

Brckett Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



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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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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data










- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data


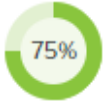





Goals

Goal 1: All staff are expected to promote high academic achievement and provide social emotional support to promote success on state accountability assessments and master learning of grade level requirements.

Performance Objective 1: All schools will show growth in all subject areas as rated in the 3 domains rated by the state accountability system (Domain I - Student Achievement; Domain II - School Progress; Domain III - Closing the Gaps)

Next Year's Recommendation: Indicators will not be released until September

Strategy 1 Details	Reviews			
Strategy 1: Implement instructional software to improve teaching and learning (I-station/EducationGalaxy/Renaissance Learning) during the school day as well as outside of the school day as intervention and support for instruction. Funding Sources: Instructional programs - Federal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Provide instructional resources and professional development to teachers in order to provide interventions and supports to special program students (ESL/Special Education/504/GT) Funding Sources: - Federal, - Local Spec Ed	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Provide summer school and jump start programs to to support state requirement and increase student learning opportunities for struggling students. Funding Sources: - Local, - Federal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			













Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with professional learning experiences to gain effective instructional strategies. (Reading Academies/Lead4Ward/Dyslexia) Funding Sources: - Federal, - Local, - Title 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The district will provide and teachers will implement a viable and research based curriculum supported by impactful interventions that ensure high levels of student achievement for all student groups.

Performance Objective 1: Evaluate data from campuses to provide support for the instructional systems by purchasing resources to be used in the classroom and for interventions.

Summative Evaluation: Met Objective








Next Year's Recommendation: continue aligning purchases and resources to needs based assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide summer curriculum planning for staff to create unit guides, assessments and to review the data to prepare for the school year. Funding Sources: - Federal, - Title 1, - Local	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with instructional planning and training during student only early outs in order to create targeted instructional plans to meet the needs of students.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize TEKS resource system to vertically align the lesson and to develop TEKS specific lessons. Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The district will provide and teachers will implement a viable and research based curriculum supported by impactful interventions that ensure high levels of student achievement for all student groups.

Performance Objective 2: Enhance existing CTE Programs of Study, Certification's and Industry Licenses

Summative Evaluation: Met Objective














Strategy 1 Details		Reviews			
Strategy 1: annual meeting with region 20 and CTE staff to review requirements and effective implementation of program		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Ensure the success of all students by providing a safe, healthy, engaging and inclusive learning environment recognizing every member of the learning community as a valued individual.

Performance Objective 1: Provide social emotional support so students can be academically successful.

Summative Evaluation: Met Objective

Next Year's Recommendation: continue with social emotional support for our students







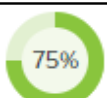

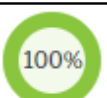




Strategy 1 Details	Reviews			
Strategy 1: Provide social, emotional support through counseling sessions, social emotional learning and parents training to increase student grades, attendance, peer interaction and parent engagement. Funding Sources: - Federal, - Title 1, - Local	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Student and staff will increase their knowledge of practicing empathy, antibullying and teachers will implement effective discipline practices. Funding Sources: - Federal, - Local	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create ways to help students set goals and understand the importance of goal setting and planning	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Ensure the success of all students by providing a safe, healthy, engaging and inclusive learning environment recognizing every member of the learning community as a valued individual.

Performance Objective 2: Campus and district facility emergency operation team leaders will receive on-going emergency response training (Standard Response Protocol).

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: district safety will continue to be an on-going goal.











Strategy 1 Details	Reviews			
Strategy 1: SRO, School Safety Monitor and Networking safety monitor will work together and collaborate with campus administration to ensure the safety of the district. Funding Sources: - Federal, - Local, - Title 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Implementation and continued monitoring of the BISD Guardian Program	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Review and upgrade security features such as cameras, alarm systems, badge readers and panic buttons on an annual basis.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Recruit and Retain highly qualified teachers.

Performance Objective 1: Provide comparable salaries and stipends

Summative Evaluation: Met Objective

Next Year's Recommendation: continue to review and align salaries appropriately as budget allows











Strategy 1 Details	Reviews			
Strategy 1: Review salaries schedules on an annual basis and utilize TASB salary study to recommend competitive salaries and fringe benefits	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Offer stipends to teachers in approved subject areas as an incentive for certification in areas such as Science, Math and Special Education.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: All students will be actively engaged in student learning and attendance will be monitored.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue to make progress










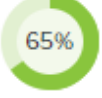
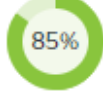

Strategy 1 Details	Reviews			
Strategy 1: Utilize the truancy/safety monitor for parental conferences and home visits to education parents on the compulsory attendance law. Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Campus wide incentives will be established for good attendance. Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 6: Improve Communication between district, community, and other stakeholders to create transparency and trust in order to increase parental involvement establish a growth mindset and focus on improvement.

Performance Objective 1: Continue to improve communication with parents and build positive effective relationships.

Summative Evaluation: Met Objective

Next Year's Recommendation: this objective will continue










Strategy 1 Details	Reviews			
Strategy 1: Family forms fair, technology night and other scheduled opportunities for parents to learn and practice using the ascender portal as a student information system to include registration process, scheduling and required forms and monitoring grades and assessment.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Work with TRIO, universities, Workforce Solutions to inform parents and students on college and career opportunities.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Offer learning partnership meetings, where parents are provided activities to be used at home to enhance student success. Funding Sources: - Federal, - Local, - Title 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Plan for events throughout the year for parents and community to celebrate with the school (fall and spring community pep-rally, student showcases, career days, etc)	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Enhance use of remind, dojo, school messenger, website, social media and the marquee	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Develop and maintain a five-year strategic plan that demonstrates a well organized use of available resources while adopting a fiscally responsible budget annually.

Performance Objective 1: Develop a five year technology maintenance and improvement plan

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Create inventory database that is reviewed and monitored annually	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: Create a committee to review instructional technology software for recommendation, evaluation, and application.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Review the recommendation from Region 20 Clarity Reports	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Funding Summary

Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional programs		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
Local Spec Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
2	1	1			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00

Addendums

2022-2023 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 TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEes for the 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 September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists 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, documents, 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 migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEes as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.	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/ECOEes.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEes.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory 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 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory 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 for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes 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. <u>Monitor and address ongoing training needs for ID&R.</u> 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. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> 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. <u>Monitor</u> 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	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> 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), LEA designee, etc.	By July 30

<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>
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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 TX-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; <u>AND</u> <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; <u>AND</u> <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

School Year: 2022-2023

Filled Out By: ESC-20 MEP Team
Date: 07/20/2022

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 disadvantaged).

<u>Goal(s):</u>	<u>Objective(s):</u>
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

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 TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-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. 	Annually by September 30	-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). 	Annually by September 30	-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 migratory 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 TX-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. 	Annually PAC Meetings	-Educational Specialists -Recruiters -MEP 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 contact or MEP staff will make individualized home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	-Educational Specialists -Adjunct Migrant Counselor -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	-Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -PAC Sign-In Sheets
Provide services to PFS migratory students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant contact or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	-Adjunct Migrant Counselor -Educational Specialists -Recruiters	-Adjunct Migrant Counselor logs -Recruiter logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms

<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	<ul style="list-style-type: none"> -Adjunct Migrant Counselor -Educational Specialists -Recruiters -District Designee 	<ul style="list-style-type: none"> -Adjunct Migrant Counselor Logs -Recruiter Logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<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	<ul style="list-style-type: none"> -Migrant Coordinator -Educational Specialists 	<ul style="list-style-type: none"> -PFS Student Review Forms