

Brckett Independent School District

District Improvement Plan

2020-2021



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview

Brackett ISD is located in Brackettville, Texas. Brackettville is a rural small south Texas school district located just 25 minutes from the Texas Mexico Border. Brackettville is on Highway 90 and lies in the middle of the much larger cities of Eagle Pass, Del Rio, and Uvalde, Texas. In 2019-20, the TEA TAPR indicates that Brackett ISD student enrollment was 571. Brackett ISD is experiencing an overall decline in student enrollment from previous years. According to the 2019-20 TAPR, BISS student demographic breakdown is approximately: 70% Hispanic, 28% White. BISS has 58% of the student body that is designated as Economically Disadvantaged and 43% of students are designated as At-Risk. Law Enforcement transfers, Laughlin AFB transfers, and close proximity to the surrounding larger cities are all factors in student enrollment numbers. Brackett ISD currently buses some students from Laughlin AFB due to a waiver secured for the 2020-21 school year. Over the years the number of students bused from Laughlin AFB has significantly declined.

Strengths:

For the 2019-20 school year, TEA did not rate Brackett ISD due to the COVID-19 pandemic. The official TEA BISS 2020 Accountability Rating is "Not Rated: Declare State of Disaster." According to the TEA 2018-19 Accountability Ratings, Brackett ISD received an "A" rating for the second consecutive year. Brackett High School was rated an "A" campus by the TEA in 2018-19, receiving 6 distinctions. Brackett High School was named to 2018-19 Honor Roll by Educational Results Partnership. The 2018-19 TEA rating for Brackett Junior High was a "B" and receiving 1 distinction. Jones/Intermediate School was rated "C" by the TEA in 2018-19. The 2018-19 was the first year TEA rated the campuses with a letter rating. Brackett ISD scored higher than the state in most of the 2018-19 Accountability Performance Measures.

Brackett ISD continues to improve the technology infrastructure and improve technology for students and staff. Educational technology has been dramatically improved in last three years with faster internet, more data points, additional programs, One-to-One initiative Pre-K through 12th grades, and STEM programs district wide.

Brackett ISD has well disciplined students with major discipline violations being minimal. According to discipline reports, Brackett ISD is considered a safe school district. Brackett ISD employs a School Resources Officer and a Truancy Officer full time. Brackett ISD implemented a Guardian Program at the beginning of the 2019-20 school year. The Brackett ISD community is supportive of its school district. Brackett ISD enjoys participation from students and community.

Brackett ISD address teacher turnover on an annual basis. The turnover rate may be attributed to many factors. One factor is low teacher pay compared to our surrounding school districts. Brackett ISD did significantly raise its teacher pay schedule for the 2019-20 with the passing of House Bill 3, however so did many school districts BISS competes with for teachers. Lack of housing within the BISS community is another factor that contributes to the turnover rate. Brackettville is close to Laughlin AFB and has a large Border Patrol presence. Employment transfers due to Laughlin AFB and Border Patrol also affects the turnover rate. An additional factor that contributes to the turnover rate is the geographic location of Brackett ISD. San Antonio is the closest major city located approximately 2 hours east of Brackettville. Additionally, Brackett ISD managed its finances extremely well in 2019-20. Brackett ISD placed nearly \$1 million dollars into fund balance according to the most recent audit. The contribution to the fund balance comes inclusive of many facility improvements such as 40 new HVAC, District Lighting, Track, Roofing Projects, and additional technology equipment. Lastly, Brackett ISD did design a Teacher Retention Pilot Program for 6 years starting with the 2020-21 school year. The Teacher Retention Program will provide a monetary incentive for returning teachers. The schedule increases by \$100 dollars per year for teachers to reach a maximum of \$1000 dollar stipend.

Areas of Concern:

Brackett ISD was rated "Superior Achievement" in the most recent Financial Integrity Rating System of Texas (FIRST). However, the decrease in enrollment has affected the

school district with a high possibility of Brackett ISD being identified as a property rich school district. The designation may cause Brackett ISD to be subject to recapture.

There are many academic needs that will need to be addressed due to the academic holes due to the pandemic. For the 2020-21 school year, Brackett ISD did staff three teachers at every grade level at the elementary grades in an effort to address some of the academic concerns. Brackett ISD continues to explore ways to increase teacher/employee salaries to decrease the turnover rate. Academic areas district wide need to be monitored and addressed. The large increasing numbers of special education students is a critical need. 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. Technology infrastructure continues to be developed while continuing to develop professional development and programs. Career Technical Education programs continue to be enhanced.

In light of current events that revolve around school safety, Brackett ISD has made significant progress. 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 have been implemented and/or upgraded. Brackett ISD implemented a Guardian Program, Duress System, upgraded security cameras at the beginning of the 2019-20 school year are needed to be maintained. The training of guardians continues to be a need.

Brackett ISD has a strong nucleus of teachers. However, Brackett ISD does struggle to recruit teachers. Brackett salary scale is lower than surrounding larger school districts. Additionally, lack of housing within Brackettville further 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- 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 between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment 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 Sources: Region 20 report Comparison of Clarity Reports

Summative Evaluation: None

Strategy 1: Review ESC 20 Clarity reports for increased rates.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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 enhancing each student's proficiency with a mobile data device at the Pre-K through 12th Grade and more student engagement in the 21st century learning by securing technology and digital resources

Evaluation Data Sources: Clarity Report, Inventory

Summative Evaluation: None

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 Sources: Student Growth through STAAR, MSTAR, ESTAR, TAPR

Summative Evaluation: None

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 Sources: End of Year Clarity Usage Report

Summative Evaluation: None

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: Secure internet sources for families and community to continue educational program at home.

Evaluation Data Sources: Secure hot spots, partnerships, and other community resources students may use while at home.





Summative Evaluation: None

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, Facebook, and School Messenger

Evaluation Data Sources: Number of postings, accessibility, School Messenger messages

Summative Evaluation: None

<p>Strategy 1: Stakeholder communication on available district communication applications including district website, Remind, Facebook, School Messenger, and San Antonio News Stations.</p> <p>Strategy's Expected Result/Impact: Increased usage of district communication apps evidenced by data supporting numbers of users reached through communication measures to include instant messaging such as Twitter.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Sign-in sheets, Parent Involvement Binders





Summative Evaluation: None

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 Sources: Additional equipment for pathways, Number of Industry Licences and Certifications

Summative Evaluation: None

Strategy 1: Redesign the Culinary Arts Program Strategy's Expected Result/Impact: Create a real world culinary arts program to reflect culinary arts professions. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 5: Board Members will attend at least two planning and budget workshops/meetings prior to adoption of budget

Evaluation Data Sources: Board Agendas and Minutes

Summative Evaluation: None

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: 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 Sources: Meeting with CFO, Adopted Budget





Summative Evaluation: None

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: Host ESL and Special Education Parent Conferences/ARD's throughout the school year.

Evaluation Data Sources: Sign-in Sheets

Summative Evaluation: None





Strategy 1: Principals and ESL Program Teacher to set up ESL conferences and ARD's. Strategy's Expected Result/Impact: Increased attendance of parents at meetings Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 resource officer

Evaluation Data Sources: Financial Reports

Summative Evaluation: None





Strategy 1: School Resource Officer for full academic year Strategy's Expected Result/Impact: School Resource Officer to be at BISD starting in August through Graduation. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Assemblies, agendas, flyers, Nurse Education

Summative Evaluation: None

Strategy 1: Presentation of Alcohol - "Sean Speaks" Presentation on Cyber Bullying and Vaping Strategy's Expected Result/Impact: Reduce cases of in all areas Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


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 local first responders on a crisis training to hone skills and train for worst case scenario


Evaluation Data Sources: Sign-in sheets, Summary of Training


Summative Evaluation: None

<p>Strategy 1: Visit with various local law enforcement, emergency agencies, to coordinate, familiarize, and provide access to Brackett ISD. Incorporate BISD Guardians in training</p> <p>Strategy's Expected Result/Impact: Attend Active Shooter Training's and protocols with local law enforcement and emergency agencies.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify






Discontinue

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: Build training BISD Guardians and Guardian Program

Evaluation Data Sources: Guardian Program Protocols and Training Participation

Summative Evaluation: None

Strategy 1: Creation of BISD Guardian Program Task Force Strategy's Expected Result/Impact: Task Force to govern BISD Guardian Program Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: District Audit Report

Summative Evaluation: None


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: Maintain security cameras and coordination of Emergency Buttons


Evaluation Data Sources: Inventory report, Cameras at Front Office, Duress System


Summative Evaluation: None

<p>Strategy 1: Review and upgrade need existing security cameras plus practice emergency help buttons throughout the district. Strategy's Expected Result/Impact: Increased use and adaptability of cameras and system district wide. Minimize response time in event of an emergency to improve safety of all. Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify






Discontinue

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: BISD will have a trauma-informed program to integrate trauma-informed care practices in the school environment.

Evaluation Data Sources: Training Sign-in Sheets - Stop the Bleed

Summative Evaluation: None





<p>Strategy 1: BISD will provide trauma-informed care training to employees in partnership with local emergency personnel to include school nurse.</p> <p>Counseling will be available for individuals affected by trauma or grief.</p> <p>Strategy's Expected Result/Impact: BISD employees trained on trauma-informed care practices.</p> <p>Counseling resources available and counseling care team in conjunction with ESC-20.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Adopted Salary Schedule and Budget

Summative Evaluation: None





Strategy 1: Stipends built into the new budget planning and incentives Strategy's Expected Result/Impact: Increased levels in recruitment and retention of teachers at BISD Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Recruit and Retain highly qualified teachers.

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

Evaluation Data Sources: Financial Reports, Budget, Recommend Employee Salary Study

Summative Evaluation: None

Strategy 1: Financial planning by Superintendent and CFO to maximize HB3 Strategy's Expected Result/Impact: Employees receive a increase in pay. BISD provide support to teachers to maximize HB3 options to increase salary. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: Attendance Reports

Summative Evaluation: None

Strategy 1: Truancy officer to seek out students with excessive absences to include home visits Strategy's Expected Result/Impact: Increased attendance rates Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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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 Sources: Attendance rate at least 96%

Summative Evaluation: None

Addendums

**2020-2021 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, 2021 for ID&R training or as determined by TEA. NGS training: August 25-27, 2020
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-year-olds 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. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
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 style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), 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.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2020 - 2021

Filled Out By: MEP Team
Date: 09/16/20

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<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>
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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 for 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 students information on the Priority for Service criteria. 	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<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) PAC Meetings	Educational Specialists Migrant Counselor Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list PAC Sign-In Sheets Tutor Logs

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. 	<p>Year Round</p>	<p>ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors</p>	<p>ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report PFS Progress Review Forms</p>
<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. 	<p>Year Round</p>	<p>ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee</p>	<p>ESC Migrant Counselor Logs Recruiter Logs Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms</p>
<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. 	<p>Year Round</p>	<p>Migrant Coordinator Educational Specialists</p>	<p>Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms</p>

LEA Signature

Date Completed

ESC Signature

Date Received