

# **Hart Independent School District**

## **District Improvement Plan**

### **2018-2019**

# Mission Statement

To have students view education as a lifelong endeavor.

## Vision

To prepare students to make positive choices to meet the challenges before them.

Every Student Succeeds Act (ESSA)

1. All students will reach high standards , at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by high quality teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

## Plan Location/Language Availability

The Plan is located in the District Administrative office and is available in English and Spanish on website and translation upon request.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Data and Summary:

Current Enrollment Information: 2017-2018 data from TXschools.org

232 students enrolled

Gender: Male 50%, Female 50%

Ethnicity: Hispanic-90.5%, White- 6%, African American- 2.6%, Two or more races- 0.9%

Economically Disadvantaged: 90.1%

English Language Learners: 11.2% (9% in 2016-2017)

Students Receiving Special Education Services- 6%

At-Risk: 62.5% (State 50.8%)

Students with Disciplinary Placements (2016-2017) 0.4% (State 1.3%)

Number of Students per Teacher 9.3

Attendance Rate:

- 2016-2017 96.5% (State 95.7%)
- 2015-2016 96.6% (State 95.8%)

Annual Dropout Rate:

- 2016-2017 0%

- 2015-2016 0%

Homeless Services are available to students as identified with reservation of federal Title I, Part A funding.

Equity Data Survey:

Hart ISD has a -8.95% equity gap of economically disadvantaged students being taught by out-of-field teachers and an 11.52% equity gap of economically disadvantaged students being taught by inexperienced teachers.

## **Demographics Strengths**

Demographic Strengths

- Stable community including migrant population
- Small numbers allow the staff to know students personally
- Small class size
- High attendance rates

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Faculty and staff will need additional professional development for meeting the needs of English Learner students. **Root Cause:** English Learner students have increased by 2% in last two years.

# Student Academic Achievement

## Student Academic Achievement Summary

Student Achievement Data and Summary:

Hart ISD continues to use TEKS Resource system for all subjects to provide vertically aligned curriculum K-12 and provide for a more focused scope and sequence of instructions. The district also uses DMAC Data System and instructional software programs to supplement instruction.

Hart ISD receive a Met Standard (66 out of 100) rating based on 2017-2018 accountability data.

2018 STAAR Participation:

- All Grades, All Tests 100% (State 99%)

Student Success Initiative:

Students Meeting Approaches Grade Level on First STAAR Administration (2018):

- Grade 5 Reading- 83% (State 79%)
- Grade 5 Math- 100% (State 85%)
- Grade 8 Reading- 91% (79%)
- Grade 8 Math- 82% (State 80%)

STAAR Performance Score:

Masters Grade Level: 15% (State 22%)

- Reading 13% (State 19%)
- Math 20% (State 24%)
- Science 19% (State 23%)
- Social Studies 15% (State 31%)
- Writing 6% (State 13%)

Meets Grade Level: 38% (State 48%)

- Reading 35% (State 46%)
- Math 43% (State 50%)

- Science 39% (State 51%)
- Social Studies 38% (State 53%)
- Writing 31% (State 41%)

Approaches Grade Level: 68% (State 77%)

- Reading 62% (State 74%)
- Math 73% (State 81%)
- Science 67% (State 80%)
- Social Studies 85% (State 78%)
- Writing 66% (State 66%)

College, Career and Military Readiness Score: 16% (State 54%)

- Completed a College-Level Dual Credit Course 10.5% (State 19.9%)
- Enlisted in the Armed Forces 5.3% (State 2.2%)

College Ready Graduates:

- 2016-2017 TSI Criteria Graduates: ELA- 5.3%; Math- 36.8%
- 2016-2017 Approved Industry-Based Certification: 0%
- 2016-2017 Graduate with Completed IEP and Workforce Readiness: 0%
- CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: 0%

SAT/ACT Results:

- Class of 2017 Tested 36.8%; At/Above Criterion- 0%
- Class of 2016 Tested 45.5%; At/Above Criterion- 10%

Advanced Dual Credit Completion (Grades 9-12):

- 2016-2017 Any Subject- 14.1% (State 37.1%)
- 2016-2017 ELA- 3.2% (State 16.8%)
- 2016-2017 Math- 11.3% (State 19.5%)
- 2016-2017 Science- 0% (State 5.7%)
- 2016-2017 Social Studies- 6.3% (State 21.8%)

Graduation Rate Score: 95 out of 100

- 4-Year Graduation Rate 100% (State 89.7%)

Academic Growth Final Score 80 out of 100

- Students who grew a year academically 70% (State 69%)

Relative Performance Final Score 59 out of 100

How Well are Different Groups of Students Performing: Met Standard 66 out of 100

- Grade Level Performance per Student Group 20%
  - Reading- All Students Not Met; Hispanic Not Met; Economically Disadvantaged Not Met
  - Math- All Students Not Met; Hispanic Not Met; Economically Disadvantaged Met
- Academic Growth/Graduation Rate 100%
  - Graduation- All Students Met
- Student Achievement 0%
  - College, Career, Military Readiness- All Students Not Met

2018 Closing the Gaps Status

- Academic Achievement Status:
  - ELA/Reading: All Students 44%; African American 32%; Hispanic 37%; White 60%; Econ Disadv 33%; EL 29%; SpEd Current 19%; SpEd Former 36%
  - Mathematics: All Students 46%; African American 31%; Hispanic 40%; White 59%; Econ Disadv 36%; EL 40%; SpEd Current 23%; SpEd Former 44%
- English Language Proficiency Status: EL 42%
- Growth Status:
  - ELA/Reading: All Students 66; African American 62; Hispanic 65; White 69; Econ Disadv 64; EL 64; SpEd Current 59; SpEd Former 65
  - Mathematics: All Students 71; African American 67; Hispanic 65; White 74; Econ Disadv 68; EL 68; SpEd Current 61; SpEd Former 65

## Student Academic Achievement Strengths

Student Achievement Strengths:

Graduation Rate (100%)

Low Dropout Rate (0%)



STAAR Performance Rates:

- \* Grade 3 Reading (Percentage higher than region and state)
- \* Grade 5 Math (Percentage higher than region and state)
- \* Grade 8 Science, Biology Distinction

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** All students in Reading, Writing, Mathematics, Science and Social Studies need to be at or above their appropriate grade level. **Root Cause:** A climate and culture of learning has not been established.

**Problem Statement 2:** Increase the percentage of students participating in College, Career and Military Readiness programs. **Root Cause:** Small percentages of high school students are participating in college and career readiness programs.

# District Processes & Programs

## District Processes & Programs Summary

District Processes and Programs Data and Summary:

District Processes:

Hart ISD has seen an increase in honesty, integrity, discipline, and punctuality among students and an improved attitude in both students and staff. Staff and students feel safe at Hart ISD. Advisory periods offer support to students and parents and weekly teacher/staff meetings have been effective. A site-based committee is utilized at the district with need of more community involvement.

The district has been restructuring processes to focus on student achievement and improvement including use of common assessments to provide data for teachers to evaluate and target student need.

Staff Quality, Recruitment and Retention:

The teaching staff of Hart ISD continues to strengthen skills through the use of innovative technologies, scientifically-based research, and best practices to improve instruction. The goal of Hart ISD is to maintain all core subject area classes taught by effective, certified teachers. The district will continue to provide high quality and on-going professional development. The district will also provide opportunities for teacher collaboration of vertical and horizontal alignment.

The district provide housing for teachers, bonuses, instructional coaching to support teachers and new teacher mentor program and support as recruitment and retention measures. The district provides professional development support through the Region 16 Instructional Support and Title II contracts. Travel and tested subjects stipends are also offered as teacher retention strategy.

Staff:

Number of Full Time Staff: 52.7

Number of Full Time Teachers: 25.8

Average Teacher Salary: \$37,669 (State \$53,334)

Number of Students per Teacher 9.3

Educational Aides 14.3% (7.2)

#### Teachers by Years of Experience:

- Beginning Teachers 12%
- 1-5 years experience 47.9%
- 6-10 years experience 16%
- 11-20 years experience 9.7%
- Over 20 years experience 14.4%
- Average years of experience of teachers 8.9
- Average years of experience of teachers with district 5.4

#### Experience of Campus Leadership:

- Average Years of Experience of Principals 5

Turnover Rate for Teachers 32.5% (State 16.6%)

#### Technology:

Hart ISD strives to offer the best education and opportunities for our students. The district sets forth a plan to provide opportunities for students to use a wide variety of technology tools as they learn. Instructional needs vary from classroom to classroom, and the district strives to provide appropriate training for staff to meet their needs. Decisions on location of assets, curriculum related software and other day-to-day issues of technology use is addressed on an ongoing basis. The district seeks to find affordable solutions to the challenges technology presents and to use internal resources whenever possible, as well as applying to federal and state funding.

#### Operations:

Use of TXeis for student management is performing well. The software enables better and more efficient communication with all stakeholders and provides a parent portal for easy parent access to student grades, attendance and achievement.

The district website provides an efficient means of timely communication with our families and the community and for required postings. The TXeis financial software package and Business Office is operating effectively and efficiently.

Maintenance and transportation operations sustain a clean, safe, and inviting learning environment for all of our students. We are safely transporting the majority of our students to and from school each day. According to state guidelines, our food service provides two healthy meals of breakfast and lunch to all of our students. Our bus drivers and custodians are also our partners in ensuring student success and achievement each day. We all work as a team in support of our students.

## **District Processes & Programs Strengths**

District Processes and Programs Strengths:

District housing available for teachers

New Teacher Mentor Program/Support

Instructional Coaching to support teachers

Effective weekly teacher/staff meetings

Advisory periods offer additional support to students and parents

Multiple software programs to supplement instruction

Teacher access to laptops and student access to technology devices

Classroom projectors/interactive boards

Current student and financial software programs are serving the district well.

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Additional support and training for professional staff and administration to retain teachers for multiple years. **Root Cause:** High teacher turnover rate in rural community with numerous neighboring districts that attract our teachers

**Problem Statement 2:** Increase community involvement in the site-based decision making committee for the district. **Root Cause:** Small, rural community

**Problem Statement 3:** Integrate technology into the curriculum efficiency and effectively. **Root Cause:** Limited funding opportunities for technology hardware and software.

# Perceptions

## Perceptions Summary

Perceptions Summary:

Parent and Family Engagement:

Hart ISD believes parent, family and community engagement is key to having a strong, successful school district. We strive to encourage, build and strengthen the ties with parents and the community.

Through establishing and maintaining an effective, systematic, and comprehensive system for monitoring and evaluating parent, family and community engagement, the district believes that levels of engaged involvement will increase and become our strong partners who feel welcome and will participate in the educational process for all children.

Formal teacher-parent conferences are held twice a year and communication is available in identified languages.

The Site-Based Decision Making committee that includes parents and business/community members reviews the written Parent and Family Engagement policy and evaluation process. The district utilizes various methods to communicate with parents and distribute information and utilizes translation of information in Spanish and English as identified.

## Perceptions Strengths

Perception Strengths:

Formal teacher-parent conferences are held twice a year

Communication is available in identified languages

Family events are held to promote academics and support the child's achievement

Local organizations and businesses support district programs

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increase parent, family and community engagement in committee services and supporting educational priorities. **Root Cause:** Small, rural community

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results



## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use 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
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.**

**Performance Objective 1:** By the end of the school year, Hart ISD will continue to develop and grow to meet the needs of all students and become a recognized school district.

**Evaluation Data Source(s) 1:** STAAR results







**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Instructional Coaches will model, provide constructive feedback to district professional staff regarding implementation of best practices, differentiated instruction and active learning time.	2.5	Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the students are "learning"				
	<b>Funding Sources:</b> Title I, Part A - 107624.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Administration will provide professional learning development opportunities to teachers in Math, Reading, Writing, Science and Social Studies.	2.5	Principals, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the students are "learning"				
	<b>Funding Sources:</b> Local - 0.00, Title IV - 4570.00, Title II - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Facilitate STAAR diagnostic assessments, student-centered activities, designated Reading times, and resources to support instruction in all content areas.</p>	2.5	Principals, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the students are "learning"				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>4) Provide professional learning on RtI, SIOP, Study Island, Compass Learning, STEMscopes, Guided Reading, and test-taking strategies afforded to all teachers.</p>	2.4, 2.5	Principals, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what students are "learning"				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 5963.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>5) Weekly observations and feedback conference will be held for each teacher on a weekly basis to ensure the quality of the teacher's instruction.</p>		Principals, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the students are "learning"				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>6) Provide teachers opportunities to observe other campuses, implement Guided Reading, Guided Math and other "exemplary" pedagogical skills.</p>	2.5	Principal, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the students are "learning"				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>7) Ensure all teachers are actively engaging all students with clear, effective and student-centered activities.</p>	2.5	Principals, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what students are "learning"				
<b>Funding Sources:</b> Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 8) Implement a book study, Ruby Payne's book on Economically Disadvantaged Students (Elementary) and Robert Marzano's Classroom Instruction That Works (JH/HS).</p>		Principals, Instructional Coaches	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the students are "learning"				
<b>Funding Sources:</b> Local - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 9) Paradigm shift from Teaching to all students LEARNING.</p>	2.5	Teachers	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what the student is "learning"				
<b>Funding Sources:</b> Local - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 10) All students in Reading, Writing, Mathematics, Science and Social Studies will be at or above their appropriate grade level.</p>	2.5	Principals, Instructional Coaches, Teachers, Students	Teachers improve on delivery of instruction and knowledge in their content. Teachers will shift their focus from what they are "teaching" to what students are "learning"				
<b>Funding Sources:</b> Local - 0.00							
<p>11) Assessments will be given and data analyzed to identify and determine best practice intervention strategies for all student populations such as At-Risk, EL, Dyslexia, 504, Special Education, Migrant, Homeless, Foster Care, Economically Disadvantaged, GT, and Home Bound.</p>	2.4, 2.6	Principal, Teachers, Instructional Coaches	Data will be disaggregated and instruction will be modified based on the needs of students (DMAC, STAAR, TAPR).				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00, SCE - 0.00							
<p>12) Data will be analyzed to identify and determine intervention strategies and services for all students that are homeless.</p>	2.4	Principal, Homeless Liaison, Counselor, Teachers	Data will be disaggregated and instruction will be modified based on the needs of students (DMAC, STAAR, TAPR)				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 25.00, SCE - 0.00							
<p><b>TEA Priorities</b> Build a foundation of reading and math 13) Students who failed tests in the SSI grades, EOCs or STAAR will receive accelerated education opportunities including tutorial sessions and summer school.</p>	2.6	Principal, Teachers	Roll sheets, STAAR scores				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00, SCE - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) Career and Technology Education (CTE) will be offered to assist students in developing the knowledge, skills, and competencies for career opportunities.	2.5	Superintendent, Principal	CTE programs offered to eligible students				
	<b>Funding Sources:</b> CTE - 0.00, Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 2:** By the end of the school year, Hart ISD will increase the average daily attendance for all students to a 96.6% or above attendance rate.

**Evaluation Data Source(s) 2:** TAPR, PEIMS

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enforce mandatory attendance laws.		Superintendent, Principal	Attendance rate 96.6% or above				
<b>Funding Sources:</b> Local - 0.00							
2) Students will be rewarded individually and by class level for attendance.		Principal, Teachers	Attendance rating of 96.6% or above				
<b>Funding Sources:</b> Local - 0.00							
3) Students will have the opportunity to receive medical and dental attention on campus at the health clinic in order to reduce class/school absences.		School nurse, personnel and physicians	Health Clinic services rendered				
<b>Funding Sources:</b> Local - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 3:** By the end of the school year, all LEP students will advance at least one level of proficiency on TELPAS.

**Evaluation Data Source(s) 3:** TELPAS results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identified teachers will be trained on TELPAS.	2.4	Principal, Counselor	Training logs and documentation				
<b>Funding Sources:</b> Local - 0.00, Title III - 0.00							
2) Teachers will be trained in ESL strategies and ELPS by Region 16 personnel.	2.4	Principal	Certificates and documentation				
<b>Funding Sources:</b> Local - 0.00, Title III - 0.00							
3) Parents will complete a home language survey upon registration of students to the district and based on the survey, students will receive testing in a timely manner.	2.4	Principal, ESL Coordinator	Home language survey data review and student identification				
<b>Funding Sources:</b> Local - 0.00, Title III - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 4:** By the end of the school year, at least 70% of Special Education students will master and/or gain proficiency on the STAAR exam they are scheduled to take.

**Evaluation Data Source(s) 4: STAAR Results**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Special Education and General Education teachers will be trained in allowable accommodations for all types of STAAR exams.	2.4	Counselor, Special Education Coordinator, Special Education Teachers	Training records and sign in sheets				
	<b>Funding Sources:</b> Local - 0.00, IDEA - 0.00						
2) Provide appropriate placement and support for students in special education including discipline settings.	2.4	Principal, Special Education Coordinator, Special Education Teachers	IEP and documentation				
	<b>Funding Sources:</b> Local - 0.00, IDEA - 0.00						
3) Special Education teachers will be trained in the STAAR Alt modules.		Principal, Special Education Coordinator and Special Education Teachers	Certificates and documentation of training				
	<b>Funding Sources:</b> Local - 0.00, IDEA - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Special Education teachers will participate in positive behavior intervention and supports training.	2.4	Principals, Special Education teachers	Training certificate for Texas Behavior Support Initiative, Positive Behavior Intervention and Supports or Restorative Discipline Practices				
	<b>Funding Sources:</b> Local - 0.00, IDEA - 0.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Special Education teachers will participate in positive behavior intervention and supports training.	2.4	Principals, Special Education teachers	Training certificate for Texas Behavior Support Initiative, Positive Behavior Intervention and Supports or Restorative Discipline Practices				
	<b>Funding Sources:</b> Local - 0.00, IDEA - 0.00						
6) Hart ISD will have the necessary staff to address the program, strategies and activities required for the Texas Behavior Support Initiative or equivalent program.	2.4	Superintendent, Principal	Training and meeting documentation				
	<b>Funding Sources:</b> Local - 0.00, IDEA - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 5:** Hart ISD will maintain 100% completer for grades 7-12 by monitoring attendance and grades for all students four times a year.

**Evaluation Data Source(s) 5:** List of possible non-completers, Accelerated Graduation Plan, Targeted Improvement Plan, TAPR

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify possible non-completers at all levels and provide necessary intervention.	2.4, 2.6	Principal, PEIMS Coordinator	Non-completers will be identified and intervention provided				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
2) Develop an accelerated graduation plan for potential non-completers that includes communication with parents.	2.4, 2.6	Principal, Counselor	Reduced number of non-completers Increased number of parent conferences (sign in sheets and/or meeting documentation)				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
3) Inform and encourage students and parents participation in post secondary programs and career choices, higher education admissions, provide enriched and accelerated curriculum, and financial opportunities.	2.5	Principal, Teachers and Counselor	Documentation of college applications and college visits				
<b>Funding Sources:</b> Local - 0.00, CTE - 0.00							
4) Teachers will develop strategies to assist students in taking the SAT/ACT college entrance exams and credit by exam curriculum choices.	2.5	Principal, Counselor	Increase in students taking SAT/ACT college entrance exams				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00, CTE - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 6:** By the end of the school year, grades of students assigned to ISS/DAEP for extended days will improve to a minimum of 80%; grades 80% or higher will be maintained.

**Evaluation Data Source(s) 6:** Student grades

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Obtain, record and monitor grades that long-term DAEP students are receiving from campus teachers while students are attending DAEP.	2.6	Principal, ISS/DAEP Teacher	Students grades assessed. Principal will contact campus teachers if grades are falling. DAEP teacher will then use the grade information to target instruction with individual students.				
	<b>Funding Sources:</b> Local - 0.00, SCE - 0.00, Title I, Part A - 0.00						
2) Review, evaluate and improve ISS/DAEP services for student drop out, graduation, attendance, and recidivism rates annually.	2.6	Superintendent, Principal	Records, reports, student grades and completion rates reviewed annually				
	<b>Funding Sources:</b> Local - 0.00, SCE - 0.00, Title I, Part A - 0.00						
3) Monitor all student groups during DAEP placement.	2.6	Superintendent, Principal	DAEP records monitored				
	<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 7:** Each school year, Hart ISD will ensure that maintenance and operation issues are completed to ensure that 100% of staff and students have a clean, safe and orderly environment in which to concentrate on their academic progress and wellness.

**Evaluation Data Source(s) 7:** Maintenance requisitions, emergency operation plans

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hart ISD will contract with Region 16 to receive support complying with Federal Program requirements and coordinating /integration of federal, state and local funds.		Superintendent	Compliance with federal grant requirements				
	<b>Funding Sources:</b> Title I, Part A - 8188.00						
2) Accountable personnel will attend professional development on School Safety to develop and maintain an up to date emergency operation plan.		Superintendent, Principal	Certificates and documentation of emergency operation plan				
	<b>Funding Sources:</b> Local - 0.00						
3) All stakeholders will be informed and trained on methods for increasing awareness, recognition, response and intervention of issues such as discipline management, maltreatment and sexual abuse of children, bullying, mental health, suicide, conflict resolution, drug prevention, harassment, dating violence, and pregnancy services.		Principal, Counselor, Staff, SHAC, School Based Health Clinic	Training documentation				
	<b>Funding Sources:</b> Local - 0.00						
4) Maintenance workers will consistently keep campus clean and free of items which could cause harm to students or staff.		Maintenance Staff, Staff, Principal and Superintendent	Clean and safe campus				
	<b>Funding Sources:</b> Local - 0.00						
5) Hart ISD will carryout the requirements for the coordinated health program including physical activity in grades Pre-K through 8th grade and ensure the safety of all students.	2.5	Principal	Teacher documentation				
	<b>Funding Sources:</b> Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June







**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 8:** At minimum of every semester, Hart ISD will ensure that we create an environment that meets all student's social, emotional, and health needs.

**Evaluation Data Source(s) 8:** Documentation, Schedules

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) An expectation of celebrating student achievement is a message delivered by administration.		Principals, Instructional Coaches	Students feel appreciated and motivated to do better at each Instructional Assessment.				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Teachers ensure student incentives are afforded for exemplary work.	2.5	Teachers	Students feel appreciated and motivated to do better at each Instructional Assessment.				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Display student work and products inside and outside the classrooms.	2.5	Teachers	Students feel appreciated and motivated to do better at each Instructional Assessment				
	<b>Funding Sources:</b> Local - 0.00						
4) Hold an annual National Honor Society Induction ceremony to recognize and celebrate the students who meet academic and character assignments.		Principal, Counselor, National Honor Society Sponsor	Increase the number of students inducted into National Honor Society				
	<b>Funding Sources:</b> Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Metacognition of students toward student achievement in Reading, Math, Writing, Science and Social Studies using visuals, posters, and award ceremonies.	2.5	Teachers, Students	Students feel appreciated and motivated to do better at each Instructional Assessment.				
	<b>Funding Sources:</b> Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 1:** Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

**Performance Objective 9:** At each academic assessment period, Hart ISD administration and professional staff will be able to go through the process of analyzing data and determine what to do with the information.

**Evaluation Data Source(s) 9:** Data Driven Instruction Assessments and Reports

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Students perform at the Meets and Masters grade levels due to data driven instruction.	2.5	Teachers, Students	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Data Driven Instruction based on Interim-Assessments to create prescriptive tutoring, small group instruction and student interventions.	2.5, 2.6	Teachers	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Professional learning on Going Deep analysis rubric, Teacher Reflective Action Plans, and Teacher Reflective Lowest Performing List to be used in the Data Conferences.		Principal	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 4) At each Interim-Assessment period, principal and teacher will meet to have a Data Conference.	2.5	Principal, Teacher	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Distribute Lead4ward materials and resources on Readiness, Supporting and processing standards.	2.5	Principal	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00, Title II - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Implementation of Formative Assessments as a tool to assess student learning in the classrooms.	2.5	Teachers	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Utilization of Quintiles to identify students after each Interim Assessment Mastery and non-mastery of TEKS and SE, analysis of student growth from one Quintile to the next Quintile.	2.5	Teachers	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 8) Small group instruction in all subjects/grades based on student data from IAs.	2.5	Teachers	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 9) PLCs and CILT have specific discourse on non-mastery TEKS, Interim Assessment, misconceptions, misunderstanding, and the analysis of student data.	2.5	Principals, Instructional Coaches, Teachers	Data driven instruction becomes the new norm at Hart ISD				
	<b>Funding Sources:</b> Local - 0.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

## Goal 2: All Hart ISD personnel will work interdependently in high performing, collaborative teams to improve both adult and students learning.

**Performance Objective 1:** Hart ISD will recruit, retain and reward exceptional staff to maximize the learning of each student and retain 80% of the staff by the end of the school year.

**Evaluation Data Source(s) 1:** Job Fair Information, Phone Logs, Criminal History Checks, Stipends

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Equity Plan Strategy</b> 1) Stipends, performance bonuses, and travel bonuses will be offered to attract teachers in shortage areas.		Superintendent	Attract and retain quality teachers				
	<b>Funding Sources:</b> Local - 0.00						
2) Hart ISD will call references, conduct a criminal history check, and evaluate credentials to determine quality of all new employees.		Superintendent	Hire effective, certified professional teaching staff and highly qualified paraprofessional staff				
	<b>Funding Sources:</b> Local - 0.00						
3) Hart ISD will attend job fairs, conduct interviews, and advertise vacancies in multiple sources to ensure the district recruits and hired applicants meet requirements in core subject areas.		Central Office	All applicants receiving interviews are certified (teachers) or highly qualified (paraprofessionals) if at all possible.				
	<b>Funding Sources:</b> Local - 0.00						
4) Provide extra duty pay for teachers to provide increased learning time.		Superintendent, Principal	Student Performance, attendance				
	<b>Funding Sources:</b> Local - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** All Hart ISD personnel will work interdependently in high performing, collaborative teams to improve both adult and students learning.

**Performance Objective 2:** Hart ISD will develop 100% of their exceptional staff to maximize the learning of each student by the end of the school year.

**Evaluation Data Source(s) 2:** Training Logs, Sign In Sheets, Certificates

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hart ISD will encourage its students and paraprofessionals to enter the field of education and to receive teacher certification.		Principal, Teachers	Certified teachers who were once teacher aides and former students				
<b>Funding Sources:</b> Local - 0.00, Title II - 0.00							
2) Hire paraprofessionals who can support instruction in the classroom and increase teacher retention.		Principal	Highly qualified paraprofessionals utilized in the classroom setting				
<b>Funding Sources:</b> Local - 0.00							
3) The district will develop and implement a New Teacher and Mentor program to improve teacher quality and retention.		Principal	Training logs, Mentor calendars, Observations				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
4) Conduct New Employee Orientation and training in August of each year.		Superintendent, Principal	Training materials, Sign In sheets				
<b>Funding Sources:</b> Local - 0.00							
5) Administrators will attend required training designed for campus leaders regarding effective teaching, leadership, interpersonal skills, instructional strategies, interventions and assessments that increase student achievement.		Principals	Campus performance results				
<b>Funding Sources:</b> Local - 0.00, Title II - 2267.00							
6) The district will have trained dyslexia teachers who provide services to identified students and receives required professional development.		Principal	Testing to identify students				
<b>Funding Sources:</b> Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) The district has a Gifted and Talented student program and staff receive required professional development.	2.4, 2.5	Principal	Training and certificates of training				
<b>Funding Sources:</b> Local - 0.00							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 8) Professional learning on embedded Higher Order Thinking Skills (HOTS) and Differentiated Instruction.	2.5	Principals, Instructional Coaches	Increased rigor and instruction that meets the need of every child				
<b>Funding Sources:</b> Local - 0.00, Title IV - 0.00, Title II - 0.00							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 9) Professional learning on how to increase student metacognition.	2.5	Principals, Instructional Coaches	Students reflect on their own learning and think about their thinking				
<b>Funding Sources:</b> Local - 0.00, Title II - 0.00, Title IV - 0.00							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

### Goal 3: Hart ISD will foster an atmosphere where there is timely, open communication with all of our communities, parents, families, staff and students.

**Performance Objective 1:** Hart ISD will maintain a minimum of 50% parent participation to foster an atmosphere of timely, open communication with community, parents and students each school year.

**Evaluation Data Source(s) 1:** Surveys, Sign In Sheets

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide important school communication to parents, and families in a variety of methods and in both English and Spanish as indicated.	3.1, 3.2	Principal, Teachers	Letters/Newletters (sent home on both languages) Parent and Family Engagement Policy on website (with translation capability) Student academic achievement information				
	<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00						
2) Parent conferences will be held in the fall and spring semesters with 100% of parents contacted each semester, providing parent interpretation services as needed.	3.2	Principal, Teachers	Sign In Sheets				
	<b>Funding Sources:</b> Local - 0.00						
3) PAC and Title I Parent and Family Engagement Meetings will be held in the Fall and in the Spring, offering a flexible number of times and days of the week to encourage parent and family attendance.	3.2	Principal	Sign In Sheets				
	<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00						
<b>Equity Plan Strategy</b> 4) Hart ISD will prepare calendars with events posted on the website for viewing by the community to encourage business and community support.		Principal	Informed parents and community members				
	<b>Funding Sources:</b> Local - 0.00						
5) Offer a higher education admissions and financial aid meeting will be held for parents and students in the Spring, with interpretation services available as needed.	3.2	Principal, Counselor	Documentation				
	<b>Funding Sources:</b> Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Hart ISD will establish a Parent Liaison program and/or Advisory Teacher who will communicate with parents regularly about student academic progress.	3.2	Principal, Counselor	Home Visit Logs, Phone Logs, Parent Meetings documentation				
	<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00						
7) Hart ISD will provide training to staff that is focused on empowering children by strengthening their parents and families.	3.2	Superintendent, Principal	Agendas, Sign In Sheets, Presentation Notes on building capacity of parents and family				
	<b>Funding Sources:</b> Local - 0.00, Title II - 0.00						
8) Ensure smooth transitions of students between grade levels and inform/involve parents in the transition of students to a new campus.		Principal	Documentation of transition between Head Start to Pre-K, Pre-K to K, K to elementary, elementary to Junior High, Junior High to High School and High School to post-secondary college, career, or military				
	<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00						
9) Involve parents and community members in the development and evaluation of the written Parent and Family Engagement Policy processes.	3.1	Superintendent, Principal	Site-Based Decision Making Committee sign in sheets, meeting documentation				
	<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Goal 3:** Hart ISD will foster an atmosphere where there is timely, open communication with all of our communities, parents, families, staff and students.

**Performance Objective 2:** Weekly, Hart ISD will provide timely, open communication with all staff members.

**Evaluation Data Source(s) 2:** Agendas, Meeting Minutes

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will create a weekly calendar for all staff members.		Principal	Weekly calendar of events				
<b>Funding Sources:</b> Local - 0.00							
2) Planning meetings will be held on a weekly basis.		Principal	Agendas, Sign In Sheets, Meeting Minutes				
<b>Funding Sources:</b> Local - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 4: Hart ISD will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

**Performance Objective 1:** By the end of the school year, Hart ISD will equip at least 75% of classrooms with 21st Century technology.

**Evaluation Data Source(s) 1:** Equipment and Expenditure Reports

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each teacher in the district will be provided current technology devices for use in instruction, upgraded on rotational basis.		Superintendent, Principal	Technology usage				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 5000.00, SRSA - 3715.00							
2) Provide Dual Credit Courses and credit by exam for eligible High School students.		Superintendent, Principal	Dual Credit enrollment and credit by exam numbers				
<b>Funding Sources:</b> Title IV - 5420.00, Local - 0.00							
3) Classrooms are equipped with internet access, interactive whiteboards, and adequate infrastructure to support instructional technology.		Superintendent	Technology evaluations and walk-throughs				
<b>Funding Sources:</b> Local - 0.00, Title I, Part A - 0.00							
4) The district will investigate possible classroom solutions to increase student participation and improve instruction using 21st Century technology.		Technology Staff, Teachers	Technology Plan, Assessments, Walk-throughs				
<b>Funding Sources:</b> Local - 0.00							
5) The school library program will provide opportunities to develop the digital skills of students and improve academic achievement.		Superintendent, Principals	Digital skills improve through school library program				
<b>Funding Sources:</b> Local - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



**Goal 4:** Hart ISD will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

**Performance Objective 2:** By the end of the school year, Hart ISD will provide technology training to all students and staff.

**Evaluation Data Source(s) 2:** Training Logs, Sign In Sheets, Certificates

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A computer usage policy will be enforced for all students.		Principal, Teachers	Documentation of computer usage infractions				
	<b>Funding Sources:</b> Local - 0.00						
2) Provide staff development for all teachers and administration on how to use technology as a tool in the classroom and in leadership.		Superintendent, Principal	Effective technology use in the classroom				
	<b>Funding Sources:</b> Local - 0.00, Title II - 0.00						
3) Provide teachers with training on use of technology devices and interactive whiteboard use with students in the classroom (cloud).		Principal	Training documentation				
	<b>Funding Sources:</b> Local - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches FTE: 2.0		\$107,624.00
1	1	3			\$0.00
1	1	4	Supplemental Instruction Support Materials		\$5,963.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	11			\$0.00
1	1	12	Homeless Reservation		\$25.00
1	1	13			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	1	Federal Programs Contract		\$8,188.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	6			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00

<b>Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1	Technology Devices		\$5,000.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$126,800.00
<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Travel Expenditures		\$1,000.00
1	9	5			\$0.00
2	2	1			\$0.00
2	2	5	Title II Contract		\$2,267.00
2	2	8			\$0.00
2	2	9			\$0.00
3	1	7			\$0.00
4	2	2			\$0.00
<b>Sub-Total</b>					\$3,267.00
<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	4			\$0.00
1	7	5			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	8			\$0.00
1	9	9			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	6			\$0.00
2	2	7			\$0.00
2	2	8			\$0.00
2	2	9			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title IV</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Instructional Support Contract		\$4,570.00
2	2	8			\$0.00
2	2	9			\$0.00
4	1	2	Dual Credit Tuition		\$5,420.00
<b>Sub-Total</b>					\$9,990.00
<b>SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>CTE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	14			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
<b>Sub-Total</b>					\$0.00

<b>IDEA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SRSA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1	Technology Devices		\$3,715.00
<b>Sub-Total</b>					\$3,715.00
<b>Grand Total</b>					\$143,772.00



# Addendums

# Region 16 Migrant SSA



## Migrant Section for DIP 2018-2019

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

**Goal Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.**

**Objective All identified Migrant students will receive services according to high priority.**

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required	ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. (PS3103 Pt.2) (ESSA P&A E8, PG9)	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children. (PS3103 Pt. 2) (ESSA P&A E8)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements. (PS3103 Pt.2) (ESSA P&A E9, PG6)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. (PS3103 Pt. 2) (ESSA PG16)	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2) (ESSA PG7)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. (PS3103 Pt.2) (ESSA PG8)	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Required Program Activities	Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2) (ESSA P&A A4, PG18)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A E3a, PG12)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. (ESSA P&A E3f, PG15)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A E3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Provide supportive services for out of school youth. (ESSA P&A E3h)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) (ESSA P&A E7A)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
	PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A E8A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

**2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan**

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Required	Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) (ESSA P&A H1-2, PG13)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
	Coordinate/provide instructional services to ensure migrant students are proficient on state assessments. (SDP 1-1, SDP 2-1, PS3103 Pt. 4A) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2018, March 2019, April 2019, May 2019, June 2019	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
Required Program Activities	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading and/or math. (SDP 1-2, SDP 2-2, PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
	Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading and/or math instruction to migrant students. (SDP 1-3, SDP 2-3)	ESC MEP Coordinator, Migrant Interventionist	Reg 16 SSA MEP funds	July 1 through June 30	certificates of attendance, sign in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
Required Program Activities	Coordinate or provide support services that address the identified reading and/or math needs of migrant students. (SDP 1-4, SDP 2-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Migrant Request/Receipt for needs, Medical Request	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
	Coordinate or provide training/resources to migrant parent on reading and/or math strategies for their children. (SDP 1-6, SDP 2-6)	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	October 2018, February 2019	meeting notice, sign in sheet, handout,	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
Required Program Activities	Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. (SDP 2-7) *Summer Programs--Project SMART for Kindergarten-8 grade (current programs only) (PS3103 Pt. 4B)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment recod, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
	Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs. (SDP 2-8)	Migrant Coordinator, Administrator		June - August 2019	district enrollment, sign-in sheet, notification letter	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
Required Program Activities	Coordinate with other programs to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services. (SDP 3-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
	Implement the TEA-approved early literacy program (ABB) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs. (SDP 3-2) *Supplemental Instruction--Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings (PS3103 Pt. 4C)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
Required Program Activities	Provide migrant parents with developmentally -appropriate school readiness resources and strategies. (SDP3-3)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	handouts, home visit documentation, parent meeting agendas	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
	Coordinate/provide support services for migrant children ages 3-5 (not in kindergarten) and their families. (SDP 3-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D)	Migrant Coordinator, School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____
Required Program Activities	Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments. (SDP 4-1) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2018, March 2019, April 2019, May 2019, June 2019	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? _____ Yes _____ No _____	_____

2018-2019 Region 16 Migrant SSA Member District Migrant Education Plan

R	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review	
							Jan	June
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities--	<i>Credit Accrual</i> --Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>College Tours</i> -Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds	August 1 through May 30	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Support Services	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- Childcare during Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- Transportation to and from Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>Other: Snacks and Meals for migrant students participating in off campus migrant activites</i> --When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

# Region 16 Migrant SSA



## Priority for Services Action Plan 2018-2019

The Title I Migrant Coordinator will include the PFS Action Plan in the District's 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, low income).

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<b>Priority for Service Criteria</b>	
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 style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</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 style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP 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>

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.

<b>School District: MEP SSA Member District</b>
<b>Region: 16</b>

## Priority for Service (PFS) Action Plan

<b>Filled Out By: K. Seymour</b>
<b>Date: 09/04/2018</b>

**School Year: 2018\_ - 2019**

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

<p><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<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>	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator’s office.



<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>	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards.</li> </ul>	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six week report cards, progress reports with date of consultation and signatures of participants
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<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>	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<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>	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<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</li> </ul>	Ongoing throughout the year; at a	Migrant service coordinator, Migrant School Home	phone and travel logs, copies of

home and /or community visits to update parents on the academic progress of their children.	minimum of one per semester	community liaison, recruiter	documents shared on home visit
<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 as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<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 as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<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>	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.</li> </ul>	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
ESC Signature

\_\_\_\_\_  
Date Received

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2018-2019

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

<b>OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.</b>										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered through Project Share.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
<b>OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.</b>										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

<b>OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.</b>										
<b>continued</b>					<b>Formative Evaluation Review</b>			<b>Summative Review</b>		
<b>Action</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Documentation</b>		<b>Nov</b>	<b>Mar</b>	<b>June</b>		<b>Aug</b>
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and Coe Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____