

**Reagan County ISD  
District Improvement Plan  
2020-2021**



**November 9, 2020**

**Date of School Board Approval  
Mission Statement**

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

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### **Vision Statement**









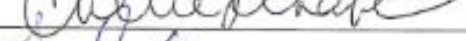
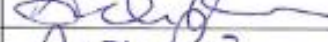





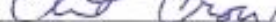
Reagan County ISD is a district committed to Opportunity, Innovation, and Individual Excellence.

### **MOTTO**

#### **“Inspire and Protect”**

“The Owl was a protector, accompanying Greek Armies to War and providing ornamental inspiration for their daily lives. If an Owl flew over the Greek Soldiers before a battle, they took it as a sign of Victory.”

District Improvement Planning and Decision-Making Committee  
 October 21, 2020 @ 4:15 PM  
 Location: High School Cafeteria

Name	Position	Signature
Bobby Fryar	Superintendent	
Eric Hallmark	Assistant Superintendent	
Susan Gunnels	Chief Financial Officer	
Kent Coker	Director of Special Education	
Trish Soto	Elementary Principal	
Kalum McKay	Middle School Principal	
Kyle Brown	High School Principal	
Ashley Weatherby	Instructional Coach	
Cherie Venable	High School Counselor	
Silvia Knight	ESL Teacher	
Tiffany Pullig	SPED Teacher	
Cruz Rodriguez	Teacher	
JL Mankin	Business Owner	
Garry Goff	Community Member	
Carmen Vasquez	Parent	
Clint Crow	Parent	

Sign-In Sheet

## PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

## DISTRICT ESSA REQUIREMENTS

### **Equity Plan** [ESSA Sec. 1112(b)(2)]:

Reagan County ISD has worked diligently in the past few years to close the academic achievement gap, guided by leadership, driven by data, and supported by staff development. As a result of engaging in the continuous improvement process, Reagan County teachers have been expected to gather achievement data on a regular basis and to analyze the data for subgroups of students, but there are still gaps and we will continue to focus our efforts on meeting the needs of diverse learners. There is ongoing and frequent assessment of student progress, including classroom-based assessments such as diagnostic assessments, early reading/literacy assessments and subject skill, concept, and knowledge assessments, in addition to formal benchmark assessments.

Data has been collected in an organized and purposeful fashion and used to make instructional decisions at the school and individual student level. Data analysis reveals trends & patterns – once these are identified, teachers can discuss instructional implications and identify academic intervention services for students in need. We continually strive to provide more time for teachers to meet and plan together throughout the school year. In addition to identifying students in need of assistance, data can help teachers customize academic intervention services to deliver needed skills and knowledge to students in a variety of ways, targeting to students' aptitudes, interests, and strengths, giving them the best chance of not failing again. Inexperienced teachers may need training to identify what data should be collected and analyzed & then be able to draw some conclusions about achievement – this is where our mentor teachers can provide support. We will continue to provide training to increase teachers' knowledge and analysis of various reports and assessment results to build teachers' capacity to identify students' unique learning needs and teach to those needs.

### **Poverty Criteria** [Sec. 1112(b)(4)]:

Reagan County ISD determines Title I eligibility and rank/serve order through the following:

- *Most recent census data*
- *Number of children eligible for free and reduced-price lunches*
- *Number of children in families receiving assistance (i.e. TANF)*
- *Number of children eligible to receive Medicaid*
- *Composite of the above measures, or*
- *Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.*

**Schoolwide Programs** [Sec. 1112(b)(5)]: *Reagan County ISD has Title I programs at the Elementary and Middle School. Our target was to improve student achievement through Title I resources. We focused on improved instruction by hiring consultants for planning, local testing, and instructional testing to help our Title I students. We focused on improving communication with parents by providing a parent liaison as an intervention.*

## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I Meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

## State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total SCE funds allotted to this District: \$829,712

Total FTEs funded through SCE at this District: 49

The process we use to identify students at-risk is: Students' placement as "At Risk" to be served with SCE funds is based on the state's eligibility criteria.

The process we use to exit students from the SCE program who no longer qualify is: Students who no longer meet any of the 13 indicators on the state's eligibility criteria and are not at risk of dropping out of school are exited from the program at the end of the school year.

***At Reagan County Elementary and Reagan County Middle School, State Compensatory Funds are used to support Title I initiatives.***

## **State Compensatory Education**

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	52%	63%	N/A	25%	41%	TBD	42%	33%	N/A	60%	76%	TBD	32%	26%	N/A
Students Not At-Risk	89%	93%	N/A	88%	97%	TBD	83%	72%	N/A	95%	95%	TBD	86%	90%	N/A

	Drop Out Data		Completion Data	
	2016-2017	2017-2018	2016-2017	2017-2018
Students At-Risk	1.8%	4.0	92.9%	96%
Students Not At-Risk	0	0	100%	100%

**The comprehensive, intensive, accelerated instruction program at this district/campus consists of after school tutorials for students at-risk, two additional math teachers to reduce the student-teacher ratio in math, and reduce the risk of students dropping out of school.**

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal	
Program/Funding Source	Amount of Funding
Title I, Part A	\$127,570
Title II, Part A	\$19,815
Title IV	\$10,000
Career and Technical Education (CTE)	\$1,814
IDEA-B Special Ed	\$222,657
IDEA-B Pre School	\$12,414
State	
Program/Funding Source	Amount of Funding
State Compensatory Education	\$923,653
Special Education ( <i>local</i> )	\$1,201,416
Bilingual/ESL Program	\$66,293
CTE (Local)	\$450,523
Dyslexia	\$43,631
Early Education	\$117,656

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

<b>Program/Funding Source</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Title I, Part A	\$68,213	\$25,763	\$25,763
Title II, Part A	\$9,908	\$9,908	NA
Career and Technical Education (CTE)	N/A	N/A	\$1,814
Title III, Part A	\$409	\$409	\$409
Title IV	\$3,333	\$3,333	\$3,333
IDEA-B Special Ed	\$68,905	\$71,979	\$63,789
IDEA-B Pre School	\$12,414	N/A	N/A
State Compensatory Education	\$546,452	\$181,209	\$195,992
Special Education ( <i>local</i> )	\$396,096	\$235,300	\$283,684
CTE ( <i>local</i> )	N/A	N/A	\$450,523
Bilingual/ESL Program	\$70,185	\$35,010	\$42,024
Dyslexia	\$14,543	\$14,543	\$14,543
Early Education	\$117,656	N/A	N/A
<b>Total</b>	<b>\$1,308,310</b>	<b>\$577,650</b>	<b>\$1,082,070</b>

## Comprehensive Needs Assessment Summary 2020-2021

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TAPR DATA</li><li>• PEIMS DATA(Attendance/Discipline)</li><li>• PBMAS DATA</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• STAAR DATA</li><li>• TELPAS DATA</li><li>• CAMPUS DATA</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TPRI DATA</li><li>• NOGA</li><li>• BUDGETS</li></ul></li> </ul>			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	We found that Reagan County ISD has incentive programs to promote attendance and discipline. We have disciplinary rates that are below the state average. Reagan county has a diverse population of staff members.	We identified that we have a high At-Risk student population. We found that we have a large special education population. We have a high number of economically disadvantaged students. Our attendance rate is below the state average.	Continued focus on At-Risk student population and Economically Disadvantaged student population. Tutorials will be offered at each campus to focus on student achievement. Continue to incorporate student success programs that focus on student attendance.
<b>Student Achievement</b>	Reagan County ISD offers tutorials daily to all students that are struggling. We have data meetings that focus on student support. Our overall test scores for economically disadvantaged students has improved from the previous year.	We identified that we need to continue to improve towards meet grade level in all subject areas. We need to focus on improving STAAR scores to meet grade level and work on closing the gaps.	Provide students with tutorials that are specific to their needs. Provide teachers with support in planning, instruction, and assessments. Use Data-Driven Instruction to improve student scores and to close student gaps. Continue to implement intervention strategies to help students meet their targets. Work on improving TELPAS scores in reading and speaking.

# Comprehensive Needs Assessment Summary 2020-2021

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• TAPR DATA</li> <li>• PEIMS DATA(Attendance/Discipline)</li> <li>• PBMAS DATA</li> <li>• STAAR DATA</li> <li>• TELPAS DATA</li> <li>• CAMPUS DATA</li> <li>• TPRI DATA</li> <li>• NOGA</li> <li>• BUDGETS</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Culture and Climate</b>	Teachers have access to multiple resources. We have nice facilities that have been updated. Students have a way to report bullying while remaining anonymous. Campuses have programs in place that recognize student success.	Even though we have nice facilities we need to continue to maintain our facilities. We found that we need to focus on and prioritize our resources and programs, so they are being utilized correctly. Provide professional development for teachers in all content areas. Maintain a safe and drug-free school.	Improve communication among students, staff, and parents. Provide maintenance and upkeep of school facilities. Focus on CTE facilities and equipment. Maintaining school safety by updating facilities and providing safety resources to campuses.
<b>Staff Quality / Professional Development</b>	We are dedicated to teacher retention by offering teacher housing, affordable insurance, paying teachers above the state base, and provide an incentive stipend. We have a high number of certified teachers in our district.	We found that we still have a high turnover rate in the district. We have a large number of uncertified teachers. We found that some teacher housing might need improvements that need to be made.	Focus on professional development that is beneficial to all employees. Focus on supporting teachers in obtaining certification. We want to focus on growing our own teachers that are ex-students of RCISD. Implement an incentive bonus that will help reduce the teacher turnover rate.
<b>Curriculum, Instruction, Assessment</b>	We have an abundance of resources and programs for staff members to use. We use Eduphoria for assessments and data mining. We are a testing site for TSI and SAT.	Need to continue professional development focus on curriculum, instruction, and assessments. We need to prioritize our programs and resources, so they are implemented in the district. Need to get more students to have more CCMR opportunities.	Offer professional development that targets curriculum, instruction, and assessments. Focus on specific programs that we want to be utilized for student improvement. Get more students to qualify for CCMR by having industry-based certifications and testing opportunities.

# Comprehensive Needs Assessment Summary 2020-2021

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TAPR DATA</li><li>• PEIMS DATA(Attendance/Discipline)</li><li>• PBMAS DATA</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• STAAR DATA</li><li>• TELPAS DATA</li><li>• CAMPUS DATA</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TPRI DATA</li><li>• NOGA</li><li>• BUDGETS</li></ul></li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Family and Community Involvement</b>	We have school activities for family and community involvement. We have multiple organizations: Booster Club, Band Booster, and PTA. We have a Parent Liaison that can translate to parents. We started up Academic Parent Teacher Teams to improve parent involvement. Have parent conferences for all three campuses.	Need to increase parent participation in activities. Need to inform parents of educational opportunities. Need to find ways to get parents involved during a pandemic. We need to get more input from parents.	Use creative ways to continue to have programs that we can't have due to COVID. Communicate with parents about educational opportunities for their child through multiple resources. Send out surveys to parents to get feedback on activities.
<b>School Context and Organization</b>	We offer after school programs and activities for students. We have strong leadership at all three campuses. Tutorials are provided to all students daily. Increased security at all campuses.	Overall maintenance of facilities. Need to repair roofs of buildings on campuses. Need to continue to improve safety.	Continue to maintain facilities throughout the year. Continue to offer professional development for staff members. Improve school safety by updating communication systems.
<b>Technology</b>	Technology is available to students and staff. Every student has a Chromebook. Every classroom has an interactive board.	Need professional development in technology to keep up with all the changes. We have poor Wi-Fi connections in certain areas.	Professional development that focuses on technology use in the classroom. Work on adding additional wireless access points to improve connection. Improve communication to field house, ag. Shops, and Tennis Courts.

**DISTRICT IMPROVEMENT INFORMATION**

**TOTAL ENROLLMENT:**

District	Elementary	Middle School	High School
844	407	182	255

**GENDER TOTALS FOR DISTRICT:**

Male	Female
442 (52%)	402 (48%)

**Ethnicity**

HISPANIC	NOT-HISPANIC
<b>704 (83.4%)</b>	<b>140(16.6%)</b>

**ECONOMICALLY DISADVANTAGED:** 578 (66.4%)

FREE	<b>206</b>
REDUCED	<b>99</b>
OTHER	<b>255</b>

**ENGLISH LANGUAGE LEARNERS:** 139 (16.5%)

**MIGRANT:** 12 (1.4%)

**GIFTED AND TALENTED:** 41 (4.9%)

**SPECIAL EDUCATION:** 87 (10.3%)

**AT RISK:** 662 (78.4%)

**CAREER & TECHNICAL EDUCATION:**

(CTE)	FRESHMEN	SOPHMORES	JUNIORS	SENIORS
Not CTE		2	8	2
CTE Program Participant	16	11	23	6
CTE Program Concentrator			5	33
CTE Program Completer				10
CTE Program Explorer	58	50	12	19

# Migrant Education Program (MEP)

## *Identification & Recruitment (ID&R) Plan for 2020-2021*

Required Activities for Balanced Recruitment	Person(s) Responsible	Timeline	Recruitment Process Monthly Evaluation
<b>I. Training for Recruiters and Designated State Education Agency (SEA) Reviewers</b>			
<p><b>A.</b> Region 18 Education Service Center (ESC) migrant staff participate in the training of trainers (TOT) on ID&amp;R offered by the Texas Education Agency (TEA).</p> <ul style="list-style-type: none"> <li>• Certified ESC 18 Migrant Staff will provide annual training on ID&amp;R and New Generation System (NGS) to other MEP and District Migrant Staff.</li> <li>• Certificate of Eligibility (COE) for the new school year cannot be completed until the recruiter has been certified.</li> </ul>	Educational Consultant Specialist	Determined by TEA	
<p><b>B.</b> (Other) New Guidance Updates: ESC migrant staff attends training on NGS / Updates from TEA.</p> <ul style="list-style-type: none"> <li>• Project Districts (Migrant Funded) should attend training as offered by ESC 18 Migrant Staff.</li> </ul>	Educational Consultant Specialist	As indicated by TEA	
<b>II. Identification &amp; Recruitment (ID&amp;R)</b>			
<p><b>A. Plan:</b> Migrant Staff meet to brainstorm and plan recruitment strategies to include in the ID&amp;R Plan. Steps for recruitment strategies:</p> <ol style="list-style-type: none"> <li>1. Update email memo to all districts in regards to ID&amp;R</li> <li>2. Update designated Migrant District Contacts for Shared Service Arrangement (SSA)./Project/Non-Project Districts</li> <li>3. Contact SSAs / Non-Project Districts to review ID&amp;R process</li> <li>4. Review received "Family Surveys"</li> <li>5. Make Contact with Potential Migrant Families (Contact Form)</li> <li>6. Schedule Interviews for home visit with eligible families</li> <li>7. Make contact with Community Head Start Programs</li> <li>8. Network with other local agencies to promote MEP</li> </ol>	Educational Consultant Specialist	Before the beginning of the new school year and Ongoing within the Community	

<p><b>B. Documentation:</b> Finalize all forms that will be used by MEP Staff:</p> <ol style="list-style-type: none"> <li>1. Family Survey</li> <li>2. Emails to Districts (updated for current school year)</li> <li>3. Phone contact log (possible eligible family)</li> <li>4. Prepare "Recruiter Packets" <ol style="list-style-type: none"> <li>a. Screening Tool</li> <li>b. COE/Supplemental Documentation Form (SDF)/Continuation of COE SDF</li> <li>c. Preliminary Family Needs Checklist</li> <li>d. Family Educational Rights and Privacy Act (FERPA)</li> <li>e. Community Resources list</li> </ol> </li> <li>5. Recruiter log for visits</li> <li>6. Grower / Employer Survey</li> <li>7. MEP Brochure</li> </ol>	<p>Educational Consultant</p> <p>Specialist</p>	<p>Before the beginning of the new school year</p>	
<p><b>C. Recruiter Responsibilities Review:</b> Ensure year round, ongoing recruitment efforts within the schools, the community, and with growers.</p> <ul style="list-style-type: none"> <li>• To also include the recruitment of pre-school aged children and out-of-school youth (OSY).</li> </ul>	<p>Educational Consultant</p> <p>Specialist</p>	<p>Before the beginning of the new school year</p>	
<p><b>D. Conduct ID&amp;R as articulated in the ID&amp;R Manual:</b>  Potential Eligible Migrant Children: Make contact with families that have completed a family survey, which has been submitted to ESC 18 MEP Staff by school districts; targeting both enrollees and non-enrollees (0 - 21 yrs of age).</p> <ul style="list-style-type: none"> <li>• Respond to move notifications within 48 hrs of family being in our region. (Document attempts made.)</li> <li>• Current Eligible Migrant Children: Make contact with current eligible migrant families to determine if new qualifying moves have occurred.</li> </ul>	<p>Educational Consultant</p> <p>Specialist</p>	<p>By August 29 - Current Eligible Children</p> <p>Continue efforts throughout the year for Potential Eligible Children</p> <p>Make initial outreach efforts by September 30</p>	
<p><b>E. Complete Certificate of Eligibility (COE):</b> Certified Recruiter must complete a COE and accompanying COE SDF for all families with new Qualifying Arrival Date (QAD).</p> <ul style="list-style-type: none"> <li>• Submit completed COE and SDF to designated SEA Reviewer for second signature.</li> <li>• Address any questions the SEA Reviewer may have, within the 7-day review process.</li> </ul>	<p>Educational Consultant</p> <p>Specialist</p>	<p>Within 5 working days of the parent's signature</p>	
<p><b>F. Review of COEs:</b> Designated SEA Reviewer must review for accuracy on the COE and</p>	<p>Educational</p>	<p>Within 7 working days of the</p>	

<p>accompanying SDF for all families with new QADs, and return COE and SDF to recruiter if additional information is needed.</p> <ul style="list-style-type: none"> <li>● Reviewer submits to NGS Terminal Site after eligibility review is completed for data entry.</li> <li>● NGS Specialist is to enter data from COE in NGS per timeline and provide copies as indicated on the COE.</li> </ul>	<p>Consultant Specialist</p>	<p>parent's signature</p>	
<p><b>G. Conduct Residency Verification:</b> Verification of residency for all current eligible migrant children, must be completed through school records or home visits.</p>	<p>Specialist</p>	<p>Between September 1 - November 1 (for 2 yr olds turning 3 on or after their 3rd birthday)</p>	
<p><b>III. Maps and Intra-Regional Networking</b></p>			
<p><b>A. Make contact with potential growers:</b> Contact growers within the region boundaries regarding hiring practices, crops and growing seasons.</p>	<p>Educational Consultant Specialist</p>	<p>November 1</p>	
<p><b>B. Develop calendar and map:</b> Develop profiles / calendar reflecting major crops, seasons, hiring practices by growers, etc.</p>	<p>Educational Consultant Specialist</p>	<p>December 1 Update ongoing throughout the year</p>	
<p><b>IV. Inter-Agency Coordination</b></p>			
<p><b>A. Network with agencies that serve migrant families:</b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information.</p>	<p>Educational Consultant Specialist</p>	<p>Make initial outreach efforts by September 30 Continue ongoing efforts throughout the year</p>	
<p><b>V. Program Checklist</b></p>			
<p><b>A. ID&amp;R:</b> Develop written procedures that outline ID&amp;R activities by the ESC MEP staff to include all districts within ESC 18.</p>	<p>Educational Consultant Specialist</p>	<p>By August 31</p>	

<p><b>B. Eligibility Process:</b> Twenty percent of COEs from each Project District within ESC 18 must be reviewed by the ESC 18 MEP staff.</p> <ul style="list-style-type: none"> <li>• Project Districts must forward COEs with more than one comment to the ESC 18 MEP staff for review.</li> <li>• ESC 18, as the fiscal agent, forwards COEs with more than one comment to TEA for review.</li> </ul>	<p>Educational Consultant Specialist</p>	<p>Ongoing throughout the year</p>	
<p><b>C. Monitor and address ongoing training needs for ID&amp;R:</b> Regional ESC Recruiter provide training support to MEP Recruiters, designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p>Specialist</p>	<p>As needed throughout the year</p>	
<p><b>D. Maintain up to date records on file:</b> Updated active and inactive records are maintained by ESC 18 MEP staff.</p> <ul style="list-style-type: none"> <li>• COEs are filed in alphabetical order, by mother’s last name.</li> <li>• Retain records for 7 years from the date eligibility ends.</li> </ul>	<p>Specialist</p>	<p>Ongoing throughout the year</p>	
<p><b>E. Eligibility Validation:</b> ESC coordinates with LEA (randomly selected by TEA) for annual eligibility validation.</p> <ul style="list-style-type: none"> <li>• Validate eligibility through a re-interview process according to instructions set forth by TEA.</li> </ul>	<p>Educational Consultant Specialist</p>	<p>January - April</p>	
<p><b>VI. Evaluation</b></p>			
<p><b>A. Subsequent Planning:</b> Evaluate ID&amp;R efforts for subsequent planning.</p> <ul style="list-style-type: none"> <li>• Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&amp;R Plan for continuous improvement.</li> </ul>	<p>Educational Consultant Specialist Parent Advisory Council (PAC)</p>	<p>By June 30</p>	

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 whom 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"><li>● Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>● Have received a state assessment score / designation of Failed, Absent, Exempt, Not Enrolled / Tested or</li><li>● <b>At Risk of Failing (did not meet grade level)</b></li></ul>
Grades K-3	<ul style="list-style-type: none"><li>● Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>● Have been designated LEP/ EL in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li><li>● For students in grades K-2, who have been retained, or are overage for their current grade level.</li></ul>

## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.
3. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
4. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
5. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
6. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
7. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
8. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**GOAL 1: All students will achieve their full educational potential.**

**OBJECTIVE 1: Reagan County ISD will ensure that the assessment scores of all students will meet or exceed to be an exemplary district according to the state accountability system.**

<i>Reagan County ISD will:</i>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible / Action Leaders</b>	<b>Resources / Allocation</b>	<b>Evaluation Methods / Documentation</b>	<b>Timelines / Progress Report Dates</b>	<b>Focus Group(s) / Program (s)</b>
Align K-12 academic curriculum to TEKS objectives.	Principals Director of Curriculum K-12 Staff	TEKS Resource System ESC 18 Services Consultants	Improved performance on six weeks grades and state assessments	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Participate in instructional planning to focus on assessed standards.	Director of Curriculum Principals Teachers	Local Funds ESC 18 Services Consultants	Improved performance on state assessments	Every Six Weeks	Students
Work with ESL students to improve language proficiency throughout the school year.	Special Programs Director Principals ESL Teachers Teachers	Local Funds Title III SSA ESC 18/15 Services	TELPAS Scores STAAR Scores Program Evaluation	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Utilize data disaggregation to determine areas needed for remediation on the STAAR/TEKS objectives.	Principals Counselor K-12 Staff	Eduphoria Region 18 ESC Consultant Tutorials	Campus Assessments, Report Cards, and STARR Results	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Assess K-12 students every six weeks to determine mastery levels and assign at-risk students to tutorials	Principals Teachers	Local Funds	Reduction in failure rate and improved performance on state assessments	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students

<p>Maintain a special education inclusion program to provide the least restrictive environment.</p>	<p>Director of Special Education Principals Counselors ARD Committee K-12 Staff Instructional Aides</p>	<p>STAAR/TEKS, ARD Committee, Professional Development for all staff to address meeting the needs of diverse learners</p>	<p>Test results, teacher lesson plans, 3-week reports, and 6-week reports, formative and summative evaluations.</p>	<p>School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21</p>	<p>Inclusion Students K-12</p>
<p>Provide tutorials for students who are at-risk of failing state assessments.</p>	<p>Core Subject Teachers</p>	<p>Title I, A funds SCE funds</p>	<p>Reduction in failure rate and improved performance on state assessments</p>	<p>Daily</p>	<p>Students</p>

**GOAL 1: All students will achieve their full educational potential.**

**OBJECTIVE 2: Reagan County ISD will ensure at least 95% of all students will show growth in all content areas.**

<i>Reagan County ISD will:</i>					
Actions/Strategies to accomplish objectives	Personnel Responsible / Action Leaders	Resources / Allocation	Evaluation Methods / Documentation	Timelines / Progress Report Dates	Focus Group(s) / Program (s)
Work with all students needing extra help during class time using small group instruction, peer tutoring, individualized instruction, and remediation/tutorials during the school day to ensure mastery in STAAR/TEKS objectives.	Principals K-12 Staff	STAAR/TEKS materials, State Compensatory - materials and salaries	Report Cards Assessment results Graduation rate	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Continue to facilitate staff development, including training concerning initial timelines, LRE, related services, re-evaluations, and transitions.	Principals Superintendent	Region 18 CSS- Fees Title I, II, SCE funds	6-week evaluations Needs Assessment	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All RCISD Personnel
The LEA has a Memorandum of Understanding with Education Service Center Region 18 to assist Title I campuses	Dir. of Special Programs Director of Curriculum Region 18 ESC Principal, Teachers	Priority & Focus Schools Grant Funds	3 & 6 weeks reports TELPAS & STAAR Results	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
The LEA has a Memorandum of Understanding with Education Service Center Region 18 to assist with Title III Services	Dir. Of Special Programs Region 18 ESC Principal, Teachers	Title III Reimbursement Funds  Carl Perkins ESL	Needs Assessment	School year: 8/26/20 – 5/27/21	Students
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	Director of Special Programs Principals	Local Funds State Funds Title II Funds	Equity Plan Teacher Documents	Beginning of School	Students
Provide opportunities for staff to attend content-specific professional development training and/or conferences.	Dir. of Special Programs Director of Curriculum Principal, Teachers	Local Funds State Funds Title I, A Funds Title II, A Funds	Attendance records TELPAS & STAAR Results	Summer 2021 and School Year:  8/26/2020-7/30/2021	Students

The LEA has a Memorandum of Understanding with Education Service Center Region 18 to provide assistance to Migrant Students	Director of Special Programs Region 18 ESC	Migrant Funds	3 & 6 weeks reports TELPAS & STAAR Results	School year: 8/26/20 – 5/27/21	Students
District Instructional Coach to provide support to teachers for planning and instructions	Curriculum Director  Principal  Instructional Coach	Title I Local Funds	Improve student performance on state assessments	Every Six Weeks	Teachers/Students

**GOAL 1: All students will achieve their full educational potential.**

**OBJECTIVE 3: Reagan County ISD will continue strategies to keep all students participating in accelerated and rigorous programs to develop high levels of learning.**

<i>Reagan County ISD will:</i>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible / Action Leaders</b>	<b>Resources / Allocation</b>	<b>Evaluation Methods / Documentation</b>	<b>Timelines / Progress Report Dates</b>	<b>Focus Group(s) / Program (s)</b>
Provide students opportunities to take distance learning and online courses for dual credit and credit recovery	Technology Director  Principals	State Funds – High School Allotment Fund	AARs, Transcripts, College Credits; Graduation & Drop-out Rates	School year: 8/26/20 – 5/27/21	Students
Conduct individual pre-registration in the spring for all students in grades 8-11 to address: curriculum choices, graduation plans, formulate a 4-year plan (IEP), ACT/SAT testing dates, College Days, information on grants, and other financial opportunities.	Counselors	Graduation plans Pre-registration materials Local Colleges	Counselor Reports % Graduating on Recommended Plan Dropout %	Spring	Students Grades 8-11
Provide G/T teachers with professional development to meet state requirements	Principals Counselors K-12 Teachers	G/T In-service  Eduhero	30 hr. GT Training 6hr. GT Update	School year: 8/26/20 – 5/27/21	Students
Provide transitional classes and other services for special education students to prepare them for success after high school.	Special Programs Director Sp. Ed. teachers	IDEA-B funds	AARS, Transcripts, Graduation Plans, ARD Documentation	School year: 8/26/20 – 5/27/21	Students with Disabilities

Prepare for the transition to high school in 8 <sup>th</sup> grade. Prepare for the transition to middle school in 5 <sup>th</sup> grade.	HS Counselor MS Counselor ES Counselor	Local Funds	Graduation Plans	Spring	Middle School Students
Integrate presentations, activities, and projects involving Career Education into core subject and vocational classes beginning in the 9 <sup>th</sup> grade.	Principals Counselors	Local Funds	Increase in awareness of career opportunities available	School year: 8/26/20 – 5/27/21	Secondary Students
Continue to offer Career Technology and Vocational classes. Career Exploration classes will help with course selection and/or career choices in high school and beyond.	Principals Counselors Career/Technology Teacher	Vocational Teachers Career/Technology Teachers FFA FFCLA 4-H Leaders	Number of students participating	School year: 8/26/20 – 5/27/21	Students
Continue to emphasize student participation in extra-curricular activities; Allow all students, 2-12 to have the opportunity to participate in UIL/TMSCA/BPA events to enhance the curriculum.	Principals UIL Coordinator Academic Coaches Athletic Coaches	Coaching Stipends Travel/Meals Entry Fees Contest Materials	Number of students participating	School year: 8/26/20 – 5/27/21	All Students

**GOAL 2: Reagan County ISD will maximize resources and support for all students, with emphasis on at-risk and drop-out prevention.**

**OBJECTIVE 1: Reagan County ISD will ensure the early identification of at-risk students with appropriate interventions.**

<i>Reagan County ISD will:</i>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible / Action Leaders</b>	<b>Resources / Allocation</b>	<b>Evaluation Methods / Documentation</b>	<b>Timelines / Progress Report Dates</b>	<b>Focus Group(s) / Program (s)</b>
Operate an Accelerated Alternative Placement program (The Success Center) for students At-Risk of not graduating.	Superintendent High School Principal Counselors	State Funds Local Funds	Number of students graduating from the Success Center	School year: 8/26/20 – 5/27/21	Secondary Students
Implement the local pregnancy plan & local Suicide Prevention Plan when needed.	Principals Counselors	Region 18 ESC Local Funds	PEIMS data	School year: 8/26/20 – 5/27/21	Students
Identify and inform homeless students of services offered by the district as well as provide additional assistance/instruction to bridge all educational gaps.	Counselors Homeless Liaison	Local Funds Title I Funds	PEIMS data	Fall Semester	Students
Implement the OEYP program into the total school curriculum.	Principals Counselors	Local Funds	Summer School Documentation	Summer	Students
Compile and maintain a database of at-risk students for teachers to monitor progress.	Principals Counselors PEIMS staff	State and local criteria	3-weeks & 6-weeks reports, assessment results, absences reports	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Send out progress reports and report cards to all students who are failing or who are on the borderline of failing. Utilize remedial strategies and parent conferences when necessary.	Principals Counselors Teachers	K-12 Staff Progress Reports (3wks) Report Cards (6wks)	Progress Reports. Report cards, Phone logs, Parent contact logs	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Provide a credit recovery program and/or acceleration program for students at-risk for failure/drop-out.	Principals Counselors	SCE Funds Local Funds	AARs, Transcripts, Graduation & Drop-out rates	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students

Provide students in grades K-2 who are identified as at risk for developing reading difficulties, including dyslexia an accelerated reading instruction program.	Elementary Principal K-2 Teachers	Local Funds	TPRI reports, Progress reports	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students K-2 emphasized
Address criteria as specified in Title III, ESSA guidelines.	Principals ESL Coordinator	Title III Region 18 ESC	End-of-year evaluation	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	EL Students

**GOAL 2: Reagan County ISD will maximize resources and support for all students, with emphasis on at-risk and drop-out prevention.**

**OBJECTIVE 2: Reagan County ISD will reinforce the positive achievements of every student.**

<b><i>Reagan County ISD will:</i></b>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible / Action Leaders</b>	<b>Resources / Allocation</b>	<b>Evaluation Methods / Documentation</b>	<b>Timelines / Progress Report Dates</b>	<b>Focus Group(s) / Program (s)</b>
Recognize students making the “A” and “AB” Honor Roll every six weeks.	Principals Superintendent Secretaries	Report Cards Incentives Newspaper	Number of students making the honor roll each six weeks	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students and Parents
Recognize students during assemblies throughout the year, including Academic Banquet and Sports Banquet.	Principals K-12 Staff	Certificates Awards	Local Newspaper RCISD Website Community Website Campus Bulletin Board	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students and Parents
Utilize the local newspaper & school website to recognize students.	Principals K-12 Staff Webmaster	Local Funds	Local newspaper RCISD Website Community Website	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students and Parents, Community
Recognize students every six weeks for the following criteria: Good Grades, No Discipline Referrals, Attendance, and Community service	HS Principal MS Principal	Local Funds	Campus Reports	Every Six Weeks	All Students

**GOAL 2: Reagan County ISD will maximize resources and support for all students, with emphasis on at-risk and drop-out prevention.**

**OBJECTIVE 3: Reagan County ISD will improve all student academic success through research-based strategies and programs.**

<b><i>Reagan County ISD will:</i></b>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible / Action Leaders</b>	<b>Resources / Allocation</b>	<b>Evaluation Methods / Documentation</b>	<b>Timelines / Progress Report Dates</b>	<b>Focus Group(s) / Program (s)</b>
Establish procedures related to selecting programs that are proven through scientifically based research.	Superintendent Assistant Superintendent	Region 18	Written Procedures District Policies and Procedures	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Integrate technology-based instruction using Interactive Smart TV and/or chrome books.	Technology Coord. Principals Teachers	Local Funds	Improved 6 weeks grades and improved performance on state assessments	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Utilize paraprofessionals and teachers for additional classroom assistance for At-Risk, LEP, and Sp Ed to ensure the success of students.	Principals Teachers Director of Special Programs	Title I, A Funds SCE Funds IDEA B Funds Local Funds	Improved performance on concept specific TEKS aligned assessment Improved student grades	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Provide individualized instruction to meet the needs of Special Education Students and IDEA-B.	Director of Special Programs	IDEA-B Local funds	Improved performances on State Assessments; Report Cards; IEP review at annual ARD	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students with Disabilities
Provide ELAR Interventionist to help with student achievement	Principals Director of Curriculum	SCE Funds	Increased student success on state testing	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Provide a Math/History Interventionist to help with student achievement	Principals Director of Curriculum	SCE Funds	Increased student success on state testing	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	Students
Integrate Reading Academies to train elementary teachers PK-3rd	Elementary Principals Instructional Coach Region 18	HB 3	Certificate of Completion	School Year 2021-2022	Teachers/Students

**GOAL 3: Reagan County ISD will provide a safe and drug-free school.**

**OBJECTIVE 1: Reagan County ISD will continue to follow the existing student code of conduct that fosters a safe and orderly learning environment.**

<i>Reagan County ISD will:</i>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible / Action Leaders</b>	<b>Resources / Allocation</b>	<b>Evaluation Methods / Documentation</b>	<b>Timelines / Progress Report Dates</b>	<b>Focus Group(s) / Program (s)</b>
Continue to provide a discipline management plan for all students.	Superintendent Principals Counselor School Board SBDM	TASB policies, Student Code of Conduct, Student Handbook, and Wellness plan	Number of Discipline Referrals	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Continue to address unexcused absences and tardies. with prevention measures	Superintendent Principals Counselor Attendance Committee	Student Code of Conduct, Student Handbook	PEIMS reports and absences and tardies	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Continue to have parking lot monitoring and enforce vehicle safety measures for all students.	Superintendent Principals Law Enforcement	Student Code of Conduct, Student Handbook	PEIMS report on violence, safety, and annual Gun-Free Schools & SDFS report	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Provide Crisis Intervention training to appropriate personnel on staff. (CPI)	CPI training team	Staff Development Region 15 ESC Training Guides	Complete Training, Sign-In sheets, and certificates for Handel with Care	As scheduled by Region 15 ESC October 2020	All Students
Provide training for all staff members in violence prevention and conflict resolution strategies.	Principals Counselor CPI Team	Region 15 ESC TASB policies	Complete Training, Sign-in Sheets, and certificates	As scheduled by Region 15 ESC	All Students
Continue to have random drug testing for all students that are involved in extra-curricular activities or have parking privileges	HS Principal MS Principal	Local Funds	Test Results	Randomly Scheduled throughout the year.	Student Participating in Extracurricular Activities and Students with parking privileges

Implement the Guardian Program to ensure student safety	District	Title IV Funds	Complete Training	Summer 2021 June	All Students
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**GOAL 3: Reagan County ISD will provide a safe and drug-free school.**

**OBJECTIVE 2: Reagan County ISD will provide a safe and drug-free learning environment by implementing resources, plans, and programs.**

<i>Reagan County ISD will:</i>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible/ Action Leaders</b>	<b>Resources/ Allocation</b>	<b>Evaluation Methods/ Documentation</b>	<b>Timelines/ Progress Report Dates</b>	<b>Focus Group(s) / Program(s)</b>
Offer staff development on Active Shooter.	Principals Counselor K-12 faculty	Region 18 ESC Local Staff Development Eduhero	Staff Development Records	Beginning of the year In-Service	All Students
Emphasize student assemblies to provide a safe and drug-free environment.	Principals Counselor K-12 Faculty	Region 18 ESC	Annual Gun-Free Schools & SDFS Reports, PEIMS data	School year: 8/26/20 – 5/27/21	All Students
Provide a drug dog on campus at different times of the year.	Superintendent Principals Law Enforcement	\$1,200 / yr.	Data after visit	School year: 8/26/20 – 5/27/21  Campus Visits	All Students
Implement an Emergency Operations procedure plan.	Superintendent Principals Counselor K- 12 Staff School Safety Committee	Region 18 Texas School Safety Center	Complete training, meetings, and record of safety drills at each campus	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Establish a Threat Assessment Committee to help identify possible threats	Threat Assessment Committee	Local Funds	Complete Threat Assessment Training	School year: 8/26/20 – 5/27/21	All Students/ Employees/ Community
Establish a School Safety Committee to discuss school safety	School Safety Committee	Local Funds	Sign-in Sheets and Meeting Minutes	Fall 2020  Spring 2021	All Students/ Employees
Online Bully Prevention Application for Anonymous Reporting (STOPit App)	Principals Technology Director	Local Funds	Number of Incidents Reported Posters in Each Campus	School year: 8/26/20 – 5/27/21	All Students

Trauma-Informed Care Training	Administrators Counselors Teachers	The Department of Family and Protective Services	Complete Trauma- Informed Care Training Certificate of Completion	November 2020	All Students
COVID 19 Supplies and Resources	All Campuses	School Safety Grant	Disinfectant, Masks, Thermometers, and Cleaning Supplies	2020-2021 School Year	All Students

**GOAL 4: Reagan County ISD will involve the entire community in support of exemplary education.**

**OBJECTIVE 1: Reagan County ISD will utilize community strengths and resources for the optimal achievement of each student by increasing community involvement.**

<b><i>Reagan County ISD will:</i></b>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible/ Action Leaders</b>	<b>Resources/ Allocation</b>	<b>Evaluation Methods/ Documentation</b>	<b>Timelines/ Progress Report Dates</b>	<b>Focus Group(s) / Program(s)</b>
Utilize the booster club to provide support for school-related programs and UIL academic preparation materials.	Principals, Superintendent, Booster Club President	Booster Club Members	Sign-In sheets and UIL Banquet	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Utilize local and area individuals as speakers, mentors, and/or tutors in classrooms and/or assemblies.	K-12 Teachers, Principals, Counselor	Local and Area Individuals	Number of speakers and guest during the year	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Emphasize PAC, DIT, and CIT meetings to increase community involvement.	Superintendent, Principals, Counselor	Committee Members	Meeting agendas and plans, Formative evaluation, and Summative Evaluation	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students

Utilize the SHAC committee and plan for school health issues.	School Nurse SHAC Committee	SHAC	Required Meetings	October 2020 December 2020 February 2021 April 2021	All Students
Continue to emphasize student participation in extra-curricular activities.	Principals Academic Coaches Athletic Coaches	Coaching Stipends Travel/Meals Entry Fees Contest Materials	Number of students participating	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Continue to emphasize student leadership curriculum during the school day and beyond.	Principals 4-H Leaders Counselor	Curriculum Materials	Progress Reports Six Week Reports End of year report Classroom schedule	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Have a Remind App training for parents. This allows the teacher to communicate with parents about student events and assignments	Principals Teachers	Free App	Number of parents participating	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students
Provide Parent Engagement Activities by hiring a consultant to work on establishing parent/teacher relationships through APPT.	Principal Teachers Parents	Title I Funds Title II Funds REAP Funds	Sign-in Sheets	2020-2021 School Year	Students, Staff, and Parents

**GOAL 4: Reagan County ISD will involve the entire community in support of exemplary education.**

**OBJECTIVE 2: Reagan County ISD will provide a comprehensive two-way communication process to the community with parents and community members.**

<b><i>Reagan County ISD will:</i></b>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible/ Action Leaders</b>	<b>Resources/ Allocation</b>	<b>Evaluation Methods/ Documentation</b>	<b>Timelines/ Progress Report Dates</b>	<b>Focus Group(s) / Program(s)</b>
Continue expansion and development of the website to provide further communications between the school and the community.	Technology Director, Technology Students, Principals	Local Funds	Parent / community/ staff feedback; Surveys	Throughout the year	All Students, parents, and community members
Use the district webpage, Reagan County ISD app, and social media to promote school events and activities.	Technology Director	Local Funds	Parent / community/ staff feedback; Surveys	Throughout the year	All Students, parents, and community members
Utilize School Reach to leave important phone messages concerning school activities, events, and announcements in both English and Spanish.	Counselors  Parent Liaison	Local Funds	Participation, Attendance at activities & events	Throughout the year	All Parents
Use Remind App to allow teachers to communicate with parents	Teachers	N/A	Parent Feedback	Throughout the year	All Parents
Post the Parental Involvement Policy on school websites	Principals Director of Special Programs	Local Funds	Parental Input	Throughout the year	All students, parents, and community
Distribute Community Surveys at Open House for community input	Director of Special Programs Principals	Local Funds	Parent and Community Input	Throughout the year	All parents and community members
Distribute School-Parent Compacts outlining how parents, staff, and students will share responsibility for improved academic achievement for each campus.	Principals Teachers Director of Special Programs	Local Funds	Signed Compacts	Sent home and returned with other required district forms at the beginning of the year. Teachers keep in their classrooms.	Teachers, Students, and Parents

Provide state assessment results to parents in a language they can understand.	Principals	Local Funds	Parental Input	Within 10 days of receipt of results from the testing company June 2021	Parents
Mail home progress reports for students who are having difficulty in classes.	Principals Teachers	Local Funds	Student files	3-weeks	Parents
Hold Open House, parent conferences, concerts, living history museums, plays, and various community programs and activities.	Principals Teachers	Local Funds	Sign-in sheets documenting attendance	Throughout the year	All Students, parents, and community members

**GOAL 5: Reagan County ISD will comply with local, state, and federal requirements.**

**OBJECTIVE 1: Reagan County ISD will incorporate the Title 1 School-wide Program components and meet requirements for Every Student Succeeds Act.**

<i>Reagan County ISD will:</i>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible/ Action Leaders</b>	<b>Resources/ Allocation</b>	<b>Evaluation Methods/ Documentation</b>	<b>Timelines/ Progress Report Dates</b>	<b>Focus Group(s) / Program(s)</b>
Continue to conduct an annual Comprehensive Needs Assessment for the district and each campus	Superintendent, Principals, SBDM committee	Survey Materials - Title 1 Region 18 ESC	Compiled Data	Spring/Fall	Reagan County ISD School Staff, Parents, & Community
Emphasize researched-based strategies to meet state performance standards.	Dean of Curriculum Director of Special Programs Principals, Teachers	Region 18 In-service Staff Development Curriculum Materials	AEIS Reports	Throughout the year	All Students
Continue to hire highly qualified staff; attend job fairs to recruit teachers that reflect the ethnicity of the student population.	Superintendent Principals	Region 18 Personnel Services HQ Plan	Personnel files	Annually, as needed	All K-12 Staff
Emphasize staff development on and off-campus.	Director of Curriculum Director of Special Programs Principals, Teachers		Attendance records Personnel files	Throughout the year	All K-12 Staff
Encourage parental involvement at all levels. PAC (Parental Advisory Committee)	Principals Staff	Survey Materials Needs Assessment	PTA Booster Club Open House	Throughout the year	All Parents K-12
Involve teachers in Data-Driven Instruction. (Data Disaggregation, Benchmarks, etc.)	Principals Teachers	Testing Materials Testing Resources	CBA, Benchmark, Semester Tests	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students K-12
Continue to monitor student progress and provide additional assistance.	Principals, Counselor, K-12 Teachers	Progress Reports Student Incentives Curriculum Materials	Progress Reports Student Incentives Curriculum Materials	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Student K-12

Nurture a smooth transition for students to different grade levels and schools.	Principals, Counselor, Teachers	Staff Development Student Assemblies	Student Success	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students PK-12
Emphasize strategies to attract highly-qualified teachers, by offering housing, insurance...	Superintendent, Principals, K-12 Teachers, School Board	Local Funds	Turnover Rates	As needed	Reagan County Community, Students, & Staff
Continue to coordinate and integrate federal state, and local services and programs.	Principals, Counselor, K-12 Teachers	State Monies (2%) Federal Monies (3%) Local Monies (95%)	Program Evaluation	School year: 8/26/20 – 5/27/21  Progress Review Dates: 10/2/20, 11/6/20, 12/18/20 2/12/21, 4/9/21, 5/27/21	All Students K- 12
FAFSA (Free Application for Federal Student Aid) Nights to assist students and parents in online registration for financial aid to pay for college or career school	High School Counselors High School Principal	Local Funds	Number of Students Participating	School year: 8/26/20 – 5/27/21	Seniors
Implement Board Goals to focus on Early Childhood Literacy, Early Childhood Math, and College Career Military Readiness	Principals Superintendent School Board	Local Funds	Student Progress Reports	School year: 8/26/20 – 5/27/21	All Students K-12

**GOAL 5: Reagan County ISD will comply with local, state, and federal requirements.**

**OBJECTIVE 2: Reagan County ISD will effectively use local, state, and federal funds based on identified needs to improve student achievement.**

<b><i>Reagan County ISD will:</i></b>					
<b>Actions/Strategies to accomplish objectives</b>	<b>Personnel Responsible/ Action Leaders</b>	<b>Resources/ Allocation</b>	<b>Evaluation Methods/ Documentation</b>	<b>Timelines/ Progress Report Dates</b>	<b>Focus Group(s) / Program(s)</b>
Effectively meet all state and federal requirements for the Title 1, Part-A Funds.	Superintendent Business Manager Principals	Federal funds	Budget codes/Purchase Orders Needs Assessment	FIRST Report (Financial Integrity Rating System of Texas)	All Students. K-12 Faculty
Management of Grant Funds	Business Manager Superintendent Principals	Region 18 Shared Service Arrangements	Needs Assessment Budget	Ongoing	District-Wide K-12
Establish procedures related to School Choice.	Superintendent, Principals	Region 18	Written Procedures District Policies and Procedures	Ongoing	RCMS & RCES
Establish procedures related to school safety.	Superintendent, Principals, PEIMS Coordinator	Region 18	Written Procedures District Policies and Procedures	Ongoing	District-Wide K-12
Recognize that all children can achieve the same high standards and must be provided the education they need to reach those standards.	Superintendent, Principals, Business Manager, Technology Director, PEIMS Coordinator	Region 18	Written Procedures District Policies and Procedures	Ongoing	District-Wide K-12
Meet State Compensatory Education (SCE) Planning Requirements & Utilize SCE funds per state rules and regulations based on FTE's.	Superintendent Business Manager Principals	SCE Funds	Budget Audit Purchase Orders Needs Assessment	FIRST Report (Financial Integrity Rating System of Texas)	All Students. K-12 Faculty

Our MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for service migrant students are provided for and served by implementing the strategies listed on the current PFS Action Plan below:

School District: SSA Member
Region: 18

**Migrant Education Program  
(MEP)  
Priority for Service  
(PFS) Action Plan**

School Year: 2020 - 2021\_\_

Filled Out By: Angie Balderrama and Anna Minjarez
Date: September 11, 2020

*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).*

<b>Goal(s):</b> To Coordinate services with Region 18 ESC, your Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.	<b>Objective(s):</b> 100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.		
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Monthly Beginning in July	Migrant Specialist	-NGS Reports -PFS Timeline Report Checklist
<ul style="list-style-type: none"> <li>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.</li> </ul>	August	Migrant Consultant	-PFS Action Plan
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate</b> the progress and determine needs of PFS migrant students.			

<ul style="list-style-type: none"> <li>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.</li> </ul>	By September 30 <sup>th</sup>	Migrant Consultant Migrant Specialist	-escWorks -SSA Fulfilling Grant Requirements Session
<ul style="list-style-type: none"> <li>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.</li> </ul>	By September 30 <sup>th</sup>	MEP Staff	-PAC Agendas -PAC Minutes
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year	MEP Staff	-MEP Activities Sign In Sheets
<ul style="list-style-type: none"> <li>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.</li> </ul>	Ongoing throughout the year	MEP Staff	-PFS Student Progress Review Form
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Ongoing throughout the year	MEP Staff	-Networking