

BIG SANDY ISD

District Improvement Plan 2016-2017



WILDCAT PRIDE

Big Sandy Independent School District

Jay Ratcliff, Superintendent

Board Members

Bonne Reed, President
Jamey Childress

Cynthia Keppard, Vice President
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Angie McAfee

Big Sandy ISD

Mission

“Big Sandy ISD...Where kids come first.”

Vision

The faculty and staff of BSISD are committed to developing young men and women with active and creative minds. We will provide safe educational environments, quality instruction, and learning opportunities which inspire classroom success, personal excellence, and responsible citizenship.

Comprehensive Needs Assessment

Big Sandy Independent School District conducted a comprehensive needs assessment in accordance with §TEC 11.252 (3)(a), §TEC 11.253 (c), §TEC 11.253 (d)(1), §TEC 29.081, NCLB 1114, AE Local, and BQ Legal that was based upon student performance on the 2015-2016 STAAR (State of Texas Assessment of Academic Readiness) Results, 2015-2016 attendance rates, 2014-2015 dropout and completion rates, along with college-readiness data on STAAR/EOC assessments.

The program review also consisted of identifying needs for all subject areas, grade levels, and each special program. The six areas of decision-making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting), and the Effective School Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement) were considered as the goals and objectives were developed.

Prior to the development of this plan, district staff conducted a thorough review of data from the 2015-2016 school year. This review included State Accountability, Performance Based Monitoring System (PBMAS), Public Education Information Management System (PEIMS) data, Annual Measurable Achievement Objectives (AMAO), discipline and attendance reports.

Surveys were disseminated to faculty, staff, parents/community and students and reviewed by staff, community, and parent representatives serving on the district improvement committee. The district improvement plan from the 2015-2016 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2016-2017 district improvement plan includes all identified priority needs.

Big Sandy ISD

District Goals

2016-2017

- Goal 1: Big Sandy ISD shall provide appropriate opportunities to enhance the academic performance of every student.
- Goal 2: Big Sandy ISD shall implement a program to meet or exceed State's attendance and drop out standards.
- Goal 3: Big Sandy ISD shall provide a pleasant and secure environment that ensures the emotional and physical security for the student body and staff.
- Goal 4: Big Sandy ISD shall enhance the learning opportunities for all special needs students to achieve academic growth.
- Goal 5: Big Sandy ISD shall implement a technology plan with emphasis on relevant skills in order to provide all students opportunities to enhance technological proficiency.

No Child Left Behind (NCLB)

Goals

- Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school.

Performance Objectives for the State of Texas

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. §TEC 4.001 (a) (b)

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Ten Components of a School-Wide Program

Title I Part A

A comprehensive plan must address all of the components defined in the ESEA [Section 1114(b) of Title I of ESEA]. Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program.

- TIA 1 Comprehensive Needs Assessment: A school-wide program shall include a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content standards and the State performance standards.
- TIA 2 School-Wide Reform Strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.
- TIA 3 Instruction by Highly Qualified Teachers: the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school-wide program school meet the qualifications required by section 1119.
- TIA 4 Professional Development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan and receive the sustained, high-quality professional development required to implement them.
- TIA 5 Strategies to Attract Highly Qualified Teachers to High-Need Schools: The school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.
- TIA 6 Strategies to Increase Parental Involvement: School-wide plans must contain strategies to involve parents, especially in helping their children do well in school. Parents must be involved in the planning, implementation, and evaluation of the school-wide program.
- TIA 7 Transition from Early Childhood Programs: School-wide plans must create a coherent and seamless educational program for at-risk students.
- TIA 8 Include Teachers in Decisions About Assessment: The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.
- TIA 9 Additional Assistance to Students: The school-wide program must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.
- TIA 10 Coordination of Services and Programs: School-wide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

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District Goal I: §TEC 11.253 (d) (2)	Big Sandy ISD shall provide appropriate opportunities to enhance the academic performance of every student.		
Objective 1:	The district will achieve the ‘Met Standard’ accountability rating including 100% of the system safeguards.		
Summative Evaluation NCLB 1114 §TEC 11.253 (d) (7)	TAPR, T-TESS, PBMAS, AMAO	Performance Objective(s):	Objectives 2, 4, 7, and 9

Strategies §TEC 11.253 (d) (3)	Person(s) Responsible §TEC 11.253 (d) (5)	Resource Allocations §TEC 11.253 (4)	Implementation Timeline §TEC 11.253 (d) (6)	Formative Evaluation §TEC 11.253 (d) (7)
1. Utilization of appropriate district-wide committees to evaluate district plans, services, programs, etc. (e.g. SBDM, DAT, RtI, etc.)	Superintendent Director of Curriculum Administrators	Committee Members	Aug 2016 – June 2017	Evaluation of programs, plans, services, compliance, etc.
2. Curriculum alignment of core subject areas through the utilization of the TEKS Resource System and alignment of non-core subjects via locally developed sequence. TIA 2	Director of Curriculum Campus Principals Teachers	Federal Funds	Aug 2016 – June 2017	Lesson plans YAG documents TAPR Local Assessments
3. Provide and evaluate programs and /or strategies to advance reading skills (e.g. Accelerated Reader, Content Mastery, Dyslexia, Title I, PALS lab, Istation) TIA2, 9, 10	Teachers Special Ed Personnel Special Programs Personnel	\$11,547 Local, State and Federal Funds	Aug 2016 – June 2017	Accountability Summary System Safeguards TAPR district assessments other standardized tests
4. Offer Extended Learning Opportunities (e.g. Tutorials, Intervention days, extended year) TIA 9	Superintendent Director of Curriculum Principals Teachers	\$22,000 Local and Federal Funds	Aug 2016 – June 2017	Evaluate performance on STAAR/EOC, district assessments, and other standardized tests.

5. Provide high quality professional development for teachers, paraprofessionals and administrators. TIA 4, 8	Superintendent Director of Curriculum Principals Director of Instructional Technology Region VII	\$24,577 Local, Title I & II, Rural & Low Income funds Disproportionality Funds	Aug 2016 – June 2017	TAPR PBMAS Staff Development Records AMAO
6. Utilize the District Response to Intervention (RtI) team to review and implement a district wide RtI process. TIA 9,10	District RtI team	Local Funds	Aug 2016 – June 2017	Sign-in sheets Agendas PBMAS
7. Provide and evaluate programs and /or strategies to advance math skills (e.g. Think Through Math, Content Mastery, Title I, STAR Enterprise, IXL, Istation) TIA 1, 8	Teachers Special Ed Personnel Special Programs Personnel	\$8,535 Local and Title Funds	Aug 2016 – June 2017	System Safeguards Program reports TAPR district assessments other standardized tests
8. Employ 100% highly effective teachers and HQ paraprofessionals and ensure compliance with HQ standards and requirements. TIA 3,5	Superintendent Campus Principals Director of Federal Programs	\$800 Title I funds	Aug 2016 – June 2017	Job Fair Recruitment Training Documentation and Certifications
9. Teachers will utilize DMAC to analyze assessment data to determine instruction and intervention for students. TIA 8	Director of Curriculum Principals Teachers	\$5725 Title I Funds	Aug 2016 – June 2017	DMAC reports
10. Provide a vertically aligned writing curriculum (Writing Academy) and the needed professional development to target writing instruction. TIA 2,4	Director of Curriculum Principals Teachers	\$1,950 Title I & II Funds	Aug 2016 – June 2017	TAPR System Safeguards PBMAS
11. Create a district plan to improve social studies instruction.	Teachers Principals Director of Curriculum	Local Funds	Aug 2016 – June 2017	TAPR System Safeguards PBMAS

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District Goal II: §TEC 11.253 (d) (2)	Big Sandy ISD shall implement a program to meet or exceed State's attendance and drop out standards.		
Objective 1:	Attain a 0% drop-out rate for the 2016-2017 school year.		
Objective 2:	District ADA will be 96% or better.		
Summative Evaluation NCLB 1114 §TEC 11.253 (d) (7)	TEA Accountability Summary, TAPR	Performance Objective(s):	Objectives 3 and 6

Strategies §TEC 11.253 (d) (3)	Person(s) Responsible §TEC 11.253 (d) (5)	Resource Allocations §TEC 11.253 (4)	Implementation Timeline §TEC 11.253 (d) (6)	Formative Evaluation §TEC 11.253 (d) (7)
1. Provide alternative education options for students at-risk of dropping out (e.g. Odysseyware, Virtual School) TIA 2	Principal Dir. Of Curriculum Technology Director Counselors/Advisors	\$12,000 Local and Federal Funds	Aug 2016 – June 2017	Number of students enrolled in courses and programs, Graduation rates
2. Provide counseling services and contact information for resources	District Counselor Principals	Local Funds	Aug 2016 – June 2017	Graduation rates Discipline Data
3. Establish campus committees to evaluate attendance and address students' attendance issues TIA 1	Campus Principals Faculty/Staff	Attendance Committee PEIMS Coordinators	Aug 2016– June 2017	Attendance Data Attendance Committee Documentation Graduation Rates
4. The district will offer pregnancy related services and compensatory ed. home instruction (CEHI) for pregnant students TIA 9,10	District Counselor Principals PEIMS Coordinators Homebound Teacher	Compensatory Education Funds	Aug 2016 – June 2017	PRS documentation Homebound services log Graduation rates

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District Goal III: §TEC 11.253 (d) (2)	Big Sandy ISD shall provide a pleasant and secure environment that ensures the emotional and physical security for the student body and staff.		
Objective 1:	Create a team effort between home, school and community		
Summative Evaluation: NCLB 1114 §TEC 11.253 (d) (7)	Accountability data, SDFSC Annual Evaluation, Year End Discipline Report, Communication Records, TAPR	Performance Objective(s):	Objectives 1, 5, and 8

Strategies §TEC 11.253 (d) (3)	Person(s) Responsible §TEC 11.253 (d) (5)	Resource Allocations §TEC 11.253 (4)	Implementation Timeline §TEC 11.253 (d) (6)	Formative Evaluation §TEC 11.253 (d) (7)
1. Promote parent participation in education (i.e. Meet the Teacher, Open House, Orientations, district events, direct parent contact, volunteer programs) TIA 1, 6 NCLB 1118; §TEC 11.253 (d) (9) (e)	Superintendent Director of Curriculum Campus Principals Technology Director Teachers PTO	PTO Marquee Website Newspaper School Messenger \$1500 Remind	Aug 2016 – June 2017	Sign In Sheets
2. Each campus will continue to support student organizations that promote a safe school environment.	Campus Principals Teachers/Coaches Sponsors	Extracurricular Funds	Aug 2016 – June 2017	Participation in special activities, events and programs.
3. Drills will be in place that will provide safety in event of crisis.	Administration Staff Maintenance Director	Police Department Crisis Management Team	Aug 2016 – June 2017	Documentation of Drills
4. Visitors will report to an administrative office upon entering the school.	Principals Staff	Local Funds Raptor System	Aug 2016 – June 2017	Sign In Sheets Raptor System Data
5. Continue Utilization of campus-wide discipline management plans §TEC 11.253 (d) (8)	Campus Principals Counselor Teachers DAEP	PEIMS Coordinator Student Handbooks & Code of Conduct	Aug 2016 – June 2017	Discipline Reports PBM Data

6. Provide learning opportunities (e.g. special guests and programs, Character Education curriculum) to maintain and promote character development, self-esteem, motivation of students and to address bullying. TIA 10	Superintendent Director of Curriculum Principals Counselor Region VII	Local & Federal Funds Disproportionality Funds	Aug 2016 – June 2017	Participation in special activities, events and programs.
7. Promote positive feedback to parents concerning their children TIA 1	Administrators/ Principals Faculty/Staff	Marquee Website Phone & Mail System	Aug 2016 – June 2017	Decreased referrals, increase in parent participation/volunteer, Parent Contact Logs Parent Surveys
8. Conduct Parent Involvement Meetings to evaluate Title I programs and services and to disseminate information on Title I schools and programs TIA 1, 6	Director of Federal Programs	Newspaper Website Mail System	Aug 2016 – June 2017	Sign-in sheets Agendas
9. Teachers, paraprofessionals, and administrators will complete Suicide Prevention Training TIA 4, 9	Administrators Teachers Paraprofessionals	Online	Yearly by 1 st day of instruction	Certificates of completion
10. All district employees will complete Child Sexual Abuse Prevention and Mental Health training TIA 4,9	All district employees	Online	By September 30, 2016 or New employees – by 1 st day of instruction	Certificates of completion
11. Each campus and the district will evaluate and report on performance in regard to community and student engagement. (HB 5)	Campus Administrators Locally developed committees District Administration	District Website	End of each school year in August	Templates posted on district website
12. Evaluate cafeteria services for quality control purposes.	Superintendent Director of Food Services	Cafeteria Personnel	Aug 2016 – June 2017	Surveys/Feedback

Big Sandy Independent School District

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District Goal IV: §TEC 11.253 (d) (2)	Big Sandy ISD shall enhance the learning opportunities for all special needs students to achieve academic growth.		
Objective 1:	Provide a functional process to identify and serve all special population students.		
Summative Evaluation NCLB 1114 §TEC 11.253 (d) (7)	Accountability Summary, TAPR, PBMAS	Performance Objective(s):	Objectives 2 and 9

Strategies §TEC 11.253 (d) (3)	Person(s) Responsible §TEC 11.253 (d) (5)	Resource Allocations §TEC 11.253 (4)	Implementation Timeline §TEC 11.253 (d) (6)	Formative Evaluation §TEC 11.253 (d) (7)
1. Meet local and state timelines for identification and evaluations (e.g. initial, review, and dismissal) TIA 7	Campus Principals Counselors/Advisors Diagnostic staff Therapists	Counselors/Advisors Teachers Parents	Aug 2016– June 2017	Evaluation reports filed in the students' appropriate student folders (e.g. cumulative, Sp.Ed., 504, RTI)
2. Provide related student services. TIA 9, 10	Campus Principals Counselors/Advisors Contracted professionals Diagnostic staff Therapists	Teachers Parents	Aug 2016– June 2017	Committee reports in appropriate student folders (e.g. cumulative, Sp.Ed., 504, RTI)
3. Provide transitional services	Campus Principals Counselors/Advisors Contracted professionals Diagnostic staff	Teachers Parents	Aug 2016– June 2017	Evaluation reports filed in the students' appropriate student folders (e.g. cumulative, Sp.Ed., 504, RTI)
4. Provide students and parents information for community based services.	Counselors/Advisors Diagnostic staff	DARS Sheltered Workshops Community Health Corp.	Reviewed annually Aug 2016– June 2017	Documentation in appropriate student folders (e.g. cumulative, Sp.Ed., 504, RTI)

5. Provide updated handbooks/procedures for special programs including dyslexia, RTI, ESL, GT, 504. TIA 9, 10	Principals Campus Coordinators Director of Special Programs Teachers Paraprofessionals	District Personnel	Update annually During Fall semester	TAPR Accountability Summary System Safeguards Referrals to Special Programs PBMAS
6. Review federal limits on alternative assessments and evaluate/research strategies that can be utilized to meet the limits.	Principals Campus Coordinators Director of Curriculum, Special Programs Teachers Special Ed. Director	District Personnel	Aug 2016– June 2017	TEA Accountability Summary System Safeguards PBMAS
7. Evaluate special populations to ensure there is not a significant disproportionality.	Administrators Faculty/Staff Special Ed. Director	District Personnel	Aug 2016– June 2017	PBMAS
8. Provide curriculum to Life Skills classrooms for aligned instruction (Unique Learning) and transition (First Steps Modules)	Life Skills Teachers Administrators Special Ed. Director	District Personnel Local and Federal Funds \$12,000	Aug 2016-June 2017	TEA Accountability PBMAS

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District Goal V: §TEC 11.253 (d) (2)	Big Sandy ISD shall implement a technology plan with emphasis on relevant skills in order to provide all students opportunities to enhance technological proficiency.		
Objective 1:	Utilize technology to increase knowledge for all students.		
Summative Evaluation NCLB 1114 §TEC 11.253 (d) (7)	District Technology Plan, Accountability Summary, TAPR	Performance Objective(s):	Objective 10

Strategies §TEC 11.253 (d) (3)	Person(s) Responsible §TEC 11.253 (d) (5)	Resource Allocations §TEC 11.253 (4)	Implementation Timeline §TEC 11.253 (d) (6)	Formative Evaluation §TEC 11.253 (d) (7)
1. Through classroom technology, computer labs, and one-to-one initiatives devices, students will build computer knowledge and skills. TIA 10	Technology Director Principals Teachers	\$10,700 Local and Federal Funds Rural & Low Income	Aug 2016– June 2017	T-TESS Walkthroughs
2. Through hands on activities, online courses, video conferencing and engaged learning students will acquire new technological information and collaborations.	Technology Director Director of Curriculum Principal Teachers	Local, State and Federal Funds	Aug 2016– June 2017	T-TESS Walkthroughs
3. Through the integration of technology across the curriculum students will be challenged to problem solve using technology applications. TIA 10	Technology Director Director of Curriculum Principals Teachers	Local, Federal, IMA Funds	Aug 2016– June 2017	T-TESS Walkthroughs Product Based Documentation
4. Students will be encouraged to utilize new technologies as part of their ongoing educational experience to prepare them for the workforce and post-secondary education.	Technology Director Director of Curriculum Principals Teachers	Local, Federal Funds Rural & Low Income	Aug 2016– June 2017	T-TESS Walkthroughs Product Based Documentation

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Big Sandy ISD and ESC Migrant Contacts	September, 2016 and April, 2017	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Big Sandy ISD and ESC Migrant Contacts	September, 2016 and April, 2017	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

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

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family	ESC Recruiters	Within 7 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2016- November 1, 2016. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Identification and Recruitment

Action Plan 2016-2017

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2017	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2017	COEs, TEA guidance	TEA report

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

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Big Sandy ISD	September - October 2016	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Big Sandy ISD	November, 2016	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Big Sandy ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Big Sandy ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

2016-2017
Big Sandy I.S.D.
Site Based Decision Making Committee Members

Position	Name	Term Expires
Superintendent	Jay Ratcliff	Open
Facilitator	Kim Stradley	Open
Technology	Moriah Phillips	2018
Community Member	Lynda Childress	2018
Parent Member	Shamel Shipman	2018
Business Member	Linda Baggett	2018
Elementary Principal	Donna Varnado	Open
Junior High Principal	Lance Morrow	Open
High School Principal	Cindy Bauter	Open
Elementary Teacher	Nacole Eaton	2018
Elementary Teacher	Megan Gilbert	2018
Special Programs Teacher	Sara Turrentine	2018
Junior High Teacher	Dawn Arrington	2018
Junior High Teacher	Paris Menefee	2018
High School Teacher	Ann Marie Marsh	2018
High School Teacher	Andrea Briscoe	2018
Special Education	Amanda Mullins	2018
Title I Teacher	Kim McDonald	2018