

FRIONA ISD

District Improvement Plan

2018/2019

It Takes A Tribe

Jimmy Burns, Superintendent
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FRIONA ISD Site Base

Name	Position
Alexander, Angela	Jr. High Counselor
Alexander, Chris	Community
Barnes, Karen	Special Programs
Barnett, Erin	High School Teacher
Berend, Sandra	High School Teacher
Burns, Jimmy	Superintendent
Carrillo, Erika	Parent
Daniels, Shanna	Jr. High Teacher
Davila, Leander	Community
Dominguez, Jessica	SPED Teacher
Ellis, Tracy	Community
Essex, Shilo	Primary Teacher
Galdean, Jesus	Jr. High Principal
Gammon, Tammy	High School Teacher
Geske, Candice	Jr. High Teacher
Gilley, Katie	Primary Teacher
Harkey, Susan	Primary Teacher
Jeter, M'kell	Elementary Principal
Johnston, Allison	High School Counselor
Kimbrough, Kim	Elementary Teacher
Mills, Esmerelda	Business
Montana, Erika	H.S. Principal
Murphree, Rhonda	Jr. High Teacher
Osborn, Deirdre	Primary Principal
Ott, Robin	PR/EL Teacher
Rodriguez, Martha	Elementary Teacher
Rosales, Daniel	High School Teacher
Smith, Shay	Parent
Welch, Linda	Elementary Teacher

FRIONA ISD Site Base

Name		Position	
Wilcox, Varla		Business	

FRIONA ISD

Mission

FISD will provide opportunities for all students to reach their potential and experience success.

Vision

Leading and inspiring our students for a lifetime of success.

Nondiscrimination Notice

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

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2018/2019 school year.)

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

Friona ISD Overview

Evaluation of Programs

Friona ISD became a District of Innovation (DOI), started in the school years of 2016-2017. This will enable the school to make local decisions concerning the school calendar and teacher certifications for the next five years.

The yearly program evaluation was conducted in the spring of 2018. Stakeholders were polled; the Primary campus had the highest percentage of parent survey responses at 70%. Student achievement data was reviewed. Based on the evaluations and teacher input, the third year of Instructional Rounds was considered a success and will be continued with a focus on problem of practice/questioning. Inclusion of special education students into core curriculum classes will continue as appropriate, along with Life Skills classes. An outside consultant will continue to help disaggregate data and make curricular decisions specifically to raise student achievement. A Special Programs Director position was added to oversee federal programs, student achievement and curriculum.

The Primary and Elementary campuses use Leveled Literacy Interventions and saw significant improvement in student achievement. The math interventionist position at the primary and elementary campuses, as well as the Academic Services position at the High School will continue to be funded, as these positions have proven to be successful in raising student achievement levels. Positive areas identified by the PBMAS are standards met in Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness.

The district implemented PowerWalks to help inform our administrators and staff of the instructional practices taking place in the classrooms in order to continually improve teaching practices. Classroom visits made by T-TESS evaluators may be used for the formal appraisal process, whereas visits made by PowerWalks teams are informal and used as examples of teaching excellence. Formal or informal feedback will be given for each walk-thru as appropriate.

All campuses met state accountability standards but areas of concern were noted. All campuses recognized the need for increased parental involvement and the influx of non-English speakers that require a great deal of classroom support. Parent meetings will be held targeting families of ESL/LEP/Migrant students to inform parents of what services are available and to make personal connections between the school and home. Translation services, along with Spanish language materials will continue to be added for additional grades as needed with the Instructional Materials Allotment, federal and local funds. Campuses will continue to use locally developed benchmarks and to disaggregate all testing data to make better informed decisions on student achievement. District-wide attention will be given to school safety and teacher retention.

Areas of concern, based on STAAR testing and other factors included in the PBMAS report are: grades 3-8 ESL scores in math, reading, science and social studies; grades 3-8 Title I social studies and writing; grades 3-8 Migrant science; grades 3-8 special education math, reading, science, and writing.; EOC LEP science and ELA passing rates; EOC special education passing rates in tested subjects.

SCE Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated instruction, Friona ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services which are supplemental to the regular education program for students identified as at risk of dropping out of school. All campuses Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School are schoolwide campuses, with at least 40% of the student population eligible for free and reduced lunch. The supplement SCE funds will be used to support the schoolwide program of upgrading the entire educational program. The district will add supplemental staff as needed to meet the needs of our At-Risk student population. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students.

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081.)

State compensatory education funds were authorized by the legislature to provide financial support for programs and/or services designed by LEAs to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, TEC, requires LEAs to use student performance data from the state's legislatively-mandated assessment instrument known as the tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

General Use of Funds

Friona ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 48% indirect costs and the 18% allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the ten components at the four district Title I, Part A schoolwide campuses -Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School-which exceed 40% low income students SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (English language arts, mathematics, science, social studies) and enrichment curriculum (e.g. languages other than English, health, Physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I Part A Schoolwide program Components at Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School so long as the campus continues to meet at the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local fund for conducting the regular education program and ensure that the intent and purpose of the SCE will be met. Friona ISD has adopted the thirteen criteria delineated in the Texas Code S29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services.

Necessary and Reasonable

All purchases made with state or federal grant funds will be:

- Necessary for the performance or administration of the grant;
- Must follow sound business practices
- Must follow procurement processes
- Must follow federal, state, and local laws;
- Must follow terms of the grant award;
- Fair market prices;
- Act with prudence under the circumstances;
- No significant deviation from established prices.

House Bill 5, 83rd Legislative Session, new TEC §28.0217 requires each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. FISD will offer accelerated instruction, which may occur before, during, after, or extended year opportunities.

House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject in which students fail to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation. FISD will separately budget and prioritize state compensatory education funding and any other funding necessary to sufficiently support the cost of additional accelerated instruction for students who fail to perform satisfactorily on an EOC assessment instrument. State compensatory education funds will not be used for any other purpose until the accelerated instruction is sufficiently funded. FISD will use program intent code 24 when coding additional accelerated instruction expenditures.

Identification Procedures

A student at risk of dropping out of school includes each student who is under 26 years of age and who

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument

administered during the current school year;

2.Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

Under House Bill 5 high school students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements.

3.Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.

4.Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5.Is pregnant or is a parent;

6.Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7.Has been expelled in accordance with §37.007 during the preceding or current school year;

8.Is currently on parole, probation, deferred prosecution, or other conditional release;

9.Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10.Is a student of limited English proficiency, as defined by §29.052;

11.Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12.Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13.Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

The superintendent, in consultation with each campus principal, shall appoint an At-Risk contact at each campus. Each contact is responsible to:

+Oversee process for identification of students

- +Maintain a list of identified students with qualifying criterion/criteria listed
- +Advise campus staff, as appropriate, of the status of identified students
- +Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- +Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- +Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- +Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- +Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

The district shall establish uniform procedure for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State. Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee, shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed. Student data to be reviewed shall include, but may not be limited to, the following:

- +For primary students only-students' performance on a readiness test or assessment instrument administered during the current school year (e.g. TPRI)
- +For students in grades 7-12 only - student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance of grades within the current year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-Risk)
- +Retention rates
- +Performance on state assessments, inclusive of TAKS and other statewide tests, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- +Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-first if this criterion is the only qualifying criterion)
- +Expulsion records (current or preceding year)
- +To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- +Previous dropout information
- +LEP status
- +CPS referrals
- +Homeless status
- +Residential facility placement date (preceding or current year)

Provision of Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- +Intensive remediation services for state assessments
- +Extended learning opportunities (e.g. before-, during-, and/or after school tutoring sessions)
- +Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery-like services)
- +Counseling sessions
- +Peer, teacher, community-member mentoring session
- +ACT/SAT preparation sessions for identified students
- +Teen parenting sessions
- +Training sessions for parents of identified students
- +Intensive, supplemental reading programs
- +Study skills sessions
- +Self esteem enhancement sessions
- +Summer enhancement programs
- +Individualized instruction
- +Extended early childhood programs
- +Goal setting sessions
- +Class-size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measure for timely monitoring of student's progress. Such measure may include:

- +Periodic interviews with service providers
- +Written progress reports
- +Review of subject area performance
- +Periodic benchmark assessments
- +Review of six-week failure lists

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum on readiness test, on state assessments, pregnancy or parent status, expulsion time frame, LEP status, residential placement time frames), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- +110% level of satisfactory performance on state assessments
- +Promotion records
- +Maintenance of passing grades with a score of 70 or greater
- +Residential placement status
- +Condition of pregnancy or parent status
- +Alternative education program placement time frame

+LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contact, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on mandated state assessments; and
2. The disparity in the rates of high school completion.

Other evaluation measure may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in each campus plan/evaluation. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

Other Services/Funds Utilized

In addition to the strategies listed within the campus tables included, Friona ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. These are found within the District and Campus Improvement Plans. As well, other special state and federal funds support additional initiatives designed to support all students, particularly those in greatest need.

Other sources of support might include but is not limited to:

- Title I Part A
- Title I Part C
- Title II Part A
- Title III Bilingual/ESL
- Title IV Part A
- High School Allotment
- State Bilingual Allotment
- PreK

FRIONA ISD

Goal 1. FISD focus will be on student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups. 100% of campuses will "Meet Standard" as defined by the TEA. FISD will increase the number of students meeting grade level proficiency by 10%.

Objective 1. Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue working on vertical teaming (TCMPC) to align core subjects, (reading, writing, science, social studies and math curricula) for Pre-K-12 with TEKS and state assessments. A coherent curriculum with vertical alignment and other transition activities for PreK and K will be maintained. Instructional Materials Allotment funds will be used to effectively meet student needs through curriculum and technology. (Title I SW: 1,10) (Target Group: All, ESL, LEP) (Strategic Priorities: 2)	Assistant Principal, Director of Technology, Principal, Special Ed Director, Special Programs Director, Superintendent(s), Teacher(s)	professional development embedded in PLC	(F)IDEA Special Education-District, (F)TCMPC TX Curriculum Mngmt. Program Contract, (F)Title I-District, (F)Title III-District, (O)Region 16 ESC, (S)IMA-District, (S)Special Ed-District, (S)State Compensatory-District	Summative - State Assessment Scores, TPRI TCMPC Contract Participation of campuses in vertical/horizontal teaming activities. Coherent curriculum and transition activities for PreK-K
2. Provide staff development for all staff. Focus areas will be: updated TEKS, state assessments data analysis, instructional framework including but not limited to: locally approved and adopted lesson plans that address T-TESS requirements, instructional rounds with focus on questioning techniques, guided reading. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	Summer/Fall 2017-18	(F)DMAC Contract, (F)Title IIA-District, (F)Title III-District, (O)Region 16 ESC, (S)Technology	Summative - Principals' observation of strategies being used in the classroom. T-TESS, improved student achievement on state and local assessments.
3. Facilitate a comprehensive needs assessment of ongoing district-wide data by campus, teacher and student. All ten Title I schoolwide components will be addressed in each plan. Data disaggregation by sub-groups to determine effectiveness of programs in meeting underserved populations. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Outside Consultant, Principal, Special Programs Director, Superintendent(s)	May-August	(F)IDEA Special Education-District, (F)Title I-District, (L)RtI/LLI, (O)Region 16 ESC, (S)Local, (S)Special Ed-District, (S)State Compensatory-District	Summative - Use of state assessment item analysis reports AEIS, PBMAS, and TAIS data disaggregation. Use of survey item analysis for Parents, staff, and students needs assessment. Rigor and relevance: 100% of TEKS are met. Title I checklist of addressed components in DIP/CIP. Meeting sign-in sheets. Dates of periodic progress review.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Optimize use of all staff and efficient scheduling at all campuses to ensure that all areas and special needs are being addressed, including gifted and talented, dyslexia, 504, and bilingual/ESL. (Title I SW: 3.5) (Target Group: H, ESL, Migrant, SPED, GT, AtRisk) (Strategic Priorities: 1)	Assistant Principal, Dyslexia specialist, ESC 16, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	July-August	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Summative - Programmatic assessments, state assessment data, benchmark tests, student writing samples, IEPs
5. Facilitate training in DMAC use for teachers to disaggregate assessment data and offer targeted student instruction by campus, class and student. Data disaggregation will be used to determine gaps in curriculum and evaluate teaching strategies. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Programs Director, Superintendent(s)	August & January or as available/needed	(F)DMAC Contract, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (L)Rtl/LLI, (S)Assessment Data, (S)Local, (S)Technology	Summative - Staff Development agendas Data disaggregated and disseminated Ongoing evaluation of student scores and benchmarks DMAC contract
6. Facilitate staff development, including paraprofessionals as appropriate, and program coordination (travel to workshops and conferences such as TCM/PC; bringing in recognized experts to LEA) and supplemental and/or additional staff for all campuses as needed to improve all student achievement and specifically addressing all at-risk students, 504, LEP, Hispanic, Bilingual/ESL, Migrant, special education, credit recovery, GT, and dyslexic students. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	As scheduled	(F)DMAC Contract, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (S)Local, (S)State Compensatory-District	Summative - Campus Improvement Plans implemented, Staff Development, Classroom Observations following staff development progress reports and grades for students workshop agendas and certificates; supplemental staff hired

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- Objective 1.** Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. To close the gap in all subjects for at-risk, bilingual/ESL, PFS migrant and special education students. Grades and progress reports will be reviewed each reporting period by counselors and principals. Extended day and/or year opportunities will be available at all campuses. Focus will be on academic vocabulary development. At Primary Campus 3-Tier RTI Model, LLI, programs such as Fountas & Pinnell Reading Level Benchmarks, Reading Recovery, tutoring, summer school, translation services, Content Mastery/Resource, Istation, ESL/Bilingual services, Bilingual summer school, Guided reading and writing will be used. At Elementary 3-Tier RTI Model, programs such as DynEd, Buddy Readers, iStation Reading and Math, IXL Math, Learning A-Z, Guided Reading, Leveled Literary Interventions (LLI), tutoring, STAAR Remediation and Summer School, will be used. Supplemental staff hired as needed. Supplemental instructional materials purchased as needed. (Title I SW: 9,10) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Strategic Priorities: 2,4)	Academic Services , Assistant Principal, Core Subject Teachers, Counselor, ESC 16, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	Each 3/6- Week Grading Period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (S)State Compensatory-District	Summative - 3 & 6 week Grades Benchmark Test Improved student performance Documentation of supplies purchased Maintain supplemental staff positions Student Rosters

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. To close the gap in all subjects for at-risk, bilingual/ESL, PFS migrant and special education students. Grades and progress reports will be reviewed each reporting period by counselors and principals. Extended day and/or year opportunities will be available at all campuses. Focus will be on academic vocabulary development. At the Jr. High extended-day program, tutorials, extended school year, counseling/migrant counseling, Learning.com Tech apps, iStation Reading, Think Through Math, DYNED, Dyslexia, Odysseyware, 3 tier RtI, Learning Lab access, and other CAI may be used. At the High School STAAR Remediation, tutoring, summer school, migrant summer school, Odyssey Ware, MEP counseling, MEP Leadership, Mentoring Excellence (ME), Tribal Council, Post Graduate Guidance, Chieftain Challenge, Pride Tribe (Title I SW: 9,10) (Target Group: ESL, Migrant, LEP, SPED, AtRisk) (Strategic Priorities: 2,4)	Academic Services , Assistant Principal, Counselor, ESC 16, Migrant Coordinator, Migrant Counselor, Principal, Special Ed Director, Special Programs Director, Superintendent(s), Teacher(s)	Each 3/6 Week Grading Period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (S)CTE Funds-District, (S)State Compensatory-District	Summative - Student 3 & 6 week Grades Benchmark tests Improved student achievement on TAIS Documentation of supplies/CAI purchased Counselor records Student Rosters
9. Teachers will accelerate students in math and science to close the gap for migrant, Hispanic, bilingual/ESL at-risk and special education students by utilizing small group instruction, RTI, accelerated math, tutorials, RCEMT/RCEST Math Science, CAI, and assess benchmark programs. Supplemental staff hired as needed. (Title I SW: 1,9) (Target Group: H, W, AA, ECD, ESL, Migrant, LEP, SPED, GT, CTE, AtRisk) (Strategic Priorities: 2,3,4)	Assistant Principal, Counselor, Director of Technology, Dyslexia specialist, ESC 16, Principal, Special Ed Director, Special Programs Director, Teacher(s)	Each 3/6 weeks reporting period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)Special Ed-District, (S)State Compensatory-District, (S)Technology	Summative - Student Benchmark/Progress Reports Improved grades/state assessment results for target groups in core curriculum areas. Graduation Rate Promotion Rate; supplemental staff hired

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- Objective 1.** Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Teachers will accelerate students in writing to close the gap for migrant, bilingual/ESL, Hispanic, at-risk, and special education by utilizing interventions programs at High School, Jr. High, Elementary, and Primary schools. Supplemental staff hired as needed. Programs may include: IStation Reading/Math, Think Through Math, DYNED, Read Naturally, Reading Coach, Accelerated Reader, small group instruction, TPRI, IXL, After-school tutorials, RCEMT/RCEST, Study Island, Raz-Kids, MTA, Achieve 3000, Ed Helper and Dyslexia. (Title I SW: 1,10) (Target Group: All, H, LEP) (Strategic Priorities: 2,3,4)	Academic Services , Counselor, Dyslexia specialist, ESC 16, Migrant Counselor, Outside Consultant, Principal, Rtl Staff, Special Ed Director, Special Programs Director, Teacher(s), Technology Coordinator	3/6-week Grading periods	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Outside Consultant, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Summative - Student Benchmark/Progress Reports Improved grades/state assessment results for target groups Graduation rate Promotion rate Meet TAIS standards Supplemental staff hired

FRIONA ISD

- Goal 1.** FISD focus will be on student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups. 100% of campuses will "Meet Standard" as defined by the TEA. FISD will increase the number of students meeting grade level proficiency by 10%.
- Objective 1.** Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Facilitate implementation of state assessments plan of action including IEP for special education students for all students in at-risk situations and especially those at-risk of not passing state assessments-including but not limited to STAAR prep classes, additional intervention staff, reduced class size, classroom supplies, tutoring small groups of students by objective, RTI, homebound, and counseling students individually about the importance of passing state assessments as a requirement to pass to the next grade and to graduate. Home visits by staff to involve parents in the education of their children and to stress importance of parental input Students that are in the following identified groups will have priority of services: Title I School-wide Bilingual/ESL/LEP/Special Education 504 Hispanic Career and Technology Early Childhood Dyslexia Economically Disadvantaged Gifted and Talented Homeless At-Risk/DAEP Pregnancy Related Services Test Prep PFS Migrant Students (Title I SW: 6.9) (Target Group: All) (Strategic Priorities: 4)	Counselor, Director of Technology, ESC 16, MEP Staff, Outside Consultant, Principal, School Nurse, Special Ed Director, Special Programs Director, Teacher(s)	As appropriate	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rt/LLI, (O)Region 16 ESC, (S)Assessment Data, (S)CTE Funds-District, (S)Local, (S)Special Ed-District, (S)State Compensatory-District	Summative - Class Schedules Documentation of additional staff hired Documentation of supplies and subscriptions purchased Progress Reports/Grades Increased levels of achievement in TAIS Graduation Rate Increased

FRIONA ISD

Goal 1. FISD focus will be on student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups. 100% of campuses will "Meet Standard" as defined by the TEA. FISD will increase the number of students meeting grade level proficiency by 10%.

Objective 1. Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. To close the gap in all subjects for PFS migrant and all migrant students. Grades and progress reports will be reviewed each reporting period by counselors and migrant counselors for all PFS migrant students. Extended year opportunities will be available at all campuses. Supplemental staff hired as needed. Jr. High and High School will have migrant career exploration and study skills curriculum. Bright Beginnings a Migrant Education Program which serves 3 year MEP students in the home will continue to be implemented. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 4)	Academic Services , Counselor, MEP Staff, Principal, Special Programs Director, Teacher(s)	Each 3/6 Week Grading Period	(F)IDEA Special Education-District, (F)MEP Funding-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rt/LLI, (O)PLCs, (O)Region 16 ESC, (S)Local	Summative - Student Grades Benchmark Test State Assessment Data Improved student performance Documentation of supplies purchased Meet TAIS standards Supplemental staff hired
13. The district will incorporate scientifically based research strategies such as on-site staff development for sheltered instruction, vocabulary acquisition, WOW/WELLS and Instructional Rounds that strengthen the core academic program in schools served by Friona ISD. Translator devices and services will be used to provide translation services to English Learner students and parents. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	ESC 16, Outside Consultant, Principal, Special Programs Director	August-May	(F)IDEA Special Education-District, (F)RLIS, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rt/LLI, (O)PLCs, (O)Region 16 ESC, (O)Release Time, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Summative - improved student achievement levels documentation of implementation sign in sheets for PD increased parental involvement

FRIONA ISD

Goal 1. FISD focus will be on student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups. 100% of campuses will "Meet Standard" as defined by the TEA. FISD will increase the number of students meeting grade level proficiency by 10%.

Objective 1. Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
14. FISD has designated a district contact (DCSI) for School Improvement. The position will be held by the superintendent. Roles and responsibilities of DCSI will be carried out according to the Texas Accountability Intervention System as a Support School. Technical assistance will be provided by a PSP and TCDSS . (Title I SW: 2,9) (Target Group: All, H, LEP) (Strategic Priorities: 4)	Superintendent(s)	August 2016-July 2017	(S)Local	Summative - ESC training, certificates of attendance Meet TAIS standards
15. Continue the LEA's Instructional Rounds Culture, with a focus on questioning skills. To deepen knowledge about development in content areas, knowledge about the improvement of instruction and creating a common instructional framework. Professional development will be provided to deepen staff's understanding of the Problem of Practice and essential questions. (Title I SW: 4) (Title I TA: 1,4) (Strategic Priorities: 1,3,4)	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Programs Director, Superintendent(s), Teacher(s)	Aug 2017- July 2018	(F)Title IIA Principal and Teacher Improvement	Summative - ESC Training Certificates, certificates of attendance, Improved student performance
16. An Individual Graduation Committee (IGC) will be created for any student failing up to two EOCs required for high school graduation. (SB 149) (Title I SW: 6,8,9) (Target Group: 11th, 12th) (Strategic Priorities: 2,3,4)	Academic Services , Assistant Principal, Counselor, Parents, Principal, Students, Teacher(s)	end of 11th or 12th grade year	(S)Local	Summative - Student will graduate from high school. Meeting notes and sign-in sheets.

FRIONA ISD

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- Objective 1.** Need addressed: Educate all FISD students. Objective: In 2018-2019 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System. In 2018-2019 increase by 10% number of students who Meet Grade Level Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. ESSA Foster Care requirements will be met. LEA will collaborate with State and Local child welfare agencies to designate point of contact and develop clear written procedures governing transportation. Students will be able to remain in school of origin if in best interest of child. Transportation will be cost-effective and in accordance with the Social Security Act; if additional transportation costs are incurred, the LEA will provide transportation to the school of origin if: a)the local child welfare agency agrees to reimburse the LEA for cost of transportation; b) LEA agrees to pay for transportation; c) LEA and welfare agency agree to share cost of transportation. (Title I SW: 9,10) (Target Group: All)	Academic Services , Campus Office Staff, Counselor, Foster Care Point of Contact, Local Child Welfare Agency, Principal, School Nurse, Transportation Director		(F)Title I-District, (S)Local	Summative - All students in foster care will be educated in the school of origin as practicable. Transportation logs, foster care records, reimbursement records
18. FISD will implement Power Walks by Lead Your School to support The Fundamental Five. This will support instructional coaching and improve instructional practices. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal, District Office Staff, ESC 16, Outside Consultant, Principal, Special Program Director, Superintendent(s), Teacher(s)	August-May	(F)RLIS, (F)Title I-District	Summative - Establish baseline data

FRIONA ISD

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- Objective 2.** Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2018-2019. Continue to explore new teaching and learning methods for English Learner (EL) students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of common vocabulary across curriculum areas. Activities may include but are not limited to: word walls, in all regular and special ed classrooms, Spanish/English cognates, vocabulary sponge activities, graphic organizers, community involvement, flashcards, explicit vocabulary teaching, pre-teaching, reading in content areas, journaling and vocabulary differentiation for BE/ESL students. (Title I SW: 1,2) (Target Group: H, ESL) (Strategic Priorities: 2,3)	Assistant Principal, Educational Aide, Outside Consultant, Principal, Teacher(s)	Aug- June	(F)Title I-District, (S)Local	Summative - documentation of materials purchased and used; lesson plans; principal walkthroughs, improved state assessments results
2. Students will be scheduled into Rt/LLI classes for intervention activities to support core curriculum and state assessment preparation on all campuses. Specific campus activities may include supplemental staff, modified block scheduling, pull-out intervention programs, and peer support; evaluation of Tier II and III student progress at weekly intervals at campus levels. Supplemental staff hired to support activities. (Title I SW: 2,9) (Target Group: H, ESL) (Strategic Priorities: 2,4)	Assistant Principal, Counselor, Principal, Teacher(s)	Aug - May	(F)Title I-District, (S)Local, (S)State Compensatory	Summative - Decrease student failures; continuous improvement of tests, improved TAIS achievement rates; supplemental staff hired
3. Concentrated and increased efforts by all campuses and administration to increase parental involvement. MEP staff will visit all migrant households at least once per semester. Calls or home visits for every student failing to make adequate progress at 3/6 week grading periods. (Title I SW: 6,10) (Target Group: ESL, Migrant, LEP) (Strategic Priorities: 4)	Assistant Principal, Counselor, Migrant Counselor, Migrant Recruiter, Principal, Teacher(s)	Aug - June	(F)MEP Funding-District, (F)Title I-District, (S)Local	Summative - Attendance reports, sign-in sheets, home visit logs
4. Adequate number of certified bilingual staff in all grades. (Title I SW: 1,3) (Target Group: ESL) (Strategic Priorities: 1,2,4)	Principal, Superintendent(s)	Aug-June	(F)Title IIA-District, (S)Local	Summative - Teacher certifications STAAR Data

FRIONA ISD

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- Objective 2.** Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2018-2019. Continue to explore new teaching and learning methods for English Learner (EL) students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All core curriculum teachers will be furnished with list of BE/ESL students on their class rosters and language proficiency level of each student within three weeks of enrollment. (Title I SW: 9,10) (Target Group: ESL) (Strategic Priorities: 2,4)	Counselor, ESL Teacher, Principal	upon enrollment	(F)Title III-District, (S)Local	Summative - Increased language acquisition by students; STAAR and TELPAS Data
6. FISD LPAC Committee will: 1. Meet 20 days after the start of a new year plus two more times during the year. 2. Have consistent Norm Reference test across district. 3. Make assessment decisions on an individual student basis 4. Monitor progress of ELLS and the linguistic supports in the classroom (Title I SW: 6,8) (Target Group: H, ESL, LEP) (Strategic Priorities: 4)	Counselor, LPAC Committee, Principal	August - May	(F)Title III-District	Summative - Sign in sheets, Agendas, minutes, Student assessment status, Student progress status STAAR Data, DMAC Data, Benchmarks, home language surveys, progress reports.

FRIONA ISD

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- Objective 3.** 2018-2019 FISD will continue to increase parental involvement in school activities, volunteering, planning and work collaboratively with business and community partners to provide opportunity for increased student learning and success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve all stakeholders in shared partnerships and mutual responsibility for student learning by providing opportunities to increase parental involvement (possibly including but not limited to the following): communicate through newsletters in language of the home; Provide after-school programs that include parenting training; Provide training for parents in use of technology; Service Learning Projects ESL classes for parents (Title I SW: 6,7) (Target Group: All, Migrant) (Strategic Priorities: 4)	Assistant Principal, Counselor, Parent Volunteers, Principal, Teacher(s), Technology Coordinator	As scheduled	(O)Region 16 ESC, (S)Local	Summative - Activity Sign in sheets increased parent involvement
2. Provide opportunities to increase parental involvement: Parent Compacts Parent-Teacher conferences Correspondence in language of home Bilingual office staff on campuses Open Houses Two Migrant PAC Meetings Parents attend Local Conferences (MEP) Bright Beginnings Parent Meetings Offering English classes to ESL/Immigrant and adult students (Title I SW: 6,7) (Target Group: All, Migrant) (Strategic Priorities: 4)	Campus Office Staff, Core Subject Teachers, ESC 16, Migrant Coordinator, Parents, Principal, Teacher(s)	2 Meetings per year minimum/as scheduled	(F)Title I Part C-District, (F)Title I-District, (S)Local	Summative - Activity Sign In sheets Increased parent involvement Parent Attendance to conferences
3. Promote business/community involvement through options that might include: District and campus committee memberships, district/campus planning, campus newsletters, district/campus websites, volunteers at school events, media releases and service learning projects (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 3,4)	Academic Services , Assistant Principal, Booster Clubs, Community Businesses, Counselor, CTE Teachers, ESC 16, Migrant Coordinator, Parent Volunteers, Principal, Special Ed Director, Student Leaders, Teacher(s)	monthly/as appropriate	(S)Local	Summative - Summative-sign in sheets; increased parent and community involvement in school activities and volunteering

FRIONA ISD

Goal 2. For 2018-2019 school year, FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 1. Need addressed: Increase attendance rate on all campuses and increase the number of students meeting post-secondary readiness. All campuses will develop policy/programs to 1) increase attendance, completion rate and/or graduation; 2) decrease dropouts and leavers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses will provide attendance incentives to recognize students with perfect and or/high attendance. Communications with parents will be priority. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	Every 6 weeks	(S)Local	Summative - Attendance Rate Dropout Rate
2. The campus principal or vice-principal will serve as the truancy prevention facilitator. They will provide truancy interventions that may include but are not limited to: behavior modification plans, school-based community service, counseling, mediation, mentoring, teen court, or other community based programs (TEC 25.015). Each campus will initiate truancy prevention measures when a student has failed to attend school without an excuse on 3 or more days or parts of days in a 4 week period. (HB2398) (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	As needed	(S)Local	Summative - Improved Attendance rate Dropout Rate Documentation of activities
3. Provide dropout prevention and recovery through the following: Counseling Services Migrant Counseling Services Pregnancy-related services Baby Think it Over Program Services for school-age parents Extended day and year learning opportunities Credit Recovery Lab GED Services Summer School Dropout Reduction Plan Service Learning Projects (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 3,4)	Assistant Principal, Counselor, Principal, Superintendent(s), Teacher(s)	Per Occurrence	(F)Title I Part C-District, (F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Dropout Rate Leaver reports credits recovered graduation rate
4. Staff will be trained in sheltered instruction methods at all campuses. (Title I SW: 4,10) (Target Group: All, ESL) (Strategic Priorities: 1)	ESC 16, Outside Consultant, Principal	as scheduled/yearly for new hires	(F)Title I-District, (F)Title III ESC contract, (F)Title III-District, (S)Local	Summative - Increased language acquisition by students; STAAR/EOC data, TELPAS, Title III data, TPRI data

FRIONA ISD

Goal 2. For 2018-2019 school year, FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 2. Use of SCE funds to improve student performance through direct instructional services to students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction will be offered to any student in grades 3-8 and High School that fails to perform satisfactorily on a state assessment measure that is required for graduation and/or promotion. This instruction will be offered free of charge to students, but students may be required to participate in accelerated instruction that is offered outside of the normal school day or year. This is a separate budget, with a program intent code of 24. Supplemental staff may be hired. (Title I SW: 9,10) (Target Group: All, AtRisk)	Academic Services , Counselor, District Office Staff, Principal, Special Programs Director, Superintendent(s)	August and each reporting period	(S)Assessment Data, (S)FTEs and Salary Allocations, (S)State Compensatory-District	Summative - CNA; public hearing; FTEs; improved student achievement data; attendance rosters; accelerated instruction schedules; supplemental staff hired
2. SCE direct cost funds (52%) will be used to hire certified and non-certified staff members to provide direct instruction that is supplemental to regular instructional program. These staff members will provide learning opportunities for students identified as at-risk for dropping out of school or need of academic achievement improvement on the SCE school-wide campuses. These opportunities may include but are not limited to: extended day, extended year, one to one tutoring, temporary alternative educational placement (both non-disciplinary and disciplinary programs), assisting with classroom management, computer lab assistance, instructional support under supervision of certified staff. These activities offer the at-risk student more individualized instruction, based on their specific needs in meeting the academic standards set by the state and LEA. The duties are outlined in TEC,42.152. Class schedules and signed job descriptions will be maintained as documentation. (Title I SW: 1,9) (Target Group: AtRisk)	District Office Staff, Principal, Superintendent(s)	as needed	(S)Assessment Data, (S)Local, (S)State Compensatory	Summative - payroll records; class schedules; signed job descriptions; improved student achievement; decreased student drop out rate; CNA results;

FRIONA ISD

Goal 2. For 2018-2019 school year, FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 2. Use of SCE funds to improve student performance through direct instructional services to students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. SCE administrative central office staff, and other allowable SCE non-instructional salaries/activities and supplemental staff, will be paid out of the 48% SCE indirect costs. (Title I SW: 10) (Target Group: AtRisk)	District Office Staff, Superintendent(s)	as needed	(S)State Compensatory-District	Summative - signed job descriptions, payroll records, improved student achievement, attendance and drop out records; CNA; supplemental staff hired
4. SCE Program and student progress will be monitored and evaluated at least once each 3/6 weeks grading periods and state assessment scores once per semester. Changes in student status will be shared with appropriate staff members. Student placement changes will be made as needed. (Title I SW: 9,10) (Target Group: All, AtRisk)	Academic Services , Assistant Principal, Counselor, Principal	Minimum of each grade reporting period	(O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Local, (S)State Compensatory	Summative - Review of grades each reporting period (3/6 weeks); review of state assessment results; review of dropout rate; review of benchmark tests; review of changes in student status
5. The superintendent, in consultation with each campus principal, shall appoint an At-Risk contact at each campus. Each contact is responsible to oversee identification of students, maintain list of at-risk students, advise campus staff of student status, timely review of student progress, oversee semi-annual review of student data, collaborate with staff to provide services, conduct annual evaluation of program and staff development sessions. The educational decision maker and caseworker of any child in DFPS Managing Conservatorship will be notified any event that may significantly impact the child's education. (Title I SW: 9,10) (Target Group: All, AtRisk)	Academic Services , Assistant Principal, Counselor, Principal, Special Programs Director, Superintendent(s)	as appropriate	(L)Rtl/LLI, (O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Assessment Data, (S)State Compensatory	Summative - Students appropriately identified and placed in SCE programs; student progress data reviewed in timely fashion; appropriate staff development trainings scheduled and delivered; SCE program evaluated yearly; campus staff informed of student status

FRIONA ISD

- Goal 2.** For 2018-2019 school year, FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 2. Use of SCE funds to improve student performance through direct instructional services to students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. SCE records kept electronically for a minimum of five years. Only staff with educational need to know will have access to student records. Documentation will include items such as state assessment scores, local assessments, student placement, FTEs, and anecdotal notes as appropriate. (Title I SW: 10) (Target Group: All, AtRisk)	Campus Office Staff, District Office Staff	as appropriate	(O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Assessment Data, (S)FTEs and Salary Allocations, (S)State Compensatory	Summative - Documentation records retained for minimum of 5 years

FRIONA ISD

Goal 3. For 2018-2019 all FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning. School safety is a primary focus of the LEA.

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2018-2019. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student handbooks in English/Spanish to students and parents to ensure awareness of discipline policies, procedures, and health requirements. Handbooks will be available both in paper and digitally. (Title I SW: 1,6) (Target Group: All)	Assistant Principal, Counselor, Principal, Special Programs Director	upon enrollment	(S)Local	Summative - Reciept/signature of student handbooks; Reduced absences and discipline referrals
2. Provide students and parents with a copy and explanation of the drug testing policy and procedures. (Title I SW: 1,6) (Target Group: All)	Assistant Principal, Counselor, Principal	Enrollment	(S)Local	Summative - Sign-in sheets Reduced incidence of drug issues
3. Teachers are trained on implementation of conflict resolution/discipline strategies and code of conduct during teacher in-service. Stakeholders will be trained in dating violence/bullying prevention. Each campus has a core team trained in restraint and positive behavior support. (Title I SW: 6,9) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Superintendent(s)	August/as scheduled	(F)IDEA Special Education-District, (S)Local	Summative - Sign-in sheets; CPI workshops certificates; discipline reports;
4. Implement Emergency Operations Plan and Practice Emergency Drills (Title I SW: 9,10) (Target Group: All)	Assistant Principal, Principal, Superintendent(s)	Monthly	(S)Local	Summative - Emergency preparedness report
5. Improve overall health, nutrition and fitness of students through free breakfast and lunch for all students, participation in Fitnessgram program (individual student performance levels available to parents upon request) and mandated physical education classes and staff training. Nutrition will be integrated into health education or core curriculum. (Title I SW: 1,6) (Target Group: All)	Cafeteria Staff, Principal, Superintendent(s), Teacher(s)	Daily	(S)Local	Summative - Food service records Fitnessgram data staff training certificates master schedules showing p.e. classes
6. Cardiac Pulmonary Resuscitation training will be required for all coaches, bus drivers, cheerleading sponsors, and teacher sponsors (Title I SW: 9,10) (Target Group: All)	Outside Consultant, Principal, School Nurse	June-Aug	(S)Local	Summative - Sign-in sheets Certification records

FRIONA ISD

Goal 3. For 2018-2019 all FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning. School safety is a primary focus of the LEA.

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2018-2019. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide disinfectant and cleaning supplies as well as parental information to prevent/decrease spread of communicable diseases on all campuses and through nurse's office and custodial staff. (Title I SW: 6,10) (Target Group: All)	Maintenance Director, School Nurse	Daily/as needed	(S)Local	Summative - Attendance records Nurses records
8. All staff will report suspected child abuse or neglect, including trafficking of a child, as required by law. (HB 10) (Title I SW: 10) (Target Group: All)	Assistant Principal, Counselor, Principal, School Nurse, Teacher(s)	Each occurrence	(S)Local	Summative - documentation of reporting to authorities
9. School Health Advisory Council will develop goals to increase overall health and physical activity of all students. (Title I SW: 1,6) (Target Group: All)	Parent Volunteers, School Nurse, Special Programs Director	4 Meetings yearly	(S)Local	Summative - Sign in sheets
10. All current and future employees, including substitute teachers, will have fingerprint clearance per TEA and SBEC (Title I SW: 10) (Target Group: All)	District Office Staff, Superintendent(s)	at time of hire	(S)Local	Summative - Clearance by state and federal organizations
11. Provide pregnancy related services including but not limited to: parenting classes, homebound services, counseling, access to community services (Title I SW: 6,9) (Target Group: All)	Counselor, Principal, School Nurse	as needed	(S)Local, (S)State Compensatory-District	Summative - At risk data Graduation rate Documentation of service
12. Nutritional meals will be provided to students; foods and drinks of minimal nutritional value, and vending machines that dispense such items, are not available during hours as mandated by statute. (Title I SW: 2) (Target Group: All)	Cafeteria Staff, Principal, School Nurse, Superintendent(s), Teacher(s)	Daily	(S)Local	Summative - breakfast and lunch menus,

FRIONA ISD

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Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2018-2019. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Students will be given the opportunity for physical activity during the school day through PE classes, athletic periods, marching band and recess, for a minimum of 30 minutes. PE curriculum will meet needs of students of all physical ability levels (HB 440) (Title I SW: 1,10) (Target Group: All, SPED)	Principal, Teacher(s)	Daily	(S)Local	Summative - School Schedules, Sports rosters and schedules, student transcript, IEPs
14. Staff will be given the opportunity to participate in the district Wellness Program. (Title I SW: 1)	School Nurse	As scheduled	(S)Local	Summative - Announcements-handouts, sign-in sheets

FRIONA ISD

- Goal 3.** For 2018-2019 all FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning. School safety is a primary focus of the LEA.
- Objective 2.** Total DAEP placements will be below 5%. Tobacco, Alcohol, and Drug (TAOD) offenses will remain below 1% in 2018-2019. Incidents of violence will remain at or below 1% in 2018-2019.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement discipline management plan and Student Code of Conduct. Students are to be made aware of guidelines and code requirements. District guidelines clearly communicated in parent home language. Provide ISS/DAEP services Special Education needs addressed through IEP/BIP Behavior Intervention Plan After-school mentoring Teen Anger Program Crime Stoppers Program Alternatives to removing students from classrooms Visible administrators and teachers in halls, before, after school, during lunch, and class changes. Reward Positive Behavior Newsletters End-of-Year Awards Programs Reduce campus drug offenses Red Ribbon Week Service Learning Projects (Title I SW: 2,6) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director	Weekly As scheduled Monthly	(F)IDEA Special Education-District, (O)Region 16 ESC, (S)Local, (S)State Compensatory-District	Summative - PEIMS 425 Record Teacher surveys Ratio of regular ed. in-school and out of school suspensions to special ed. in-school and out of school suspensions.
2. Continue Interquest Detection Canine contract (drug dogs) (Title I SW: 1,6) (Target Group: All)	Principal, Superintendent(s)	As scheduled	(S)Local	Summative - Reduce number of positive alerts by drug dogs
3. All classrooms will implement classroom management rules, regulations, and consequences including use of DAEP for disciplinary reasons. (Title I SW: 2,6) (Target Group: All)	Assistant Principal, Counselor, Principal, Teacher(s)	Daily	(S)Local	Summative - Comprehensive needs assessment
4. Continue suspension after school. (Title I SW: 6,9)	Assistant Principal, Counselor, Principal	As needed	(S)Local	Summative - Reduce number of discipline referrals

FRIONA ISD

Goal 3. For 2018-2019 all FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning. School safety is a primary focus of the LEA.

Objective 3. All students will graduate from high school with workforce skills and/or college ready. Preparing students to be well educated and productive citizens. To continue to increase opportunities for all students and parents of higher education information and post-secondary training. To meet requirement of House Bill 5.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Advanced Academic Services to guide educational opportunities geared toward secondary education or career opportunities based on the students' interest and needs. (Title I SW: 6,10) (Target Group: All, GT, AtRisk)	Academic Services , Counselor, Principal, Special Programs Director	Schedule as appropriate	(S)GT Allotment-District, (S)Local	Summative - Student evaluations; documentation of activities.
2. Facilitate Internet Based Career Searches for secondary students. (Title I SW: 1,9) (Target Group: All, ECD, ESL, Migrant, SPED, GT, CTE, AtRisk)	Academic Services , Counselor, Principal, Teacher(s)	August, September, October	(F)Title I-District, (S)CTE Funds-District	Summative - Increased number of students entering post-secondary training or college
3. Notification of entry to state university if in top 10% of class-scholarship for graduating early, Teach for Texas grants, Notification of higher education requirements, Personal Graduation Plans, Financial Aid opportunities. (Title I SW: 6,10) (Target Group: All, ECD, ESL, Migrant, SPED, GT, CTE, AtRisk)	Academic Services , College Access Specialist, Counselor, ESC 16, Migrant Counselor, Principal, Teacher(s)	Scheduled as appropriate	(F)Title I Part C-District, (F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Sign in sheets; meeting agendas and minutes; personal graduation plans completed for every student
4. CTE teachers will implement State Curriculum and Tech-Prep courses to better prepare students for career opportunities and obtain CTE certifications. (Title I SW: 1,10) (Target Group: All, AtRisk)	Principal, Special Programs Director, Teacher(s)	Each semester	(F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - 6 week grading periods; increased course credits and CTE certifications attained
5. Additional technology courses, software and hardware added at all levels. Digital textbooks and other electronic media will be added as available and appropriate. (Title I SW: 1,2) (Target Group: All)	Principal, Teacher(s), Technology Coordinator	As appropriate	(F)Title I-District, (S)CTE Funds-District, (S)JMA-District, (S)Local, (S)State Compensatory-District	Summative - Documentation of course offerings - student rosters, purchase orders and invoices, credits accrued Meeting agendas and sign-in sheets
6. CTE Advisory Council will meet to evaluate vocational programs. (Title I SW: 6,10) (Target Group: All, CTE)	Committee members, Principal, Teacher(s)	Each semester	(F)Title I-District, (S)CTE Funds-District, (S)State Compensatory-District	Summative - Committee evaluations; agendas, sign-in sheets, meeting minutes

FRIONA ISD

- Goal 3.** For 2018-2019 all FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning. School safety is a primary focus of the LEA.
- Objective 3.** All students will graduate from high school with workforce skills and/or college ready. Preparing students to be well educated and productive citizens. To continue to increase opportunities for all students and parents of higher education information and post-secondary training. To meet requirement of House Bill 5.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Retain supplemental position of Student Academic Services Coordinator to help students meet legislative requirements to graduate. (Title I SW: 2,10) (Target Group: All)	Principal, Superintendent(s)	August 2017	(S)Local	Summative - HB 5 requirements met; graduation rate;
8. FISD will continue to offer iPads to students and teachers to increase level of student achievement and technology skills. 6th, 7th, 8th, 9th, 10th graders will be offered 1:1 technology. Trainings will be offered to all stakeholders (Title I SW: 1,2) (Target Group: All)	Director of Technology, Principal, Superintendent(s), Teacher(s)	Daily	(S)Local	Summative - IT equipment and/or software purchased; increased student achievement; teacher training rosters; student rosters
9. All 8th grade students will receive instruction in preparation for high school, college, and career by the district Student Academic Services Coordinator and Special Education Transition Coordinator (as appropriate). (HB 18) (Title I SW: 9,10) (Target Group: All)	Academic Services , Principal, Special Ed Director	spring semester	(F)IDEA Special Education-District, (S)Local	Summative - documentation of activities increased student post secondary activities

FRIONA ISD

Goal 4. The FISD Recruitment and Retention Plan 2018-2019: Teacher retention is a primary focus of LEA; all students will be taught by qualified teachers in core academic areas per state requirements. Financial incentives will be offered as appropriate for both retention and hiring purposes of certified staff. All paraprofessionals will be qualified 30 instructional days from the date of hire. Maintain status as District of Innovation until 2021.

Objective 1. Appropriate staff development including training in math, reading, writing, science, social studies, Response to Intervention, parental involvement, dropout reduction, suicide prevention and T-TESS. 100% of Friona ISD professionals and paraprofessionals will be qualified and demonstrate subject matter proficiency per state guidelines, targeting certified bilingual and core curriculum educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the percentage of core academic subject area classes taught by qualified teachers at 100%. Service records will contain status of teachers and paraprofessionals, assignments, and courses taught. (Title I SW: 3,5) (Target Group: All)	Principal, Special Ed Director, Special Programs Director, Superintendent(s)	at time of hire	(S)Local	Summative - Teacher certifications
2. Recruit potential staff via face to face interviews (college and ESC job fairs), electronic job postings and applications, phone interviews, or video streaming in multiple states. Focus will be on recruiting certified bilingual teachers and other areas of locally identified needs. Incentives will be offered in areas of locally determined high-need. (Title I SW: 3,5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	as needed	(F)Title I-District, (S)Local	Summative - Employment records; incentivized offered when certification are added to teaching certificate
3. Assign or reassign teachers and paraprofessionals to areas so that program and student needs are met. Teacher effectiveness will be monitored through T-TESS formal evaluation process and frequent walk-throughs by administrative staff. Staff members will furnish current teaching certifications to supervisors each year. Paraprofessionals will be evaluated on a yearly basis by supervising staff members. (Title I SW: 5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	July - June	(F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Comprehensive needs assessment; Improved student achievement; evaluation results;

FRIONA ISD

Goal 4. The FISD Recruitment and Retention Plan 2018-2019: Teacher retention is a primary focus of LEA; all students will be taught by qualified teachers in core academic areas per state requirements. Financial incentives will be offered as appropriate for both retention and hiring purposes of certified staff. All paraprofessionals will be qualified 30 instructional days from the date of hire. Maintain status as District of Innovation until 2021.

Objective 1. Appropriate staff development including training in math, reading, writing, science, social studies, Response to Intervention, parental involvement, drop-out reduction, suicide prevention and T-TESS. 100% of Friona ISD professionals and paraprofessionals will be qualified and demonstrate subject matter proficiency per state guidelines, targeting certified bilingual and core curriculum educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Provide staff development opportunities for 100% professional, administrative and paraprofessional staff members pertaining to areas of assignment to ensure a qualified staff to meet FISD student needs/objectives as identified by the yearly comprehensive needs assessment and to raise student achievement. Provide incentives to appropriate staff for alternative certification programs and to add ESL/Bilingual Certification. (Title I SW: 3,4) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	as needed and available	(F)Title IIA-District, (F)Title III-District, (S)Local	Summative - Needs assessments; Sign-in sheets; workshop agendas, certificates; teacher certifications; increased student achievement
5. Comprehensive staff development and staff release time will be provided to meet the needs of the underserved populations and meet state accountability standards; staff development waivers will be used to provide intensive, effective targeted professional development. Funds will be available to pay for training supplies and to bring in experts on teaching ESL, Bilingual, Special Education, suicide prevention (HB 2186) and At-Risk students or other student populations identified in need. (Title I SW: 2,4) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	As scheduled	(F)Title I-District, (F)Title III-District, (S)Local	Summative - Needs assessment; workshop agendas, sign-in sheets, certificates STAAR Data; improved student achievement
6. Staff members will be surveyed to ascertain their professional development needs. These results will be used to determine strategies to enhance the district learning environment (HB 2012). (Title I SW: 3,4) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent(s)	May, and as appropriate	(F)Title IIA Principal and Teacher Improvement, (S)Local, (S)Special Ed-District	Summative - improved teaching strategies; effective classroom techniques; improved student achievement

Region 16 Migrant SSA



Migrant Section for DIP 2018-2019

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

Goal Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

Objective: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment+C4-C36nt (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. (PS3103 PL2) (ESSA P&A E8, PG9)	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children. (PS3103 PL 2) (ESSA P&A E8)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements. (PS3103 PL2) (ESSA P&A E9, PG6)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. (PS3103 PL 2) (ESSA PG16)	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 PL2) (ESSA PG7)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter, email or phone call log to receiving states summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. (PS3103 PL2) (ESSA PG8)	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 PL2) (ESSA P&A A4, PG18)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A E3a, PG12)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. (ESSA P&A E3; PG15)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A E3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		Initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Provide supportive services for out of school youth. (ESSA P&A E3h)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) (ESSA P&A E7a)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A E6a)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___

Required

Required Program Activities

Required Program Activities

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

Required	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required Program Activities	Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) (ESSA P&A H1-2, PG13)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate/provide instructional services to ensure migrant students are proficient on state assessments. (SDP 1-1, SDP 2-1, PS3103 Pt. 4A) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2018, March 2019, April 2019, May 2019, June 2019	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading and/or math. (SDP 1-2, SDP 2-2, PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	Student Performance Log, tutorial sign- in sheet	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate or provide support services that address the identified reading and/or math needs of migrant students. (SDP 1-4, SDP 2-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Migrant Request/Receipt for needs, Medical Request	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate or provide training/resources to migrant parent on reading and/or math strategies for their children. (SDP 1-6, SDP 2-6)	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	October 2018, February 2019	meeting notice, sign in sheet, handout,	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. (SDP 2-7) *Summer Programs--Project SMART for Kindergarten-8 grade (current programs only) (PS3103 Pt. 4B)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term-- must begin after end of regular term and complete before beginning of new regular term. June - August 2019	NGS summer enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs. (SDP 2-8)	Migrant Coordinator, Administrator			district enrollment, sign-in sheet, notification letter	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate with other programs to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services. (SDP 3-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Implement the TEA-approved early literacy program (ABB) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs. (SDP 3-2) *Supplemental Instruction--Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings (PS3103 Pt. 4C)	Migrant Coordinator, School/Home Community Liaison, Bright Beginnings Teacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Provide migrant parents with developmentally-appropriate school readiness resources and strategies. (SDP3-3)	Migrant Coordinator, School/Home Community Liaison, Bright Beginnings Teacher	Bright Beginnings Curriculum	July 1 through June 30	handouts, home visit documentation, parent meeting agendas	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate/provide support services for migrant children ages 3-5 (not in kindergarten) and their families. (SDP 3-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D)	Beginnings Teacher Migrant Coordinator, School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___
Required Program Activities	Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments. (SDP 4-1) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2018, March 2019, April 2019, May 2019, June 2019	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes No	___ ___ ___ ___

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

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

Region 16 Migrant SSA



Priority for Services Action Plan 2018-2019

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Priority for Service (PFS) Action Plan for Migrant Students

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

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

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 overage for their current grade level.

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

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

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

School Year: 2018_ - 2019

Filled Out By: K. Seymour
Date: 09/04/2018

***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> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.	<u>Objective(s):</u> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students. Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.
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Required Strategies		
Monitor the progress of MEP students who are on PFS.	Timeline	Person(s) Responsible
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator
		Monthly migrant PFS student reports on file in program coordinator's office.

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.	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region 16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			
Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards.	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six week report cards, progress reports with date of consultation and signatures of participants
Required Strategies			
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.	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
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.	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized	Ongoing throughout the year; at a	Migrant service coordinator, Migrant School Home	phone and travel logs, copies of

home and /or community visits to update parents on the academic progress of their children.	minimum of one per semester	community liaison, recruiter	documents shared on home visit
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 throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
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 throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

LEA Signature

Date Completed

ESC Signature

Date Received

Region 16 Migrant SSA

Identification and Recruitment
of Migrant Students
2018-2019

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

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

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

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

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

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

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

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

District Level Funding Sources

Resource	Source	Amount
IDEA Special Education-District	Federal	\$505,017
Perkins	Federal	\$11,348
Title I Part C-District	Federal	\$141,634
Title I-District	Federal	\$200,647
Title IIA-District	Federal	\$30,253
Title III-District	Federal	\$26,878
Title IV Safe and Drug Free	Federal	\$12,744
Bilingual Allotment	State	\$166,554
CTE	State	\$563,000
GT Allotment-District	State	\$40,250
High School Allotment	State	\$81,920
IMA-District	State	\$253,600
Local	State	\$6,150,624
Special Ed-District	State	\$753,113
State Compensatory	State	\$1,189,017


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Texas Education Agency 2018 Accountability Ratings Overall Summary FRIONA ISD (185903)

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		77	C
STAAR Performance	44	75	
College, Career and Military Readiness	39	70	
Graduation Rate	100	95	
School Progress		82	B
Academic Growth	71	82	B
Relative Performance (Eco Dis: 76.4%)	42	78	C
Closing the Gaps	45	75	C

Distinction Designations

Postsecondary Readiness Not Earned


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Texas Education Agency 2018 Accountability Ratings Overall Summary FRIONA PRI (185903102) - FRIONA ISD

	Component Score	Scaled Score	Rating
Overall		78	Met Standard
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 76.3%)			Not Rated
Closing the Gaps			Not Rated

Notes:

- This campus is paired with FRIONA EL (185903101)

Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible


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Texas Education Agency 2018 Accountability Ratings Overall Summary FRIONA EL (185903101) - FRIONA ISD

	Component Score	Scaled Score	Rating
Overall		78	Met Standard
Student Achievement		72	Met Standard
STAAR Performance	44	72	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	Met Standard
Academic Growth	72	75	Met Standard
Relative Performance (Eco Dis: 80.1%)	44	79	Met Standard
Closing the Gaps	69	75	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned


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Texas Education Agency 2018 Accountability Ratings Overall Summary FRIONA J H (185903041) - FRIONA ISD

	Component Score	Scaled Score	Rating
Overall		83	Met Standard
Student Achievement		75	Met Standard
STAAR Performance	44	75	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	Met Standard
Academic Growth	71	79	Met Standard
Relative Performance (Eco Dis: 74.0%)	44	83	Met Standard
Closing the Gaps	72	82	Met Standard

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned


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Texas Education Agency

2018 Accountability Ratings Overall Summary

FRIONA H S (185903001) - FRIONA ISD

	Component Score	Scaled Score	Rating
Overall		79	Met Standard
Student Achievement		76	Met Standard
STAAR Performance	43	72	
College, Career and Military Readiness	39	70	
Graduation Rate	100	95	
School Progress		82	Met Standard
Academic Growth	72	82	Met Standard
Relative Performance (Eco Dis: 74.2%)	41	75	Met Standard
Closing the Gaps	36	72	Met Standard

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

SCE Funds

Primary		
Aide	\$12,712.58	1
Aide	\$15,571.86	0.93966
Aide	\$14,855.58	1
Teacher	\$48,510.00	0.89403
Aide	\$22,897.80	0.83575
Aide	\$10,900.00	1
Aide	\$1,000.00	0.07866
Aide	\$1,000.00	0.06928
Aide	\$15,375.53	1
Aide	\$11,281.50	1
Aide	\$12,508.00	1
Teacher	\$500.00	0.01035
Aide	\$14,498.15	1
Teacher	\$21,965.43	0.4835
Aide	\$13,398.88	0.93055
Aide	\$12,281.50	1
Total	\$229,256.81	12.60178

Elementary		
Aide	\$14,398.88	1
Aide	\$21,148.66	1
Aide	\$10,131.18	0.5
Aide	\$10,900	1
Aide	\$11,281.00	1
Aide	\$20,246.63	1
Total	\$88,106.35	5.5

Junior High		
Aide	\$11,281.50	0.91858
Aide	\$13,398.88	1
Aide	\$19,810.09	1
Total	\$44,490.47	2.91858

High School		
Aide	\$14,054.49	1
Aide	\$10,900.00	1
Aide	\$14,859.57	0.93695
Total	\$39,814.06	2.93695

District		
Admin	\$41,400	0.6
Teacher	\$41,356.79	0.57632
Aide	\$17,583.98	1
Total	\$100,340.77	2.17632

Federal Funds

Primary		
211		
Teacher	\$23,654.55	0.49999
Teacher	\$55,260.00	1
Teacher	\$33,127.90	1
Total	\$112,042.45	2.49999

Elementary		
211		
Teacher	\$23,655.45	0.50001
Total	\$23,655.45	0.5001

High School		
255		
Teacher	\$10,000.00	0.15013
Total	\$10,000.00	0.15013

High School		
289		
Teacher	\$3,000.00	0.05119
Total	\$3,000.00	0.05119

District		
211		
Admin	\$37,492.87	0.5
Clerical	\$6,427.35	0.2
Total	\$43,902.22	0.7

District		
212		
Admin	\$37,492.88	0.5
Aide	\$23,500.22	1
Aide	\$25,642.74	1
Total	\$86,635.84	2.5

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools