

# DARROUZETT ISD

## District Improvement Plan

### 2019/2020

*Community of Learners*

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# DARROUZETT ISD

## **Mission**

*Darrouzett ISD - A school of choice where excellence is the standard. We believe that children come first by encouraging each student to strive for personal excellence. We are committed to ensuring all students develop intellectually and learn to function, contribute and compete as responsible individuals through challenging learning experiences developed and directed by superior educators in partnership with parents, students, and community members in a climate of community, cooperation, and mutual respect.*

## **Vision**

*Darrouzett ISD will strive to achieve academic excellence and to prepare each student to become a productive member of society.*

### Nondiscrimination Notice

DARROUZETT ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# DARROUZETT ISD Site Base

Name	Position
Ferguson, Donavan	Administrator
Miller, Scott	District-level Professional
Coppock, Joyce	Counselor
Elfers, Chastity	Aide
Sprague, Jeffrey	Teacher
Harvey, Cathy	Teacher
White, Kelly	Teacher
Weaver, Mark	Teacher
Ferguson, Ann	Teacher
Wells, Phyllis	Teacher
Miller, Pam	Parent
Bonilla, Eva	Parent
Wheatley, Chrystal	Parent
Durfey, Amanda	Parent

# Resources

Resource	Source
No rows defined.	

# DARROUZETT ISD

**Goal 1.** Darrouzett ISD will improve student achievement. RLIS is a fund source under the Rural Education Achievement Program.

**Objective 1.** To improve student performance on state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who have regular attendance, high achievement, and minor discipline issues will be recognized using the Longhorn Pride Program at the end of the each semester and at the end of the year (Title I SW: 2,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Office Personnel, Principal, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance. On 2020 STAAR Math, 46% of the All Student group will achieve MEETS level performance.
2. Content mastery will be provided to differentiate instruction for students (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk,504) (Strategic Priorities: 2,4)	ARD Committee, Principal, Special Education Director, Teachers	Aug -May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance.
3. ELA/Reading teachers will use a variety of assessments, including released EOC/STAAR and interim online tests to assess student progress two times per year (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance.
4. PK-12 grades will use the TEKS Resource System based on the TEKS to guide daily instruction and to maintain high expectations (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Superintendent, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance. On 2020 STAAR Math, 46% of the All Student group will achieve MEETS level performance. The percentage of students who pass the Science STAAR/EOC test will be at or above 85%. The percentage of students who pass the Social Studies STAAR/EOC test will be at or above 85%.

# DARROUZETT ISD

**Goal 1.** Darrouzett ISD will improve student achievement. RLIS is a fund source under the Rural Education Achievement Program.

**Objective 1.** To improve student performance on state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Reading Interventions will be provided to struggling students through pull-outs, tutorials, and resources as needed (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Counselor, Principal, Superintendent, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance. On 2020 STAAR Math, 46% of the All Student group will achieve MEETS level performance.
6. Students who are identified as At-Risk will be monitored to ensure academic success (Title I SW Elements: 1.1,2.6) (Target Group: ECD,ESL,Migrant,LEP,SPED,AtRisk) (Strategic Priorities: 2,4)	Administration, Counselor, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance. On 2020 STAAR Math, 46% of the All Student group will achieve MEETS level performance.
7. The campus will participate in the fitness gram to promote a well-rounded physical education curriculum emphasizing a healthy lifestyle (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3)	PE Teacher, Principal	Jan - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance. On 2020 STAAR Math, 46% of the All Student group will achieve MEETS level performance.
8. Staff will comply with state and federal guidelines related to student instruction and performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Administration, Counselor, Faculty	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance. On 2020 STAAR Math, 46% of the All Student group will achieve MEETS level performance.

# DARROUZETT ISD

**Goal 1.** Darrouzett ISD will improve student achievement. RLIS is a fund source under the Rural Education Achievement Program.

**Objective 2.** To improve student writing skills, content, and tenacity

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers at all grade levels and in all contents will have students write paragraphs, essays, and stories on a regular basis (Title I SW: 2,3) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Principal, Superintendent, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance.
2. All faculty members, including administrators, participate in Abydos Literacy Training and Abydos coaching (Title I SW: 2,4) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,3,7)	Principal, Superintendent, Teachers	Aug - May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance.
3. ELAR teachers PK-12 will use the Abydos Pro lessons to teach and enhance writing experiences for students (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	ELA Teachers, Principal	Aug- May		Criteria: On 2020 STAAR Reading, 44% of the All Student group will achieve MEETS level performance.

# DARROUZETT ISD

**Goal 1.** Darrouzett ISD will improve student achievement. RLIS is a fund source under the Rural Education Achievement Program.

**Objective 3.** To improve the academic achievement of students receiving special education services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intense acceleration will be provided by the special education department to special education students not meeting ARD expectation on state assessment (Title I SW: 2) (Title I SW Elements: 2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,4)	Counselor, Principal, Special Education Director, Teachers	Aug - May		Criteria: On 2020 STAAR, 19% of the Special Ed (Current) group will achieve MEETS level performance on Reading and 23% on Math.
2. Accelerated Instruction will be given to special education students who do not perform properly on benchmarks (Title I SW: 2,9) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,2)	Counselor, Principal, Special Education Director, Teachers	Aug - May		Criteria: On 2020 STAAR, 19% of the Special Ed (Current) group will achieve MEETS level performance on Reading and 23% on Math.
3. Training will be provided by special education director on Individual Education Plans, IEPs, accommodations, and modifications (Title I SW: 9) (Title I SW Elements: 2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,7)	Principal, Special Education Director, Teachers	August		Criteria: On 2020 STAAR, 19% of the Special Ed (Current) group will achieve MEETS level performance on Reading and 23% on Math.
4. The campus will distribute ARD process and procedural safeguards to all parents of special education students (Title I SW: 6,9) (Title I SW Elements: 2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,7)	ARD Committee, Faculty, Special Education Director	August		Criteria: On 2020 STAAR, 19% of the Special Ed (Current) group will achieve MEETS level performance on Reading and 23% on Math.
5. Provide opportunities for students to experience real-life situations in life skills classroom (Title I SW: 10) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Principal, Special Education Director, Teachers	Aug - May		Criteria: On 2020 STAAR, 19% of the Special Ed (Current) group will achieve MEETS level performance on Reading and 23% on Math.



# DARROUZETT ISD

**Goal 1.** Darrouzett ISD will improve student achievement. RLIS is a fund source under the Rural Education Achievement Program.

**Objective 4.** To enhance student opportunities for College Career and Military Readiness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will have more opportunities to earn TEA approved Industry-Based Certifications (Target Group: CTE) (Strategic Priorities: 3)	Administration, Counselor, Superintendent	August - May		Criteria: Students can earn certifications in culinary arts, health sciences, and agriculture
2. With the TEA Technology Lending Grant, the District will implement a technology lending program to loan students the equipment necessary to access and use digital instructional materials for learning off campus (Title I SW Elements: 2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3,4)	Administration, Comp. Lab Monitor, Counselor	January - May		Criteria: Students taking dual credit courses will have access to technology to work from home

# DARROUZETT ISD

**Goal 2.** Darrouzett ISD will work professionally in high performing collaborative teams to improve adult and student learning.

**Objective 1.** All staff will participate in collaborative, focused, ongoing professional learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Departmental teams will meet regularly to work on lesson planning, writing efforts, assessments, and student achievement (Title I SW: 3,10) (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Faculty, Principal, Superintendent	Aug - May		Criteria: 100% of the staff will participate in collaborative planning at least two times each week
2. Staff will attend staff development and training through Region 16, including emphasis on TEKS Resource System (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Administration, Faculty	Aug - May		Criteria: All teachers will have standards-based lessons and assessments on grade level, differentiating instruction in the classroom
3. Professional learning will be supported and evidence-based (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	Administration, Faculty, Superintendent	Aug - May		Criteria: Evidence of learning will be collected weekly by administrators during collaborative planning

# DARROUZETT ISD

**Goal 2.** Darrouzett ISD will work professionally in high performing collaborative teams to improve adult and student learning.

**Objective 2.** Students will be taught by highly qualified teachers and instructional aides

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new hires will be highly qualified (Title I SW: 3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 7)	Principal, Superintendent	Aug - May		
2. All assignment changes will conform to HQ requirements (Title I SW: 3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 7)	Principal, Superintendent	Aug - May		
3. Aides will be certified at Educational Aide level I,II, or III (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Administration	Aug - May		Criteria: 100% of our instructional aides will be certified at ECOS level I, II, or III

# DARROUZETT ISD

**Goal 3.** Darrouzett ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 1.** Darrouzett ISD will improve communication with students, staff, parents, and community members

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and administration will use Remind, SwiftK12 (automated messaging), and our written parent and family engagement policy to communicate regularly with parents and students (Title I SW: 6,9) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Administration, Faculty	Aug - May		Criteria: The number of parents and students who register for Remind will increase steadily.
2. The district website, marques, and Facebook will stay updated with current events and announcements (Title I SW: 6,9) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Administration, Faculty, Technology	Aug - May		Criteria: Feedback and surveys from students, parents, and staff
3. Information will be communicated in English and Spanish. La información se comunicará en inglés y español. (Title I SW Elements: 2.3,3.1) (Target Group: All)	Superintendent	Aug-May		Criteria: Participation in school events.

# DARROUZETT ISD

**Goal 3.** Darrouzett ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 2.** Darrouzett ISD will establish activities to encourage parental involvement and follow the Title I parental involvement policy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have teacher conferences when requested or needed throughout the year (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Faculty	Aug - May		Criteria: Parent sign in sheets collected from teacher conferences in the fall and spring
2. Parents will receive a copy and/or access to the student handbook, student code of conduct, parent compact, and technology acceptable use policy (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Faculty, Principal	August		Criteria: Student and parent signatures collected to show receipt
3. Darrouzett ISD will extend invitations to students and parents in English and Spanish for school events, including our Title I meetings (Title I SW: 6) (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Faculty, Principal, Superintendent	Aug - May		Criteria: Artifacts collected and retained
4. A Parent Teacher Organization will be established to support and sponsor student events (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administration	Aug - May		Criteria: Documentation created and members included in school events

# DARROUZETT ISD

**Goal 4.** Darrouzett ISD will provide a safe and secure learning environment.

**Objective 1.** Darrouzett ISD will maintain a safe learning environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide adequate equipment, lighting, heating and air, chairs, tables, and technology, resources, etc. for student learning (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Custodians, Faculty, Maintenance, Principal, Superintendent	Aug - July		Criteria: Maintenance/custodial/equipment requests are solicited and addressed in a timely manner.
2. The District shall provide training in trauma-informed care as required by law and shall provide for the integration of the trauma-informed care practices in the school environment (Title I SW Elements: 2.1,2.6) (Target Group: All)	Administration, Faculty	January - December		Criteria: Meet the requirements of the law
3. The District will develop a cybersecurity plan to secure the District's cyberinfrastructure against a cybersecurity risk and implement mitigation planning. (Title I SW Elements: 1.1) (Target Group: All)	Administration	August - July		Criteria: Meet the requirements of the law

# DARROUZETT ISD

**Goal 4.** Darrouzett ISD will provide a safe and secure learning environment.

**Objective 2.** Darrouzett ISD will be prepared for a school crisis

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Threat Assessment Team/Crisis Team will be established to provide leadership, support, and training for the implementation of the multi-hazard emergency operations plan (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Administration, Faculty	January - May		Criteria: Team established and trained
2. A Comprehensive Safety Plan will be developed to address physical and psychological safety (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Administration, Faculty, Maintenance	January - May		Criteria: A comprehensive safety plan developed to meet the legal requirements regarding school safety and to distribute responsibility for sustaining safety efforts and adopted by the DISD School Board





# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Attendance Reports  
AYP  
Documented Test Results  
Lesson Plans  
Requisitions  
TAPR  
TEKS Resource System  
Tutorial List

### Demographics Strengths

Teacher/student ratio is small

Small class sizes

Consistency with transfers

### Demographics Summary

Data from the 2018-2019 TAPR reports revealed the following demographic breakdown:

Hispanic - 46.6%

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

White - 47.5%

American Indian - 0.8%

Two or More Races - 5.1%

Economically Disadvantaged - 68.6%

Non-educationally disadvantaged - 31.4%

English Learners (EL) - 2.5%

At-Risk - 55.1%

# Comprehensive Needs Assessment Data Sources

Attendance Reports

AYP

Documented Test Results

Lesson Plans

Requisitions

TAPR

TEKS Resource System

Trips correlated with Lesson Plans and TEKS

Tutorial List

# Region 16 Migrant SSA



## Migrant Section for DIP 2019-2020

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	ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. (PS3103 Pt.2) (ESSA P&A E8, PG9)	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children. (PS3103 Pt. 2) (ESSA P&A E8)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements. (PS3103 Pt.2) (ESSA P&A E9, PG6)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. (PS3103 Pt. 2) (ESSA PG16)	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2) (ESSA PG7)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. (PS3103 Pt.2) (ESSA PG8)	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2) (ESSA P&A A4, PG18)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A E3a, PG12)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. (ESSA P&A E3f, PG15)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A E3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Provide supportive services for out of school youth. (ESSA P&A E3h)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) (ESSA P&A E7A)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A E8A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

2019-2020 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Required	Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) (ESSA P&A H1-2, PG13)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide instructional services to ensure migrant students are proficient on state assessments. (SDP 1-1, SDP 2-1, PS3103 Pt. 4A) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2019, March 2020, April 2020, May 2020, June 2020	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading and/or math. (SDP 1-2, SDP 2-2, PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading and/or math instruction to migrant students. (SDP 1-3, SDP 2-3)	ESC MEP Coordinator, Migrant Interventionist	Reg 16 SSA MEP funds	July 1 through June 30	certificates of attendance, sign in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Coordinate or provide support services that address the identified reading and/or math needs of migrant students. (SDP 1-4, SDP 2-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Migrant Request/Receipt for needs, Medical Request	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate or provide training/resources to migrant parent on reading and/or math strategies for their children. (SDP 1-6, SDP 2-6)	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	October 2019, February 2020	meeting notice, sign in sheet, handout,	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. (SDP 2-7) *Summer Programs--Project SMART for Kindergarten-8 grade (current programs only) (PS3103 Pt. 4B)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment recod, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs. (SDP 2-8)	Migrant Coordinator, Administrator		June - August 2020	district enrollment, sign-in sheet, notification letter	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Coordinate with other programs to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services. (SDP 3-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Implement the TEA-approved early literacy program (ABB) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs. (SDP 3-2) *Supplemental Instruction--Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings (PS3103 Pt. 4C)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Provide migrant parents with developmentally -appropriate school readiness resources and strategies. (SDP3-3)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	handouts, home visit documentation, parent meeting agendas	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide support services for migrant children ages 3-5 (not in kindergarten) and their families. (SDP 3-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D)	Migrant Coordinator, School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Required Program Activities	Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments. (SDP 4-1) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2019, March 2020, April 2020, May 2020, June 2020	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

2019-2020 Region 16 Migrant SSA Member District Migrant Education Plan

R	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities-- Secondary School	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. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	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. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds	August 1 through May 30	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities-- Support Services	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 (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	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 (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	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. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Other: Snacks and Meals for migrant students participating in off campus migrant activites--When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

# Region 16 Migrant SSA



## Priority for Services Action Plan 2019-2020

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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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.

<b>School District: MEP SSA Member District</b>
<b>Region: 16</b>

## Priority for Service (PFS) Action Plan

<b>Filled Out By: K. Seymour</b>
<b>Date: 09/10/2019</b>

**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><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	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.

<ul style="list-style-type: none"> <li>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.</li> </ul>	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
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Review the academic status of each PFS student after each six-week grade reporting period. Develop a plan for each PFS student not meeting or at risk of not meeting all academic standards.</li> </ul>	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
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> <li>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.</li> </ul>	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized</li> </ul>	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
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	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
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

  
\_\_\_\_\_  
ESC Signature

09/24/2019

\_\_\_\_\_  
Date Received

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2019-2020

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered through Project Share.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

<b>OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.</b>										
<b>continued</b>					<b>Formative Evaluation Review</b>			<b>Summative Review</b>		
<b>Action</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Documentation</b>		<b>Nov</b>	<b>Mar</b>	<b>June</b>		<b>Aug</b>
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and Coe Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

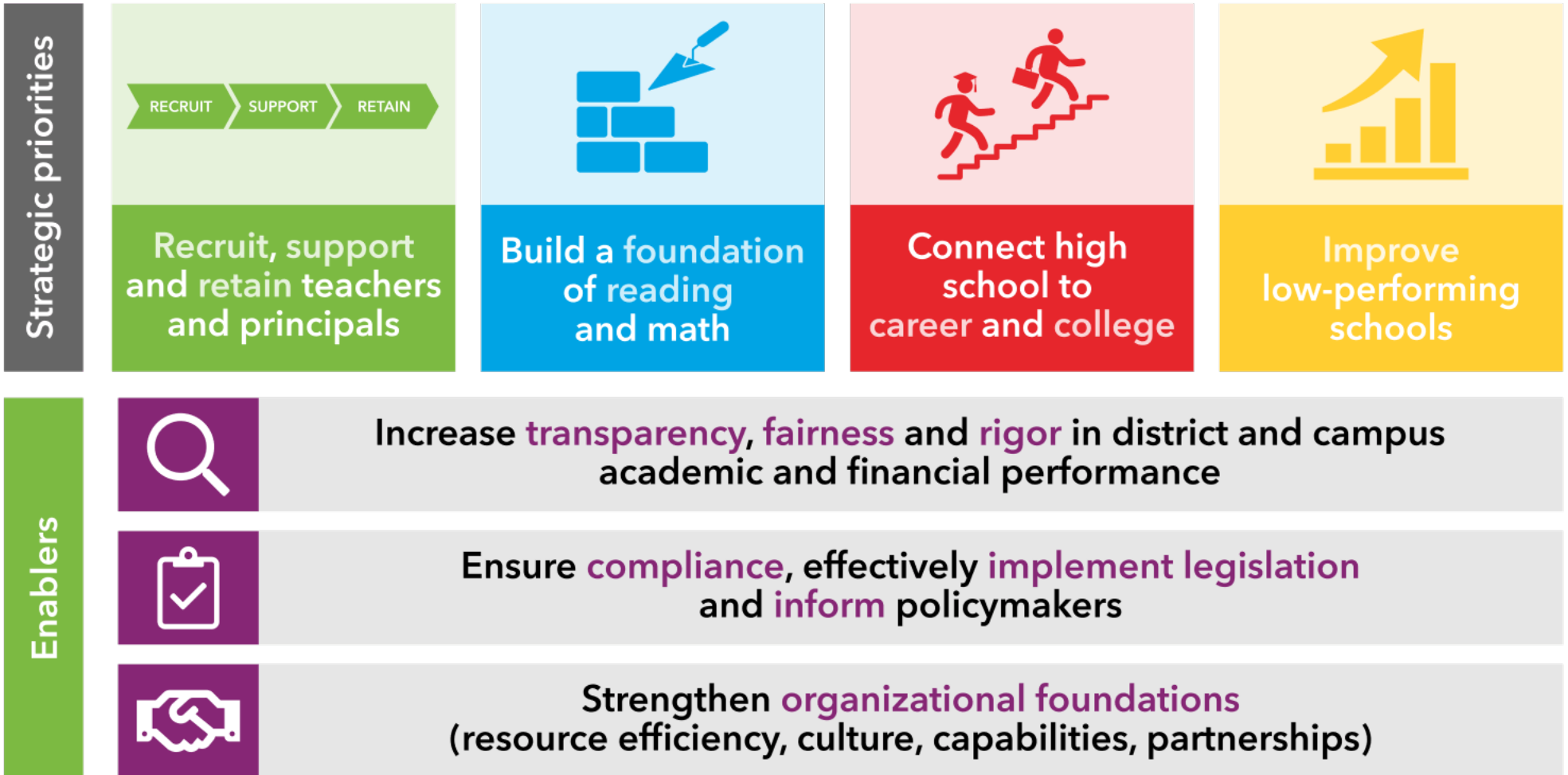
OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____



## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*