

Higgins ISD

District Improvement Plan 2016-2017

Goal I: Eighty percent of all students and student subgroups (Socio-economic, white, Special education) will pass all portions of the STAAR test.
Objective A: Eighty percent of all students and student subgroups will pass the Reading STAAR test.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
All students not passing the STARR Reading section will be placed in a Reading Improvement class.	Mrs. Habekott	Aug.-May	SCE Funds and .88 FTE (\$43,374)	STAAR reviews, assignments	STAAR and informal inventories
Content area teachers shall teach reading skills.	Content Area Teachers	Aug.-May	Local Funds	STARR reviews, assignments	STAAR and teacher-produced tests
Computer lab is used to support reading skill building.	Ms. Hassler	Aug.-May	Local Funds	Reading content CD's, AR program	STARR and teacher-produced tests
K-3 Accelerated Reading Program	Mrs. Habekott and K-5 teachers	Jan.-May	Local funds	AR Quizzes, Six weeks goals, points	Program Evaluation, TPRI, Gates-MacGinitie, STAAR
I-Station	3-8 teachers	Aug-May	State funded	Progress monitor	I-Station Data
DMAC	All teachers	Aug-May	Local funds	DMAC data	DMAC data
AIMS	All teachers	Aug-May	Local funds	Benchmarks/Progress Monitors	STAAR results. AIMS data
Accelerated Reader Program library books & quizzes	Mrs. Habekott	Aug.-May	Local Funds	AR Quizzes, Six weeks goals, points	AR Reading Evaluation Program and STAAR Assessment
K5Title I Summer Reading and Math Program	1 st -4 th & 5 th – 8 th teachers	June (20 days)	Title I Part A (\$8,000)	Assignments, AR Quizzes Achievement in classes	STAAR Reading scores, TPRI results, & STAAR Assessment
IEPs for needs of LD Students	EPSSA and HISD special education teacher, Mrs. Wiederstein	Fall 16, Spring 17	Special Ed Block Grant and .38 FTE (\$17,672)	Teacher, parent, and student evaluations/reports	IEP Audit
Summarization will be addressed in grades 4, 5, & 7	Mrs. Waite, Mrs. Suthers, Mr. Kerr	Fall 16, Spring 17	None	Assignments, STAAR review sheets	STAAR results
High school teachers will stress objectives 2a, 3a, 3b of written assessments	Ms. Meller and Mrs. Witschi	Fall 16, Spring 17	None	Assignments, STARR review sheets	STAAR results
Objective 4 will be stressed in grades 3, 4, and 6	Mr. Clark, Mrs Waite, Mr. Kerr	Fall 16, Spring 17	None	Assignments, STAAR review sheets	STAAR results
Objective 1 will be stressed in grade 5	Mrs. Suthers	Fall 16, Spring 17	None	Assignments, STAAR review sheets	STAAR results
Objectives 1, 3, and 7 will be stressed in grade 7	Mr. Kerr	Fall 16, Spring 17	None	Assignments, STAAR review sheets	STAAR results

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Objective 2 will be stressed in grade 8.	Mr. Kerr	Fall 16, Spring 17	None	Assignments, STAAR review sheets	STAAR results
Short answer questions will be stressed in grades 3 – 12.	Mr. Clark, Mrs. Waite, Mrs.Suthers, Mrs. Witschi and Ms. Meller Mr. Clark, Mr. Kerr		None	Assignments STAAR review sheets	STAAR results
Grammatically correct responses will be stressed in grades 3-12.	Mr. Kerr, Mrs. Witschi and Mrs. Meller		None	Assignments, STAAR review sheets	STAAR results
Improving sentence usage and sentence structure will be stressed in grades 3 – 12.	Mr. Clark, , Mr. Kerr, Mrs. Witschi, and Mrs. Meller		None	Assignment , STAAR review sheets	STAAR results
Implementation of SRA Program grades 3-10	Mrs.Habekott	Fall 2016	IRI funds (\$20,000)	Assignments, STAAR review sheets	STAAR results
TEKS resources	All teachers	Fall 16 – Spring 17	TEKS Resources	Assignments, STAAR Review, Benchmarks	STAAR Results

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Goal I: Eighty percent of all students and student subgroups (Socio-economic, white, Special education) will pass all portions of the STAAR test.

Objective B: Eighty percent of all students and student subgroups will pass the Math STAAR test.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Extended Day Program for all students not passing the STAAR or meeting grade level in Elementary and Junior High	Mrs. Wiederstein	Nov.-April	Title I Funds (\$3,000)	Rubrics, activities, teacher assessment and student products	STAAR, teacher assessment and student products
Computer lab is used to support math skill building.	Ms. Hassler	Aug.-May	Local Funds	Content area CD's	STAAR and teacher assessment
High school teachers will focus on Math Objectives 1, 3, 4, 5, 6, 7, and 8.	Mr. Davis	Aug.-May	Local Funds	Assignments, grade cards, STAAR review sheets	STAAR and teacher assessment
Junior high teachers will focus on Math Objectives 2, 3, and 4.	Mrs. Cockrell	Aug.-May	Local Funds	Assignments, grade cards, STAAR review sheets	STAAR and teacher assessment
Objectives 2, 4, 5, and 6 will be stressed in the 5 th grade.	Mr. Tarr	Aug.-May	Local Funds	Assignments, grade cards, STAAR review sheets	STAAR and teacher assessment
Objectives 3, 4, and 5 will be stressed in the 4 th grade.	Mr. Tarr	Aug.-May	Local Funds	Assignments, grade cards, STAAR review sheets	STAAR and teacher assessment
Objectives 1 and 4 will be stressed in the 3 rd grade.	Mr. Clark	Aug.-May	Local Funds	Assignments, grade cards, STAAR review sheets	STAAR and teacher assessment
IEP's for needs of LD students	EPSSA and HISD special education teacher Mrs. Wiederstein, Miss Floyd	Aug.-May	Special Ed Block Grant and .38 FTE (\$17,672)	Teacher, student, and parent evaluations	IEP Audit
Remediation class for 6 th , 7 th , & 8 th Math	Mrs. Cockrell and Mr. Davis	Aug.-May	Local Funds	Assignments, STAAR review sheets, benchmark tests	STAAR and teacher assessment
Implementation of Remediation Program	Mrs. Cockrell and Mr. Davis	Aug.-May	Local Funds	Assignments, STAAR review Sheets, benchmark tests	STAAR results and teacher assessment
Implementation of Think Through Math	Mr. Clark, Mr. Tarr, Mrs. Cockrell	Aug – May	State funded	Progress monitoring	Think Through Math Data
AIMS	All Teachers K-5	Aug – May	Local funds	Benchmarks/Progress Monitoring	STAAR results/AIMS Data
TEKS Resources	All teachers	Fall 14 – Spring 15	TEKS Resources	Assignments, STAAR Review, Bench marks	STAAR Results

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Goal I: Eighty percent of all students and student subgroups (Socio-economic, white, Special education) will pass all portions of the STAAR test.

Objective C: Eighty percent of all students and student subgroups will pass the Writing STAAR test.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Continued in-service in appropriate Phonics programs and Saxon Phonics series will be provided for teachers.	Ms. Lacey Habekott and Mrs. Starbuck	Fall 2014	Local Funds	Staff Development attendance sheet	STAAR, teacher evaluation and TPRI
All teachers will focus on written composition/review previous writing style and test format	1 st grade—Narrative 2 nd grade—Descriptive 3 rd & 4 th grade—Explanatory 6 th , 7 th , & 8 th —Persuasive, Compare/Contrast	Aug.-- May	None	Lesson Plans, STAAR assessment review sheets, assignments	Improvement on writing objectives
All teachers will focus on Writing Objectives 1 and 3	All teachers	Aug.-- May	None	Lesson Plans, STAAR assessment review sheets, assignments	STAAR results
In-service training such as "Writing for STAAR"	Mrs. Witschi	September	Local Funds	Lesson Plans, assignments using strategies	Personnel file certificate
FAKS online	All teachers	Dec. – April	Local Funds	Assignments, STAAR review sheets	STAAR Scores 8 th , 10 th , and Exit level
Curriculum Collaborative	All teachers	Sept. – May	Local HS Allotment	Assignments, STAAR review sheets	STAAR Scores 8 th , 10 th and Exit level

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Goal I: Eighty percent of all students and student subgroups (Socio-economic, white, Special education) will pass all portions of the STAAR test.

Objective D: Eighty percent of all students and student subgroups will pass the English Language Arts STAAR test.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Review TEKS objectives for English Language Arts	Mrs. Witschi	Aug.—May	Local Funds	Assignments, lesson plans	STAAR scores for 10 th grade and EXIT level
Objectives 2 & 3 will be stressed in high school.	Mrs. Witschi	Aug.—May	Local Funds	Assignments, lesson plans	STAAR scores for 10 th grade and EXIT level
FAKS online	All teachers	Dec. – April	Local Funds	Assignments, STAAR review sheets	STAAR Scores 8 th , 10 th , and Exit level
Curriculum Collaborative	All teachers	Sept. – May	Local HS Allotment	Assignments, STAAR review sheets	STAAR Scores 8 th , 10 th and Exit level

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Goal I: Eighty percent of all students and student subgroups (Socio-economic, white, Special education) will pass all portions of the STAAR test.

Objective E: Eighty percent of all students and student subgroups will pass the Social Studies STAAR test in grades 8, 10, and Exit level.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Review TEKS objectives for social studies.	Mr. Neal, Mrs. Wiederstein and Mrs. Clark, Ms. Hassler	Aug.—May	Local Funds	Assignments, lesson plans, STAAR review sheets	STAAR scores for 8 th and 10 th grade
Staff development to coordinate TEKS with STAAR	Mr. James	Aug.	Local	Assignments, lesson plans, STAAR review sheets	STAAR scores for 8 th and 10 th grade
Objectives 1, 4, and 5 will be stressed in junior high history.	Mrs. Clark, Ms. Hassler	Aug.—May	None	Assignments, lesson plans, STAAR review sheets	STAAR scores for 8 th
Objectives 1, 2, and 4 will be stressed in high school history and government.	Mr. Neal and Mrs. Wiederstein	Aug.—May	None	Assignments, lesson plans, STAAR review sheets	STAAR scores for 10 th grade
FAKS online	All Teachers	Dec. – April	Local	Assignments, STAAR review sheets	STAAR scores 8 th , 10 th , and Exit level
Curriculum Collaborative	All Teachers	Sept. – May	Local H.S. Allotment	Assignments, STAAR review sheets	STAAR scores 8 th , 10 th , and Exit level

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Goal I: Eighty percent of all students and student subgroups (Socio-economic, white, Special education) will pass all portions of the STAAR test.

Objective F: Eighty percent of all students and student subgroups will pass the Science STAAR test in grades 5 and 10, and Exit level.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Review TEKS objectives for science.	Mrs. Amaducci and Mrs. Suthers	Aug.-May	None	Assignments, lesson plans, STAAR review sheets	STAAR scores for 5 th , 10, and EXIT level
Staff Development to coordinate TEKS with STAAR	Mr. James	Aug.-May	None	Assignments, lesson plans, STAAR review sheets	STAAR scores for 5 th , 10, and EXIT level
Objectives 3 and 4 will be stressed in grades 4 th and 5 th .	Mrs. Suthers and Mrs. Waite	Aug.-May	None	Assignments, lesson plans, STAAR review sheets	STAAR scores for 5 th
Objectives 2, 3, and 4 will be stressed in high school.	Mrs. Amaducci	Aug.-May	None	Assignments, lesson plans, STAAR review sheets	STAAR scores for 10 and EXIT level
FAKS online for STAAR testing	All teachers	Dec. – April	Technology Allotment	Assignments, STAAR review sheets	STAAR Scores 5 th , 10 th , and Exit level
Curriculum Collaborative	All teachers	Sept. – May	Local HS Allotment	Assignments, STAAR review sheets	STAAR Scores

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Goal II: Higgins ISD students (Socio-economic, white, Special education) will meet their full educational potential and will exceed state standards for exemplary attendance.

Objective A: Maintain an attendance rate of above 90% for the 2015-2016 school year.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Attendance Review Committee	Mrs. Allen	Aug.-May Each six weeks	None	Six Weeks Attendance Report	Six Weeks Attendance Report, AEIS report card attendance rates
Awards Assembly	Mr. James	May 2017	Local Funds	Number of students recognized	Number of students recognized
Required parent note for absences	Mrs. Allen	Aug-May	None	Attendance/Absence record	Students will not receive an excused absence without a note from parent
Incentive Program field trips for classes with exemplary attendance	Mr. James	Aug-May	Local Funds	Six Weeks attendance report	Number of class trips for exemplary attendance
Parent Notification Letter	Mr. James	Aug-May	None	5 and 9 day letters, Attendance/Absence record	Document any excessive absences with formal letter
Saturday School	Mrs. Allen and Mrs. Wiederstein	Aug-May	Local Funds	9 day letters, Attendance/Absence record	Formal letter sent twice per six weeks to make-up time and/or work on Saturday

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Goal III: All students (Socio-economic, white, Special education) will graduate.

Objective A: Improve academic achievement and reduce the dropout rate potential for At-Risk Students.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Incorporate strategies in every class with At-Risk students	Mr. James	Aug-May	Local Funds	Lesson plans and six weeks report cards, Assignments	Lesson plans and six weeks report cards
Reading Improvement Program	Mrs. Habekott	Aug-May	SCE Funds and .88 FTE Salary and Ins. (\$40,924)	Lesson plans and six weeks report cards, Assignments	STAAR reading scores
Extended Day math Program	Mrs. Wiederstein	Nov-April	Title I (\$3,000)	Activities and Assignments	STAAR math scores and six weeks report cards
Professional development for At-Risk factors	Mrs. Wiederstein	Nov-April	Title I (\$538)	Certificates of attendance	Certificates of attendance
Full Day Pre Kindergarten	Mrs. Rabon	Aug-May	Local Funds	Grade Cards, Assignments, Lesson Plans	Kindergarten Readiness Test
Full Day Kindergarten	Mr. James and Ms. Lacey Habekott	Aug-May	Local Funds	Assignments, Lesson Plans, Six weeks progress reports	TPRI and six weeks progress reports
Pre-Kindergarten notification	Mr. James	August	Local Funds	Copy of newspaper with notification	Copy of newspaper with notification
Pre-Kindergarten transition	Mr. James	Aug-May	None	Participation in Pre-K and Kindergarten Round-up	Participation in Pre-K and Kindergarten Round-up
Work study program for seniors	Mr. James	Aug-May	None	Graduation Rate, Letters from employers	Graduation Rate
Provide Credit By Exam	Mrs. Clark Ms. Hassler	Aug-May	Local Funds	Transcript, As needed	Transcript and Graduation Rate
Offer Dual Credit Classes	Mrs. Wiederstein, Mrs. Clark	Aug- May	Local Funds	Transcript, ACT/SAT scores	Transcript and Graduation Rate
On-line Credit Recovery	Ms. Hassler, Mr. James, Mrs. Clark	Aug – May	Local Funds	Transcript	Transcript and Graduation Rate
In Classroom Credit Recovery	Mr. James, Mrs. Millsap, Mrs. Witschi	Aug - May	Local Funds	Transcript	Transcript and Graduation Rate

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Goal IV: Special Education: Develop a comprehensive program including analysis, assessment and intervention to provide special education students with every possible educational opportunity.
Objective A: Evaluation process to determine a student’s eligibility and the appropriateness of special education or related services.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Achievement testing for analysis of progress/non-progress	Mrs. Habekott, Mrs. Waite, Mrs. Witschi	Aug-May	Local Funds	Assignments, Grades	Achievement test such as ITBS
Pre-referral programs and/or interventions	Individual student’s classroom teacher and Mrs. Wiederstein,	Aug-May	Local Funds	At-Risk documentation and classroom assessments	At-Risk documentation and classroom assessments
Pre-Assessment intervention screening	Mrs. Wiederstein	Aug-May	Local Funds	State required documentation	State required documentation
Post Assessment ARD meeting	Lanna Reeves, EPSSA Diagnostician, Jeanna Miller	Aug-May	EPSSA Contract (\$28,000)	State required documentation and ARD documentation	State required documentation and ARD documentation
Least Restrictive Environment	Mrs. Wiederstein,	Aug-May	Special Ed Block Grant .38 FTE (\$17,672)	ARD documentation and IEP	ARD documentation and IEP
Transition Plan for age appropriate students	Mrs. Reeves and Mrs. Wiederstein, Mrs. Miller	Aug-May	Local Funds	ARD and IEP	ARD and IEP
Annual Yearly Progress	Mr. James	Nov-May	None	AYP Report	AYP Report
Teacher’s Aide for individualized tutoring	Mr. James, Mrs. Millsap, and Mrs. O’Neal	Dec-May	Special Ed Block Grant 1.8 FTE (\$32,230)	Report Cards And Assignments	AEIS Report Card and SDAA II Test Rates
Utilize the RTI process to evaluate student’s progress or lack of progress	Mrs. Waite	Aug - May	Local Funds	RTI conferences, teacher progress reports, appropriate testing	RTI conferences, teacher progress reports, appropriate testing

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Goal IV: Special Education: Develop a comprehensive program including analysis, assessment and intervention to provide special education students with every possible educational opportunity.

Objective B: Provide related services to district identified special education students.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Appropriate assessment for related services	EPSSA, Hearing, Speech and Vision specialist	Aug-May	EPSSA Contract (\$28,000)	Diagnostician's documentation	Diagnostician's documentation
Aptitude testing	Mrs. Reeves, Mrs. Miller	Aug-May	Local Funds	Assignments, Grades	Vocational report and Oasis Test Report
Performance Report	Mr. James	Jan. 2017	Local Funds	AEIS report card to parents and community	AEIS report card to parents and community

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Goal V: Higgins ISD students will meet their full educational potential and will exceed state standards for exemplary performance in reading, writing, mathematics, English language arts, social studies, and science.

Objective A: Adequately serve the needs of any student identified with dyslexia enabling such student to meet state academic standards.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Provide for identification, evaluation and instruction of students with dyslexia.	Mrs. Habekott	Aug.-May	Locally created Dyslexia Policy	Teacher, Parent referral, assignments	Proper documentation for identification, placement and program evaluation
DIP Method for reversing reading failure	Mrs. Habekott	Upon student's identification	Local funds	Teacher preparation workshops and teacher evaluations	Teacher preparation workshops and teacher evaluations
Professional development for dyslexia contact person	Mrs. Habekott and Mr. James	Aug.	Local funds	ESC 16 workshops with certificate and teacher evaluation	ESC 16 workshops with certificate and teacher evaluation
Professional development for identification, referral and instruction	Mrs. Habekott	March	Local funds	Sign-in sheet, Lesson Plans	Sign-in sheet

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Goal VI: Ensure proper identification of gifted and talented students. Provide educational services, which will challenge student potential to the highest level.

Objective A: Identify GT students and provide them with the opportunity for a differentiated program which will challenge their exceptional ability.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Provide annual screening and GT placement	Mrs. Meller	Fall	Local Funds	Assignments, STAAR scores, Activities	Teacher, parent, student recommendations and GT placement committee
Staff development for GT screening process	Mrs. Meller	Aug.-May	Local Funds	Staff development sign-in sheets and teacher surveys	Staff development sign-in sheets and teacher surveys
Provide information to parents on GT activities via newsletter	Mrs. Meller	Aug.-May	Local Funds	Assignments, Newspaper	Parent Survey
Extra curricular options relevant to GT	Mrs. Meller	Aug.-May	Local Funds	Parent letters, Assignments	UIL contest, workshops, and field trips
Comprehension of student goals	Mrs. Meller	Aug.-May	Local Funds	Assignments	Student survey and teacher observation
Provide GT pullout program	Mrs. Meller	Aug.-May	State GT block grant .13 FTE (\$5,988)	Assignments, Lesson Plans, Rubrics, Portfolios	GT placement Committee evaluation, teacher evaluation, parent evaluation and student evaluation
Credit by examination	Mrs. Clark	Aug-May	Local Funds	Transcripts, As Needed	Transcripts
Professional development for identification, referral and instruction	Mrs. Meller	March	Local Funds	Sign-in sheet	Sign-in sheet
Dual Credit Classes	Ms. Hassler, Mrs. Clark	Aug/Jan	Local Funds	Transcripts	Transcripts

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Goal VII: Career Technology: Higgins ISD will provide students (Socio-economic, white, Special education) with the opportunity to develop new and innovative job skills to use in today's technological society.

Objective A: Offer a variety of school to work courses and career and technology courses to students in grades 7-12.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Career-Tech Curriculum	Mr. Thornton, and Ms. Hassler, Mr. Ryan Meller	Aug-May	None	Student enrollment, assignments, grade cards	Student endorsement and Drop Out Rate
Laptop Lab/Technology of integration in instructional program	Mr. Davis and Mrs. Habekott, Mr. Meller	Aug-May	Tech allotment (\$12,000) and local funds	Daily Sign out sheet of student usage. Lesson plans, Assignments	Sign out sheet of student usage
In-service technology training	Mr. James	Aug and March	Title II Part D (\$231)	Lessons plans, assignments	Sign in sheet
Technology training for administrative programs	Mr. James, Mrs. Allen,	Aug-May	Region 16	Certificate of attendance	Certificate of attendance
Vocational Agriculture	Mr. Thornton	Aug-May	Career and Technology State Block Grant (\$53,460)	Report cards, assignments	Report cards
Four-year plan for each high school student	Mrs. Clark	Aug-May	None	Copy in each student's file	Copy in each student's file
Concurrent Education Credit: gov't, economics, college algebra	Mrs. Clark, Frank Phillips College, TSVN	Sept.-May	Local Funds	Grades reported on transcript, assignments	Grades reported on transcript
Work study program for seniors	Mr. James	Aug-May	None	Graduation Rate, Letter from employers	Graduation Rate
Seventh grade Career Investigation class	Mr. Thornton	Aug-May	Career and Technology State Block Grant 1.0 FTE (\$53,460)	Assignments, activities	Student records and report cards
Eighth grade Keyboarding and Introduction to Computers class	Ms Hassler	Aug-May	None	Assignments, grades	Student records and report cards
Implementation and utilization of ASVAB Career testing	Mrs. Clark	November	None	ASVAB Report and Identification	ASVAB Report and Identification

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Goal VIII: Parent Involvement: Enhance and ensure a high level of parent involvement in a cooperative effort for educational excellence.

Objective A: Parents will be full partners with educators in the education of their children.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Parents included on SBDM team	Mr. James	Meeting dates three times per year minimum	Local funds	Meeting agendas and sign-in sheets, letters	Meeting agendas and sign-in sheets
Parents included on Technology Planning Committee	Ms. Hassler	Meet one time per year minimum	Local funds	Meeting agendas and sign-in sheets, letters	Meeting agendas and sign-in sheets
Title I parent/teacher compact	Mr. James and Title I teachers	Fall and Spring	Local funds	Meeting agendas and sign in sheet, letters	Meeting agendas and sign in sheet
Parent conferences	Mr. James and all teachers	At least once a year at elementary level and on an as needed basis for grades 6-12	Local funds	Conference documentation	Conference documentation
Parent survey	Mrs. Wiederstein and Mrs. Habekott	Nov.	Local funds	SBDM team survey	Survey results
Teacher survey	Ms. Meller	November	Local funds	Survey results	Survey results
Weekly calendar sent home with each student	Mrs. Allen	Aug-May weekly	Local funds	Parent survey	Parent survey
ARD meetings	Mrs. Wiederstein, Mrs. Miller	Aug-May	Special Ed Block Grant .38 FTE (\$17,672)	Signed IEPs	Signed IEPs
Family Reading Night	Mrs. Habekott	March	Local Funds	Newspaper, note home	Program and sign in sheet
Partners in Literacy Program	Ms. Habekott and Mrs. Rabon	September, October, and March	Local funds	Agenda and sign in sheet	Agenda and sign in sheet
Open House	Mr. James	November	None	Parent Survey	Parent Survey

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Goal IX: All students will attend school in a safe and drug free environment.

Objective A: Integrate drug and violence program in curriculum and consistently enforce Discipline Management Plan.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Student Code of Conduct	Mrs. Wiederstein, Mr. Neal and Mr. James	Distributed at enrollment	Local Funds	Discipline referrals	Signature page signed by students and parents
Discipline Management referrals	Mr. James	Aug-May	Local funds	6 weeks summation	Documented referrals
Anti-violence programs, suicide prevention, conflict resolution and violence prevention	Mr. James and Mrs. Wiederstein, Mrs. Clark	August and March	Local funds	Sign-in sheets and student evaluations	Sign-in sheets and student evaluations
ESC16 facilitator	ESC16 Becky Book	Aug-May	Title IV Part A Funds (\$542)	Region 16 contract	Region 16 contract
Health curriculum units grades K-5	Elementary teachers K-5	Aug-May	Local funds	Drug/Tobacco/Alcohol instruction, lesson plans	Drug/Tobacco/Alcohol instruction, lesson plans and student evaluations
Health curriculum units in high school science class	Mrs. Amaducci	Jan-May	Local funds	Drug/Tobacco/Alcohol instruction, lesson plans	Drug/Tobacco/Alcohol instruction, lesson plans and student evaluations
Staff training on safe and drug free schools and communities	Mr. James	Jan-May	Region 16 Title IV Part A (\$542)	Workshop certificate	Workshop certificate
Drug and Alcohol Prevention assembly	Mrs. Watson	Oct - May	Panhandle Crisis Center	Sign-in Sheet	Sign-in Sheet

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Goal X: All students (Socio-economic, white, Special education) will be given opportunities to obtain skills needed for post- graduation.

Objective A: Assist students in developing a curriculum plan to graduate on the recommended or distinguished plan and prepare beyond graduation.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Assist all students in grade 8-12 in developing a four-year plan to meet Recommended or Distinguished HS program	Mr. James and Mrs. Wiederstein, Mrs. Clark	Spring pre-enrollment and fall enrollment	Local funds	During enrollment	Copies of each individual's plan with student signature
Assist all students in grades 8-12 in developing a four-year plan to take college preparation courses	Mr. James and, Mrs. Clark	Spring pre-enrollment and fall enrollment	Local funds	During enrollment	Copies of each individual's plan with student signature
Maintain a graduation requirement checklist for each student in grades 9-12	Mr. James and Mrs. Clark	Update at end of each semester	Local funds	During enrollment	Copies of graduation requirement checklist
Provide opportunity to take dual credit college course	Mrs. Clark, Frank Phillips College,	Sept-May	Local funds	Each semester, Grades	Enrollment records and transcripts showing credit
Seventh grade Career Investigation class	Mr. Thornton	Aug-May	Career and Technology State Block Grant 1.0 FTE (\$53,460)	Assignments, Activities, grades	Student records and report cards
Eighth grade Keyboarding and Introduction to Computers class	Ms. Hassler	Aug-May	None	Assignments, Activities, grades	Student records and report cards
Assist students in 2014-15 freshman class develop a graduation plan that follows an endorsement area	Mr. James, and Mrs. Amy Clark	Aug – May	None	Check sheets and transcripts	Check Sheets and transcripts
Assist students in following their chosen endorsement plan once established	Mr. James, and Mrs. Amy Clark	Aug - May	none	Check sheets and transcripts	Check sheets and transcripts

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Goal X: All students (Socio-economic, white, Special education) will be given opportunities to obtain skills needed for post- graduation.

Objective B: Provide students and parents financial aid information for college.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Financial Aid Night Program	Mrs. Clark	November	Panhandle-Plains Higher Education Authority, Inc.	Computer posting on Parent Portal, Notes home	Sign-in sheet
Provide seniors and juniors with 2 days excused absences for college visitation days	Mrs. Clark	Aug-May	None	Arrange college days by counselor, check sheet for those using days	Excused absences note and district arranged tours of colleges
Provide all junior high and high school students with information about Texas Grant, Teach for Texas Grant, and other financial opportunities	Mrs. Clark	Fall and Spring	Local funds	Sign-in sheets and list of students receiving grants and scholarships	Sign-in sheets and list of students receiving grants and scholarships
Assist students in preparing grant and scholarship applications	Mrs. Clark	Aug-May	None	Check-sheets	Written record of each student assisted in applications
Provide seniors with opportunity to go to Perryton's College and Careers Day	Mrs. Clark,	Sept	Local funds	Excused field trip form	Excused field trip form
Attend other career days as offered	Mrs. Clark	Sept – May	Local funds	Excused field trip form	Excused field trip form
Assist students with FAFSA	Mrs. Clark	Sept - May	Local funds	Completed form	Completed form

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Goal XI: Teachers will receive high-quality professional development.

Objective A: All students will be taught by highly-qualified teachers by 2015-2016

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Teacher training to meet certification requirements for each class taught by each teacher.	Mr. James	2014-2015	Title II part A Teacher recruitment program (\$4,457)	Texas Teacher Certificate, Highly Qualified Worksheets	Texas Teacher Certificate
Technology trainings	Mr. Clark	August and March	Title II Part D (\$231)	Lesson Plans, assignments	Sign in sheet
Conflict resolution training (teaching students)	Mr. James	Jan-May	Region16	Workshop certificate	Workshop certificate
Review Discipline Management Plan and Student Code of Conduct	Mr. James	August	Local funds	Discipline referrals	Sing-in sheet
At-Risk Factors	Mrs. Wiederstein, Mrs. Habekott	Jan-May	Region16	Workshop certificate	Workshop certificate
Target to STAAR	Mrs. Witschi	October	Region 16	Assignments	Workshop certificate
Writing for STAAR	Mrs. Witschi and Mr. Kerr, Mrs Wiederstein	October	Region 16	Assignments	Workshop certificate
Staff training "Safe and Drug Free Schools and Communities"	Mr. James	Jan-May	Region16 Title IV Part A (\$500)	Discipline referrals	Workshop certificate
Professional development in the assessment program	Mr. James	August	Local funds	Assignments	Sign in sheet
Review of Site Based Decision Making plan	Mr. James	December and March	Local funds	Assignments, lesson plans	Sign in sheet

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Goal XII: Ensure proper identification of migrant students and provide educational services which will challenge student's potential to the highest level.

Objective A: Adequately serve and provide related services to identified migrant students.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Identification and placement of migrant students	Mrs. Waite Region XVI	Aug-May	Title I Part C Education of Migratory Students (\$2115)	Certificates of eligibility, reason of moving to district	Certificates of eligibility
Migrant identification and eligibility and training	Mrs. Waite Region XVI	Aug-May	Region 16 (\$2115)	Region 16 confirmation letter	Region 16 confirmation letter
ID&R	Mrs. Waite	Aug-May	Title I Part C Education of Migratory Students	Certification of Eligibility, Reason of moving to district	Certification of Eligibility
ID & R	Mrs. Waite	Aug-May	Title I Part C Education of Migratory Students	Certification of Eligibility, Reason of moving to district	Certification of Eligibility
NGS	Mrs. Waite	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Migrant Services Coordination	Mrs. Waite, Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Migrant Services Coordination	Mrs. Waite, Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Secondary Students	Mrs. Waite, Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Middle School Students	Mrs. Waite Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Middle School Students	Mrs. Waite, Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter

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Middle School Students	Mrs. Waite & Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Middle School Students	Mrs. Waite & Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Students in Grades 3-11	Mrs. Waite & Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Early Childhood/School Readiness	Mrs. Waite & Region 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
Out-of-School Youth	Mr. James, Mrs. Waite, and ESC 16	Aug-May	Title I Part C Education of Migratory Students	Region 16 confirmation letter	Region 16 confirmation letter
District Procedures	Mr. James, Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	District and SSA	District and SSA
Interstate Coordination	Mr. James, Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	District and SSA	District and SSA
Intrastate and Interstate Coordination	Mr. James, Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	District and SSA	District and SSA
Migrant Parent Advisory Council (PAC)	Mr. James, Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	District and SSA	District and SSA
Program Evaluation	Mr. James, Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	Parent Survey	Parent Survey
PEIMS Migrant Indicator Code	Mrs. Waite	Aug-May	Title I Part C Education of Migratory Students	PEIMS Errors	PEIMS Errors

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On a monthly basis, run NGS Priority for Services (PFS) reports to identify migrant children and youth who require access to MEP services.	Mrs. Waite	Aug-May	Title I Part C Education of Migratory Students	PSF Report	PSF 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. (State MEP will provide template.)	Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	SSA and District PFS	SSA and District PFS
PFS Action Plan must include	Mrs. Waite, ESC 16	Aug-May	Title I Part C Education of Migratory Students	SSA and District PFS	SSA and District PFS

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Goal XIII: Ensure proper identification of ESL students and provide educational services which will challenge student's potential to the highest level.

Objective A: Adequately serve and provide related services to identified ESL students.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Identification and placement of ESL students	Mrs. Waite	Aug-May	Local funds	Home language	Student records and enrollment data
LPAC training	Mrs. Waite	Aug-May	Region 16 and local funds	Workshop attendance certificate, meet as needed	Workshop attendance certificate
ESL Updates	Mrs. Waite	Aug-May	Region 16 and local funds	Workshop attendance certificate, meet as needed	Workshop attendance certificate

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Goal XIII: Ensure proper identification of Homeless students and provide educational services which will challenge student's potential to the highest level.

Objective A: Adequately serve and provide related services to identified Homeless students.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Identification and placement of Homeless students	Mrs. Slavin	Aug-May	Local funds	Speaking to students, Absences, Family life	Student records and enrollment data
Homeless identification and eligibility and training	Mrs. Slavin	Aug-May	Region 16	Workshop attendance certificate	Workshop attendance certificate

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Goal XVI: Ensure all students grades 6 – 12 will be trained to identify, receive counseling and provide parental training concerning Teen Dating Violence.

Objective A: Adequately serve and provide related services to all students grades 6 – 12 about Teen Dating Violence.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Provide “Teen Dating Violence” Program	High Plains Crisis Center	October - December	None	Speaking to students about dating and relationships	Sign-in sheet
Provide counseling as needed	High Plains Crisis Center	Weekly – every Wednesday	None	Number of students seen	Number of students seen
“Teen Dating Violence” Curriculum and Toolkit	Health and Science Teachers 6 - 12	Aug. - May	Local funds	Quizzes	Tests
Provide “Teen Dating Violence Awareness & Prevention” to parents	Mr. James and Mrs. Clark	May	Local funds	Parent sign-in sheet	Evaluation

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Goal XVII: Ensure that Higgins ISD retains highly qualified and or certified instructors and aides.

Objective A: Hire and retain highly qualified and/or certified teachers and aides.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Provide staff housing	Mr. James	Aug - July	Local funds	Contracts and certifications	Contracts and certifications
District pays over state level pay scale	Mr. James, school board	Aug - July	Local funds	Contracts and certifications	Contracts and certifications
District pays teacher's lunches	Mr. James, Mrs. Williams	Aug. - May	Local funds	none	none
District maintains clean, well funded classrooms	Mr. James and the school board	Aug - May	Local funds	Appearance of the facility	Appearance of the facility
District pays staff life insurance and a portion of the staff health insurance	Mr. James and the school board	Aug - May	Local funds	None	None

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Goal XVIII: Higgins ISD will encourage students to “Go Beyond” high school.

Objective A: The staff will provide awareness of opportunities for furthering student’s education.

Strategy/Activity	Staff Responsible	Timeline	Resources	Formative evaluation	Summative evaluation
Staff and students will be encouraged to wear college shirts and hats on Fridays	Mr. James	Aug - May	None	Awareness of participation	Awareness of participation
Tours of college campuses for High School students	Mr. James, Mrs. Clark	Aug - May	Local funds	Permission slips for excused field trips	Permission slips for excused field trips
Decorate rooms and offices with college banners and posters	All staff	Aug. - May	none	none	none
Make it possible for students to attend college events such as sporting events, homecoming events, theatre events	Mr. James and the high school staff	Aug - May	Local funds	Permission slips for excused field trips	Permission slips for excused field trips
Visits by college recruiters is encouraged	Mr. James, Mrs. Clark	Aug – May	None	Sign in sheet	Sign in sheet
Visits by military recruiters is encouraged	Mr. James, Mrs. Clark	Aug - May	None	Sign in sheet	Sign in sheet

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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	J a n	Summa tive Review	J u n e
Required Program Activities	a. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable	–	Accomplished? Yes No	–
						Progress	–		–
						Some	–		–
						Progress	–		–
						No Progress	–		–
						Discontinue	–		–
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	b. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable	–	Accomplished? Yes No	–
						Progress	–		–
						Some	–		–
						Progress	–		–
						No Progress	–		–
						Discontinue	–		–
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	c. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter,	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable	–	Accomplished? Yes No	–
						Progress	–		–
						Some	–		–
						Progress	–		–
						No Progress	–		–
						Discontinue	–		–
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	Administrators, Counselor							
d. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor	Within first grading period child enrolls; August 22- June 2	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No			
e. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No			
f. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No			

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

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m. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	Migrant Coordinator, Migrant Counselor, Administrator	March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No		
n. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	Migrant Coordinator, Migrant Counselor	May 1 through September 1	Student Performance Log, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No		
o. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	NGS Data Specialist, Migrant Coordinator	March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No		

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	p. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress Some Progress No Progress Discontinue	– –	Accomp lished? Yes No	– –	
	q. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	– –	Accomp lished? Yes No	– –	
	r. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator	Pink Copy of COE	July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	– –	Accomp lished? Yes No	– –

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Supplemental Program Activities--Secondary High School (Grades 9-12)	<i>Graduation Plan Support</i> --Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plan, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	— — — — — — — — — — —	Accomplished? Yes No	— — — — — — — — — — —
	<i>Credit Accrual</i> --Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	— — — — — — — — — — —	Accomplished? Yes No	— — — — — — — — — — —
	Supplemental Instruction--Tutoring in core content areas during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2016, March 2017, April 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	— — — — — — — — — — —	Accomplished? Yes No	— — — — — — — — — — —
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator,	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	Student Performance Log, NGS Supplemental	Considerable Progress Some	— — — — — — — — — — —	Accomplished? Yes No	— — — — — — — — — — —

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		Administrator, Counselor, Teacher, Educational Aide			Program Services report, tutorial sign-in sheet	Progress No Progress Discontinue			
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2016, March 2017, April 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No		
	<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2016-- application Winter 2016- 2017-- online course Summer 2017--trip	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No		
	<i>High School Leadership Retreat</i> --Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2016	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No		

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	get acquainted with and network with other migrant students from across the region.						- - - - -		- -
	<i>College Tours</i> -Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2017	Applications, Online Coursework, Agendas, presentation handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	- - - - -	Accomplished? Yes No	- - - - -
	<i>College and Career Fair</i> -Expose migrant students to various career options and learn the paths after high school graduation to attain selected career of interest.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2017	Agendas, presentation handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	- - - - -	Accomplished? Yes No	- - - - -
	Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	- - - - -	Accomplished? Yes No	- - - - -

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<p>Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</p>	<p>Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide</p>	<p>Reg 16 SSA MEP funds</p>	<p>August 1 through May 30, June 2017</p>	<p>Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet</p>	<p>Considerable Progress Some Progress No Progress Discontinue</p>	<p>Accomplished? Yes No</p>	
<p>Supplemental Instruction--Statewide student assessment Tutorials during the regular school day</p>	<p>Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide</p>	<p>Reg 16 SSA MEP funds</p>	<p>August 1 through May 30</p>	<p>Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet</p>	<p>Considerable Progress Some Progress No Progress Discontinue</p>	<p>Accomplished? Yes No</p>	
<p><i>School and Social Engagement</i>--Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face.</p>	<p>Migrant Interventionist, Migrant Coordinator, Administrator, Counselor</p>	<p>Reg 16 SSA MEP funds</p>	<p>March 2017</p>	<p>Agendas, presentation handouts, sign-in sheets, NGS Supplemental Program Services report</p>	<p>Considerable Progress Some Progress No Progress Discontinue</p>	<p>Accomplished? Yes No</p>	

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	<i>Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	
	<i>Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	
	<i>Supplemental Instruction--Statewide student assessment Tutorials during the regular school day</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	

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	<i>Health and Safety Day for grades 3-5--One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.</i>	Migrant Coordinator, Administrator, Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	May 2017	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	
Supplemental Program Activities--Early Childhood School Readiness Program (EE-Kindergarten)	<i>Supplemental Instruction--Center Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of program: District Pre-K</i>	Migrant Coordinator, School/Home Community Liaison, Pre-K Teacher	Non-MEP funds, Pre-K Curriculum	August 25-May 30	NGS enrollment records,	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	
Supplemental Program Activities--Support Services	<i>Identified Needs for Academic and Nonacademic Support Services--School Supplies</i>	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor	MEP funds	July 1 through June 30	School Supply list, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	Accomplished? Yes No	

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District Improvement Plan 2016-2017

<p><i>Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations</i></p>	<p>Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist</p>	<p>MEP funds</p>	<p>July 1 through June 30</p>	<p>NGS Supplemental Program Services report</p>	<p>Considerable Progress Some Progress No Progress Discontinue</p>	<p>Accomplished? Yes No</p>	
<p><i>Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education--Transportation to and from Parent Involvement and PAC meetings</i></p>	<p>Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist</p>	<p>MEP funds</p>	<p>July 1 through June 30</p>	<p>NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes</p>	<p>Considerable Progress Some Progress No Progress Discontinue</p>	<p>Accomplished? Yes No</p>	
<p><i>Other: Snacks and Meals for migrant students participating in off campus migrant activities--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.)</i></p>	<p>Migrant Interventionist, Migrant Youth Specialist, Migrant Counselor</p>	<p>Reg 16 SSA MEP funds</p>	<p>July 1 through June 30</p>	<p>Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report</p>	<p>Considerable Progress Some Progress No Progress Discontinue</p>	<p>Accomplished? Yes No</p>	