

Jacksonville Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



Mission Statement

The mission of the Jacksonville Independent School District in partnership with students, family, and community, is to ensure a quality education by maintaining high expectations and providing a safe learning environment while developing citizens who are life-long learners in an ever-changing competitive world.

Value Statement

We Believe That:

A safe learning environment is imperative.

A quality education and a commitment to life-long learning improves the entire community.

Education is a shared responsibility of the student, family, school, and community.

High expectations will challenge everyone to work towards their potential.

Diversity makes us stronger.

Comprehensive Needs Assessment

Needs Assessment Overview

Assessment and Accountability Ratings:

- District- met standard
- JHS-met standard, Distinctions earned - Academic Achievement in ELA/RDG, Academic Achievement in Math
- JMS-met standard, Distinction earned- Academic Achievement in Social Studies
- FD- met standard, Distinction earned- Academic Achievement in ELA/RDG
- WS-met standard
- ES- met standard
- JW- met standard
- NI- met standard

Student Achievement Needs:

- Increase 5th grade and 8th grade science STAAR results
- Increase 8th grade Social Studies STAAR results
- Increase English I and English II EOC results
- Increase number of students reaching Masters in all content areas at all grade levels

Student Achievement Strengths:

- JISD beat the state average on the Reading STAAR for grades 4 and 8
- JISD beat the state average on the Math STAAR for grades 3 and 4
- JISD beat the state average on the Writing STAAR for grades 4 and 7

PBMAS

- Increase ELL passing rates in all subject areas
- Decrease ELL drop out rate
- Increase Special Ed passing rates in all subject areas

Technology Needs

- Staff Development for the integration of technology into the classroom
- Implementation of technology integration throughout the curriculum
- Improve student to device ratio
- Continue funding for replacement of existing equipment

Staff Development Needs:

- Develop instructional calendars for Social Studies and Science
- Writing alignment grades K-12
- Reading grades K-12
- Literacy Continuum book study K-12
- Capturing Kids Hearts training district wide
- Restorative Discipline training

Student Academic Achievement

Student Academic Achievement Summary

District/Campus	Overall Rating/Score	Student Achievement/Score	Academic Growth/Score	Relative Performance/Score	Closing Gaps/Score
JISD	B/81	C/73	D/65	B/83	C/76
East Side	Met Standard/73	Met Standard/74	Impr Reqd/56	Met Standard/77	Met Standard/63
Fred Douglass	Met Standard/75	Met Standard/73	Impr Reqd/59	Met Standard/81	Met Standard/60
Joe Wright	Met Standard/79	Met Standard/74	Met Standard/60	Met Standard/83	Met Standard/70
West Side	Met Standard/75	Met Standard/72	Impr Reqd/59	Met Standard/80	Met Standard/62
JMS	Met Standard/81	Met Standard/74	Met Standard/81	Met Standard/82	Met Standard/77
Nichols	Met Standard/74	Met Standard/71	Impr Reqd/56	Met Standard/79	Met Standard/61
JHS	Met Standard/77	Met Standard/74	Met Standard/76	Met Standard/80	Met Standard/71

Subjects	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two/More Races	Econ Disadv	ELL (Current)	ELL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)
All	74	59	75	81	71	85	75	74	71	68	74	45	72
ELA/Rdg	71	56	71	80	60	75	100	72	68	63	70	37	73
Math	79	64	81	84	60	92	100	80	77	77	81	53	77
Writing	66	56	69	69	100	67		42	63	65	69	28	64
Science	72	52	74	80					69	61	71		
Soc Stu	80	68	80	86				83	75	47	70	60	

Student Academic Achievement Strengths

JISD beat the state average on the Reading STAAR for grades 4 and 8

JISD beat the state average on the Math STAAR for 3 and 4

JISD beat the state average on the Writing STAAR for 4 and 7

JISD beat the state average on the Social Studies STAAR

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The grade 5 and 8 Science STAAR percents are below the state. **Root Cause:** The lack of vertical alignment district wide.

Problem Statement 2: CATE EOC's are scoring below the state average on STAAR. **Root Cause:** Lack of experienced teachers.

Problem Statement 3: EOC I and EOC II percents are below the state. **Root Cause:** The lack of scope and sequence and aligned instruction.

Problem Statement 4: There is a low percentage of students in all grade levels and all areas that achieve the Masters level on STAAR. **Root Cause:** The lack of implementation of higher order and critical thinking instructional strategies.

Problem Statement 5: Special Ed students are scoring below the state average on STAAR. **Root Cause:** Special Ed teacher turnover and implementation of diversified instruction.

Problem Statement 6: ELL EOC students are scoring below the state average on STAAR. **Root Cause:** Teacher turnover rate and training for ESL instruction.

Comprehensive Needs Assessment Data Documentation

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

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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

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

Employee Data

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

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Jacksonville ISD will recruit, support, and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: 100% of core academic classes will be taught by highly effective and high quality teachers, 100 % of paraprofessional with instructional duties will meet Every Child Succeeds Act and 100% highly effective and high quality staff will be maintained. (JISD Strategic plan Goal 4)

Evaluation Data Source(s) 1: 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.


Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide staff development in all academic areas with an increased emphasis in social studies, and ELAR</p>	<p>Assoc. Supt. of Curriculum Special Education Director Bilingual Director Campus Administrators Teachers</p>	<p>Meet Standard on state accountability for 2018-2019</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Title I, part A - 20043.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Provide teachers with relevant data, current technology and ongoing training with scaffold implementation, and online access to an array of classroom resources to improve instruction and classroom management.</p>	<p>Technology Director Campus Administrators Bilingual Director Special Education Director</p>					
<p>Funding Sources: Title I, part A - 10000.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Enhance quality and access to professional development and teaching strategies in using data and feedback to inform instruction, and to meet the needs of CATE students, ELLs and Special Education students in the least restrictive environment.</p>	<p>Special Education Director Bilingual Director Assoc. Supt. of Curriculum CATE Director</p>	<p>Positive increase in PBMAS in special programs.</p>				
<p>Problem Statements: Student Academic Achievement 5, 6 Funding Sources: Title III - 5000.00, Title I, part A - 5000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Provide staff development/supplemental materials for all faculty and staff: a. Curriculum Alignment and Sequencing, b. Training: Curriculum Development Benchmarking, c. Differentiating Instruction, d. Instructional Leadership Training, e. Accelerating Instruction, f. Euphoria/Destiny, g. Renaissance Learning (AR, A/M), h. SIOP strategies, i. Enforcement of Code of Conduct, incl. but not limited to: Discipline strategies, Classroom management, Conflict resolution, harassment, bullying, dating violence, j. Technology, k. Support for general ed teachers providing instruction for special education students: l. Region VII Workshops, m. Content-specific workshops in core academic areas n. STAAR/EOC training o. College Readiness for students p. Develop and implement a coherent, content-focused, best-practices plan for professional development of instructional leaders, support staff, and teachers q. Project-based, constructivist and brain-based methodologies. r. Capturing Kid's Hearts s. LRE and Inclusion t. Instruction in developing academic vocabulary and language development, and language acquisition. u. K-12 instructional coach camp v. Literacy Continuum, w. Reading Academies x. BrainPop</p>	<p>Assoc. Supt. of Curriculum Special Education Director Bilingual Director Technology Director Campus Principals</p>	<p>Benefits of training reflected in at least 93% passing rates on all assessments Administrator walkthrough Increase participation rates in STAAR by students receiving special education services. Decreased difference rate regarding African American students in Special Education. Increased participation in general education classrooms by students identified under special education.</p>				
<p>Funding Sources: Title I, part A - 50000.00, Title III - 8000.00, Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Recruit and maintain high quality, highly qualified paraprofessional staff.</p>	<p>Campus Administrators HR Director</p>	<p>100% of paraprofessionals trained.</p>				
<p>Funding Sources: Title I, part A - 278873.06, Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>6) Recruit and maintain high-quality, highly effective, and diverse teachers, strategists, coaches and principals, and reduce their turnover through mentoring, compensation, leadership development, and other financial incentives for high need content areas.</p>	<p>HR Director Principals Associate Supt for Personnel & Operations</p>	<p>100% teachers highly effective and high quality</p>				
<p>Problem Statements: Student Academic Achievement 5, 6 Funding Sources: Title II, part A - 157500.00, Title I, part A - 1091507.30</p>						

<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>7) Funds will be allocated for epower with region 7, online professional development (TCASE On-Demand (Sped 504 STAT) region 13 autism, region 20, Standards Based IEPs, professional development supplies, and travel for professional development.</p>	<p>Associate Supt. of Curriculum & Student Services Director of Instructional Technology Technology Director Director of Special Education</p>	<p>Travel reimbursements requests Purchase orders</p>				
<p>Funding Sources: Title I, part A - 72696.00</p>						
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>8) Follow JISD safety plan and provide training for all students and staff: Fire safety drills , Evacuation plan, Tornado drills</p>	<p>Campus Administrators Resource Officers</p>	<p>Documentation for training and drills.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>9) Provide character education: including, but not limited to Integrate character education lessons into curriculum at all levels Post and emphasize a trait of the month, Building good citizens for Texas Character Education Guide , Behavior Interventionist, Red Ribbon week, Capturing Kids Hearts, Restorative Discipline, Texas Model for Comprehension Counseling Program.</p>	<p>Campus Administrators Teachers Counselors</p>	<p>Teacher Lesson plans reflect character ed lessons Administrator walk through Survey results</p>				
<p>Funding Sources: Title I, part A - 20000.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>10) Heighten student and staff awareness and enforcement of Code of Conduct: Campus/classroom rules, Crisis procedures</p>	<p>Administrators Teachers Counselors</p>	<p>At least a 3% reduction in office referrals for infractions as compared to previous semester</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>11) Provide settings for students in non-compliance with rules: a. Lunch Detention b. ISS/Smart ISS c. Saturday School d. After School Detention e. Intense intervention option at JHS between OCI and OSS.</p>	<p>Campus Administrators</p>	<p>At least a 3% reduction in referrals as compared to previous semester. Decrease in OSS discrepancy between students in general and special education.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>12) Expect consistent enforcement of school rules by both teachers and administrators: a. Tardy Policy b. Dress Code c. Teachers visible in hallways between classes</p>	<p>Teachers Campus Administrators</p>	<p>At least a 3% reduction in referrals as compared to previous semester</p>				

Critical Success Factors CSF 6 13) Increase strategies to manage student behavior through trainings such as Capturing Kids Hearts, Restorative Discipline and the PASS program	District Level Admin	Decrease in the number of OSS for special education students by 10%.				
	Funding Sources: Title I, part A - 25000.00					
Critical Success Factors CSF 6 14) Continue to increase capacity in staff training in regards to support social/emotional development of students to promote a positive climate and culture.	Campus Administrators	Decrease in the number of OSS for all students by 5%.				
Critical Success Factors CSF 7 15) Partner with Universities, and Educator Prep Programs to recruit student teachers and professional staff.	Human Resources	District will be 100% staff.				
Critical Success Factors CSF 7 16) Utilization of Instructional Teams to provide a continuum of support for all (academic/behavioral)	Campus Administrators Counselors Strategists Coaches Lead Teachers	Increase in STAAR results in all areas.				
17) Provide supplemental programs for ELLs to attain English proficiency and acquire content knowledge.	Campus Administrators Strategists Coaches Bilingual Staff	Increase TELPAS proficiency scores in all areas.				
	Funding Sources: Title III - 10000.00					
18) Provide supplemental professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELLs.	Campus Administrators Strategists Coaches Bilingual Staff	Increase STAAR results in areas with ELL students.				
	Funding Sources: Title III - 10000.00					
19) Recruit and maintain effective strategists and coaches to work with At Risk students.	Campus Administrators	Increase in STAAR scores with low SES students.				
	Funding Sources: Title III - 50000.00, Title I, part A - 850000.00					
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The grade 5 and 8 Science STAAR percents are below the state. Root Cause 1: The lack of vertical alignment district wide.
Problem Statement 2: CATE EOC's are scoring below the state average on STAAR. Root Cause 2: Lack of experienced teachers.
Problem Statement 5: Special Ed students are scoring below the state average on STAAR. Root Cause 5: Special Ed teacher turnover and implementation of diversified instruction.

Problem Statement 6: ELL EOC students are scoring below the state average on STAAR. **Root Cause 6:** Teacher turnover rate and training for ESL instruction.

Goal 2: Jacksonville ISD campuses will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 1: By the end of the 2018-19 school year, 100% of all students in each of the subgroups will pass all portions of the state assessment. (JISD Strategic Plan Goal 1, 2, and 3) (System Safeguard)

Evaluation Data Source(s) 1: State Assessment Results/PBMAS: 100% of all students pass all portions of the state tests.


Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Ensure delivery of TEKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas and Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA. Target alignment of science, social studies, and writing curriculum. Target alignment of STAAR Alternate II. essence statements to the JISD scope and sequence.</p>	<p>Assoc. Supt. of Curriculum Campus Administrators Teachers Instructional Strategist</p>	<p>Each Nine Weeks Increased Passing rates of ELL and Special ed students on ELAR and social studies benchmark assessments, and all subjects for Special ed and African American.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Local - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Create an environment of increased accountability for all staff: Lesson plans reflecting implementation of aligned curriculum, Administrator walk-through, Regularly scheduled department/grade level meetings, Special ed teachers attending all department/grade level meetings/PLC meetings</p>	<p>Assoc. Supt. of Curriculum Special Education Director Campus Principals Instructional Strategist</p>	<p>At least 100% passing benchmark assessments Administrator walk-through</p>				
<p>Funding Sources: Local - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>3) Implement strategies that improve the achievement of participating children in meeting the state student academic achievement standards</p>	<p>Assoc. Supt. of Curriculum Campus Administrators Teachers Instructional Strategist</p>	<p>Meet Standard on state accountability 2018-2019</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize disaggregated data from all core subject benchmark assessments to target students not reaching expectations in all sub groups: All, African American, Hispanic, White, Economically Disadvantaged, ELL, and Special Education.</p>	<p>Teachers Instructional Strategists Principals</p>	<p>Each Nine Weeks increased Passing rates of all student sub pops on benchmark assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>5) Create more on grade level learning opportunities for Special Education Students</p>	<p>Special Education Director Campus Administrators Teachers</p>	<p>No staging on PBMAS</p>				
<p>Problem Statements: Student Academic Achievement 5</p>						
<p>Critical Success Factors CSF 1</p> <p>6) Administer benchmark assessments in core areas</p>	<p>Campus Administrators Teachers</p>	<p>At least 93% passing benchmark assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Increase performance on testing indicators for all populations served.</p>	<p>Assoc. Supt. of Curriculum Special Education Director Bilingual Director Campus Administrators Teachers</p>	<p>Meet Standard on state accountability for 2018-2019</p>				
<p>Funding Sources: Title I, part A - 5000.00, Title III - 5000.00</p>						
<p>Critical Success Factors CSF 1</p> <p>8) Utilize SCE funds to support implementation of Title I school wide strategies.</p>	<p>District and Campus Administrators</p>	<p>At least 93% passing benchmark assessments</p>				
<p>Funding Sources: SCE - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Require TEKS-based activities in all core content classes. a. Target area: Higher level and critical thinking skills, Process skill, ELPS, language development, acquisition of language</p>	<p>Campus Administrators Instructional Strategist Teachers</p>	<p>At least 93% passing benchmark assessments</p>				
<p>Problem Statements: Student Academic Achievement 4</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>10) Use disaggregated EOC, or STAAR data from campus to campus to prepare for class placement and instruction. Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data.</p>	<p>Campus administrators counselors</p>	<p>100% incoming freshman appropriately scheduled</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>11) Provide additional support for students not achieving expected TEKS mastery or at risk of failing: a. Tutorials offered before, during and after school b. Individualized plan for special ed students c. Small group instruction d. Contact teacher for each special ed student to monitor classroom performance on 3-week intervals and facilitate appropriate intervention (s) e. Web based Programs(Plato, United Streaming) f. Optional Extended Year g. At-Risk Interventions h. Interventions put in place by STAT (campus based team) TIER interventions i. RTI/TIER interventions</p>	<p>Campus Administrators Instructional Strategist Teachers</p>	<p>Each nine weeks Increased Passing rates of all student sub pops on benchmark assessments</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Increase student access to technology</p>		<p>Technology Director Campus Administrators Teachers</p>	<p>Funding Sources: Title I, part A - 47427.00, Title III - 5000.00</p>			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>13) Create a learning community environment for all students: a. Strict enforcement of Code of Conduct, tardy and absentee policies b. Shared pride in all accomplishments and campus appearance.</p>	<p>Campus Administrators Counselors Teachers</p>	<p>5% increase in students enrolled in higher level classes 10% decrease in number of tardies from previous semester.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>14) Provide aligned curriculum, instruction, and assessment to ensure technology integration by all teachers and technology literacy for all students PK-12</p>	<p>Associate Supt. of Curriculum & Student Services Director of Instructional Technology Teachers</p>	<p>Forethought lesson plans Aware Assessment Data</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>15) Increase the use of assistive technology including but not limited to augmentive communication devices, slates and wands, interactive whiteboards, classmate readers, and student response systems by students with disabilities and functional limitations to ensure academic success.</p>	<p>Director of Special Education Associate Supt. of Curriculum & Student Services Principals Teachers</p>	<p>Walkthroughs Inclusion in ARD deliberations</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>16) Continue use of classroom observation and professional development data to asses teachers' technology proficiency and levels of technology integration</p>	<p>Principals Instructional Technologists</p>	<p>Eduphoria Appraise Evaluation Report Learning.com Wayfind teacher PD reports</p>				

Critical Success Factors CSF 1 CSF 7 17) Provide teacher training for accelerated learning and tutorial strategies.	Administrators	At least 93% identified at-risk students meeting minimum expectations.				
	Funding Sources: Title I, part A - 5000.00					
18) Provide opportunities for students to participate in accelerated learning opportunities and /or examinations.	Campus Administrators Counselors College and Career Readiness Counselor	Increase in students participating in college experiences and opportunities.				
	Funding Sources: Title I, part A - 20000.00					
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The grade 5 and 8 Science STAAR percents are below the state. Root Cause 1: The lack of vertical alignment district wide.
Problem Statement 2: CATE EOC's are scoring below the state average on STAAR. Root Cause 2: Lack of experienced teachers.
Problem Statement 4: There is a low percentage of students in all grade levels and all areas that achieve the Masters level on STAAR. Root Cause 4: The lack of implementation of higher order and critical thinking instructional strategies.
Problem Statement 5: Special Ed students are scoring below the state average on STAAR. Root Cause 5: Special Ed teacher turnover and implementation of diversified instruction.

Goal 3: Jacksonville ISD will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.







Performance Objective 1: By the end of the 2018-19 school year, incidents of violence, drug use and continuous and persistent misbehaviors in the school setting will not show an increase. (JISD Strategic Plan Goal 5)

Evaluation Data Source(s) 1: Discipline reports will show a decrease in these offenses.

Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
<p>Critical Success Factors CSF 6</p> <p>1) Integrate human sexuality instruction into curriculum at all levels</p>	Associate Supt. of Curriculum & Student Services Counselors Campus Administrators	Documentation of planned instruction in appropriate lesson plans Administrator walk through				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Continue utilization of police officer/liason</p>	Administrators	At least a 3% reduction in referrals to police officer as compared to previous semester				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Continue utilization of random dog searches</p>	Campus Administrators JISD Police Staff	at least a 50% reduction in incidents of found contraband				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Present information/assembly to address violence, drugs, use of tobacco/alcohol, suicide prevention and conflict resolution.</p>	Teachers Counselors Resource officers	At least a 3% reduction in office referrals as compared to previous semester				
Funding Sources: Title I, part A - 5000.00						
<p>Critical Success Factors CSF 6</p> <p>5) Increase Security Equipment</p>	Administrators	At least a 3% reduction in office referrals as compared to previous semester				
Funding Sources: Title I, part A - 25000.00						

<p align="center">Critical Success Factors CSF 6</p> <p>6) Increase awareness to teachers, students, and parents of issues, including warning signs, regarding sexual abuse and other maltreatment of children. (HB1041 TEC 38.0041) through prevention techniques using resources developed by TEA under section 38.004 knowledge of likely of warning signs using resources developed by TEA under section 38.004 that include detailed description of characteristics of a sexual abuser through training that includes factors and warning signs indicating a child that is at risk, methods to reduce risk, and information about community organizations providing additional resources.</p>	<p>Human Resource Dept for all new teachers Counselors for existing campus staff and students Associate Supt. of Curriculum & Student Services</p>	<p>Documentation from teacher training, counselors guidance lessons, and parental informational sessions.</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>7) Inform students who are victims of sexual abuse or other maltreatment of actions he/she should take to obtain assistance and intervention and the available counseling options Including internal procedures for seeking assistance for a child who is at risk</p>	<p>Human Resource Dept. for all new staff Counselors for existing staff and students</p>	<p>Documentation from individual and small group counseling.</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>8) Increase strategies to manage student behavior Assoc. Supt. of Curriculum and Special Ed director meet with secondary principals to look at alternatives for suspensions of special education students.</p>	<p>Director of Special Education Associate Supt. of Curriculum & Student Services Secondary Campus Principals</p>	<p>Decrease in the number of OSS for special education students by 10%.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>9) Utilize Licensed Specialists in School Psychology (LSSP's) to address, support, serve, or consult in regards to students at risk due to behavioral concerns.</p>	<p>Special Education Director Behavior Support Team Campus Administrators Teachers</p>	<p>Documentation of LSSP participation in ARD's, RTI, STAT, 504 Meetings, Campus Consultation</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinued </p>						

Goal 3: Jacksonville ISD will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 2: Improve the district student attendance rate to 98% by May 2018. (JISD Strategic Plan Goal 5)

Evaluation Data Source(s) 2: PEIMS data will show that attendance rate is at least 98% or better.

Summative Evaluation 2:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
<p>Critical Success Factors CSF 7</p> <p>1) Provide teacher training for accelerated learning and tutorial strategies.</p>	Administrators	At least 93% identified at-risk students meeting minimum Expectations				
Funding Sources: Title I, part A - 5000.00, Local - 0.00						
<p>Critical Success Factors CSF 5</p> <p>2) Provide individual and family counseling for high-risk students.</p>	Campus Administrators Counselors	Documentation of availability of counseling for 100% identified students				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Report to counselor/assistant principals/resource officer names of students with frequent absences.</p>	Counselors Teachers	All students with frequent or pattern absences reported to administration.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Utilize services of police officer to investigate reasons for excessive absenteeism.</p>	Campus Administrators	Investigation of 100% of reported cases				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Conduct home visits to investigate reasons for student non-attendance and/or nonenrollment.</p>	Assistant Principals Resource Officer	Home visitations to 100% referred students.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) Provide incentives for perfect attendance</p>	Campuses	at least 98% attendance rate each six weeks				
Funding Sources: Local - 0.00						

Critical Success Factors CSF 1 CSF 6 7) Provide teacher training for accelerated learning and tutorial strategies	Campus Administrator	At least 93% identified atrisk students meeting minimum expectation				
	Funding Sources: Title I, part A - 5000.00, Local - 0.00					
Critical Success Factors CSF 1 CSF 6 8) Provide individual and family counseling for high-risk students.	Administrators Counselors	Documentation of availability of counseling for 100% identified students.				
	9) Implement attendance strategies and programs to increase student attendance.	Campus Administrators District Administrators	Increase ADA district wide.			

Goal 4: The educational needs of students will be met by strengthening parent involvement on all JISD campuses.

Performance Objective 1: Involve parents in the education of their children in order to implement student performance to increase all student groups achievements through STAAR/EOC/TELPAS mastery. (JISD Strategic plan Goal 1)

Evaluation Data Source(s) 1: Involve parents in the education of their children in order to implement student performance to increase all student groups achievements through STAAR/EOC/TELPAS mastery. (JISD Strategic plan Goal 1)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
<p>Critical Success Factors CSF 5</p> <p>1) Include strategies and staff development to promote effective parental involvement in the school and district including but not limited family night events</p>	Principal Assistant Principal Counselors Administrator	Sign-in sheets from parental involvement activities				
Funding Sources: Title I, part A - 940.00						
<p>Critical Success Factors CSF 5</p> <p>2) Conduct parent awareness seminars with an interpreter at each grade level: a. Title I, School wide parent policy at open house / trainings b. Benefits of higher level courses c. TEKS standards and expectations d. Campus to campus (Ele. to Nichols, Nichols to MS, and MS to HS)</p>	Principal Assistant Principal Counselors Administrators	Sign-in sheets from parental involvement activities				
Funding Sources: Title I, part A - 0.00						
<p>Critical Success Factors CSF 5</p> <p>3) Continue family communication through district website, Social Media, Channel 20, e-mail, and GradeBook access for parents</p>	Public Relations Director Director of Technology	Informal surveys of usage				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 5</p> <p>4) Consistently include parents in site-based decision making committee meetings: District Educational Improvement Council, Campus Improvement Councils, Staff development needs</p>	Administrators	Sign in sheets from all applicable meetings				

Critical Success Factors CSF 5 5) Utilize Title I compact/customized plan, District Parent Involvement Policy on all school wide campuses. Parent Conferences, Parent Volunteer Programs, PTO	Administrators	Sign in sheets from parent conferences.				
	Teachers					
6) Promote ELL's parent, family and community engagement in a variety of opportunities including but not limited to, offering English Courses.	Funding Sources: Local - 0.00					
	Bilingual Director	Sign in sheets from ESL courses.				
	Campus Administrators					
Funding Sources: Title III - 6000.00						

Goal 5: Technology

Performance Objective 1: Educators facilitate student centered learning environment infused with digital age learning experiences and assessments

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 5: Technology




Performance Objective 2: Prepare educators in developing the effective use of technology in order to implement innovative instructional practices which leads to improvement in student academic achievement

Evaluation Data Source(s) 2: Ensure educator professional development is ongoing, standards-based and of high quality.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) The district will support an Instructional Technology department to provide all staff the opportunity to participate in authentic learning experiences through continuous PD within the district	Superintendent Associate Supt. of Curriculum & Student Services	Technologists calendars Staff Development Portfolios				
2) Use WayFind Teacher Assessment (Learning.com) to evaluate teacher proficiency in 21st Century skills as determined by the ISTE NETS-T standards	Associate Supt. of Curriculum & Student Services Director of Instructional Technology	Purchase Orders Easy Tech usage reports				
3) Develop and implement a rigorous, incentive based professional development program to produce educators who meet all standards and performance indicators of the ISTE NETS-T and serve as mentors on their campus	Associate Supt. of Curriculum & Student Services Director of Instructional Technology Principals	Documented requests for assistance such as Helpdesk tickets and e-mail messages. Calendars of scheduled team meetings Helpdesk reports Workshop reports				

4) Campus administrators will be trained in the National Educational Technology Standards for Administrators and Teachers (NETS-A, NETS-T)	Director of Instructional Technology Associate Supt. of Curriculum & Student Services	Workshop Portfolio walk-throughs				
--	--	----------------------------------	--	--	--	--

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue





Goal 5: Technology

Performance Objective 3: Campus and district leadership will model the use of technology, and support staff and students as they engage in technology integration

Evaluation Data Source(s) 3: Incorporate strategies that model, improve, expand and support the effective use of technology.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Provide specialized training to campus administration in the use of the various programs in JISD. Eduphoria, Skyward, Office 365 Suite, AESOP subfinder, Edlio website, ESPED, Schoolmessenger, Excel, and other newly adopted software	HR Director Public Relations Director Director of Special Education Director of Dual Language Education and Special Languages Campus personnel Director of Instructional Technology	Workshop schedule and attendance records reduction in work orders				
2) The district will add Instructional Technologists as funds are available to improve the integration of technology into all levels of administration and instruction.	Superintendent Associate Supt. of Curriculum & Student Services Associate Supt for Personnel & Operations	Staff hired				
3) District and school administrators shall play a key role in cultivating a shared vision for technology integration and serve as a catalyst for change.	Superintendent	National Educational Technology Standards for Administrators (NETS-A) will be used to evaluate standards met. Lesson Plans - Increased use of digital tools and resources in instruction				
4) Continue use of software to provide online registration for current students.	Principals Superintendent PEIMS Coordinator	Online forms developed Number of students electronically registered				

5) Develop and implement a walk-through data collection template targeting technology integration	Director of Instructional Technology Principals Asst. Principals Associate Supt. of Curriculum & Student Services	Walk-Through Template added to Eduphoria Appraise				
6) Purchase security certificates to provide secure electronic access to district information: Destiny, Eduphoria, Online Application, Skyward, and Safari Montage.	Technology Director Network Administrators	Security certificates purchased				
7) Maintain visitor check-in software and hardware to scan campus visitor's identification for a safer school environment.	Principals Superintendent Chief of Police	Purchase order for maintenance and support Visitors in software database				
Funding Sources: Local - 0.00						
8) Provide resources and support to encourage enrollment in virtual courses provided by SUPERNet and/or Texas Virtual School Network. The use of online courses will provide students with skills required for college.	Counselors JHS Principal Associate Supt. of Curriculum & Student Services Superintendent	Student enrollment statistics SUPERNet Consortium Membership				
9) Collaborate with community leaders and organizations such as JEDCO, City of Jacksonville, Chamber of Commerce and Adult Literacy Council to share resources and services.	Superintendent Director of Dual Language Education and Special Languages	Meetings and Communication documents Resources shared ELL Adult Classes				
10) Promote advocacy at the National, State, and Local level to support schools in effective technology implementation.	CTO Director of Instructional Technology Superintendent	Number of communication documents				
11) Implement hiring practices and policies that reflect the significance of technology skills and the effective use of appropriate ICT resources. (Information and Communication Technology)	Assoc Supt of Curriculum Assoc Supt of Personnel & Business Director of Instructional Technology CTO	Application including technology skill set and upload of digital portfolio				
12) Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.	Assoc Supt. of Personnel Principals Superintendent	Special recognition of personnel that demonstrate exceptional use of technology Recruitment videos containing classroom technology instruction				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 5: Technology

Performance Objective 4: District technology infrastructure will be sufficient to support current & emerging technologies & digital resources, with connectivity for all students, teachers, staff, and school leaders.

Evaluation Data Source(s) 4: 100% of teachers, students, staff & school leaders will have access to consistent and reliable resources to better leverage technology as an effective teaching & learning tool.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
1) Continue to purchase energy star compliant technologies and implement strategies for green computing. Allocate funds to maintain virtualized environment.	Superintendent CTO	Purchase Orders Budget Allocation				
2) Provide adaptive hardware and software in classrooms, libraries, offices and work areas throughout the district.	CTO Exec Dir of Student Services	Purchase Orders Software and Hardware in place				
3) Maximize resources and minimize cost through participation in SUPERNet consortium shared service arrangement to ensure access to broadband communications	Superintendent CTO	Shared services agreement				
4) Support and upgrade existing telecommunication systems/network and infrastructure as growth occurs and purchase telecommunication systems/network as new facilities are added to ensure equitable access.	Maintenance Director CTO Superintendent	Bids Purchase Orders Invoices				
5) Maintain high speed connection to the Internet through strategic partnerships which also provide access to LEARN (Lonestar Education and Research Network.)	Superintendent CTO	SUPERNet shared service agreement Contract for bandwidth				
6) Improve ratio of computers to students while maintaining 1:1 ratio for staff	Principals CTO Superintendent	Equipment Audit Budgets				
7) Replace computers and servers on rotation schedule of every five years.	CTO Superintendent	Purchase Orders Hardware Audit Erate expenditures Allotment expenditures				
8) Business continuity plan in place to ensure critical technologies and data can be recovered in a timely manner. Key personnel will review and update plan as technologies are changed and updated.	Network and Systems administrators CTO	Written plan				

9) Support and maintain network center for a controlled environment, increased manageability and the ability to respond to failures more efficiently.	Superintendent CTO	Availability and Stability of Network Services				
10) Maintain disaster recovery network center for consistent and reliable access to digital learning resources and critical administrative business applications.	CTO Network & System Administrators	NAS and VM Hosts Installed and Operational Purchase Orders Network resources availability				
						

District Education Improvement Committee

Committee Role	Name	Position
District-level Professional	Lisa Dailey	Director of PEIMS Data and Compliance
District-level Professional	Amber Penn	Director of Special Programs and Languages
Classroom Teacher	Abby Eckert	JHS Teacher
Classroom Teacher	Kim Hobson	JHS Teacher
Non-classroom Professional	Sarah Stephens	JHS College and Career
Classroom Teacher	Grant Haney	JMS Teacher
Classroom Teacher	Emily Murphy	JMSTeacher
Classroom Teacher	Christina Knight Karr	Nichols Teacher
Classroom Teacher	Michael Wakefield	Nichols Teacher
Non-classroom Professional	Holly Searcy	Nichols Principal
Classroom Teacher	Linzee Campbell	FD Teacher
Classroom Teacher	Erica Graeter	FD Teacher
Classroom Teacher	Amanda Cox	FD Teacher
Non-classroom Professional	Carlos Franz	FD Asst. Principal
Classroom Teacher	Abigail Dean	ES Teacher
Classroom Teacher	Becky Walker	ES Teacher
Non-classroom Professional	Juana Hernandez	ES Reading Coach
Classroom Teacher	Jewel McCullough	JW Teacher
Classroom Teacher	Jennifer McCutcheon	JW Teacher
Non-classroom Professional	Cynthia Slovacek	JW Principal
Classroom Teacher	Susan Curtis	WS Teacher
Classroom Teacher	Terri Gehring	WS Teacher
Non-classroom Professional	Katasha Harris Robinson	WS Counselor
Classroom Teacher	Maxine Moore	CC Teacher
Classroom Teacher	Kerri Antes	CC Teacher

Non-classroom Professional	TJ Rucker	CC Principal
Parent	Rhett Kirk	Parent
Business Representative	Ben Tarrant	Business Representative
Community Representative	Phillip Whitaker	Community Representative

District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	local funds		\$0.00
1	1	5	local funds		\$0.00
1	1	10	local funds		\$0.00
2	1	1	eduphoria, Title I part A, Title III part A, Local Funds		\$0.00
2	1	2	Eduphoria		\$0.00
2	1	12	NCLB Title I part A, Rural and low income funds, local funds		\$0.00
3	1	1	local funds		\$0.00
3	1	2	local funds		\$0.00
3	1	3	local funds		\$0.00
3	1	6	Resources developed by TEA		\$0.00
3	1	7	Resources developed by TEA		\$0.00
3	2	1	local funds		\$0.00
3	2	6	local		\$0.00
3	2	7	local		\$0.00
4	1	3	local funds		\$0.00
4	1	5	local funds		\$0.00
5	3	7			\$0.00
Sub-Total					\$0.00
Title I, part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$20,043.00
1	1	2	NCLB Title I part a funds, Rural and low income funds, local funds		\$10,000.00
1	1	3			\$5,000.00
1	1	4	NCLB Title I part a funds		\$50,000.00

1	1	5			\$278,873.06
1	1	6			\$1,091,507.30
1	1	7			\$72,696.00
1	1	9	local funds		\$20,000.00
1	1	13			\$25,000.00
1	1	19			\$850,000.00
2	1	7	NCLB Title I part A, Title III part A, Local funds		\$5,000.00
2	1	11	NCLB Title 1 part a funds		\$47,427.00
2	1	17			\$5,000.00
2	1	18			\$20,000.00
3	1	4	Campus allocations		\$5,000.00
3	1	5	local funds		\$25,000.00
3	2	1			\$5,000.00
3	2	7			\$5,000.00
4	1	1	Title I parental involvement allocations-campus		\$940.00
4	1	2	Title I parental involvement campus allocations	Campus Allocations	\$0.00
Sub-Total					\$2,541,486.36
Title II, part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$157,500.00
Sub-Total					\$157,500.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title III		\$5,000.00
1	1	4	Title III part a funds		\$8,000.00
1	1	17			\$10,000.00
1	1	18			\$10,000.00
1	1	19			\$50,000.00

2	1	7			\$5,000.00
2	1	11	Title III part a		\$5,000.00
4	1	6			\$6,000.00
Sub-Total					\$99,000.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	District SCE \$, FTE		\$0.00
Sub-Total					\$0.00
Grand Total					\$2,797,986.36

Addendums

2018-2019 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;">AND</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;">AND</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 over age 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: Jacksonville ISD
Region: 7

Priority for Service (PFS) Action Plan

Filled Out By: Amber Penn
Date: 11/6/2018

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 Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

Goal(s):

District will utilize Region VII for all migrant students if applicable.

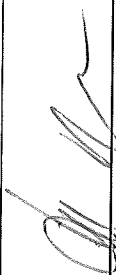
100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.

Objective(s):

To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.

Required Strategies			
Monitor the progress of MEP students who are on PFS.	Timeline	Person(s) Responsible	Documentation
<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. 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. 	<p>Before the end of each month, August 2018-July 2019</p> <p>Before 1st Day of School</p>	<p>NGS Specialist</p> <p>MEP contact</p>	<p>PFS tracking report</p> <p>PFS report</p>
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.	Timeline	Person(s) Responsible	Documentation
<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 academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	<p>ongoing</p> <p>end of each grading period</p> <p>ongoing</p>	<p>district migrant contact, principal, teacher or district assigned personnel</p> <p>district staff</p> <p>MEP staff</p>	<p>PFS reports/ completed student reviews</p> <p>emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters</p> <p>calendars, meeting notes</p>

Additional Activities					
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 as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters		
<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	MEP staff	PFS student review forms, attendance reports, appointment documentation		
<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. 	ongoing	MEP staff	PFS student review forms		
Additional Activities					
<ul style="list-style-type: none"> 					


 LEA Signature


 Date Completed

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

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

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

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

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

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

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

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
--------------------------	---------------	--------------------------	-----------------------------	------------------	-----------------------------

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

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
-------------------	--------	-------------------	----------------------	-----------	----------------------

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

Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
---------------------	----------	-------------------	----------------------	-----------	----------------------

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

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