

Buckholts ISD District Improvement Plan

2019-2022

Board Approved on July 22, 2019

Mission Statement

Buckholts ISD is dedicated to developing responsible citizens with high moral and ethical standards who are educated in a safe environment designed to maximize their potential for academic, athletic, and vocational opportunities.

1. The percent of students passing the STAAR Reading test at the Meets Standard will increase from 28% to 46% by the end of school year 2022.
2. The percentage of students who meet at least one full credit CCMR indicator on accountability will increase from 75% in 2018 to 90% by the end of school year 2021-2022.
3. The percentage of secondary students participating in at least one superintendent approved leadership activity will increase from 52% in 2018-2019 to 90% in 2021-2022.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Tony Villanueva	Community Leader	
Chris Marrs	Parent	
Lisa Honeycutt	Parent	
Kim Turrubiarte	Teacher	
Jessica Mungia	Teacher	
Sherry Lopez	HR/Finance	
Kris Shaver	Principal	
T. Sandlin	Business Representative	
Nancy Sandlin	Superintendent	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in May, 2018.

Participants in Attendance	Data Sources Examined
Tony Villanueva	<i>TAPR State Assessment Data District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Education Renaissance Star data SAT/ACT/AP/IB data Truancy data Homeless population analysis Teacher retention data</i>
Chris Marrs	
Courtney Hilgeman	
Sherry Lopez	
Kris Shaver and Nancy Sandlin	
T. Sandlin	
Kim Turrubiarte	

**Comprehensive Needs Assessment:
Summary of Findings**

Areas of Success

Student Progress
Quality Teachers
6th Grade Math

Source of Information

Benchmark Scores
Renaissance STAR Grade Level Scores

Area of Concern

Reading Math, Social Studies, Science Scores
Counseling Program
Special Programs – Dyslexia; ESL
G/T, Advanced Courses

State Accountability (TAPR)
Parent, community, and student surveys, admin. evaluations
Surveys, student achievement, participation in special programs
Schedule, Surveys

Summary of Findings – Narrative

Demographics

Our enrollment went down again this year from 156 to 135 students. Buckholts ISD enrollment needs to be increased by 20% for the 2019-2020 school year. Buckholts ISD is predominately Hispanic with a low percentage of Migrant workers and a high percentage of low economic families. Our teacher-student ratio is 9:1, which makes small group and one-on-one instruction a possibility.

Student Achievement

BISD continues to show improvement in Reading and Math due to teacher quality, supplemental resources, and advanced computer programs. Writing, Science, and Social Studies require more emphasis. Through new curriculum, those subjects will be integrated into every lesson. 3rd and 4th grades reading and math are still a concern, as are the low number of seniors earning industry-based certifications.

School Culture and Climate

Student achievement is up, discipline problems are down and this is due to success in extra-curricular activities, UIL, Athletics, and NHS. Having drug testing and the drug dog on campus is a deterrent to illegal activities. Competition in UIL Regional Athletics and Academics, making the play-offs in all the sports, and our successes in Moot Court have boosted morale not only for students, but for staff, as well. Another concern is the aging facilities and the need for doors, roofs, and communication/camera upgrades is a matter of student and teacher safety and security.

Staff Quality, Recruitment, and Retention

Our teacher qualifications rely on certifications, training, and experience. Teacher performance is measured by student performance data and growth of the students. Buckholts ISD actively recruits teachers through up-to-date posting of open positions, job fairs, word of mouth and references. The importance of staff attendance needs to be addressed. Notice must be given to the high turnover rate. Our teacher mentor program needs to be enhanced and improvements made.

Curriculum, Instruction, and Assessment

Our curriculum, TEKS Resource System, and STAAR-based supplemental materials purchased by the district help the teachers plan instruction. We added TexGuide this year, lesson plans based on the TEKS Resource System for all our core classes and grade. Student Progress Meetings every other week focus on data from informative and summative assessments and promote teacher accountability for student learning. Administration needs to monitor the lesson plans more closely.

Family and Community Involvement

With the use of the school board, school projects and activities, and the local BBA, there is evidence that Buckholts' families and the community are working toward supporting students and learning. The school relationship with the community is good, using parent-teacher communication to nurture the school-home relationships. There is a need for better, more influential special needs programs to reach high levels and higher needs of some of our students.

School Context and Organization

Teachers are trained throughout the year, administration visits classrooms regularly, and schedules are adjusted as needed. The DIT, PTO, Administration, and School Board are available for parents to voice community concerns. Students have the Student Council, Administration, teachers, and PTO to listen to concerns. Teachers bring concerns to administration and many decisions are made with teacher input. Students also bring concerns to teachers and administration. Students' perceptions of the high school as an academically-centered institution are growing.

Technology

We have 1:1 deployment in the high school and 2:1 in the middle school, but need to procure more for the elementary. Lack of funds is an obstacle to being where we want to be. Internet bandwidth was increased this year, but may need to be increased again to continue to increase the use of chrome books throughout the school.

State Compensatory Education

Total SCE funds allotted to this District/Campus \$149,380

The process we use to identify students at risk is:

Student Residency Questionnaire

The process we use to exit students from the SCE program who no longer qualify is:

Committee Recommendation/Student Residency Questionnaire

**State Compensatory Education Program
Program Evaluation/Needs Assessment**

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	Approach	Meet	Master	Approach	Meet	Master	Approach	Meet	Master	Approach	Meet	Master	Approach	Meet	Master
Students ECD	67%	24%	8%	69%	36%	7%	53%	24%	6%	59%	11%	4%	38%	6%	0%
All Students	71%	27%	10%	69%	38%	10%	50%	25%	5%	64%	15%	3%	48%	10%	0%

2015-2016, 2016-2017, 2017-2018, and 2018-2019 Score Comparison for BISD

Grade	Subject	2016 Approaches	2017 Approaches	2018 Approaches	2019 Approaches	Gain and Losses	2016 Meets	2017 Meets	2018 Meets	2019 Meets	Gain and Losses	2016 Masters	2017 Masters	2018 Masters	2019 Masters	Gain and Losses
3rd	Reading	38	70	33	50	17	13	40	11	17	6	0	0	0	8	8
	Math	38	60	33	67	34	0	30	0	25	25	0	10	0	8	8
4th	Reading	20	40	56	50	-6	0	20	33	33	0	0	0	11	0	-11
	Math	20	60	78	67	-11	0	10	33	0	-33	0	10	11	0	-11
	Writing	40	40	22	33	11	0	10	0	0	0	0	0	0	0	0
5th	Reading	37.5	25	44	100	44	0	0	22	50	28	0	0	0	13	13
	Math	38.5	62	67	100	33	15	0	44	63	19	0	0	11	13	2
	Science	38	13	33	88	55	0	0	0	50	50	0	0	0	13	13
6th	Reading	18	33	29	75	46	0	20	14	50	36	0	0	14	38	24
	Math	27	40	100	88	-12	0	7	43	50	7	0	0	29	8	-21
7th	Reading	38	42	91	86	-5	0	17	45	57	12	0	0	18	43	25
	Math	13	17	55	86	31	0	8	9	71	62	0	8	0	14	14
	Writing	38	42	58	86	28	13	8	25	43	18	0	8	0	14	14
8th	Reading	91	90	83	88	-3	78	20	25	50	15	11	10	17	13	-7
	Math	64	60	67	100	13	22	20	17	63	23	0	0	0	13	10
	Science	55	60	58	88	30	0	0	25	50	25	0	0	0	13	13
	Soc Stu	45	20	33	67	34	22	0	0	11	11	0	0	0	11	11
9th	English I	41	75	78	100	28	18	35	33	100	67	0	5	0	25	25
	Algebra I	53	65	78	89	11	0	30	33	78	45	0	15	22	67	45
	Biology	38	78	75	80	5	0	50	13	71	58	0	6	0	10	10
10th	English II	42	33	72	86	14	8	20	56	71	15	0	0	6	0	-6
11th	USH	75	retest -33	67	100	33	50	retest -0	33	80	38	25	retest- 0	0	80	80

	Drop Out Data		Completion Data	
	2017	2018	2017	2018
Students At-Risk	0%	0/9	0/2	9/9 or 100%
Students Not At-Risk	0%	0/5	4/4	5/5 or 100%

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, an additional math teacher to reduce the student teacher ratio in math, and an additional reading teacher.

Upon evaluation of the effectiveness of this program the committee finds that... students are beginning to catch up to grade level, but intervention and quality teachers are still necessary.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Program/Funding Source
Federal Programs
<i>Title 1, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II</i>
<i>Title IV</i>
<i>Carl Perkins</i>
<i>Small Rural Schools Grant</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Gifts</i>

Required 10 Components for Title I Schoolwide Campuses
1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: Student performance on STAAR, all grades, all subjects, will increase from 28% at Meets Standard level in 2018 to 46% at Meets Standard level by the end of the school year 2021-2022. TPRI reading scores will increase so all students PK-2 are reading on grade level.

Summative Evaluation: 46% of all students pass all portions of the state tests at Meets, meet ARD expectations, and the Campus/District will receive an “A” rating, and all PK-2 students are reading on grade level.

Data 2018-2019	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard @ Meets Level	48%	46%	50%		43%		43%	65%			

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Core subject teachers, Principal	Every 3 weeks	SCE: \$21,000	Sign-in sheets	Improved six weeks grades Reduced failure rate
Provide computer lab time for every student in every core course that he/she has not achieved grade level, using <i>Reading Plus, Imagine Learning, and Study Island</i>	2,3,8,9	Core subject teachers, Principal	Daily throughout the year	SCE: \$37,440	Master Scheduling	Students attaining grade level status
Provide focused instruction in the core subject areas utilizing <i>TEKS Resource System, TexGuide, and Sirius</i> workbooks.	2,3,9	Core subject teachers, Principal	Everyday	SCE: \$23,000 Title IV: \$8,500 Title I: \$2800	Lesson Plans	Improved performance on concept specific aligned assessment Student success as evidenced by walkthrough documentation.
Provide flexible, focused, small-group instruction in the core subject areas utilizing <i>Hedgehog Learning</i> , math labs, reading labs, and Eng. labs.	2,3,8,9	Core subject teachers, Principal	Three weeks before STAAR/EOC tests	SCE: \$31,440	Tutorial and lesson plans	Assessment Scores
Provide all students K-2 with a strong phonics program utilizing <i>Read by Design</i> and information and strategies from the READ grant and the reading academies.	2,9	Teachers, Principal	Daily throughout the year	Local Funds, SCE	Formative Assessments, AR testing when appropriate	Increase in Reading Levels, Students reading on or above grade level.

To help PK and Kindergarten transfer to our school, we offer a Meet the Teacher Night and provide parent support during the first two weeks of school.	7	Teachers, Principal	Thursday, August 15. Daily for the first 2-3 weeks of school and throughout the year as needed.	Local Funds	Classroom visits	Students' adaptation to the rules and the school day.
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Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 2: The percentage of students who meet at least one full credit CCMR indicator on accountability will increase from 61% in 2018 to 90% by the end of school year 2021-2022.

Summative Evaluation: The CCMR score will increase from 75% in 2018 to 90% in 2022.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
CTE teacher(s) will be trained in NCCER and will provide a certification course to all students interested.	3,4	CTE Teachers, Principal	Training in the fall; certification classes throughout the remainder of the school year.	Local, State Funds	Students enrolled in the certification course(s)	Certifications earned
Students will prepare for and take TSI, ACT, and SAT tests at the campus.	2,9	High School Teachers, Principal/Counselor	Throughout the year	SCE?	Increase in number of students taking the tests	Increase in number of students passing the test.
Students will participate in Advanced Placement courses taught by well-trained teachers.	2,3,9	High School Teacher	Throughout the year	SCE	Increase in number of students enrolled in AP classes	Number of students scoring 3 or above on the AP exams.
Students will complete at least 3 hours in an ELA or Mathematics Dual Credit course	2,9	High School Teacher, Principal	Throughout the year	SRSA, SCE	Increase in number of students enrolled in dual credit course(s)	Increase in number of students passing dual credit course(s)
Provide students opportunities to talk to U.S. Armed Forces recruiters.	9	Military Recruiters, Principal	Throughout the year	Local	Increase in number of students signed up to visit with recruiters	Increase in number of students going into the military

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 3: The percentage of secondary students participating in at least one superintendent approved leadership activity will increase from 52% in 2018-2019 to 90% in 2021-2022.

Summative Evaluation: Student leaders will increase by 38% by 2022.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
NHS		NHS Sponsor				
Student Council		StuCo Sponsor				
Cheerleaders		Cheerleader Sponsors				
Sports		Athletic Director				
Mentoring		Secondary Teachers				

Goal 2: In Buckholts ISD, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain highly qualified teachers and they will implement strategies that improve student

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Provide a yearly increase, or step, for teachers who are recruited and retained in the district for two and three years. Add stipends for extra responsibilities	3, 5	Principal, Human Resources Dept.	2018-2021	Local Funds	Pay scales and stipend scales	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that at-risk students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	3	Principal, Human Resources Dept.	Beginning of each semester	Local Funds	Class Rosters	Low income and minority students are taught by HQ teachers

Data 2016-2017	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals

Goal 2: In Buckholts ISD, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Summative Evaluation: Student success on STAAR specific to targeted areas of staff development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Curriculum Director	August, October, November, December, January, Mar	Title I, Title II \$8280	2019 Spring STAAR/EOC results, October and February Benchmarks	Increased student performance on benchmark assessments

Identify teachers and paraprofessionals who do not meet ESSA HQ requirements and provide specific professional development	3,4	Principal, HR Director, Curriculum Director	Beginning and end of each semester	Title II \$1500, Local Funds	Staffing and Certification Chart	100% core academic classes taught by HQ teachers, 100% paraprofessional with instructional duties will meet ESSA requirements
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Goal 3: All students in Buckholts ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2021, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 80% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2018-2019	All Students
Discipline/Incidents	4

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title,	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	10	Superintendent, Principal, Counselor, Speakers: Sheriff Chris White or Police Chief Shawn Newsome	Second grading period Monitor: End of each grading period	TABC Local Law Enforcement Regional agencies; Local Funds	Discussions after Student Assemblies	Reduction in PEIMS and discipline referrals
Contract with West School Messenger to provide "Quick Tips" to allow students to report bullying anonymously	2	HR/Finance Director, Principal	Monitor whenever Quick Tips are received	Local Funds	Students use of Quick Tips	Reduced bullying incidents
Contract with Drug-testing Company to do random drug testing on students participating in extra-curricular activities.	2	HR/Finance Director, Principal	3-4 times during the school year	Local Funds	Student Random Samplings	No students test positive for drugs
Contract with company for use of drug dog(s).	2	HR/Finance Director, Principal	4 times during the school year	Local Funds	Drug dog on campus	No hits from drug dog
Train admin and staff on the new laws with respect to cybersafety.	2	Safety Director, Technology Coordinator	First Semester	Funds	Students and Teacher Implementation of safety measures	No evidence of successful cyber attacks.

Replace, replace, and/or upgrade the outer doors and hardware.	Title IV, Part A	Safety Director, Technology Coordinator, Superintendent, Maintenance Director	First Semester	Title IV, Part A plus local funds	Working locks, proper lockdown ability	Student/Teacher/Staff feelings of safety and security.
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Goal 4: All students in Buckholts ISD will graduate from high school.

Objective 1: By May 2021, a dropout rate of less than 1% for all students and all student groups will be maintained at completion rate of 98%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 98%.

Data 2017-2018	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report	100%	100%	100%	n/a	100%	n/a	n/a	n/a	n/a	100%	100%

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	2,9	Principal Designated teachers	End of each semester	SCE \$6100	Students in Credit Recovery	Successful completion of coursework to recover credits
Provide tutorials to prepare students for the EOC retests	2, 9	Principal, Curriculum Director, Designated Teachers	Spring, Fall, Summer	SCE \$44,000	Student Sign-in Sheets	Increased student performance on EOC Assessments

Goal 5: Parents and Community will be partners in the education of students in Buckholts ISD.

Objective 1: By May 2021, at least 80% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Mailing Lists	Parents receive reports of assessment results
Provide dinner and a small group teacher-parent program to help parents support students with STAAR preparation (Night of the STAARs)	2, 3, 6, 9	Principal, Curriculum Director, PTO, and Teachers	Fall, Spring	Local Funds	Parent/Student Sign-In Sheets	Increased STAAR scores

Goal 6: Buckholts ISD will increase and expand technology access to its students.

Objective: By May 2021, BISD will offer 100% of its students access to and meaningful use of Chromebooks, or other similar technology, with the infrastructure needed to support them.

Summative Evaluation: School records indicate that all students have access to technology devices and teachers have had training in their applications and use.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources Local Funds, State, SCE, Title	Evidence of Implementation	Evidence of Impact
Maintain computers in elementary classrooms and computer labs in middle school	2, 9	Technology Director	August and throughout the year maintenance	Local Funds	Classroom Walkthroughs and Observations	Improved levels of understanding and progress made on STAAR, TPRI
Issue chrome books to high school students	2,9	Technology Director	August	Title IV, SRSA Grant, and Local Funds	Classroom Walkthroughs and Observations	Improved levels of understanding and progress made on TSI, ACT, and SAT
Professional Development on the use of chrome books, Google Classroom, etc.	2	Technology Director, Curriculum Director	August, October,	Local Funds	Classroom Walkthroughs and Observations	Increased rigor and higher test scores
Classrooms with Migrant and ESL students will be equipped						

Appendix A

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><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

School District: Buckholts ISD
Region: 6

Priority for Service (PFS) Action Plan

Filled Out By: Kris Shaver
Date: 02/05/2020

School Year: 2019 - 2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <p>Buckholts ISD’s goal for Priority for Service Migratory Students is to help them achieve the standard level of academic progress similar to their non-migrant peers.</p>	<p>Objective(s):</p> <p>Identify and monitor Migrant PFS Students; determine needs and engage parents, staff and community to assist/mentor; and coordinate access to and/or provide appropriate instructional and/or support services to meet identified needs that align with an area of concern.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	By the last day of each month for at least 9 months out of the year.	ESC6 MEP NGS Staff	PFS Tracking Report; Email with PFS Report
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Initial plan before the first day of school; Updated plan by October 30	District MEP Service Coordinator or Administrator	District Improvement Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Within the first grading period of the school year that the child is in the district or identified as PFS.	District MEP Service Coordinator or Administrator	Principal notification; emails to campus staff; MEP activity log; meeting notes, etc.
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Within the first grading period of the school year that the	District MEP Service Coordinator or	MEP Activity/Recruiter/Service Coordinator log; Meeting notes, etc.

	child is in the district or identified as PFS.	Administrator	
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	After each academic reporting period and as needed.	District MEP Service Coordinator or Administrator	MEP Activity/Recruiter/Service Coordinator log; Meeting notes, Parent Contact logs, etc.
Additional Activities			
<ul style="list-style-type: none"> 			
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. 	August-June	District MEP Service Coordinator or Recruiter, Campus Counselor	PFS Reports, Schedules, After school tutoring, Tutoring logs, etc.
<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. 	August-June	District MEP Service Coordinator or Recruiter	Calendar, meeting notes, emails, etc.
<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. 	August-June	District MEP Service Coordinator	Logs, meeting notes, emails, progress review forms, etc.
Additional Activities			
<ul style="list-style-type: none"> 			