

Brackett Independent School District

District Improvement Plan

2018-2019

Accountability Rating: A



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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Comprehensive Needs Assessment Data Documentation	6
Goals	8
Goal 1: The board supports the use of technology and staff development for teachers, administrators, and technology personnel to meet the needs of all students.	8
Goal 2: Improve Communication between district, community, and other stakeholders through engagement in support of the BISD Vision, Values, and Excellence in Education.	9
Goal 3: The Board of Trustees will support all safety measures in an effort to secure a safe learning environment for all students and staff.	14
Goal 4: Recruit and Retain highly qualified teachers.	19
Goal 5: Attendance rate will be at 96% or better at each campus.	21
District Advisory Committee	23
Addendums	24

Comprehensive Needs Assessment

Needs Assessment Overview

Brackett ISD located in Brackettville, Texas is a rural small south Texas school district located very close the Texas Mexico Border just 25 minutes from Del Rio, Texas. Brackett ISD had below 600 students in the 2017-18 school year. Enrollment numbers show a continuing decrease in student enrollment. The majority of the student body is comprised of 66% Hispanic and 32% White. Brackett ISD has almost 60% of students described as Economically Disadvantaged. Families transfer in and out of Brackettville or the surrounding areas affecting the school district enrollment.

Strengths:

Brackett ISD recieved an "A" as the 2017-18 Accountability Rating for the 2017-18 school year. The high school recieved 5 distinctions, the Junior high recieved 3 distinctions and the Elementary/Intermediate recieved 3 distinctions. A strength was noted in the areas of Academic Growth, Closing the Achievement Gaps, and Postsecondary Readiness across the district. Brackett ISD continues to improve the technology infrastructure and technology for all constituents. Brackett ISD continues to develop methods and procedures to allow students to access educational services while not in the classroom. Brackett ISD has reorganzied the school district and duties to support additional technology.

Brackett ISD has well disciplined stduents with major dicipline violations being minimal. According to dicipline reports, Brackett ISD is considered a safe school. Brackett ISD employs a School Resource Officer and Truancy Officer. Employees are vigilant. The Brackett ISD community is supportive of its school district. Students and community are extremely involved and much pride revolves around the school district. Parents are community are responsive to the needs of Brackett ISD.

Brackett ISD address teacher turnover on an annual basis. The turnover rate may be attributed to various factors. Some of these factors may be geographic location, housing within the school district, and military and law enforcement personnel transferring. Overall, Brackett ISD does have a strong nucleus of teachers.

Areas of Concern:

Brackett ISD was rated "Superior Achievement" in the most recent Financial Interiity Rating System of Texas (FIRST). However, the decrease in enrollment has affected the school district with a decrease in revenue. There are many academic and facility needs that need to be addressed. The district has been looking at revenue options and how to decrease expenditures. Additionally, BISD seeks grants further supplement the budget. Academic areas that

BISD is to focus is in the academic achievement of special populations. Additionally, the area of reading to continue to progress in all academic areas is a focus. Technology aids in many aspects to overcome some barriers. Technolgy infrastructure continues to be developed while continuing to develop professional development and programs. Career Technical Education programs continue to be enhnaced.

In light of current events that revolve around school safety, Brackett ISD is some areas of development. Considering the geographic location and Brackett ISD circumstances, additional measures are needed in effort to maximize safety of everyone at Brackett ISD. Security and safety systems and programs are in need to implementation and/or upgrade.

Brackett ISD has a stong nucleous of teachers. However, Brackett ISD does struggle to recuit teachers. Brackett salary scale is lower than surrounding larger school districts. Additionally, lack of housing within Brackettville furhter affects families moving within district. New state mandates and certifications place Brackett ISD in difficult situations to remain in compliance due to the lack of viable applicants willing to work at Brackett ISD.

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: The board supports the use of technology 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: Region 20 report Comparison of Clarity Reports

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 1: The board supports the use of technology 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 device at the 3rd Grade through 12th Grade and more student engagement in the 21st century learning by securing technology and digital resources

Evaluation Data Source(s) 2: Clarity Report, Inventory

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 1: The board supports the use of technology 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: Student Growth through STAAR, MSTAR, ESTAR, TAPR

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 1: The board supports the use of technology 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: End of Year Clarity Usage Report

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

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

Performance Objective 1: Update speakers, bell systems, and telephone systems district wide.

Evaluation Data Source(s) 1: Installation of new speakers, bell systems, and telephones systems

Summative Evaluation 1:

Goal 2: Improve Communication between 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: Number of postings, accessibility

Summative Evaluation 2:

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, Facebook, and San Antonio News Stations.		Increased usage of district communication apps evidenced by data supporting numbers of users reached through communication measures				

2) Engage parent(s) in at least 2 educational teacher led sessions that promote high expectations and strong values in a supportive home environment resulting in a positive student learning.						
--	--	--	--	--	--	--

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 3: Engage parent(s) 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: Sign-in sheets, Parent Involvement Binders

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

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

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

Evaluation Data Source(s) 4: Additional equipment for pathways, Number of Industry Licences and Certifications

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Add Plasma Cutter for FFA program at High School		Plasma cutter will provide students with additional experience				

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

Performance Objective 5: District wide department head meetings for curriculum alignment

Evaluation Data Source(s) 5: Sign-in sheets, CIP's

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

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

Performance Objective 6: Board Members will attend at least two planning and budget workshops/meetings prior to adoption of budget

Evaluation Data Source(s) 6: Board Agendas and Minutes

Summative Evaluation 6:

TEA Priorities: 4. Improve low-performing schools.

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

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

Evaluation Data Source(s) 7: Meeting with CFO, Adopted Budget

Summative Evaluation 7:

TEA Priorities: 4. Improve low-performing schools.

Goal 2: Improve Communication between 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/ARD's throughout the school year.

Evaluation Data Source(s) 8: Sign-in Sheets

Summative Evaluation 8:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Director of Special Programs to work to set up ESL conferences and ARD's.		Increased attendance of parents at meetings				

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

Performance Objective 1: Continued support of district wide school resources officer and secure grant for continued financial support

Evaluation Data Source(s) 1: Financial Reports

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School Resource Officer for full academic year		School Resource Officer to be at BISD starting in August through Graduation.				

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

Performance Objective 2: District wide drug, bullying, gangs, alcohol, teen pregnancy educational sessions/presentations for students.

Evaluation Data Source(s) 2: Assemblies, agendas, flyers, Nurse Education

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Rachel's Challenge, Various Assemblies to increase safety.		Reduce cases of in all areas				

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

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

Evaluation Data Source(s) 3: Sign-in sheets, Summary of Training

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Visit with various local law enforcement, emergency agencies, to coordinate, familiarize, and provide access to Brackett ISD.		Attend Active Shooter Training's and protocols with local law enforcement and emergency agencies.				

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

Performance Objective 4: Design and implement BISD Guardian Program

Evaluation Data Source(s) 4: Guardian Program Protocols and Implementation

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Creation of BISD Guardian Program Task Force		Task Force to govern BISD Guardian Program				

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

Performance Objective 5: TASB Safety Audit

Evaluation Data Source(s) 5: District Audit Report

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

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

Performance Objective 6: Upgrade security cameras and install Emergency Buttons

Evaluation Data Source(s) 6: Inventory report, Cameras at Front Office, Emergency Buttons

Summative Evaluation 6:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review and upgrade need existing security cameras plus install emergency help buttons throughout the district.		Increased use and adaptability of cameras and system district wide. Minimize response time in event of an emergency.				

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

Performance Objective 7: Additional access points on exterior doors

Evaluation Data Source(s) 7: Inventory Report

Summative Evaluation 7:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

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: Adopted Salary Schedule and Budget

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Stipends built into the new budget planning and incentives		Increased levels in recruitment and retention of teachers at BISD				

Goal 4: Recruit and Retain highly qualified teachers.

Performance Objective 2: Brackett ISD will continue to increase teacher pay

Evaluation Data Source(s) 2: Financial Reports, Budget

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Financial planning by Superintendent and CFO		Employees receive a step increase at minimum				

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

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

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Connect high school to career and college</p> <p>1) Truancy officer to seek out students with excessive absences to include home visits</p>		Increased attendance rates				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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: Attendance rate at least 96%

Summative Evaluation 2:

District Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Amanda Frerich	HS Teacher
Classroom Teacher	Allison Watkinson	Intermediate Teacher
Classroom Teacher	Holly Harris	JH Teacher
Community Representative	Stephen Foxx	Community Member
Business Representative	Melanie Jones	Business Member
Parent	Savanah Molinar	Elementary Parent
Parent	Jenny Alexander	HS Parent
Special Education Teacher	Tanya Morgan	Elementary Special ED Teacher
Special Education Teacher	Christine Hutchison	Secondary Special ED Teacher
Community Representative	Alexandra Rodriguez	Community Member
Business Representative	Melissa Davis	Business Member
Student	Kyle Garza	Senior Student Rep
Student	Kristina Rangel	Senior Student Rep
Classroom Teacher	Delilah Kay	Elementary Teacher
Parent	Stephanie Buitron	JH Parent

Addendums

**2018-2019 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2018 and March 30, 2019 for ID&R training or as determined by TEA. NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, 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.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> 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. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA 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. <ul style="list-style-type: none"> • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
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.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility 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.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
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 [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
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.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

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><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><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: 09/11/18

School Year: 2018 - 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action 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><u>Goal(s):</u></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><u>Objective(s):</u></p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
---	--

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 District Designee	Copy of District Improvement Plan 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 SSA Meeting Agenda/Sign-In Sheets
<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 Agreement Sign in sheets from Community Outreach PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<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 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 District Contact, Campus Administrator or Campus Designee	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 FEV Progress Reports
<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 FEV Progress Reports
<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). PFS Student Review Forms

LEA Signature

Date Completed

ESC Signature

Date Received