

Whitehouse Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

The mission of Whitehouse ISD, the standard of excellence, is to inspire and equip students through innovative and challenging opportunities.

Vision

Above all, students first!

Core Beliefs

We believe faith and family are the foundation of our community.

We believe our children's success is our highest priority.

We believe each student's unique gifts and abilities have value.

We believe that supportive relationships are the foundation of learning.

We believe everyone has the right to a safe and caring environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

In the Fall of 2017, a diverse group of Whitehouse ISD staff, parents, and community members began a strategic planning process utilizing a wide variety of data sources such as the curriculum audit conducted in 2016, and the perceptions and experiences of students, staff, parents, and the community. This became the CNA for the Strategic Planning Process. Identified needs not addressed in the Strategic Plan are included in this improvement plan as an addendum to the strategic plan.

Student Achievement

Student Achievement Summary

The district's STAAR results for 2019 show improvement from 2018 in the Domain areas of Student Achievement, 89-91%, School Progress 87-91%, Closing the Gaps, 89-91%. This improvement raised the WISD letter grade from B(89) to A (91);

Even with this growth, there are areas in all the core subjects that will continue to be a focus for the district. As a district, curriculum alignment will remain at the forefront so that the needs of all students are met. High-quality professional development will also remain a focus for the district.

Another area of great importance to the district is moving student scores from approaches and meets to the master level of student achievement on STAAR. We recognize that student progress is very important to the success of students.

Student Achievement Strengths

- *Highly Qualified teachers
- *Elementary ELAR
- *Elementary math
- *Growth in fourth-grade writing
- *Growth in eighth-grade social studies
- *EOC biology and social studies

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The number of students achieving the meets and masters grade level of performance remains minimal for many subject areas. **Root Cause:** Long term focus on achieving the approaches grade level performance measures.

District Culture and Climate

District Culture and Climate Summary

"All students and staff have a right to a safe and caring environment." In an effort to improve both the culture and climate throughout the district, the decision was made to employ a Director of Counseling Services. Added to that was an agreement with UTT to have the University's Clinical Mental Health Counseling Interns do their required internship hours at WISD. Interns are being placed on campuses throughout the district to provide services to students and staff. The District will evaluate the impact of this program through student grades, behavior referrals, and attendance records.

District Culture and Climate Strengths

- *Approval of new position (District of Counseling Services)

- *MOU with UTT Counseling Department

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district works to employ only teachers that are certified and highly qualified in their field. The district also tries to offer a pay scale that will attract and retain those staff members. Teachers are provided high-quality staff development in an effort to help them feel confident in doing their job. Due to these practices, the district's retention rate is relatively stable.

Staff Quality, Recruitment, and Retention Strengths

- *Requirement of appropriate certification

- *Pay Scale

- *Professional Development

- *District/Campus Climate

Priority Problem Statements

Problem Statement 1: The number of students achieving the meets and masters grade level of performance remains minimal for many subject areas.

Root Cause 1: Long term focus on achieving the approaches grade level performance measures.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 1: Increase student performance on State and Federal Accountability measures and decrease student performance gaps among all students groups.

Evaluation Data Source(s) 1: STAAR Assessment Reports, Local Assessments, Grade Reporting, MAP Growth Assessments, TAPR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Target performance objectives for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, MAP Growth, TELPAS, & local assessments) and IEPs, IAPs, 504 plans, LPAC plans and RtI. [TEC11.252(a)(3)(A) & TEC11.255]	2.4, 2.6	C&I Department Special Education Department Campus Administrators, Teachers, and Interventionists	DMAC Lead4Ward MAP Growth Skyward: Student Grades Success Ed Lesson Plans IAPs and IEPs			
	Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A - Teacher/Leader Quality - 0.00, 263 Title III, Part A LEP - 0.00, 199 SCE Supplemental Service - PIC 24 - 0.00					
2) Provide supplemental services targeting at-risk students including dyslexia services. [TEC11.252(a)(3)(A), TEC11.252(3)(B)(iv), TEC11.252(c)(3)(H), & TEC11.255]	2.4, 2.6	The C&I Department Campus Administration, Teachers, and Interventionists Dyslexia Teachers & Staff	DMAC Lead4Ward MAP Growth Skyward: Student Grades Success Ed Lesson Plans IAPs and IEPs			
	Funding Sources: 211 Title I, Part A - 0.00, 263 Title III, Part A LEP - 0.00, 199 SCE Supplemental Service - PIC 24 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
3) Ensure that Pregnancy Related Services will be made available & supported through the compensatory allotment for PRS services to serve prenatal & postpartum students by providing in school services through classroom instruction and health and counseling services, also providing home bound instruction by a certified teacher during time of home/hospital confinement in accordance with local procedures. [TEC11.252(a)(3)(A), & TEC11.255]	2.6	Director of Special Education PEIMS Coordinator Campus Administration, Counselors, and Nurses	Course grades Nurses' records of service Counselors' records of service PEIMS Student data Home-bound service records			
	Funding Sources: 199 SCE Supplemental Service - PIC 24 - 0.00					
TEA Priorities Build a foundation of reading and math 4) Provide academic support, provide needed supplies, and transportation as needed for students identified as McKinney Vento.	2.6	District Homeless Liaison Principals Counselors Teachers	Report card grades Attendance State Assessments			
TEA Priorities Build a foundation of reading and math 5) Provide PreKindergarten classes, Head Start and PPCD classes to all eligible students on school campuses to ensure participation and transition to elementary classes.	2.4, 2.6	Director of Instruction Programs Director of Special Education Principals Teachers	Parent-Teacher conferences End of Year Assessment			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 2: Implement a guaranteed and viable curriculum in grades K-12 in the following subject areas: language arts, math, social studies, and science.

Evaluation Data Source(s) 2: District curriculum documents and assessments, STAAR Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Implement the vertical and horizontal curriculum alignment plans within TEKS Resource System for all core subjects in grades K-12.	2.4	The C&I Department Campus Administration and Teachers	District curriculum documents Team/Department PLC meeting agendas and sign in sheets Lesson plans Unit assessment data			
Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A - Teacher/Leader Quality - 0.00						
2) Research an aligned writing curriculum.	2.4	The C&I Department Campus Administration and Teachers	Identify an aligned writing curriculum to be implemented.			
3) Provide student opportunities to develop digital literacy skills that improve academic achievement through the Learning Resource Centers and Maker Spaces on each campus.	2.5	Media Technology Specialists Technology Integration Specialist Executive Director of Technology Principals	Schedule of Classes into the LRC's Lesson plans Student Achievement			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 3: Assist all students and families in developing knowledge, skills, and competencies for a broad range of career opportunities.

Evaluation Data Source(s) 3: AP Exams, TAPR, ACT & SAT Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Identify resources for students & parents regarding high-level achievement criteria for the state testing program, Advanced Placement, National Merit Scholars, College Entrance and CTE Certifications. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	3.2	Assist. Supt. of C & I Exec. Dir. of C & I WHS & WJHS Principals Dir. of CTE WHS & WJHS Counselors	Number of students achieving high-level accommodations Number of CTE Certifications earned STAAR Reports AP College Board Reports			
Funding Sources: 244 Carl Perkins CTE Basic Grant - 0.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Increase secondary student participation in college preparatory work, such as Honors, AP and Dual Credit courses. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	2.5	Assist. Supt. of C & I Exec. Dir. of C & I Principals Counselors	Course enrollment numbers			
3) Schedule parent information meetings at the junior high and high school campuses to inform them of course offerings including AP, CTE & Career Pathways, special program services & criteria. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	3.2	Principals Counselors Dir. of CTE	Parent sign-in sheets Course Selection Guide Forms			
4) Provide information to secondary students, teachers, & parents concerning higher education admission requirements & procedures, financial aid & scholarship opportunities with reminders throughout the year. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]	3.2	Principals Counselors	Copies of documents & information distributed Survey Monkey Number of students entering college or university Remind records Counselors' Corner on the WISD website			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
5) Schedule Family Engagement activities for all elementary campuses focused on academic achievement to promote a strong home school connection.	3.2	Principals teachers	Sign-in sheets agendas PO's Event notifications			
6) Annually revise the jointly developed parent engagement policy with parents and families.	3.1, 3.2	District Educational Improvement Committee	Sign-in sheets agendas Revised Policy			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Culture & Climate: Maintain a safe, drug-free, vapor-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 1: Provide a behavior support system to enhance a positive learning environment while reducing drug & alcohol use, violations, and incidents of violence and disruptive behaviors.

Evaluation Data Source(s) 1: State PEIMS 425 Report, PBMAS Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide Crisis Prevention Intervention (CPI) certification to campus teams as needed. [TEC11.252(3)(B)(iii)]		Director of Special Education Principals	Number of teachers trained Number of CPI Certificates issued			
2) Provide Discipline Management Training that includes prevention & education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [TEC 11.252(3)(E), TEC 37.083(a) & TEC 37.0832]		Campus Administration Dir. of Alternative Education Dir. of Inst. Programs Exec. Dir. of C & I Asst. Supt. of C & I	PEIMS 425 Report Local & State Discipline Reports Staff completion of compliance training (EduHero certificates of completion)			
3) Review, analyze, and update campus safety drill procedures.		Director of Student Auxiliary Services Campus Administration	Updated campus plans and procedures			

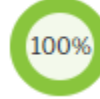
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
4) Review with staff & administrators the WISD Board Policy re: Dating Violence & the identification, documentation & reporting procedures inclusive of extended definitions as referenced in SB 116. (FFH Local) & [TEC 37.0831]		Principals AP's Counselors Dir. of Alternative Education Asst. Supt. of C & I Director of Instructional Programs	PEIMS 425 Report Local & State Discipline Reports Decrease in discipline referrals			
5) Provide Campus level training for suicide prevention, conflict resolution, dating violence and violence resolution. [TEC11.252(3)(B)(i), TEC11.252(3)(B)(ii) & TEC 37.0831]		Counselors Principals Dir. of Inst. Programs	Number of counseling referrals Number of referrals to outside agencies			
6) Conduct annual analysis of DAEP & REACH programs inclusive of the following data items: demographic representation, attendance rates, pre & post assessments, dropout rates, graduation/completion rates & recidivism rates.		Asst. Supt. of C & I Dir. of Alternative Education Principals AP's PEIMS Coordinator	PEIMS 425 Report Local & State Discipline Reports			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Culture & Climate: Maintain a safe, drug-free, vapor-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 2: Improve awareness and the reporting of sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Schedule of training, Sign-in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide staff development for employees concerning awareness and reporting of sexual abuse and maltreatment of children. [TEC 38.0041(a) & TEC 11.252(c)(9)]		Dir. of Instructional Programs Principals Counselors	Staff completion of compliance training (EduHero certificates of completion)			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development while maintaining 100% in all subject areas.

Evaluation Data Source(s) 1: Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide Sheltered Instruction or other appropriate training for Non-ESL Core Content certified teachers.	2.4	Exe. Dir. of C & I Dir. of Inst. Programs ESL Facilitator Principals	Number of Training sessions provided Number of participants Lesson Plans			
Funding Sources: 263 Title III, Part A LEP - 0.00						
2) Ensure all staff are provided opportunities for high quality on going professional learning including the use of instructional technology. [TEC 11.252(3)(F) & TEC 11.252(a)(3)(D)]	2.4	The C&I Department Campus Principals Department Supervisors	Local & ESC 7 staff development records ESEA/ESSA Compliance Reports			
Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A - Teacher/Leader Quality - 0.00, 278 Title IV, Part A, Subpart 1 - 0.00						
3) Maintain specialized GT services by providing highly qualified & highly trained staff by ensuring attainment of GT certification through the initial 30 hours of training and 6 hour annual update thereafter for all teachers of identified GT students.	2.4	Exec. Dir. of C & I GT IC GT Teachers Principals Teachers	Student schedules for all GT students Class Rosters Local & ESC 7 Staff Development Records Staff Certification Records			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Migrant PFS: 100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.

Performance Objective 1: (See Addendum)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 5: Migrant ID&R Goal: To actively identify and recruit eligible migrant children and youth who: 1) are enrolled or reside in our school district according to all applicable federal laws and regulations 2) qualify for appropriate educational services 3) meet requirements of: State Comprehensive Needs Assessment, Statewide Service Delivery Plan and ESSA Consolidated Federal Grant Application, Title I, Part C

Performance Objective 1: (See Addendum)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
244 Carl Perkins CTE Basic Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
255 Title II, Part A - Teacher/Leader Quality					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
263 Title III, Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00

199 SCE Supplemental Service - PIC 24					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
278 Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

2019-2020 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> - For students in grades K-2, who have been retained, or are over age for their current grade level.

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

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

School District: Whitehouse ISD
Region: 7

Priority for Service (PFS) Action Plan

School Year: 2019 - 2020

Filled Out By: Susanna Campbell
Date: May 30, 2019

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

<u>Goal(s):</u> 100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.	<u>Objective(s):</u> To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Before the end of each month, August 2018-July 2019	NGS Specialist	PFS tracking report
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.	Before 1 st Day of School	MEP contact	PFS report
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
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.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP staff	calendars, meeting notes

Provide services to PFS migrant students.			
The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms

Whitehouse ISD
LEA Signature

May 30, 2019
Date Completed

**Identification and Recruitment
Action Plan 2019-2020**

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	Whitehouse ISD and ESC Migrant Contacts	September, 2019 and April, 2020	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	Whitehouse ISD and ESC Migrant Contacts	September, 2019 and April, 2020	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.	Whitehouse 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	Whitehouse 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	Whitehouse ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

**Identification and Recruitment
Action Plan 2019-2020**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2019- November 1, 2019. 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 2019-2020**

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. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2020	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, 2020	COEs, TEA guidance	TEA report

**Identification and Recruitment
Action Plan 2019-2020**

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 Whitehouse ISD	September - October 2019	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Whitehouse ISD	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Whitehouse 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 Whitehouse 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