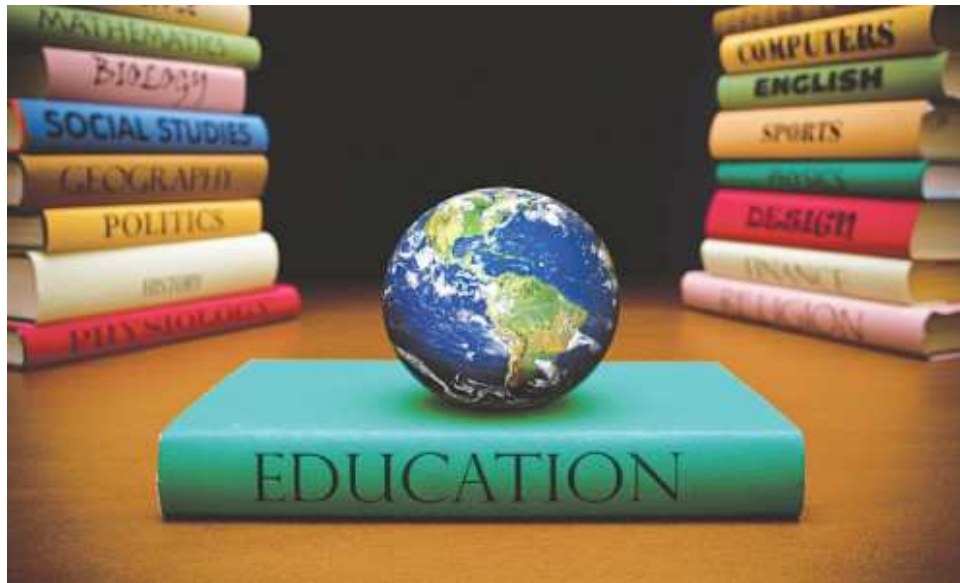


Brackett Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: January 15, 2018

Mission Statement

The mission of the District, in partnership with parents and the community, is to enable all students to be safe and to obtain the knowledge, desire, and integrity to pursue meaningful and productive lives.

Vision

The District ensures graduates have diverse learning experiences, creating confidence to reach their full potential, and the honesty to own mistakes and the integrity to start again and achieve goals.

Core Beliefs

We believe Brackett ISD instills confidence, honesty, and integrity in students to challenge, prepare, and empower students to succeed in life.

We believe our students desire to be productive citizens.

We believe in Brackett ISD that instruction should be flexible to meet each student's needs.

We believe that Brackett ISD attracts and retains highly qualified staff.

We believe the Brackett ISD school Board is open-minded, engaged, supportive, student-focused and provides the tools and resources necessary for success.

We believe the Brackett ISD community is a supporting, giving, and trusting community that deserves to be informed and involved.

Comprehensive Needs Assessment

Needs Assessment Overview

The Brackett ISD District Advisory Committee (BDAC) reviewed the 2016-17 District Improvement Plan (DIP). BDAC reviewed the plan, discussed areas of need or inquiry, and provided the superintendent an opportunity for investigation. BDAC also provided suggestions and made recommendations to roll over, modify, or discard items from the plan. The superintendent inquired with various BISD personnel and departments on inquiries arising from the BDAC meetings.

The superintendent presented BDAC's input and investigative results to the BISD Board of Trustees at the annual District Goals workshop. The Board of Trustees processed, discussed, and made modifications to the 2017-18 district goals and performance objectives aligned with the Vision, Mission, and Core Beliefs of BISD. Moreover, the Board of Trustees made modifications to the 2017-18 district goals and performance objectives with consideration of BDAC's input and the superintendent's investigative results. The Board of Trustees either rolled over, modified, or discarded the existing goals or performance objectives.

The superintendent then met again with BDAC to review the 2017-18 BISD District Goals and Performance Objectives which are reflected directly on the 2017-18 District Improvement Plan. Additionally, BDAC had an opportunity to review the 2017-18 plan and provide input as to the progress of the performance objectives. The Board of Trustees adopted the DIP at their January 2018 Regular Board Meeting.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Violence and/or violence prevention records

Employee Data

- Campus leadership data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of all students.

Performance Objective 1: Implement the recommendations from Region 20 Technology Needs Assessment/Clarity

Evaluation Data Source(s) 1: Measurable Outcomes: Region 20 report Comparison of Clarity Reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with this objective

Goal 1: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of all students.

Performance Objective 2: Work Towards providing each student a mobile data driven device at the 4th Grade through 12th Grade and more student engagement in 21st century learning by securing technology and digital resources

Evaluation Data Source(s) 2: Measurable Outcomes: Sign out sheets, Clarity Report, Inventory

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with this objective but modify to provide access of internet beyond BISD schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) More Internet Access and MB. Junior High moving to one to one initiative.		Updated Bandwidth and additional devices for Junior High Students.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of all students.

Performance Objective 3: Secure emerging technology to maximize student achievement and manage information efficiently

Evaluation Data Source(s) 3: Measurable Outcomes: Reported student growth through STAR, MSTAR, & ESTAR

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Director of Accountability, Testing Coordinators, and Administrators will evaluate this data.		Data from TAPR reports				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of all students.

Performance Objective 4: Secure needed stability and internet speed for computers and student applications with additional wireless access points

Evaluation Data Source(s) 4: Measurable Outcomes: End of Year Clarity Usage Report

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School Board objective to bring all internet usage up to needed speed for the district and a one to one initiative on technology devices for all High School Students.		Internet fully functional with increased speed and reliability for users to include one to one initiative at High School				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 1: Update speakers, bell system, and phones systems

Evaluation Data Source(s) 1: Measurable Outcomes: Financial quote and bids on new phone system district wide

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Implement and continue to monitor bells, speakers, and phone system for smooth integration. We need to continue to improve security measures.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Technology Coordinators will evaluate a needs assessment for a new speaker, bell, and phone system		Sealed Proposed bids for BISD Phone system and implementation of new systems				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 2: Enhanced use of Remind, improved district website, and Facebook

Evaluation Data Source(s) 2: Measurable Outcomes: Number of postings, accessibility

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with this objective for communication and safety purposes.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Stakeholder Communication on available district communication applications including district website, Remind, San Antonio News, and social media venues.		Increased usage of district communication apps evidenced by data supporting numbers of users reached through communication measures				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 3: Engage Parent in at least 2 educational teacher led sessions that promote high expectations and strong values in a supportive home environment resulting in positive student learning

Evaluation Data Source(s) 3: Measurable Outcomes: Sign in Sheets, Parent Involvement Binders

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue with this objective.

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 4: Improve existing CTE Pathways, Certifications, and Industry Licenses

Evaluation Data Source(s) 4: Measurable Outcomes: Meat counter and additional equipment

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue with objective but change strategy.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Add meat counter and additional equipment to meat lab		Add meat counter and equipment for program to provide real world experience.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 5: Two district wide department head meetings to discuss curriculum alignment

Evaluation Data Source(s) 5: Measurable Outcomes: Sign in sheets, CIPs

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conducted at the Secondary & Elementary Campuses		Curriculum alignment & Campus unity in all programs District - wide				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 6: School Board Members will attend two budget workshops prior to the adoption of the annual budget

Evaluation Data Source(s) 6: Measurable Outcomes: Board Agenda and Minutes

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Continue with this objective

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 7: Administrators will submit budget wish list in January for the development of the budget. Administrators will have opportunity to visit with CFO on their budget prior to budget adoption.

Evaluation Data Source(s) 7: Measurable Outcomes: State of District Report

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrator submit Wish List and opportunity of meeting with CFO.		Wish list submitted and Administrator input on next year's budget.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Improve Communication between the district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education

Performance Objective 8: Host ESL and Special Education Parent Conferences/ARDs throughout the school year

Evaluation Data Source(s) 8: Measurable Outcomes: Sign in sheets

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Director of Special Programs works with ESL teachers to set up conferences and input at all ARD meetings from ESL teacher		Accountability Reporting in areas of ESL				
= Accomplished = Continue/Modify = No Progress = Discontinue						







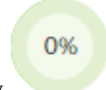

Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students.

Performance Objective 1: Continued support of districtwide school resource officer and secure grant for continued financial support

Evaluation Data Source(s) 1: Measurable Outcomes: Financial reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School Resource Officer in present at campuses and school activities		Continue work with Kinney County Sheriffs Dept to secure this grant				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students.

Performance Objective 2: District wide drug, bullying, gangs, drugs and alcohol sessions/presentations for students and Teen Pregnancy Education

Evaluation Data Source(s) 2: Measurable Outcomes: Record of assemblies, agendas, flyers, and Nurse Education. Implementation of STOP IT!

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue and modify objective to include Stop It!

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate Rachel's Challenge program into school, parents and stakeholders and staff development		Reduce the number of cases in all of these areas at BISD				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students.

Performance Objective 3: Work with first responders on a virtual/table top crisis training on weekends with administrator involvement

Evaluation Data Source(s) 3: Measurable Outcomes: Sign in sheets, summary of training

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Visit with various local law enforcement and emergency agencies to coordinate familiarity and training at BISD.		Attend Active Shooter Training's and discuss Active Shooter Protocol's with all local law enforcement and emergency agencies.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students.

Performance Objective 4: TASB Safety

Evaluation Data Source(s) 4: Measurable Outcomes: District Audit Report

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue with this objective

Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students.

Performance Objective 5: Upgrade all security cameras

Evaluation Data Source(s) 5: Measurable Outcomes: Inventory Report, Cameras at Front Office, Help Button for Secretaries

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Existing cameras working with additional cameras in front offices at campuses with help buttons for office personnel.		Increased use and adaptability for administrators to use all cameras around campus. Cameras in front office with help buttons for office personnel.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students.

Performance Objective 6: Add additional access points on doors

Evaluation Data Source(s) 6: Measurable Outcomes: Inventory Report

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: BISD has very access with card readers. Modify this objective.

Goal 4: Recruit and Retain highly qualified teachers

Performance Objective 1: BISD will offer stipends to teachers in approved subject areas and incentives

Evaluation Data Source(s) 1: Measurable Outcomes: Documentation of incentives and stipends

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with this objective contingent on budget

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Stipends built into each year's new budget planning and incentives		Increase levels in recruitment and retention of teachers at BISD				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Recruit and Retain highly qualified teachers

Performance Objective 2: BISD will continue to increase teacher pay

Evaluation Data Source(s) 2: Financial Reports

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Superintendent, Business Manager Financial Planning						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Attendance rate will be at 96% or better at each campus

Performance Objective 1: District wide truancy program by truancy grant officer, SRO, and administrators

Evaluation Data Source(s) 1: Measurable Outcomes: Accountability Attendance Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Home visits on student absences that are not called in by parents	Truancy Officer and School Resource Officer (SRO)	Increase in attendance rate				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Attendance rate will be at 96% or better at each campus

Performance Objective 2: Campus wide incentives will be established for good attendance

Evaluation Data Source(s) 2: Measurable Outcomes: Attendance Rate at least 96%

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue with this objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrator initiation of viable incentive programs for students		Attendance rates at least 96% district wide				
= Accomplished = Continue/Modify = No Progress = Discontinue						

District Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Holly Harris	Junior High
Classroom Teacher	Amanda Frerich	High School
Classroom Teacher	Catherine Kepler	Elementary
Community Representative	YJ Jimenez	Community
Community Representative	Stephen Foxx	Community
Business Representative	Brad Coe	Business
Business Representative	Melanie Jones	Business
Parent	Savanah Molinar	Elementary
Parent	Lorenza Jaso	Junior High
Parent	Jenny Alexander	High School
Special Education Teacher	Tanya Morgan	Elementary
Special Education Teacher	Christine Hutchison	Secondary
Student	Ayme Bruce	Senior
Student	Janae Jensen	Senior
Classroom Teacher	Allison Watkinson	Intermediate

Addendums

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) series days offered by ESC.	August thru May	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas		
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed	MEP staff	ID&R manual and NGS reports	Forms that meet Title I Part C Migrant Compliance Report		

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and letters sent to parents after three attempts to contact the family; completed COEs.		
Identification & Recruitment	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		
Identification & Recruitment	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs & increase in Local Growers List		
Identification & Recruitment	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & school records	Recruiter Logs, increase in OSY		
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.		

Goal: Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.

Objective: Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & school records.	Complete COEs for qualifying family surveys.		
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		
Identification & Recruitment	SEA Reviewers review COEs and SDF for QADs after June 1, 2015 to ensure documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.		
Identification & Recruitment	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist, Ed Spec	NGS Guidelines, ID&R manual, I NGS Reports, School Records and NGS	Monthly residency verification report		
3 ion	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that	Year round	OSY Recruiter / Recruiters /	ID&R Manual / SSA	Community Outreach FAIR passports to visit agencies who provide services.		

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Interagency Coordinat	provide services to migrant workers and their families by meeting with staff.		Ed Spec Counselor	Procedures Handbook	Sign In Sheets from agencies attending our events.		
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant High School students by community organizations. Referrals.		
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID& R manual	Compliance with TEA requirements		
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.		
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	TEA Eligibility Validation Instructions	100 percent accuracy rate		

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		

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="margin-left: 20px;"><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="margin-left: 20px;"><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: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team
Date: 07/31/2017

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):</p> <p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>	<p>Objective(s):</p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</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. 	Monthly	System Specialists	NGS Monthly Reports
<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. 	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annual	Educational Specialists	Copy of District Improvement Plan

		District Designee	showing insertion of PFS Action Plan
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. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports
<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. 	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Sign in sheets from Community Outreach Recruiter Logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors Recruiters	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
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. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report
<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. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report
<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. 	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version).

LEA Signature

Date Completed

ESC Signature

Date Received