Bushland Independent School District

District Improvement Plan

2018-2019

Accountability Rating: A

Board Approval Date: October 24, 2018
Public Presentation Date: October 16, 2018

Mission Statement

Together, we guide every student to reach their greatest potential.

Vision

BUSHLAND STUDENTS TODAY...LEADERS TOMORROW!

Core Beliefs

Faith, Unity, Integrity, Scholarship, Leadership, Work Ethic

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: October 09, 2018

Needs Assessment Overview

The administrative team and the district site-based decision-making committee both participate in comprehensive needs assessments. The critical issues that emerged for the district were growing pains (aging facilities, staff growth vs. student growth, and transportation), meeting the needs of each individual student, and communication.

Demographics

Demographics Summary

The most recent Texas Academic Performance Report available is the 2016-2017 report. According to the 2016-2017 Texas Academic Performance Report, Bushland ISD's ethnic distribution is the following: 0.7% African-American, 14.4% Hispanic, 81.5% White, 0.5% American Indian, 0.5% Asian, 0% Pacific Islander, and 2.4% Two or More Races. 18.5% of students in the district are Economically Disadvantaged, 0.7% are English Language Learners (ELL), and 22.7% are At-Risk. 0.6% of students are served through the ESL program, 40.7% are served through CTE, 8.8% are served through GT, and 11.3% are served through Special Education. The number of students per teacher average is 12.5.

Demographics Strengths

- Student schedules are developed to meet the needs of the district's demographics.
- All students are closely tracked.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Level II STAAR scores for Hispanic students across all grade levels are 76% in writing, 71% in science, and 64% in social studies. **Root Cause**: Our staff has not been trained to meet the instructional needs of the district's growing population of Hispanic students.

Problem Statement 2: Level II STAAR scores for Special Education students across all grade levels are 48% in reading, 65% in mathematics, 38% in writing, 50% in science, and 43% in social studies. **Root Cause**: The state of Texas has done away with a modified version of STAAR, and all of our Special Education students are required to take the same test as Regular Education students.

Problem Statement 3: Level II STAAR scores for Economically Disadvantaged students across all grade levels are 74% is reading, 61% in writing, 72% in science, and 59% in social studies. **Root Cause**: Our staff has not been trained to meet the instructional needs of the district's growing population of Economically Disadvantaged students.

Student Achievement

Student Achievement Summary

Many data sources are used to understand student performance. For 2016-2017, Bushland ISD had a TAPR rating of Met Standard. For 20118, Bushland ISD received an A overall Accountability Rating with an A rating in Student Achievement, a B in School Progress, and an A in Closing the Gaps.

Student Achievement Strengths

- STAAR Approaches Mastery at or above 95%: 5th reading, 5th math, Algebra I, Biology, US History
- STAAR Mastery at or above 30%: 3rd Reading, 4th Reading, 5th Reading, 8th Reading, 5th Math, Algebra I, 5th science, US History
- STAAR Approaches Mastery at or above 95% for different subpopulations: 5th Reading Hispanic, 5th Reading White, 5th Reading Economically Disadvantaged, 5th Math White, 5th Math Economically Disadvantaged, Algebra I Hispanic, Algebra I Two or More Races, Biology Two or More Races, English I Two or More Races, English II Two or More Races, US History White, US History Two or More Races

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR Approaches Mastery scores are 78% in 4th grade writing, 76% in 8th grade writing, and 76% in English I. **Root Cause**: The district does not have a consistent vertically aligned curriculum for writing.

Problem Statement 2: STAAR Approaches Mastery scores are 79% in 8th grade science. **Root Cause**: 8th grade science has not had the same teacher longer than two years in a row.

Problem Statement 3: STAAR Approaches Mastery scores are 74% in 8th grade social studies. **Root Cause**: 8th grade social studies teachers are both coaches and spend a great deal of time outside of the classroom.

District Culture and Climate

District Culture and Climate Summary

Campuses in Bushland ISD have a history reflecting positive climates and cultures. The District continues to grow and with growth on the campuses, changes in culture are being observed. It will be important for the District to understand the culture and climate and find ways to meet the needs of students and communities. Doing so will result in happier, more productive and successful students.

District Culture and Climate Strengths

- The District has improved communication within and outside of the campuses.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Staff morale is low. **Root Cause**: Staff has not received substantial pay increases to cover rising cost of living.

Problem Statement 2: Two TRE's have failed in the past two years. **Root Cause**: The community does not trust the district.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bushland ISD seeks to hire instructional staff who are highly qualified/certified in both content that is taught and pedagogy. Staff development and professional learning communities are designed to assist staff members in understanding instructional rigor and its relationship to post-secondary readiness. The District focuses on the recruitment and retention of teachers and paraprofessionals who are dedicated to this end.

Staff Quality, Recruitment, and Retention Strengths

- The District has implemented strategies to ensure every staff member that is hired meets the state requirements for the subject/grade level of instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district has lost quality employees over the last few years. **Root Cause**: The district does not have a competitive pay scale with other area districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bushland ISD uses the TEKS Resource System as its curriculum management system. The district strives to provide a guaranteed and viable curriculum that emphasizes more alignment as grade-level and content Professional Learning Communities build a stronger understanding of curriculum, instruction, and assessment.

Curriculum, Instruction, and Assessment Strengths

- Interventions and differentiation are in place at campuses.
- Teachers have been trained in Empowering Writers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Special Education student needs are not being met with inclusion in some grade levels. **Root Cause**: The district does not have the staff to meet inclusion needs of Special Education students.

Problem Statement 2: Gifted and Talented student instructional needs are not being met. **Root Cause**: GT students are not challenged to meet their potential.

Parent and Community Engagement

Parent and Community Engagement Summary

Bushland ISD benefits from high levels of parental involvement and we recognize that student success is directly tied to the involvement of parents in all facets of a child's education. Each campus provides opportunities for parents to volunteer and be involved. The Bushland PTO and the Bushland Booster Clubs work with the schools to identify areas of need and raise funds to enhance academic and extracurricular programs. Also, parents and community members serve as mentors and tutors. Parents participate in Site-Based Decision Making Teams (i.e., where we continue to develop ideas for involving more parents).

Parent and Community Engagement Strengths

- Community meetings/open house at campuses
- Multiple communication channels, i.e., website, parent portal, call-out system, social media
- Site-based decision-making committees

District Context and Organization

District Context and Organization Summary

The context and organization of Bushland ISD are the processes, structures, decision-making, and overall leadership of the District. The District has a vision and mission that supports the organization. Leadership and staff respond to student struggles. All staff have a voice in decision making and school polices through various committees including but not limited to site-based teams, technology, and capital improvements.

District Context and Organization Strengths

- Various committees involving staff, students, parents, and community members
- Various methods of communication
- Involving stakeholders in decision making

Technology

Technology Summary

Bushland ISD is a one-to-one district where all K-2 students have iPads and all 3rd-12th graders have Chromebooks/laptops. The vision is that all students will have access to technology at all times to enhance 21st-century learning and prepare students for post-secondary readiness.

Technology Strengths

- Willingness of staff to learn about and use technology during instruction
- Technology staff to help provide staff development and assist in trouble shooting and implementation of technology
- Professional development provided to staff for implementing technology

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data
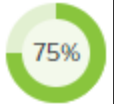
Goals

Goal 1: Bushland ISD will provide the highest standard of education for all students.

Performance Objective 1: Increase the percentage at Approaches Grade Level or above for all subjects to 80% or higher on STAAR for all subpopulations.

Evaluation Data Source(s) 1: STAAR scores, TAPR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Identify students that fall in sub-populations where there is a need for improvement and provide instructional support.	2.4, 2.5, 2.6	Campus principals, instructional staff	Instructional needs of each student are met and achievement will increase.	100%	100%	100%
	Funding Sources: SCE - 0.00, Title I Part A - 0.00, Local Funds - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide intervention services for students based on progress monitoring data and assessment data.	2.4, 2.5, 2.6	Campus principals, intervention staff	Instructional needs of each student are met and achievement will increase.	45%	70%	100%
	Funding Sources: SCE - 0.00, Title I Part A - 0.00, Local Funds - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Provide structured tutorials during school and after school for students identified in need of support.	2.4, 2.5, 2.6	Campus principals, instructional staff	Instructional needs of each student are met and achievement will increase.		75%	100%
	Funding Sources: SCE - 0.00, Title I Part A - 0.00, Local Funds - 0.00					
100% = Accomplished 0% = No Progress ✕ = Discontinue						

Goal 1: Bushland ISD will provide the highest standard of education for all students.

Performance Objective 2: Increase the percentage at Masters Grade Level for all subjects to 20% or higher on STAAR.

Evaluation Data Source(s) 2: STAAR scores, TAPR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Identify students who are at Meets Grade Level on STAAR and provide rigorous instruction for increasing achievement.	2.4, 2.5, 2.6	Campus principals, instructional staff	Increased number of students reaching Masters Grade Level on STAAR.			65%
	Funding Sources: Local Funds - 0.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 1: Bushland ISD will provide the highest standard of education for all students.

Performance Objective 3: Develop a plan to prepare for future growth that identifies needs for facilities, staff, and programs.

Evaluation Data Source(s) 3: 5-Year Strategic Plan

Summative Evaluation 3:
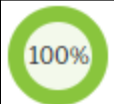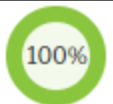
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 1) Solicit feedback from administrators and site-based committees regarding instructional programs, staffing, and facility needs.	2.5, 3.2	Superintendent	Identify areas of need and strategies for improvement.	75%	75%	100%
Critical Success Factors CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 2) Utilize enrollment data and projections to anticipate future district growth and facility/program needs.	2.5	Superintendent, campus principals	Identify areas of need and strategies for improvement.		80%	80%
Critical Success Factors CSF 7 3) Recruit highly effective personnel in all positions by attending job fairs and posting vacancies on multiple sites and retain them by providing ongoing support such as New Teacher Academy and Mentoring program.		Superintendent, Assistant Superintendent, Directors, Campus principals	All positions filled by highly effective personnel.		85%	90%
	Funding Sources: Title II-A - 0.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 1: Bushland ISD will provide the highest standard of education for all students.

Performance Objective 4: Implement an effective behavior management plan at each campus.

Evaluation Data Source(s) 4: Social contracts, office referrals, campus culture

Summative Evaluation 4:
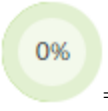
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 3 CSF 4 CSF 6 1) Train teachers in Conscious Discipline (PreK - 4th) and Capturing Kids Hearts (5th - 12th) and implement programs on each campus.	2.5, 2.6	Campus principals, instructional staff	Strong relationships between students and staff result in fewer discipline issues.	75%	100%	100%
	Funding Sources: Title IV - 0.00, Local Funds - 0.00					
Critical Success Factors CSF 5 CSF 6 2) Educate students and staff on prevention of bullying and how to use Stop-It for reporting any bullying instances.	2.5, 2.6	Liaison officers, campus principals, campus counselors	Less instances of students being bullied.	100%	100%	100%
	Funding Sources: Title IV - 0.00, Local Funds - 0.00					
Critical Success Factors CSF 3 CSF 5 CSF 6 3) The Reach 4 Greatness curriculum will be implemented at all campuses and address the following student issues: bullying, drug awareness/prevention, conflict resolution, character, leadership, social media and internet safety, and sex education, dating violence, and suicide prevention.	2.5, 2.6	Campus principals, instructional staff	Reach 4 Greatness implemented and completed by the end of the school year.	55%	85%	100%
	Funding Sources: Local Funds - 0.00					
100% = Accomplished	0% = No Progress	✗ = Discontinue				

Goal 1: Bushland ISD will provide the highest standard of education for all students.

Performance Objective 5: Implement drop-out prevention strategies for at-risk students.

    Evaluation Data Source(s) 5: Drop-out prevention plan, attendance rate, graduation rate
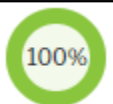
    Summative Evaluation 5:
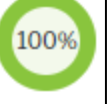
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 1) Provide attendance incentives, increase attendance awareness, and communicate with parents about attendance.	2.5, 2.6	Superintendent, campus principals	97% or higher attendance rate.	50%	75%	100%
Funding Sources: Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Ensure that all seniors receive the required number of credits in time for graduation.	2.4, 2.5, 2.6	Campus principals, campus counselors	100% graduation rate.			100%
Funding Sources: SCE - 0.00, Local Funds - 0.00						
3) Provide intensive instructional support to identified at-risk students through credit recovery and accelerations for students who did not meet standards on any STAAR assessments.		Campus principals, campus counselors	100% graduation rate.	50%	80%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: Bushland ISD will foster a curriculum that incorporates best practices in instructional strategies and assessment for learning.

Performance Objective 1: Implement an effective plan for conducting Professional Learning Communities that focus on increasing student achievement.

Evaluation Data Source(s) 1: PLC Schedule, PLC agendas, PLC notes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Administer Quick Checks (5th - High School) and Map Growth (K - 4th) assessments to identify student mastery of the TEKS.	2.4, 2.6	Campus principals, instructional staff	Adjust instruction based on data.	70%	90%	100%
	Funding Sources: Local Funds - 0.00					
Critical Success Factors CSF 1 CSF 7 2) Implement Empowering Writers as the district writing curriculum.	2.4, 2.5, 2.6	Campus principals	Increased mastery of writing knowledge and skills, increased STAAR scores in writing.	100%	100%	100%
	Funding Sources: Local Funds - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Use Data Rooms and DMAC to disaggregate achievement data and adjust instruction for increased student achievement.	2.4, 2.5, 2.6	Campus principals, instructional staff	Instructional needs of each student are met and achievement will increase.	70%	100%	100%
Critical Success Factors CSF 1 CSF 4 CSF 7 4) Each grade level/subject uses a Year-at-a-Glance that is aligned to the TEKS and covers all assessed student expectations in a timely manner.	2.4, 2.5, 2.6	Assistant superintendent, campus principals, instructional staff	Instruction is aligned to the depth and complexity of the TEKS.	100%	100%	100%
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) Instructional staff will attend professional development aligned with instructional needs as determined by data.	2.4, 2.5, 2.6	Campus principals	Professional development will help instructional staff with increasing student achievement.	70%	100%	100%
	Funding Sources: Title I Part A - 0.00, Title II-A - 0.00, Local Funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 1 6) Dyslexia services will be provided to students who meet the district guidelines for qualification as a student with dyslexia and aligned with the Texas Dyslexia Handbook.	2.4, 2.5, 2.6	Campus principals, dyslexia staff	Improved outcomes for students with dyslexia.	100%	100%	100%
Funding Sources: SCE - 0.00, Local Funds - 0.00						
7) Provide information to parents and students about high school CTE programs, college and other Post-Secondary options.	2.5, 2.6, 3.2	Campus principals, CTE staff, campus counselors	Increased number of students taking and passing CTE courses and completing coherent sequence of CTE courses, number of students attending college or pursuing other postsecondary opportunities.		100%	100%
Funding Sources: Local Funds - 0.00						
100% = Accomplished 0% = No Progress ✕ = Discontinue						

Goal 2: Bushland ISD will foster a curriculum that incorporates best practices in instructional strategies and assessment for learning.

Performance Objective 2: Provide multiple platforms of communication for our community with opportunities for training to utilize district resources.

Evaluation Data Source(s) 2: School Messenger, Social Media, mail-outs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 1) Provide frequent communication with parents via updated district/campus/teacher web pages, parent portal, emails, calls home, teacher conferences, social media, and informational videos.	3.2	Superintendent, assistant superintendent, campus principals, staff	Parents are well informed of school events and information.	60%	60%	60%
	Funding Sources: Local Funds - 0.00					
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6119.00.001.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$25,608.00
199.11.6119.00.041.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$25,222.00
199.11.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$125,281.00
206.11.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$6,085.00
211.11.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$77,920.00
255.11.6119.00.999.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$3,500.00
199.11.6129.00.041.8.24	6129 Salaries or Wages for Support Personnel	$28,745.00
199.11.6141.00.001.8.24	6141 Social Security/Medicare	$362.00
199.11.6141.00.041.8.24	6141 Social Security/Medicare	$762.00
199.11.6141.00.101.8.24	6141 Social Security/Medicare	$1,753.00
206.11.6141.00.101.8.24	6141 Social Security/Medicare	$63.00
211.11.6141.00.101.8.24	6141 Social Security/Medicare	$1,070.00
211.11.6142.00.101.8.24	6142 Group Health and Life Insurance	$5,257.00
199.11.6142.00.001.8.24	6142 Group Health and Life Insurance	$3.00
199.11.6142.00.041.8.24	6142 Group Health and Life Insurance	$3,094.00
199.11.6142.00.101.8.24	6142 Group Health and Life Insurance	$3,163.00
199.11.6143.00.001.8.24	6143 Workers' Compensation	$123.00

Account Code	Account Title	Budget
199.11.6143.00.041.8.24	6143 Workers' Compensation	$259.00
199.11.6143.00.101.8.24	6143 Workers' Compensation	$602.00
206.11.6143.00.101.8.24	6143 Workers' Compensation	$24.00
211.11.6143.00.101.8.24	6143 Workers' Compensation	$374.00
199.11.6144.00.001.8.24	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,757.00
199.11.6144.00.041.8.24	6144 Teacher Retirement/TRS Care - On Behalf Payment	$4,075.00
199.11.6144.00.101.8.24	6144 Teacher Retirement/TRS Care - On Behalf Payment	$8,404.00
199.11.6146.00.001.8.24	6146 Teacher Retirement/TRS Care	$813.00
199.11.6146.00.041.8.24	6146 Teacher Retirement/TRS Care	$1,426.00
199.11.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	$3,970.00
206.11.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	$561.00
211.11.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	$8,196.00
	6100 Subtotal:	**$338,472.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
211.11.6219.00.101.8.24	6219 Professional Services	$2,000.00
211.11.6219.01.101.8.24	6219 Professional Services	$3,000.00
199.11.6239.00.001.8.24	6239 ESC Services	$1,700.00
199.11.6239.00.041.8.24	6239 ESC Services	$1,700.00
199.11.6239.00.101.8.24	6239 ESC Services	$1,700.00
211.11.6239.00.101.8.24	6239 ESC Services	$7,745.00
255.11.6239.00.101.8.24	6239 ESC Services	$14,502.00
	6200 Subtotal:	**$32,347.00**

6300 Supplies and Services

Account Code	Account Title	Budget
199.11.6399.00.001.8.24	6399 General Supplies	$10,000.00
199.11.6399.00.041.8.24	6399 General Supplies	$2,000.00
199.11.6399.00.101.8.24	6399 General Supplies	$250.00

Account Code	Account Title	Budget
199.11.6399.01.001.8.24	6399 General Supplies	$300.00
199.11.6399.44.101.8.24	6399 General Supplies	$500.00
199.11.6399.45.101.8.24	6399 General Supplies	$250.00
199.11.6399.46.101.8.24	6399 General Supplies	$100.00
199.11.6399.48.001.8.24	6399 General Supplies	$1,400.00
206.11.6399.00.101.8.24	6399 General Supplies	$2,397.00
211.11.6399.00.101.8.24	6399 General Supplies	$10,390.00
211.11.6399.01.101.8.24	6399 General Supplies	$1,000.00
255.11.6399.00.999.8.24	6399 General Supplies	$1,369.00
	6300 Subtotal:	**$29,956.00**

6400 Other Operating Costs

Account Code	Account Title	Budget
206.11.6411.00.101.8.24	6410 Travel, Subsistence and Stipends	$1,675.00
211.11.6411.00.101.8.24	6411 Employee Travel	$2,000.00
255.11.6411.00.999.8.24	6411 Employee Travel	$200.00
206.11.6412.00.101.8.24	6412 Student Travel	$395.00
	6400 Subtotal:	**$4,270.00**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Charity Andrews	Teacher	Elementary/High School	1
Joel Love	Teacher	High School	0.5
Kelly Corder	Instructional Aide	Middle School	1
Kim Carry	Teacher	Elementary	1
Shawn Thrash	Teacher	Elementary	0.75

District Site-Based Team

Committee Role	Name	Position
Business Representative	Regan Hall	
Business Representative	Curt Cornett	
Business Representative	Kim Richard	
Community Representative	Erin Palacio	
Community Representative	Jennifer Askins	
Community Representative	Courtney Milleson	
District-level Professional	Angella Noel	
Committee Member	Becky Clarke	
Non-classroom Professional	Darlene Dickerson	
Classroom Teacher	Brenda Jennings	
Classroom Teacher	Robin Miller	
Classroom Teacher	Sarah Martin	
Classroom Teacher	Kirk Merrill	
Parent	Crystal Hughes	
Parent	Rachel Hall	
Parent	Janet Randolph	
Classroom Teacher	Autumn Homer	

Campus Funding Summary

SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	5	2			$0.00
2	1	6			$0.00
				Sub-Total	$0.00

Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
2	1	5			$0.00
				Sub-Total	$0.00

Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			$0.00
1	4	2			$0.00
				Sub-Total	$0.00

Title II-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			$0.00

Title II-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			$0.00
				Sub-Total	$0.00

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	2	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

DEFINITION	"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING   The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1.   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2.   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1.   Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2.   Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES **STUDENT REPORT**	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Region 16 Migrant SSA

Migrant Section for DIP 2017-2018

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.**

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 Program Activities	a. 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.	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 ____	
	b. 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.	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 ____	
	c. 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.	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 ____	
	d. 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.	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 ____	
	e. 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.	Migrant Coordinator, Migrant Counselor		May 1 through September 1	Student Performance Log, 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 ____	
	f. 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.	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 ____	
	g. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	h. 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.	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 ____	
	i. 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.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		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 ____	
	j. Secondary Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	Student Performance Log, Migrant Middle School Survey	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	k. Secondary Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor		July 1 through June 30; parent letter within first six weeks of student's enrollment	Student Performance Log, Copy of dated parent letter, recipient list, home visit log	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	l. Secondary Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	Migrant Coordinator, Administrator	Migrant Brochures, Migrant Informational Video	August	Agendas, presentation handouts, sign-in sheets	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required Program Activities	m. Secondary Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Migrant Coordinator, Administrator	Migrant Middle School letter	within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, Meeting notice, Agenda, sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	n. 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.	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 ____	
	o. Provide supportive services for out of school youth.	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 ____	
	p. 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 Comunities (TMC), or other early childhood programs.)	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 ____	
	q. 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.	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 ____	
	r. 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.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist		July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Supplemental Program Activities-- Secondary School (Grades 6-12)	*Graduation Plan Support*--Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrwal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship oppoutunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plance, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	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 ____	
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2018	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2017, March 2018, April 2018, May 2018	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	

2017-2018 Region 16 Migrant SSA Member District--Bushland ISD--Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Supplemental Program Activities--Secondary School (Grades 6-12)	*The Close Up Washington Experience* is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2017--application Winter 2017-2018--online course Spring 2018--trip	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Middle School Leadership Retreat--Conduct a workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and approptiate interventions regarding academically related and nonacademically related issues they may face.	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor	Reg 16 SSA MEP funds	February 2018	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	High School Leadership Retreat--Conduct a workshop for migrant high school students to enrich and expand their leadership skills. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2017	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	College Tours-Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2018	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	College and Career Fair-Expose migrant students to various career options and learn the paths after high school graduation to attain selected career of interest.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	November 2018	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Supplemental Program Activities--Elementary School (Grades 1-6)	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2018	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Health and Safety Day for grades 3-5--One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Administrator, Counselor, R16 Education Speciliast	Reg 16 SSA MEP funds	October 2017	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Supplemental Program Activities-- Early Childhood/School Readiness Program (EE-Kindergarten)	*Supplemental Instruction*--Center Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-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: District PreK	Migrant Coordinator, School/Home Community Liaison, PreKTeacher		August 25-May 30	NGS enrollment records,	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	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	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	August 25-May 30	A Bright Beginnnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Summer Programs--Project SMART (current programs only)--for Kindergarten only	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 ____	
Supplemental Program Activities-- Support Services	*Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education*--Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education--Childcare during Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Region 16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education--Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings.	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Region 16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education--Registration for State and/or National workshops and conferences.	Migrant Coordinator, Administrator, R16 Education Speciliast	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	Registraction form, Certificate of Attendance, Conference Agenda, NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education--Outreach activities to inform out-of-school youth and their parents about available educational options, including dropout recovery programs.	Migrant Coordinator, Migrant Recruiter, Migrant Youth Specialist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Copy of dated parent letter, recipient list, home visit log, referral letter, student performance log	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
	Other: Snacks and Meals for migrant students participating in off campus migrant activites--When students participate in SSA sponsored activites that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Interventionist, Migrant Counselor	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 2017-2018

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)	• Who have made a qualifying move within the previous 1-year period; AND • 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	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • 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	Priority for Service (PFS) Action Plan	Filled Out By: K. Seymour
Region: 16	School Year: 2017_ - 2018_	Date: 08/25/2017

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).

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.	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. 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.
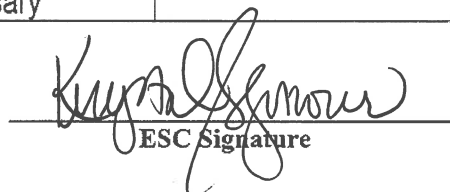
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.

	Timeline	Person(s) Responsible	Documentation
▪ 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			
▪ 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.			
▪ 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
▪ 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.)
▪ 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.

▪ 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
▪ 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
▪ 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

▪ 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

signature 9/25/17
LEA Signature   **Date Completed**

signature 09/25/17
ESC Signature   **Date Received**

Region 16 Migrant SSA

Identification and Recruitment of Migrant Students

2017-2018

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.					Formative Evaluation Review			Summative Review	
Action	**Staff Responsible**	**Timeline**	**Resources**	**Documentation**		**Nov**	**Mar**	**June**		**Aug**
A. District identified Recruiters and Eligiblity Reviewers will complete on-line Identifcation 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.					Formative Evaluation Review			Summative Review	
Action	**Staff Responsible**	**Timeline**	**Resources**	**Documentation**		**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	___

Updated 9/2/2017

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	____

Updated 9/2/2017

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	____

Updated 9/2/2017

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.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review	Nov	Mar	June	Summative Review 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

Updated 9/2/2017