

FRIONA JUNIOR HIGH

Campus Improvement Plan

2017-2018

Jesse Galdean, Principal

Reviewed: 10-9-17
Approved: 10-23-17

FRIONA J H

Mission

The mission of Friona Junior High School is to provide opportunities for all students to maximize potential and experience excellence.

Vision

We envision Friona Junior High as a campus that strives to educate and support a diverse community of learners who are well prepared for future success as life-long learners and productive citizens ready for the challenges of college, technical school, military service, or the world of work.

Nondiscrimination Notice

FRIONA J H 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.

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 2016. 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 set a yearly goal of 2,000 walk-thru evaluations/visits by the district staff 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 teaching staff 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 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 IIA
- Title III Bilingual/ESL
- High School Allotment
- Rural and Low Income Schools
- State Bilingual Allotment
- PreK
- McKinney-Vento

FRIONA J H Site Base

Name	Position
Aguirre, Andrew	Community
Alexander, Angela	Counselor
Daniels, Jason	Parent
Dominguez, Jessica	Special Education Teacher
Galdean, Jesse	Principal
Geries, Sara	Electives Teacher
Gonzalez, Mirna	Parent
Hutchins, Daniel	Assistant Principal
Jimenez, Isidro	Community (Police)
Moreno, Mario	Social Studies Teacher
Randy, Geries	Community (Sheriff)
Rivera, Alma	Parent
Rivera, Juan	Business
Stowers, Heather	Science Teacher
Vielmann, Ana	Business

District Level Funding Sources

Resource	Source	Amount
IDEA Special Education-District	Federal	\$218,992
Perkins	Federal	\$8,987
RLIS	Federal	\$19,075
Title I Part C-District	Federal	\$197,302
Title I-District	Federal	\$179,622
Title IIA-District	Federal	\$26,374
Title III-District	Federal	\$28,826
Title IV Safe and Drug Free	Federal	\$10,000
Bilingual Allotment	State	\$161,014
CTE	State	\$535,741
GT Allotment-District	State	\$39,813
High School Allotment	State	\$83,085
IMA-District	State	\$264,887.41
Local	State	\$6,096,568
PreK Grant	State	\$10,737.45
Special Ed-District	State	\$741,853
State Compensatory	State	\$1,171,600

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 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.

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Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 1. Continue vertical and horizontal alignment of curriculum for 100% core areas using Texas Curriculum Management Program Cooperative (TCMPC) Resources. Strategies and activities will be identified in campus/district plan for all assessed areas. Identify weaker objectives from the 2016 STAAR assessment and utilize strategies, resources, and activities to improve student performance so that we realize the following state assessment results for the 2016-2017 school year. Math = 82%, Reading = 85%, Writing = 75%, Science = 65%, and Social Studies = 65%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. ELA / Writing Strategies</p> <ul style="list-style-type: none"> A. Writing across the curriculum B. Standard English usage, mechanics, spelling, and grammar C. Editing and proofreading skills D. Employing journaling across the curriculum to encourage summarization. E. Scientifically-based writing instruction F. Post content and language objectives daily G. Reference TEKS in lesson planning. H. Employ ELPS standards in lesson planning and delivery I. Employ Texas Curriculum Management Program Cooperative (TCMPC) lesson planning. J. Walkthrough Observations K. Instructional Rounds Community of Leaders L. Focused data analysis with Janie Cooper and Daniel Hutchins (Scheduled) M. MobyMax web-based instructional program N. Sheltered Instruction Vocab Strategies O. Istation, Web based instruction P. Common Readers Intervention Q. RtI classes in Math & Reading R. I&E Intervention Period S. Student Learning Objective (SLO) training (Title I SW: 2,3,5,8) (Target Group: All) 	<p>Assistant Principal, Core Subject Teachers, Counselor, Educational Aide, ESC 16, ESL Teacher, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 Weeks</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI - IR/Personnel, (O)Region 16 ESC</p>	<p>Summative - Curriculum-based Assessments TCMPC Resource Assessments Teacher-developed Assessments STAAR Results TELPAS Results Instructional Rounds Analysis Statements</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Reading Focus</p> <ul style="list-style-type: none"> A. Employ TCMPC Resources in all lesson planning. B. Emphasis on our Economically Disadvantaged and LEP student groups. C. Ongoing professional development in the area of reading instruction D. English Language Proficiency Standards (ELPS) E. Sheltered Instruction Observation Protocol (SIOP) F. Vertical alignment of reading curriculum G. Common academic vocabulary development H. Instructional Rounds Community of Leaders I. I-station Web Based Instruction K. Novel studies in ELAR L. Mentoring Minds supplemental curriculum <p>(Title I SW: 3) (Target Group: All)</p>	<p>Assistant Principal, Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 weeks, Annually, Quarterly</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Region 16 ESC</p>	<p>Summative - Formative Quizzes Re-assessment of objectives not mastered Student Daily Work IEP's Lesson Plans Curriculum-based Assessments STAAR Professional Development Records Instructional Rounds analysis statements</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Reading Strategies</p> <ul style="list-style-type: none"> A. Employ scientifically-based reading strategies. B. Extended-Day tutorial opportunities C. RTI Initiative D. Daily reading tutorials for identified students (Moby Max Online) E. Daily/Weekly Teaming Meetings F. Data analysis using STAAR, RTI, DMAC, Lead4ward, and Campus-Based Assessments G. Employ ELPS strategies in lesson planning and delivery. H. Curriculum-Based Assessments I. Post and highlight common academic vocabulary J. Use TEKS Resources at each grade level to ensure Reading/ELA vertical alignment K. Reference TEKS in lesson planning L. Walkthrough data collection M. Sheltered Instruction Vocab Strategies N. Summer School for SSI purposes (8th Grade) O. Content and Language Objectives posted and in plans. P. IStation for RTI Q. Walkthrough Observations R. Instructional Rounds Community of Leaders S. MobyMax web-based instructional progra (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) 	<p>Assistant Principal, Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 weeks, Annually</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (L)RtI/LLI, (O)Region 16 ESC</p>	<p>Summative - Benchmark tests Lesson Plans Classroom observations Student Work IEP's Formative Quizzes Re-assessment of objectives not mastered AR STAR Testing Professional Development Records Attendance chart for each tutor Formative walk-through data (district wide) Think Through Math Istation/Reading and Math Instructional Rounds analysis statements</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Math Strategies</p> <ul style="list-style-type: none"> A. Numbers, operations, quantities and reasoning (6 & 8) B. Patterns, relationships, and algebraic thinking (8) C. Concepts and Uses of Measurement (6,7,8) D. Probability (8) E. Math processes and Tools (7,8) F. Employ TCMPC in all lesson planning G. Instructional Rounds Community of Leaders H. Moby Max online remediation program I. Focused data analysis with Janie Cooper. (Curriculum Coaching) J. Walkthrough Observations K. MobyMax web-based instructional program L. Employ Sheltered Instruction Vocab Strategies M. Mentoring Minds Supplemental Curriculum <p>(Title I SW: 1,2,3) (Target Group: All)</p>	<p>Assistant Principal, Core Subject Teachers, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 Weeks, Annually</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI</p>	<p>Summative - Lesson Plans Classroom observations Student Work IEP's Attendance chart for each tutor Quizzes Re-assessment of objectives not mastered STAAR Think Through Math Istation Math Instructional Rounds Analysis Statement</p>
<p>7. Science Focus</p> <ul style="list-style-type: none"> A. Matter and Energy B. Force, Motion, and Energy C. Earth and Space D. Organisms and Environments (Title I SW: 1,10) (Target Group: All) 	<p>Assistant Principal, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 Weeks, Annually for 8th Grade</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Region 16 ESC</p>	<p>Summative - Lesson plans Classroom observations Student Work IEPs Attendance Chart for each tutor Quizzes Laboratory investigations 6-8 Instructional Rounds Analysis Statement</p>

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<p>8. Science Strategies</p> <ul style="list-style-type: none"> A. Continue lab-based experiences B. Provide tutorials as necessary C. Extended-Day opportunities for 8th grade students D. Scientifically-based instruction E. Focused data analysis with Janie Cooper. (Ongoing for 8th gr.) F. Employ ELPS in the science content area G. Daily/Weekly Teaming Meetings H. Post content and language objectives daily I. Walkthrough Observations J. TCMPC Resources at each grade level to ensure vertical alignment K. Instructional Rounds Community of Leaders L. MobyMax web-based instructional program M. Employ Sheltered Instruction Vocab. Strategies N. Mastering the TEKs Practice for STARR assessment O. Mentoring Minds supplemental assessment curriculum <p>(Title I SW: 1,3,9) (Target Group: All)</p>	<p>Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 weeks</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Region 16 ESC</p>	<p>Summative - Lesson plans Classroom observations Student Work IEP's Attendance Chart for each tutor Formative Quizzes Laboratory investigations Extended-Day Lessons and Attendance Records Formative walkthrough data (district wide) Instructional Rounds Analysis Statement</p>

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Objective 1. Continue vertical and horizontal alignment of curriculum for 100% core areas using Texas Curriculum Management Program Cooperative (TCMPC) Resources. Strategies and activities will be identified in campus/district plan for all assessed areas. Identify weaker objectives from the 2016 STAAR assessment and utilize strategies, resources, and activities to improve student performance so that we realize the following state assessment results for the 2016-2017 school year. Math = 82%, Reading = 85%, Writing = 75%, Science = 65%, and Social Studies = 65%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Social Studies Focus A. Economic influences on U.S. history B. Critical thinking skills C. Civic values and responsibilities D. Sociological and cultural influences on history E. Geographic influences on U.S. history F. Interpretation of social studies data G. Political influences on U.S. history H. Historical concepts and information I. Major eras and events in American History J. Significant individuals and dates in American history K. Instructional Rounds Community of Leaders L. Mastering the TEKs Practice for STARR assessment M. Mentoring Minds supplemental assessment curriculum (Title I SW: 1,10) (Target Group: All)	Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Teacher(s)	Daily, Weekly, 6 weeks, Annually in 8th grade	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (S)State Compensatory-District	Summative - Lesson plans Classroom observations Student Work IEP's Formative Quizzes Alternative Assessments STAAR (8th grade) Instructional Rounds Analysis Statement

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 1. Continue vertical and horizontal alignment of curriculum for 100% core areas using Texas Curriculum Management Program Cooperative (TCMPC) Resources. Strategies and activities will be identified in campus/district plan for all assessed areas. Identify weaker objectives from the 2016 STAAR assessment and utilize strategies, resources, and activities to improve student performance so that we realize the following state assessment results for the 2016-2017 school year. Math = 82%, Reading = 85%, Writing = 75%, Science = 65%, and Social Studies = 65%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>10. Social Studies Strategies</p> <p>A. Review of commonly missed concepts</p> <p>B. Walkthrough Observations</p> <p>C. Scientifically-based instruction</p> <p>D. Employ ELPS strategies into the content area.</p> <p>E. Provide ongoing monitoring and assistance through periodic formative assessments, tutorials, and extended-day learning opportunities.</p> <p>F. Post content and language objectives</p> <p>G. Data-collection walkthroughs</p> <p>H. Use TCMPC Resources at each grade level to ensure vertical alignment</p> <p>I. Instructional Rounds Community of Leaders</p> <p>J. Focused data analysis with Janie Cooper (Grades 6-8 ongoing)</p> <p>K. Employ Sheltered Instruction Vocab. Strategies (Title I SW: 2,5,9) (Target Group: All)</p>	<p>Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, weekly, 6 weeks</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)Region 16 ESC, (S)Bilingual Allotment-District, (S)Special Ed-District, (S)State Compensatory-District</p>	<p>Summative - Lesson plans</p> <p>Classroom observations</p> <p>Student Work</p> <p>IEP's</p> <p>Formative Quizzes</p> <p>Alternative Assessments</p> <p>STAAR (8th grade)</p> <p>Formative walkthrough data (district wide)</p> <p>Instructional Rounds Analysis Statement</p>
<p>11. Assessment Analysis</p> <p>A. Objectives taught in non-tested content areas and tested content areas</p> <p>B. Extended-Day Tutorial Program (STAAR assessed content areas)</p> <p>C. DMAC data analysis</p> <p>D. Instructional Rounds Community of Leaders</p> <p>E. I&E Intervention Period</p> <p>F. Data Dialogue</p> <p>G. STARR Review with PSP (Title I SW: 8,9) (Target Group: All)</p>	<p>Assistant Principal, Counselor, Educational Aide, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, weekly, 6 weeks</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (S)Bilingual Allotment-District, (S)State Compensatory-District</p>	<p>Summative - Benchmark tests (Curriculum-based Assessments)</p> <p>Lesson plans</p> <p>Classroom observations</p> <p>Student Work</p> <p>IEP's</p> <p>Attendance Chart of each tutor</p> <p>Quizzes</p> <p>Re-assessment of objectives not mastered</p> <p>Laboratory investigations</p> <p>Instructional Rounds Analysis Statement</p>

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 1. Continue vertical and horizontal alignment of curriculum for 100% core areas using Texas Curriculum Management Program Cooperative (TCMPC) Resources. Strategies and activities will be identified in campus/district plan for all assessed areas. Identify weaker objectives from the 2016 STAAR assessment and utilize strategies, resources, and activities to improve student performance so that we realize the following state assessment results for the 2016-2017 school year. Math = 82%, Reading = 85%, Writing = 75%, Science = 65%, and Social Studies = 65%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>12. Align TEKS planning and instruction with STAAR assessments.</p> <p>A. Vertical curriculum planning</p> <p>B. Teacher tests/activities in STAAR format as needed</p> <p>C. Professional development to effectively implement TCMPC Resources across content areas.</p> <p>D. Utilization of TEKS Resources and test creation capabilities</p> <p>(Title I SW: 2,8,9) (Target Group: All)</p>	<p>Counselor, Educational Aide, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 weeks</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (S)Assessment Data, (S)Bilingual Allotment-District, (S)State Compensatory-District</p>	<p>Summative - Lesson plans Classroom observations Student Work IEP's Attendance Chart for each tutor in extended-day tutorials Formative Quizzes Re-assessment of objectives not mastered Laboratory investigations</p>

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 2. Target instruction to economically disadvantaged and limited English proficient (LEP) sub-populations to ensure that they have opportunities to achieve at 100% of their peers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A. STAAR scores review B. Ongoing Professional Development C. Coordination between special programs D. Scientifically-based instruction E. Schedule Spanish speaking instructional aides to assist ESL students in core classes. F. Incorporate ELPS strategies in lesson planning G. Post content and language objectives H. WOW / Wells training (Title I SW: 1,9) (Target Group: All)	Assistant Principal, Educational Aide, ESL Teacher, Principal, Special Ed Director, Teacher(s)	August, December, March	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (S)Bilingual Allotment-District, (S)Special Ed-District, (S)State Compensatory-District	Summative - Lesson plans Classroom observations Student Work IEP's Attendance Chart for each extended-day tutor STAAR and STAAR M Annual ARDs LPAC Reviews TELPAS
2. ELA/R, Math, Writing, Science, Social Studies content Focus A. Written Composition B. Use of spelling capitalization, and punctuation C. Sentence construction D. Journaling E. Sheltered Instruction common academic vocabulary development F. Istation G. DynEd H. Moby Max I. WOW Wells (Title I SW: 1,2,10) (Target Group: All)	Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)	Daily, Weekly, 6 weeks	(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)Special Ed-District, (S)State Compensatory-District, (S)Technology	Summative - STAAR Results TELPAS Results

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 3. Encourage professional development for teachers in all content areas with a focused emphasis on reading and math content areas so that the students are able to meet 100% of the Texas standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue vertical and horizontal alignment A. Align TEKS to STAAR B. Utilize the TCMPC Resource Curriculum Management Tool C. Teaming (PLC) Meetings D. T-TESS Goal Setting and Professional Development (Title I SW: 1,10) (Target Group: All)	Assistant Principal, Core Subject Teachers, Principal	Semester, As scheduled, weekly	(F)Title IIA-District	Summative - TAPR Report (Annually) Staff development calendar Agendas, attendance, minutes Curriculum development sessions Lesson plans

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 4. Update library circulation materials to support quality print materials that enhance reading practice for both purpose and pleasure.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reference Materials A. Chapter novels per reading curriculum suggestions B. Non-Fiction book 50-100 pages C. Biographies D. Fiction chapter book E. Picture books for ELL (Title I SW: 9) (Target Group: All)	Principal, Teacher(s)	Semester, Monthly	(S)Local	Summative - Title VI Annual Evaluation Report Total Circulation Report

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 5. Enhance instructional practices and learning experiences to both our identified Gifted and Talented student population and the non-identified student population through differentiated instructional practices in advanced ELA classes on each grade level of core content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A. Review G/T plan for campus B. Increase accessibility to all population groups. C. Identification/matrix/selection committee D. 30-hour/6-hour Prof. Development Online E. Differentiation with depth and complexity for core course areas F. District Gifted & Talented (G/T) Coordinator G. Weekly G/T enrichment (Title I SW: 1,4,6) (Target Group: All, GT)	Principal, Teacher(s)	Daily, Weekly, Annually	(S)GT Allotment-District	Summative - GT Annual Evaluation Report Personnel records GT Certification Records Differentiated Planning
2. Provide parents, students and community with G/T program entry requirements and overview (Title I SW: 6,10) (Target Group: All, GT)	Counselor, GT Coordinator, Teacher(s)	Semester	(S)GT Allotment-District	Summative - GT Annual Evaluation Report Identified students

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 6. Reduce the gap in achievement by 10% between student sub populations by supplementing district-wide instructional programs and student support functions to ensure continuous and substantial improvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A. All students 6th-8th grade have iPads through the district One-to-One iPad initiative B. Supplies C. Extended-Day Tutorial Program D. Summer School Instructional Remediation Content Remediation E. I&E (Title I SW: 9,10) (Target Group: All)	Counselor, Principal, Special Ed Teachers, Teacher(s)	August - July	(F)IDEA Special Education-District, (F)MEP Funding-District, (F)Title I-District, (L)RtI/LLI, (S)State Compensatory-District, (S)Technology	Summative - Attendance Sheets Requisitions STAAR results Terra Nova Assessment IPT Oral II
2. Provide timely assistance in identifying students' individual needs: A. Tutorial classes C. Extended year D. Counseling/Health Services E. Parent Conferences during teaming F. Pre-referral (special education) G. Review Priority for Service Reports (Migrant population) H. Review Dyslexia Plan and services I. ELPS K. Orchard Program L. Teaming Meetings (PLC) M. RTI for reading and math N. ESL classes O. Weekly Migrant Services P. Summer School for reading and math for identified 6-8 students. Q. Employ sheltered Instruction vocab Strategies R. I&E S. UIL academic teams (Title I SW: 1,6,10) (Target Group: All, Migrant)	Counselor, Educational Aide, Migrant Counselor, Migrant School/Home Community Liaison, Teacher(s)	Daily, Weekly, Annually	(F)IDEA Special Education-District, (F)MEP Funding-District, (F)Title I Part C-District, (F)Title I-District, (F)Title III-District, (L)RtI/LLI, (S)State Compensatory-District	Summative - TAPR Report STAAR Results TPRI Results TELPAS

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 6. Reduce the gap in achievement by 10% between student sub populations by supplementing district-wide instructional programs and student support functions to ensure continuous and substantial improvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Math Strategies</p> <ul style="list-style-type: none"> A. Tutorial Sessions B. Extended-Day Learning Opportunities C. Rtl Initiative D. Scientifically-based math instruction E. Use iPad calculator for Algebra I F. Employ ELPS in the content area G. Use TEKS Resources for lesson planning at each grade level to ensure vertical alignment. H. Daily / Weekly Teaming Meetings I. Data-collection walk-throughs J. Reference TEKS in lesson planning K. Summer School for SSI purposes (8th Grade) L. Content and Language Objectives posted and in lesson plans M. Istation Math for Rtl N. Moby Max for Rtl and Intervention O. Employ Sheltered Instruction Vocab Strategies P. I&E Q. Mentoring Minds (Title I SW: 8,9,10) (Target Group: All) 	<p>Assistant Principal, Core Subject Teachers, Counselor, Educational Aide, ESC 16, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, 6 Weeks, Annually</p>	<p>(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)Region 16 ESC, (S)State Compensatory-District</p>	<p>Summative - Benchmark tests IStation Think Through Math Classroom observations Students work IEPs Attendance chart for each tutor Formative Quizzes Re-assessment of objectives not mastered Extended-Day Plans and attendance records Lesson Plans Formative walkthrough data (district wide)</p>

FRIONA J H

Goal 1. All student groups taking the STAAR in the areas of reading, writing, math, science, and social studies will demonstrate mastery or meet the student achievement standard as indicated on the 2016-2017 / 2017-2018 performance assessment and reported by the TAPR. We will continue our instructional focus on our ESL, SPED, and economically disadvantaged populations.

Objective 7. Continue to integrate technology throughout the instructional program at each grade level and support the use of technology in 100% of the subject areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A. Technology Training for DMAC B. Staff development to retrain or refresh as necessary C. Develop skill levels for administrators and teachers D. Promethian Board Technology in SPED classes and 8th grade science classroom E. iPads through One-to-One Initiative F. Technology Applications course for 8th graders G. ELSA Translator Device H. Projection equipment in all classrooms I. On going systematic professional development in technologies J. Mirror 360 application K. Ipad Educational apps L. Ti Inspire Graphing calculator in Math and Science (Title I SW: 4,9) (Target Group: All)	Assistant Principal, Director of Technology, Principal, Teacher(s)	Weekly, Semester	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (S)Technology	Summative - Technology Plan Staff Certificates Annual Technology Evaluation Report STaR Chart Tech Apps Assessment (8th Grade only)

FRIONA J H

Goal 2. Student attendance will meet or exceed 97% as indicated on annual PEIMS reporting.

Objective 1. Friona Junior High School will strive for a 97% attendance level while maintaining at least 95% for each sub group. The campus dropout rate will continue to be less than 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Monitor attendance through the TxEIS system enhancing parent communication concerning absences:</p> <p>I. Attendance Awareness</p> <p>A. Written comm. will be made by office staff and teachers</p> <p>B. Campus Attendance Committee</p> <p>C. Teaming meetings with students/parents as necessary</p> <p>D. File on habitually truant students through the local court system.</p> <p>E. Truancy Letter given to all students</p> <p>F. Online truancy mitigation program</p> <p>(Title I SW: 1,6,9) (Target Group: All)</p>	<p>Counselor, Municipal Judge, Principal, Teacher(s)</p>	<p>Daily, Monthly, As necessary</p>	<p>(L)Rtl/LLI, (S)Local, (S)Technology</p>	<p>Summative - Attendance Report(Each 6 weeks) Truancy Report Meeting Agendas and sign-in sheets Court Records</p>
<p>2. Continue to celebrate perfect attendance and exceptional attendance.</p> <p>A. Pride Tribe Reward for attendance, good behavior, and grades</p> <p>B. Student-of-the-Six-Weeks Recognition by Grade Level</p> <p>C. End-of-Year Award for Perfect Attendance</p> <p>D. Movie Days each of first 4 six weeks for Pride Tribe Students</p> <p>E. Periodic rewards for goal attendance, behavior and grades (Title I SW: 9) (Target Group: All)</p>	<p>Principal, Teacher(s)</p>	<p>Six weeks, End of Year</p>	<p>(S)Local</p>	<p>Summative - Attendance Rate Ongoing August - May 6-Weeks Grading Periods</p>

FRIONA J H

Goal 3. The campus will maintain a safe, drug free, and well-disciplined environment that is conducive to learning.

Objective 1. Use a proactive approach to discipline for all students.Promote greater focus on issues of student bullying.Continue to offer basic healthcare, first aid, and preventative services through a part-time registered nurse to all students as necessary.Maintain accurate student records using a secure record-keeping system. Reduce instances of documented student misbehavior by at least 10% from the 2015-2016 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide campus-based alternatives for discipline infractions:</p> <ul style="list-style-type: none"> A. ISS B. DAEP C. Counseling D. Corporal Punishment E. Bullying training for staff E. Suspensions (Out of School) F. Friday Night School G. Parent Conferencing H. Friday Nigh School I. Enrichment on Fridays during I&E period <p>Instructional personnel in the ISS program is certified and holds a special education certification. The ISS classroom also has an instructional aide.</p> <p>Instructional personnel in the DAEP program is certified and holds a special education certification. The DAEP classroom also has an instructional aide. (Title I SW: 1,6,10) (Target Group: All)</p>	<p>Assistant Principal, Counselor, Principal, Teacher(s)</p>	<p>Per reporting period</p>	<p>(S)Local, (S)State Compensatory-District</p>	<p>Summative - Title IV Annual Evaluation Report PEIMS 425 Report Gun--free Report Annual Discipline Report Bullying Documentation</p>

FRIONA J H

Goal 3. The campus will maintain a safe, drug free, and well-disciplined environment that is conducive to learning.

Objective 1. Use a proactive approach to discipline for all students.Promote greater focus on issues of student bullying.Continue to offer basic healthcare, first aid, and preventative services through a part-time registered nurse to all students as necessary.Maintain accurate student records using a secure record-keeping system. Reduce instances of documented student misbehavior by at least 10% from the 2015-2016 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. Review, revise, and implement the district and campus crisis management plan for campus safety and continue with counseling program in a crisis situation and utilize the nurse as necessary for student health issues.</p> <p>A. Review Safety Procedures B. Grade level meeting with teachers and principal. (Teaming / PLC) C. Reward positive student behavior D. Health class for all seventh graders E. Safe School Helpline F. Nurse referrals G. Disease prevention and education H. Periodic safety drills *Fire Drills - Monthly *Tornado (Duck and Cover) Drills - Two times a year minimum *Lockdown Drill - Annually (at least twice per year) I. Active Shooter Training (Initially Spring 2017 and Ongoing) (Title I SW: 1,10) (Target Group: All)</p>	<p>Assistant Principal, Principal, School Nurse, Teacher(s)</p>	<p>August - May, Monthly</p>	<p>(S)Local</p>	<p>Summative - Title IV Annual Evaluation Report Monthly Checklist PEIMS 425 Report Gun-Free Report Safety Drill Reports 1. Fire 2. Tornado 3. Lockdown Health Lesson Plans</p>
<p>3. Provide and implement a Comprehensive Guidance Plan aligned with the State Plan.</p> <p>A. Character Education B. Decision-making Skills C. Self-esteem building D. Private and group counseling as needed E. Testing F. Career awareness</p> <p>(Title I SW: 1,6,10) (Target Group: All)</p>	<p>Assistant Principal, Counselor, Outside Consultant, Principal, Teacher(s)</p>	<p>Ongoing throughout the year</p>	<p>(S)Local</p>	<p>Summative - Title IV Annual Evaluation Discipline Referrals PEIMS 425 Report</p>

FRIONA J H

Goal 3. The campus will maintain a safe, drug free, and well-disciplined environment that is conducive to learning.

Objective 1. Use a proactive approach to discipline for all students.Promote greater focus on issues of student bullying.Continue to offer basic healthcare, first aid, and preventative services through a part-time registered nurse to all students as necessary.Maintain accurate student records using a secure record-keeping system. Reduce instances of documented student misbehavior by at least 10% from the 2015-2016 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Utilize a proactive approach to student health, safety, and wellbeing. A. Canine Detection program B. Periodic random drug testing for UIL participants in grades 7 and 8 C. Annual Crisis Prevention Institute (CPI) Training for faculty and staff D. Educate staff and students on bullying issues</p> <p>(Title I SW: 2,4,9) (Target Group: All)</p>	<p>Assistant Principal, Outside Consultant, Principal, School Nurse, Teacher(s)</p>	<p>Ongoing August - July,</p>	<p>(F)IDEA Special Education-District, (S)Local</p>	<p>Summative - Title IV Annual Evaluation Report PEIMS 425 Report Total Personnel certified in CPI techniques CPI Certificates (Annually) Discipline referral totals</p>
<p>5. School personnel will promote and reward positive student behavior: A. Pride Tribe recognition every 6 weeks (Title I SW: 1) (Target Group: All)</p>	<p>Principal, Teacher(s)</p>	<p>6 Weeks</p>	<p>(S)Local</p>	<p>Summative - Discipline Referrals Positive Behavior Awards Attendance Records 6-Weeks Grade Reports</p>
<p>6. Reward program will be developed for students with few discipline referrals: A. Pride Tribe B. Assemblies C. Dances D. Movies</p> <p>(Target Group: All)</p>	<p>Assistant Principal, Principal, Teacher(s)</p>	<p>Weekly, 6 weeks</p>	<p>(S)Local</p>	<p>Summative - Discipline Referrals Positive Behavior Awards Failure Reports (3 and 6 Weeks Reporting)</p>

FRIONA J H

Goal 3. The campus will maintain a safe, drug free, and well-disciplined environment that is conducive to learning.

Objective 1. Use a proactive approach to discipline for all students.Promote greater focus on issues of student bullying.Continue to offer basic healthcare, first aid, and preventative services through a part-time registered nurse to all students as necessary.Maintain accurate student records using a secure record-keeping system. Reduce instances of documented student misbehavior by at least 10% from the 2015-2016 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>7. Develop, Review and enforce student dress code.</p> <p>A. Dress code is referenced within the student handbook B. Dress code is referenced on campus website C. Dress code is reviewed during Jr. High orientation D. Gray Gear will be issued to students who cannot correct a dress code issue D. Posted on School Website</p> <p>(Title I SW: 2) (Target Group: All)</p>	<p>Assistant Principal, Counselor, Principal, Teacher(s)</p>	<p>August and then ongoing as necessary</p>	<p>(S)Local</p>	<p>Summative - Number of referrals for dress code violations Gray Gear sign-out record</p>
<p>8. Student records will be kept up to date and stored in a locked filing system.</p> <p>(Title I SW: 10) (Target Group: All)</p>	<p>Assistant Principal, Counselor, Principal</p>	<p>Ongoing, Annually</p>	<p>(S)Local</p>	<p>Summative - Updated student records will be securely stored in folders by grade levels in secretary's office. All staff will report suspected child abuse or neglect, including trafficking of a child, as required by law. (HB 10)</p>
<p>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) A. Chieftain Choices (Target Group: 8th)</p>	<p>Assistant Principal, Core Subject Teachers, Counselor, Principal, Students</p>	<p>annually</p>		<p>Summative -</p>

FRIONA J H

Goal 4. The campus will continue to promote parental and community involvement through open house events, extra-curricular activities, online grade reporting, as well as other student activities.

Objective 1. 100% of parents will have opportunities to participate as partners in their children’s education by having contact with the campus at least two times per year and ongoing through the online grade reporting system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities to increase parental involvement:</p> <p>A. Provide two open house events per year.</p> <p>B. Overview of Title I Program (Public Meeting)</p> <p>C. Online Grade Monitoring</p> <p>D. Daily Teaming Meetings (PLC's) (Provide opportunities for parents to meet with several teachers at one time thereby honoring the parents' time and effort)</p> <p>E. Utilize ELSA Device to more effectively communicate with parents whose primary language is not English.</p> <p>(Title I SW: 6,9,10) (Target Group: All)</p>	<p>Assistant Principal, Principal, Teacher(s), Technology Coordinator</p>	<p>As scheduled, Daily, Per Semester</p>	<p>(O)Region 16 ESC, (S)Local</p>	<p>Summative - Signature Sign-in Records Teaming Meetings Agendas / Minutes</p>
<p>2. Promote business/community involvement through the following:</p> <p>A. District and campus committee membership</p> <p>B. District / Campus Website visits</p> <p>C. Volunteer at athletic events in the concession stand (football season)</p> <p>(Title I SW: 6) (Target Group: All)</p>	<p>Principal, Teacher(s)</p>	<p>August - May, Ongoing</p>	<p>(O)Region 16 ESC, (S)Local, (S)Technology</p>	<p>Summative - District Committee sign-in sheets, agendas Campus Committee sign-in sheets, agendas</p>
<p>3. Title I program communication</p> <p>A. Review the effectiveness of the 2015-2016 programs supported by Title I funds.</p> <p>B. Develop needs assessment from the annual evaluation/review.</p> <p>C. Plan for using Title funds to support identified needs for economically disadvantaged and at-risk students.</p> <p>(Title I SW: 1,8,10) (Target Group: All)</p>	<p>Assistant Principal, Federal Program Director, Principal, Teacher(s)</p>	<p>Beginning of year, Fall semester, ongoing</p>	<p>(F)Title I-District, (S)Local</p>	<p>Summative - Meeting sign-in sheets, agenda Dated correspondence</p>
<p>4. Teachers will work with at-risk students and parents to enhance student achievement. Special Population Teachers will coordinate tutorials with regular teacher through lesson plans and individual conferences</p> <p>(Title I SW: 6,9,10) (Target Group: All)</p>	<p>Assistant Principal, Counselor, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily, Weekly, as necessary</p>	<p>(S)Local</p>	<p>Summative - Lesson Plans Tutorial attendance Parent conference sign-in records</p>

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Goal 4. The campus will continue to promote parental and community involvement through open house events, extra-curricular activities, online grade reporting, as well as other student activities.

Objective 1. 100% of parents will have opportunities to participate as partners in their children's education by having contact with the campus at least two times per year and ongoing through the online grade reporting system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Campus report card (TAPR) will be made available to each family annually. (Title I SW: 6) (Target Group: All)	Principal	Annually	(F)Title I-District, (S)Local	Summative - Records of written TAPR communication and date sent to families.
6. Teachers will attempt to conference with parents as necessary Homeroom teachers will send out student/parent school compacts. A. English & Spanish translation B. Provide translators as needed C. Parents' Right to Know Notice(Required in home language) (Title I SW: 6) (Target Group: All)	Principal, Teacher(s)	Annually and as necessary	(S)Local	Summative - Open House Sign-in Records Conference Logs School Compacts for every student Address labels

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Goal 5. The campus will continue to embrace technology to enhance student learning. Additionally, the campus will utilize technology to increase productivity related to data analysis, record keeping, classroom management, communication, and fiscal management.

Objective 1. All faculty and staff members will be encouraged to address technology needs as they pertain to enhanced student learning and productivity. The Technology Applications course will provide students with a deeper understanding and a greater experience with the use of technology and the 8th grade students will increase their achievement on the end-of-year technology applications assessment by 10% over the 2016-2017 year. All students in grades 6-8 will participate in a One-to-One iPad initiative.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Integrate technology throughout the instructional program at all grade levels in all subject areas.</p> <p>I. Utilize technology in classrooms more effectively.</p> <p>A. Mobile labs / MOBI System B. Employ ELMO projectors for instruction C. One-to-One iPad Initiative</p> <p>II. Encourage teachers to use technology for instructional development and enrichment.</p> <p>A. Internet research B. Other media uses C. Teacher web pages D. Digital Photo Recording of Learning E. Ongoing Tech Prof. Dev. for all staff</p> <p>III. Embrace technology to manage student records, assessment, and communication.</p> <p>A. TXConnect B. TxEIS C. Web pages D. DMAC</p> <p>IV. Offer Technology Applications Course to all 8th grade students. (Title I SW: 2) (Target Group: All)</p>	<p>Assistant Principal, Director of Technology, Principal, Teacher(s)</p>	<p>August - July</p>	<p>(S)Technology</p>	<p>Summative - Online grades and attendance Progress Monitoring Results Portable Lab Sign-Out Log STaR Chart Completion (Annually) Benchmarking Annual Tech Apps State Assessment for 8th Grade</p>

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Goal 6. Professional development relating to campus and district needs will be encouraged and supported. The campus will strive to recruit and retain highly qualified professional and paraprofessional personnel.

Objective 1. The campus will employ highly qualified (HQ) staff members to ensure effective academic programs for all students served at Friona Junior High School. 100% of instructional staff and paraprofessional support staff will be highly qualified. The campus will embrace high quality staff development for all faculty and staff members to enhance the instructional efforts of our highly qualified teachers and support staff. Professional development will focus on academic core areas that demonstrate a need for improvement for the 2016-2017 and 2017-2018 school years.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Actively pursue qualified candidates to fill teacher and support personnel vacancies.</p> <p>A. Advertise for personnel needs using the district web site, Region 16, and tasanet.com. B. Attend regional job fairs in the spring and summer as necessary. C. Assign experienced teachers to mentor all new certified personnel within content areas.</p> <p>Provide ongoing professional development activities for all faculty and staff as appropriate.</p> <p>A. Region 16 ESC B. Workshop attendance C. Campus-based staff development D. In-District technology training E. Encourage staff members to seek out professional development opportunities. F. Webinars G. TETN Opportunities H. ELPS Training I. Bullying and Sexual Harassment training (District Level) J. Instructional Coaching for high-needs core areas (reading) K. DMAC prof. development on data disaggregation as needed L. On-Going Sheltered Instruction Training (Title I SW: 1,3,4) (Target Group: All)</p>	<p>Assistant Principal, Educational Aide, Federal Program Director, Principal, Teacher(s)</p>	<p>Aug-July</p>	<p>(F)Title I-District, (F)Title IIA-District, (F)Title III-District, (S)Local, (S)Special Ed-District</p>	<p>Summative - Attendance certificates HQ Report for certified and paraprofessional personnel Documentation of mentoring efforts PDAS Evaluations / walkthroughs</p>

Expenditures

Resource	Source	Amount
Bilingual Allotment-District	State	
GT Allotment-District	State	
IDEA Special Education-District	Federal	
Local	State	
MEP Funding-District	Federal	
Region 16 ESC	Other	
Special Ed-District	State	
State Compensatory-District	State	
Technology	State	
Title I Part C-District	Federal	
Title I-District	Federal	
Title IIA-District	Federal	
Title III-District	Federal	
13 Resource(s)		Total: \$0

Region 16 Migrant SSA



Migrant Section for DIP 2017-2018

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.**

2017-2018 Region 16 Migrant SSA Member District--Frona ISD--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
Required Program Activities	a. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	b. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	c. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, 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	____ ____ ____ ____
	d. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	e. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	Migrant Coordinator, Migrant Counselor		May 1 through September 1	Student Performance Log, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	f. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	g. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	h. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	i. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	j. Secondary Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	Student Performance Log, Migrant Middle School Survey	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	k. Secondary Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor		July 1 through June 30; parent letter within first six weeks of student's enrollment	Student Performance Log, Copy of dated parent letter, recipient list, home visit log	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	l. Secondary Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	Migrant Coordinator, Administrator	Migrant Brochures, Migrant Informational Video	August	Agendas, presentation handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

2017-2018 Region 16 Migrant SSA Member District--Frona ISD--Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required Program Activities	m. Secondary Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Migrant Coordinator, Administrator	Migrant Middle School letter	within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, Meeting notice, Agenda, sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	n. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	o. Provide supportive services for out of school youth.	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	____ ____ ____ ____
	p. 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.)	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	____ ____ ____ ____
	q. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	r. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist		July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Supplemental Program Activities-- Secondary School (Grades 6-12)	Graduation Plan Support--Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship oppoutunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plan, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	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 Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2018	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2017, March 2018, April 2018, May 2018	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

2017-2018 Region 16 Migrant SSA Member District--Frona ISD--Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Supplemental Program Activities--Secondary School (Grades 6-12)	<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2017--application Winter 2017-2018--online course Spring 2018--trip	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>Middle School Leadership Retreat</i> --Conduct a workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face.	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor	Reg 16 SSA MEP funds	February 2018	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>High School Leadership Retreat</i> --Conduct a workshop for migrant high school students to enrich and expand their leadership skills. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2017	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>College Tours</i> -Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2018	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>College and Career Fair</i> -Expose migrant students to various career options and learn the paths after high school graduation to attain selected career of interest.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	November 2018	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>Summer Programs</i> --Project SMART (current programs only) (Memphis ISD selected)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment recod, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
Supplemental Program Activities--Elementary School (Grades 1-6)	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2018	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>Supplemental Instruction</i> --Statewide student assessment Tutorials during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>Summer Programs</i> --Project SMART (current programs only)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment recod, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No
	<i>Health and Safety Day for grades 3-5</i> --One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Administrator, Counselor, R16 Education Speciliasit	Reg 16 SSA MEP funds	October 2017	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No

2017-2018 Region 16 Migrant SSA Member District--Frona ISD--Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Supplemental Program Activities-- Early Childhood/School Readiness Program (EE-Kindergarten)	Supplemental Instruction--Center Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of program: A Bright Beginnings	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	August 25-May 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	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	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	August 25-May 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Summer Programs--Project SMART (current programs only)--for Kindergarten only	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment 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 _____	
Supplemental Program Activities-- Support Services	Identified Needs for Academic and Nonacademic Support Services--School Supplies	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor	MEP funds	July 1 through June 30	School Supply list, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Childcare during Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Region 16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings.	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Region 16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Registration for State and/or National workshops and conferences.	Migrant Coordinator, Administrator, R16 Education Specialist	MEP funds	July 1 through June 30	Registration form, Certificate of Attendance, Conference Agenda, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education--Outreach activities to inform out-of-school youth and their parents about available educational options, including dropout recovery programs.	Migrant Coordinator, Migrant Recruiter, Migrant Youth Specialist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Copy of dated parent letter, recipient list, home visit log, referral letter, student performance log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	
	Other: Snacks and Meals for migrant students participating in off campus migrant activities-- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Interventionist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	

Region 16 Migrant SSA



Priority for Services Action Plan 2017-2018

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)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • 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 FRIONA ISD
Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 08/25/2017

School Year: 2017_ - 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 Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

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

<ul style="list-style-type: none"> 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, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP	
Additional Activities				
<ul style="list-style-type: none"> 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		Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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.)	
<ul style="list-style-type: none"> 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.			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
<ul style="list-style-type: none"> 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

Karen L. Bernas
LEA Signature

9-14-17
Date Completed

Keaton Johnson
ESC Signature

09/15/17
Date Received

Region 16 Migrant SSA

Identification and Recruitment of Migrant Students

2017-2018

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

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

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

Overall District Ratings

Overall District/Campus Rating

Exemplary

Fine Arts

Exemplary

Community and Parental Involvement

Recognized

2nd Language Acquisition

Exemplary

Dropout Prevention Strategies

Exemplary

Compliance and Policy Reporting Requirements

Exemplary

Wellness and Physical Education

Exemplary

21st Century Workforce Development

Exemplary

Digital Learning Environment

Exemplary

Educational Programs for Gifted and Talented Students

Recognized

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 FRIONA J H (185903041) - FRIONA ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

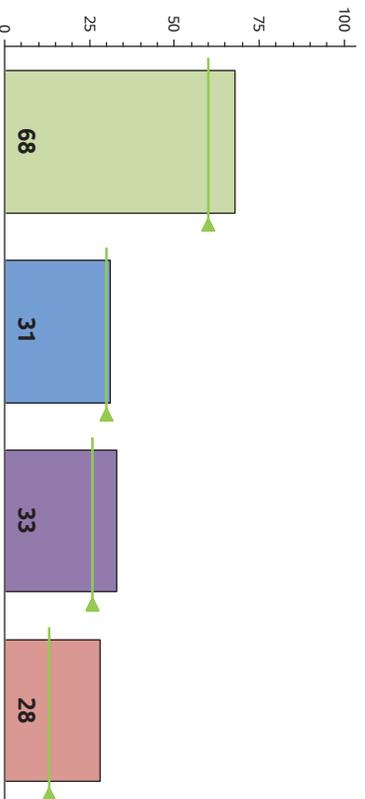
Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Campus Demographics

Campus Type	Middle School
Campus Size	221 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	79.2
Percent English Language Learners	21.3
Mobility Rate	12.3
Percent Served by Special Education	10.9
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	10 out of 17 = 59%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	18 out of 25 = 72%



Performance Index Report

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	417	615	68
2 - Student Progress	308	1,000	31
3 - Closing Performance Gaps	329	1,000	33
4 - Postsecondary Readiness			
STAAR Score	28.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		28

For further information about this report, please see the Performance Reporting website at <https://rpts.vt1.tea.texas.gov/perfreport/account/2017/index.html>

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

SCE FTES

Junior High			
Aide	\$12,946	1.0	
Aide	\$19,140	1.0	
Aide	\$11,676	1.0	
Total	\$43,762	3.0	