to add a bilingual teacher each year.

Last year staff was trained in strategies for differentiation. This year strategies can be used and adapted to meet the needs of the students.

Demographic Weaknesses:

ESL students are performing below state expectations.

ESL students come to DISD without foundational education (never been in school).

Attendance rate is still below target of 96%.

Economically disadvantaged is underidentified.

Special Ed. students performing below state expectations.

Hispanic students performing below state expectations.

Student Achievement

Student Achievement Summary

2017-18 STAAR SCORES

	Approaches			Meets			Masters		
	District	Region 16	State	District	Region 16	State	District	Region 16	State
3 rd Reading	60%	78%	76%	29%	40%	42%	21%	22%	24%
3 rd Math	57%	79%	77%	34%	46%	46%	13%	22%	23%
4 th Reading	51%	73%	72%	31%	43%	45%	14%	20%	24%
4 th Math	64%	80%	78%	39%	49%	47%	25%	27%	26%
4 th Writing	33%	60%	61%	22%	35%	38%	6%	9%	10%
5 th Reading	72%	78%	78%	26%	48%	51%	9%	21%	25%
5 th Math	84%	88%	84%	42%	59%	57%	17%	29%	30%
5 th Science	69%	78%	75%	30%	39%	40%	14%	14%	16%
6 th Reading	51%	66%	66%	22%	34%	36%	10%	15%	18%
6 th Math	72%	80%	76%	27%	46%	43%	6%	18%	17%
7 th Reading	56%	70%	72%	30%	43%	45%	20%	25%	27%
7 th Math	69%	73%	71%	39%	39%	38%	6%	16%	17%
7 th Writing	Pilot	67%	67%	25%	39%	41%	3%	11%	14%
8 th Reading	81%	76%	76%	50%	43%	46%	19%	21%	25%
8 th Math	88%	82%	78%	58%	53%	49%	12%	16%	15%
8 th Algebra	100%			100%			83%		
8 th Social St	53%	58%	64%	17%	27%	34%	7%	14%	20%
8 th Science	69%	75%	74%	40%	49%	50%	12%	24%	27%
English I	57%	79%	60%	43%	40%	44%	5%	5%	7%
English II	57%	79%	66%	42%	42%	50%	3%	4%	8%
Algebra	85%	85%	83%	26%	51%	56%	9%	25%	33%
Biology	77%	86%	87%	45%	57%	60%	13%	18%	24%
US History	92%	90%	92%	60%	63%	72%	27%	29%	42%

Comparisons by Year

	2018	2017	2016	2015
3 rd Reading	60%	59%	64%	79%
3 rd Math	57%	64%	65%	69%
4 th Reading	51%	55%	65%	56%
4 th Math	64%	65%	63%	69%
4 th Writing	33%	49%	64%	52%
5 th Reading	72%	72%	72%	81%
5 th Math	84%	86%	85%	66%
5 th Science	69%	64%	61%	57%
6 th Reading	51%	51%	66%	76%
6 th Math	72%	64%	69%	75%
7 th Reading	56%	66%	72%	68%
7 th Math	69%	66%	61%	45%
7 th Writing	Pilot	56%	67%	62%
8 th Reading	81%	86%	85%	82%
8 th Math	88%	87%	77%	71%
8 th Algebra	100%	100%	100%	100%
8 th Social St	53%	53%	52%	69%
8 th Science	69%	74%	63%	47%
English I	57%	59%	61%	70%
English II	57%	60%	63%	64%
Algebra	85%	71%	75%	75%
Biology	77%	77%	82%	89%
US History	92%	89%	90%	93%

Comparison Data						
	Approaches		Meets		Masters	
	2018	2017	2018	2017	2018	2017
3 rd Reading	60%	59%	29%	29%	16%	21%
3 rd Math	57%	64%	25%	34%	11%	13%
4 th Reading	51%	55%	22%	31%	11%	14%
4 th Math	64%	65%	32%	39%	14%	25%
4 th Writing	33%	49%	14%	22%	2%	6%
5 th Reading	72%	72%	34%	26%	18%	9%
5 th Math	84%	86%	54%	42%	35%	17%
5 th Science	69%	64%	39%	30%	15%	14%
6 th Reading	51%	51%	21%	22%	7%	10%
6 th Math	72%	64%	39%	27%	10%	6%
7 th Reading	56%	66%	29%	30%	15%	20%
7 th Math	69%	66%	28%	39%	5%	6%
7 th Writing	PILOT	56%	PILOT	25%	PILOT	3%
8 th Reading	81%	86%	41%	50%	23%	19%
8 th Math	88%	87%	55%	33%	14%	4%
8 th Social St	53%	53%	19%	17%	8%	7%
8 th Science	69%	74%	39%	40%	22%	12%
English I	57%	59%	39%	43%	1%	5%
English II	57%	60%	46%	42%	6%	3%
Algebra	85%	71%	57%	26%	31%	9%
Biology	77%	77%	42%	45%	9%	13%
US History	92%	89%	63%	60%	33%	27%

2018 Dalhart ISD By Sub Groups (Approaches Level)					
	All Students	Hispanic	Eco. Dis.	ESL	Special Ed.
3 rd Reading	60%	56%	52%	27%	29%

3 rd Math	57%	53%	49%	27%	43%
4 th Reading	51%	40%	44%	33%	8%
4 th Math	64%	56%	60%	56%	0%
4 th Writing	33%	24%	30%	11%	0%
5 th Reading	72%	71%	65%	53%	33%
5 th Math	84%	83%	85%	53%	67%
5 th Science	69%	63%	64%	36%	23%
6 th Reading	51%	45%	46%	13%	21%
6 th Math	72%	71%	69%	41%	26%
7 th Reading	56%	45%	47%	7%	30%
7 th Math	69%	63%	68%	43%	40%
8 th Reading	81%	77%	77%	48%	----
8 th Math	88%	85%	85%	74%	----
8 th Algebra	100%	100%	100%	---	----
8 th Social St	53%	50%	49%	17%	----
8 th Science	69%	66%	65%	35%	----
English I	57%	48%	43%	4%	29%
English II	57%	45%	45%	25%	9%
Algebra	85%	78%	77%	44%	80%
Biology	77%	65%	63%	35%	57%
US History	92%	90%	88%	60%	88%

Student Achievement Strengths

Student Achievement Strengths:

District has a position that oversees Federal Programs and grants.

Mosts campuses have a common planning time for collaboration.

District has provided planning time at the end of the 1st, 3rd and 5th six weeks.

Dalhart Elementary offers full day Pre-K and Headstart to ensure that students get more opportunities for learning.

Dalhart Elementary and Dalhart Intermediate have an aligned approach to reading (Balanced Literacy).

Extended learning time at High School has increased student performance in Algebra I.

More of a focus on "Meets" achievement level.

Student Achievement Weaknesses:

Student attendance is below target. Students who are chronically absent are not gaining credits or passing STAAR.

Students do not have opportunities to access books, poor scheduling.

Students do not have opportunities to get help outside of school hours.

Students needing to stay for after school tutorial have no access to transportation.

Although campuses have many opportunities for parent involvement, participation is limited.

Need more paraprofessionals to support students in the classroom.

Some families do not value education.

Writing is a concern. Students should be writing across content areas.

Dalhart ISD has a tendency to do too many things instead of doing a few things very well.

District Culture and Climate

District Culture and Climate Summary

DISD values and implements a culture where students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. All DISD staff receive training on how to ensure a healthy classroom climate. Teachers carefully teach, practice and implement procedures and routines so students feel respected and are motivated to learn. Instruction in the classrooms ensure that academics are the primary focus. Teachers disaggregate all student data in order to give appropriate intervention to accelerate each individual student's performance in the least restrictive form. Students are taught that excellence in both personal management and behavior is expected.

District Culture and Climate Strengths

Strengths:

Social media is being used effectively for communication.

PLC's are utilized and productive.

Implementing PBIS at Elementaries.

Teacher of the Six Weeks has been implemented.

New to Dalhart Academy and Mentor program had been very successful.

Weaknesses:

Personnel needs for Special Education are limited.

Student behavior and discipline expectations are not consistent throughout the district.

Limited parent involvement.

Lack of community between campuses.

Lack of communication district-wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dalhart Independent Schools actively tries to ensure that students are surrounded by staff who hold high expectations for learning. Staff meets state requirements for certification. Root causes show that all campuses at the end of each school year have vacant teacher positions. The city of Dalhart is 90 miles away from the nearest large city, thus it is hard to attract teachers. Available housing is also limited.

Staff state certification sheets are updated annually. Observations and walk-through documentation are kept on T-TESS manager and in staff files.

All new teachers are given extensive orientation training and supported by campus mentoring teams. It is important to DISD to provide on-going, targeted, job-embedded professional learning. Training at the beginning of each school year is given to all staff and is based upon the needs identified in the district and campus improvement plans. It is provided by Region 16 educational center, teacher leaders, campus instructional specialists, and campus administrators.

Dalhart ISD has implemented a New to Dalhart Academy and mentoring program.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

Pay has increased over time.

Starting pay for first year teachers is competitive.

DISD has implemented Mentor program.

DISD has implemented New to Dalhart Academy.

Teachers are certified in their teaching field.

Administration attends job fairs and recruits heavily.

Dalhart ISD is considered Title I and some teachers may qualify for loan forgiveness.

Stipends for High Needs Area.

Homegrown program has been reinstated.

Weaknesses:

Turnover usually happens late and it is difficult to find teachers.

We do not promote DISD in a way that entices applicants.

Need for more employee incentives.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System will be used to manage the curriculum at DISD.

1. Vertical Alignment Documents and TEKS clarification documents will be used as planning resources.
2. Year-at-a-Glance will be used as a pacing standard merged with the DISD calendar and updated every 6 weeks.
3. Instructional Focus Document will be fully implemented and target common vocabulary with the use of performance assessments.
4. Lesson plans will be required on every campus for every class and turned in on the Friday, prior to instruction. Plans will correlate to the pacing calendar. Plans will include the unit number, common vocabulary, resources and activities with objectives clearly stated and posted in the classroom.
5. DISD grades are to be updated every Tuesday on Parent Portal. There will be a minimum of 10 grades per subject each six weeks. All grades must be tied to curriculum content. At the Jr. High and High School grades will be 10% six weeks tests (no retests), 30% assessments, and 60% daily work. PLC's will create testing norms for assessments (number of questions and question framework). All assessments, excluding six week tests, are eligible for one retest. Retests must occur within 5 days of initial test. The score is the average of the tests. Retests cannot lower original grade.

PLCs will be included in each campus calendar and occur monthly at a minimum. PLCs will include horizontal and vertical collaboration. PLCs will address planning, data, student progress, technology, and training needs.

Grade levels and departmental meetings will occur as planned on each campus. These learning communities will horizontally and vertically align lesson planning, data review, and professional learning along with collaboration with interventionists.

Vertical alignment will occur in content areas.

Curriculum, Instruction, and Assessment Strengths

Strengths:

Continue use of Fundamental 5.

Teachers have common planning time and time at the end of each 6 weeks to plan.

Well communicated curriculum plan.

Aligned approach to teaching reading in elementary (Balanced Literacy)

Implementation of Guided Reading at elementary.

Implementation of Writing Portfolios, need have more conversations about the portfolios.

Opportunities to attend high quality professional development.

Viable, reliable curriculum in TEKS Resource System

Student growth is tracked in DMAC

Region 16 provides valuable staff development

Region 16 provides support for all Federal Programs

Weaknesses:

Vertical alignment is still weak in some areas.

Need to foster a love of reading.

Lack of science supplies at elementary, tutorial materials.

Still need training on PLC.

Need more instructional aides to support student growth.

Need more emphasis on reading.

Parent and Community Engagement

Parent and Community Engagement Summary

DISD strives to create a family-friendly school environment. Communication avenues (District/Campus websites, Parent Portal, Campus Facebook sites, School Notes, School Messenger and Remind) provide a responsive climate for parents and communicate ways for parents to partner with the schools in the education of their children. Our programs and practices recognize that there are a variety of parenting traditions within the school community. Head Start programs have Family Service Assistants (FSA's) that provide home visits, help in the classrooms, parent programs and health visits. Teachers and staff are given training to help strengthen connections between home and school. The district and campuses provides translations on the school websites and with printed materials in all languages spoken in school. Interpreters are provided for school events especially during registration and Fall Back to School nights.

Parents are given the opportunity to serve on various school organizations and planning committees to help plan programs at each campus. District and campus- based site-decision making committees meet monthly and ask for parent volunteers to be on these committees. LPAC and Migrant PAC meetings are held during the school year to help analyze ELL and Migrant student performances and give suggestions for services needed. Various clubs need parent support. Title I activities are scheduled monthly to encourage parent/guardian participation in school events and planning. A Title I activity log is kept and activities are announced on notes, campus calendars, websites and Facebook pages.

Parent-Teacher conferences for elementary grades are held twice a year, in the fall and in the spring. Registration for secondary school is held in the fall and there is a spring meeting to collect parent surveys. Title I information, programs, Home-School Compact, Parent Involvement Policy, schedules and report cards are shared at these conferences. Other school documents and surveys are given at registration. Registration surveys help identify students for special services.

District, campus, and student report data is given following this schedule:

1. Progress reports are given after the third week of instruction for each 6 weeks of school.
2. Report cards are given every six weeks.
3. Parent Portal has updated grades for students each week.
4. District and campus report cards are given in January.
5. Federal and State district and campus reports are placed on the district/campus websites according to reporting mandates.
6. Student testing profiles are sent home after summative test results are completed and received (TELPAS, STAAR, EOC)

Parent and Community Engagement Strengths

Strengths:

Most campuses have active parent organizations.

Campuses utilize a variety of digital communication tools.

District Interventionist helps connect families to community resources.

Title I/At-Risk Interventionist meets with families to build individualized plans for success.

Weaknesses:

Although campuses provide many opportunities for parents to get involved, participation in the activities is very limited.

Dalhart ISD needs to better communicate the need for volunteers.

Parents need a district contact to help with student needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

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

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: August 21, 2018









Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.

Performance Objective 1: One hundred percent of district professional development will enhance student achievement.

Evaluation Data Source(s) 1: Staff development records and calendar STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
Comprehensive Support Strategy PBMAS 1) Instructional staff will participate in at least one vertical meeting with staff from other campuses.	2.5	Director of Student Services Campus Principals	Collaboration Aligned Instruction Sharing of Strategies				
Comprehensive Support Strategy 2) Each vertical subject area will identify 2-3 key focus areas for the year.	2.5	Vertical Alignment Teams	Written focus areas				
Comprehensive Support Strategy 3) Provide teachers of tested subjects highly effective professional development opportunities through Region 16 contracts and other organizations in EOC/STAAR teaching strategies.	2.5	Superintendent Director of Student Services Principals	Increased rigor in instruction Increased student performance				
Funding Sources: 211 - Title I, Part A - 15000.00							
4) Train staff on how to conduct a productive PLC meeting.	2.5	Principals	Increased teacher knowledge Increased collaboration Increased student performance				







5) Provide technology training for staff and students to effectively use technology in the classrooms to enhance instruction and student performance.	2.5	Technology Director Campus Principals	Increased student performance				
PBMAS TEA Priorities Improve low-performing schools 6) Continue to utilize DMAC for testing items and test disaggregation.	2.4, 2.5	Director Student Services	Increased student performance				
	Funding Sources: 211 - Title I, Part A - 7000.00						
7) Use TEKS Resource System with fidelity.	2.4, 2.5	Director Student Services Campus Principals	Increased Student Performanced				
	Funding Sources: 211 - Title I, Part A - 5200.00						
8) Contract with Region 16 for Federal Programs support	2.6	Director, Student Services Campus Principals					
	Funding Sources: 211 - Title I, Part A - 13500.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							












Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.






Performance Objective 2: Students will have the following increases in EOC/STAAR passing rates: ELAR 3%; Math 5%; Science 6%; and Social Studies 4%, until 95% is reached, and then strategies to maintain rates will be implemented.

Evaluation Data Source(s) 2: STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 1 1) Executive Director of Student Services will ensure that Federal and State programs are utilized effectively to improve student performance.	2.4, 2.5	Superintendent Director of Student Services	Increased Student Performance				
	Funding Sources: 211 - Title I, Part A - 27000.00, 199 - Local - 86000.00						
Comprehensive Support Strategy PBMAS 2) DISD will use interventionists to work with students who struggle with the curriculum.	2.4, 2.5	Superintendent Principals	Increased student performance				
	Funding Sources: 211 - Title I, Part A - 80000.00, 199 - SCE - 50000.00						
3) Identify students with dyslexia or a related disorder. DISD will have a district dyslexia interventionist. If students are identified with dyslexia or a related disorder, acceleration classes will be provided.	2.4, 2.5, 2.6	Special Services Director Dyslexia Coordinator	Increased student performance Identify students in need				
	Funding Sources: 199 - Local - 64000.00						
4) DISD will monitor 504 students' progress and provide accelerated services through targeted RTI.	2.4	Special Services Director Campus Principals	Increased Student Performance				
	Funding Sources: 199 - SCE - 89000.00						
Comprehensive Support Strategy 5) Apply SCE funds to personnel and programs for At-Risk students according to State and Local funding formula	2.6	Business Manager Campus Principals	Staff Retention Student Performance				
	Funding Sources: 199 - SCE - 89000.00						
6) Teachers will implement G/T strategies in their classrooms.	2.4, 2.5	Campus Principal	Increased student performance				
	Funding Sources: 199 - SCE - 89000.00						

7) DAEP data will be evaluated to examine student groups served, attendance rates, drop out rates, graduation rates and recidivism rates.	2.4, 2.5, 2.6	Campus Principal At Risk Interventionist DAEP teacher	Increase student performance Increase Graduation Rate				
8) Each campus will have paraprofessionals to provide instructional support for struggling students.	2.6	Superintendent Campus Principals	Increase Student Performance				
Funding Sources: 199 - SCE - 180000.00, 211 - Title I, Part A - 25000.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools	2.4, 2.5	Director Student Services Campus Principals	Increase Student Achievement Increase Student Attendance				
9) DISD Secondary campuses will provide Saturday school.	Funding Sources: 211 - Title I, Part A - 7000.00						
10) DISD campuses will coordinate and integrate academic and career and technical education content. Students will be exposed to career opportunities.	2.5	Campus Principal CTE Director	College and Career Readiness Increase Student Performance				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 1 CSF 4		Director, Student Services Principal, DES	Increased student performance				
11) DISD will continue to provide all day Head Start and Pre-K Classrooms	Funding Sources: 211 - Title I, Part A - 82000.00, 199 - Local - 82000.00						
12) Drop out rates will be evaluated annually.	2.5	Director of Student Services PEIMS Director Campus Principals	Increase Student Performance Increase graduation rate				
13) DISD will implement and utilize updated technology to promote student achievement.	2.4, 2.5	Technology Director Campus Principal	Increase Student Performance Increased access to technology				
Funding Sources: 199 - Local - 56000.00							
14) Homeless and Foster Care students will be identified and services will be provided as needed.	2.4	District PEIMS Director	Increased student performance Increased parent involvement				
15) Provide transition opportunities for students changing campuses.	2.5	Campus Principals	Increased student performance Increased graduation rate				

<p>PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2</p> <p>16) Campuses will identify RTI students and provide support as needed.</p>	2.4, 2.5, 2.6	Campus Principals RTI Committee	Increase Student Performance				
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Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.

Performance Objective 3: Special Education students will increase passing rates on appropriate individual assessments by 10%. 100% of all students identified as Special Education will receive appropriate services.

Evaluation Data Source(s) 3: State assessment scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
Comprehensive Support Strategy PBMAS 1) Provide inclusion training to appropriate staff.	2.4, 2.5	Director of Special Services Campus Principals	Increased Special Ed. performance Increased teacher retention				
Comprehensive Support Strategy PBMAS 2) Conduct a Special Education Comprehensive Needs Assessment to determine curriculum needs, staffing, and scheduling.	2.4	Director of Special Services Campus Principals	Teacher retention increased Student performance increased				
Comprehensive Support Strategy PBMAS 3) Provide transition day for Special Education students changing campuses.	2.4, 2.5	Director of Special Services Campus Principals	Increase student performance				
Comprehensive Support Strategy PBMAS 4) Teachers will be trained on accommodations, continuum of services, and characteristics of disabilities.	2.4	Director of Special Services Campus Principals	Teacher retention increased Student performance increased				
Funding Sources: 224 - Special Education - 1400.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth.

Performance Objective 4: Eighty percent of DISD ESL students will move up one proficiency level on the TELPAS Composite.

Evaluation Data Source(s) 4: TELPAS Composite Ratings

Summative Evaluation 4:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
Comprehensive Support Strategy PBMAS 1) Identify and provide all LEP students an ESL program that develops proficiency in the listening, reading, writing and speaking of the English language.	2.4	Campus Principals ESL Teachers	Increased student performance				
	Funding Sources: 199 - Local - 5000.00						
Comprehensive Support Strategy PBMAS 2) Continue implementation of bilingual program.	2.4	Campus Principal Bilingual Teachers	Increased student performance				
	Funding Sources: 199 - Local - 75000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							








Goal 2: DISD will foster strong partnerships and relationships with parents and the community.

Performance Objective 1: DISD will increase stakeholders' (students, staff, parents, and community members) opportunities for involvement in school planning and activities by at least 10%

- Evaluation Data Source(s) 1:** 1. Parent / Community sign in logs at Site-Based Decision Making Committees.
 2. Climate surveys will show 10% increase in positive comments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) DISD will provide opportunities to celebrate success in academics, character, attendance, and student achievement with award assemblies at the end of the school year.		Principal, Teachers	Improvement of campus climate. Improved student morale. Reinforce relationship with stakeholders. Communicate student achievements. Communicate positive things that are happening at DISD.				
				Funding Sources: 199 - Local - 500.00			
2) Increase parent / community members as volunteers on school campuses. Provide opportunities at flexible time for convenience.	3.1, 3.2	Human Resource Director, Principals, and Teachers	Increase in number of parent / community volunteers on campuses, volunteer sign-in logs				
				Funding Sources: 199 - Local - 400.00			
3) All campuses will introduce students to local career opportunities through presentations and Career Fairs. Parents will attend career fairs.	2.5, 3.1	Principals, Counselors, and Teachers	Stronger career pathway for DISD students. Alignment of local industry needs and course offerings at DISD. Increased communication with DISD stakeholders.				
				Funding Sources: 199 - Local - 400.00			

4) Provide on going opportunities for parents and community members to join district and campus committees and PTOs.	3.1, 3.2	Parents, Principals, Teacher	Increased input from stakeholders in district planning. Increase in communication with stakeholders. Strengthen relationship with stakeholders.				
5) Maintain and enhance a quality webpage, Facebook page, monthly newsletters or calendars for district and campuses.	3.1	Principals, Teachers	Increase communication with stakeholders. Communicate district activities to community. Increase in community participation at school events.				
Funding Sources: 199 - Local - 6700.00							
TEA Priorities Improve low-performing schools Critical Success Factors CSF 5	2.4, 2.5	Director, Student Services	Increased Student Attendance Increased parent involvement				
6) District Interventionist will continue to connect students to community resources.	Funding Sources: 211 - Title I, Part A - 78000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: DISD will provide a healthy, safe and orderly learning environment.

Performance Objective 1: DISD will implement safety policies for bullying, sexual harassment, dating violence, drug use and suicide prevention. There will be a 10% decrease in discipline referrals for these behaviors each school year.

Evaluation Data Source(s) 1: Safety training on PD calendar and campus calendars. Reports of bullying/harassment on file in district office.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) DISD will update annually the Student Code of Conduct and Safety Plans for all school campuses. These plans will be made available to all staff, students and parents online and upon request from any administrative office. Information on how to access these plans will be given upon registration each fall each school year.	2.5	Principal, registrar	Increase safety measures Increase communication concerning safety.				
2) Safety Training Programs will be given to staff annually. Safety and health training will be scheduled for students and provided by the school counselors, school nurses and community resources.	2.5	School Nurse Counselors	Staff Trained in student safety measures Increase in number of staff trained.				
Funding Sources: 211 - Title I, Part A - 5000.00							
3) DISD will provide drug dogs for campuses.		Chief of Police	Decreased number of drug related discipline referrals				
Funding Sources: 211 - Title I, Part A - 6000.00							
4) DISD will evaluate discipline referrals and develop measures to reduce referrals	2.5	Campus Principals	Increase graduation rate				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: DISD will provide a healthy, safe and orderly learning environment.

Performance Objective 2: By September 2018, the DISD Chief of Police will organize a District Safety and Security Committee.

Evaluation Data Source(s) 2: Committee Members

Sign In
Agenda

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
1) DISD will organize a Safety and Security Committee	2.4	Chief Of Police	Increase in communication across district. Increase opportunities for stakeholder input in district safety measures.				
2) DISD will develop a process to collect input from stakeholders on safety and security issues.	3.1, 3.2	Chief of Police Safety and Security Committee	DISD will have an aligned process for stakeholders to provide input on safety and security. Increase in communication of safety measures.				
= Accomplished = Continue/Modify = No Progress = Discontinue							








Goal 4: DISD will develop, recruit, and retain 100% high quality staff.

Performance Objective 1: DISD will recruit and retain staff to reduce turnover rate from 25% to 20%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	July
Equity Plan Strategy 1) Stipends will be offered to recruit and maintain staff in high need areas.	2.5	Chief Financial Officer Superintendent Human Resources Dept.	Increase teacher retention. Increase in applicant pool.				
				Funding Sources: 199 - Local - 36000.00			
Equity Plan Strategy 2) DISD will continue the First Year Teacher Academy.	2.4	Superintendent Director Student Services Campus Principals	Increase in staff retention. Increase in communication between faculty. Improve district culture.				
				Funding Sources: 199 - Local - 1200.00			
Equity Plan Strategy 3) DISD will attend job fairs, and advertise job openings.	2.4	Director Student Services Human Resources Director	Increase applicant pool Communicate with potential job candidates. Build relationships with universities.				
				Funding Sources: 199 - Local - 500.00			
4) All para-professionals will be highly qualified.	2.4	Campus Principal	Increase staff retention				
Equity Plan Strategy 5) DISD will reimburse certificate examinations in high need areas as approved by Human Resources.	2.4	Superintendent	Increased retention rate				
				Funding Sources: 199 - Local - 60000.00			

<p>Equity Plan Strategy</p> <p>6) DISD will ensure that low-income and minority students are not taught at a higher rate by teachers who are inexperienced, out-of-field or ineffective (defined by Equity Plan)</p>	<p>2.4</p>	<p>Director Student Services Campus Principals</p>	<p>Increased student performance Increased retention rate</p>				
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PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional staff will participate in at least one vertical meeting with staff from other campuses.
1	1	6	Continue to utilize DMAC for testing items and test disaggregation.
1	2	2	DISD will use interventionists to work with students who struggle with the curriculum.
1	2	16	Campuses will identify RTI students and provide support as needed.
1	3	1	Provide inclusion training to appropriate staff.
1	3	2	Conduct a Special Education Comprehensive Needs Assessment to determine curriculum needs, staffing, and scheduling.
1	3	3	Provide transition day for Special Education students changing campuses.
1	3	4	Teachers will be trained on accommodations, continuum of services, and characteristics of disabilities.
1	4	1	Identify and provide all LEP students an ESL program that develops proficiency in the listening, reading, writing and speaking of the English language.
1	4	2	Continue implementation of bilingual program.

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Patti Hampton	DES
Classroom Teacher	Carol Dixon	DES
Classroom Teacher	Barbara Miller	DES
Classroom Teacher	Bethanne Ballew	DIS
Classroom Teacher	Dona Smith	DIS
Classroom Teacher	Veronica Boatman	DIS
Classroom Teacher	Jordan Evans	DJHS
Classroom Teacher	Shannon Wilson	DJHS
Classroom Teacher	Deborah Dunham	DJHS
Classroom Teacher	Sandra Richmond	DHS
Classroom Teacher	Curry Read	DHS
Classroom Teacher	Lida Trusler	DHS
Non-classroom Professional	Claudia Montoya	DES
Non-classroom Professional	Misty Heiskell	DIS
Non-classroom Professional	Jeff Hutton	DHS
Non-classroom Professional	Whitney Read	DHS
Parent	Susan Bailey	Parent
Business Representative	Reynaldo Encinias	Business
Business Representative	Carol Lathem	Business
Community Representative	Becky Amyx	Community
Community Representative	Alice Thetford	Community
District-level Professional	Sarah Nutter	District Professional
Ad Hoc	Joe Alcorta	Superintendent

Campus Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$86,000.00
1	2	3			\$64,000.00
1	2	11	Teacher Salary		\$82,000.00
1	2	13			\$56,000.00
1	4	1			\$5,000.00
1	4	2			\$75,000.00
2	1	1	Supplies		\$500.00
2	1	3	Supplies		\$400.00
2	1	5	Website contract, supplies		\$6,700.00
4	1	1	Stipend Budget		\$36,000.00
4	1	2	Stipends, books, supplies		\$1,200.00
4	1	3	Registration fees, travel		\$500.00
4	1	5			\$60,000.00
Sub-Total					\$473,300.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Salaries		\$50,000.00
1	2	5			\$89,000.00
1	2	8	Paraprofessionals		\$180,000.00
Sub-Total					\$319,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$15,000.00
1	1	6	Contracted Services		\$7,000.00

1	1	7	Contracted Services		\$5,200.00
1	1	8	Contracted Services		\$13,500.00
1	2	1			\$27,000.00
1	2	2	At Risk Interventionist		\$80,000.00
1	2	8	Paraprofessionals		\$25,000.00
1	2	9	Supplemental/ Extra Duty Pay		\$7,000.00
1	2	11	Teacher Salary		\$82,000.00
2	1	6			\$78,000.00
3	1	2			\$5,000.00
3	1	3	Contract for services		\$6,000.00
Sub-Total					\$350,700.00
224 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$1,400.00
Sub-Total					\$1,400.00
Grand Total					\$1,144,400.00

Addendums

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 (ID&R) 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	<i>Credit Accrual</i> --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 _____	
	<i>College Tours</i> -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	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- 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 _____	
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- 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 _____	
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- 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 _____	
	<i>Other: Snacks and Meals for migrant students participating in off campus migrant activites</i> --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. 	<p>During the first week of each month during the program year</p>	<p>Region 16 Education Service Center NGS Data Specialists, District Administrator</p>	<p>Monthly migrant PFS student reports on file in program coordinator’s office.</p>

<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	____ ____