

Hart Independent School District

District Improvement Plan

2019-2020

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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Academic Achievement 6
 - District Processes & Programs 9
 - Perceptions 12
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
 - 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. 17
 - Goal 2: All Hart ISD personnel will work interdependently in high performing, collaborative teams to improve both adult and students learning. 33
 - Goal 3: Hart ISD will foster an atmosphere where there is timely, open communication with all of our communities, parents, families, staff and students. 36
 - 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. 39
- Campus Funding Summary 41
- Addendums 48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Data and Summary:

Current Enrollment Information: 2018-2019 data from TXschools.org

217 students enrolled

Gender: Male 51%, Female 49%

Ethnicity: Hispanic-93.4%, White- 4.2%, African American- 1.9%, Two or more races- 0.5%

Economically Disadvantaged: 88.7%

English Language Learners: 15.0% (11.2 in 201-2018)

Students Receiving Special Education Services- 9.4%

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:

- 2017-2018 1.5%

- 2016-2017 0%
- 2015-2016 0%

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

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 received a B Rating (85 out of 100) rating based on 2018-2019 accountability data.

2019 STAAR Participation:

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

STAAR Performance Score:

Masters Grade Level: 16%

- Reading 16%
- Math 19%
- Science 14%
- Social Studies 16%
- Writing 10%

Meets Grade Level: 43%

- Reading 37%
- Math 47%
- Science 50%
- Social Studies 45%
- Writing 37%

Approaches Grade Level: 79%

- Reading 74%
- Math 83%
- Science 84%

- Social Studies 82%
- Writing 67%

College, Career and Military Readiness Score: 59%

- Completed a College-Level Dual Credit Course 12%
- Enlisted in the Armed Forces 6%

College Ready Graduates:

- 2017-2018 TSI Criteria Graduates: ELA- 71%; Math- 65%
- 2017-2018 Approved Industry-Based Certification: 0%
- 2017-2018 Graduate with Completed IEP and Workforce Readiness: 0%
- CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: 0

Graduation Rate

- 4-Year Graduation Rate 100%

Attendance Rate 95.4%

Academic Growth Final Score 85 out of 100

- Students who grew a year academically 75% (State 69%)

Relative Performance Final Score 85 out of 100

How Well are Different Groups of Students Performing: Met Standard 85 out of 100

- Grade Level Performance per Student Group
 - Reading- All Students Not Met; Non-Continuously Enrolled Not Met; Continuously Enrolled Not Met
 - Math- All Students Met
- Academic Growth/Graduation Rate 100%
 - Graduation- All Students Met

2019 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 36%

Student Academic Achievement Strengths

Student Achievement Strengths:

Graduation Rate (100%)

Low Dropout Rate (0%)

Attendance Rate (95.4%)

STAAR Performance Rates:

* Top 25% Comparative Closing the Gaps

* Academic Achievement in ELA

* Top 25% Academic Growth

* Post Secondary Readiness Distinctionion

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- 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)
- Running Records results

Student Data: Student Groups

- STEM/STEAM 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
- 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

Revised/Approved: October 11, 2019

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 |
| TEA Priorities 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" | | | | |
| Funding Sources: Title I, Part A - 107624.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>2) Administration will provide professional learning development opportunities to teachers in Math, Reading, Writing, Science and Social Studies.</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" | | | | |
| Funding Sources: Local - 0.00, Title IV - 4570.00, Title II - 1000.00 | | | | | | | |
| <p>TEA Priorities 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" | | | | |
| Funding Sources: Local - 0.00, Title I, Part A - 0.00 | | | | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 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" | | | | |
| Funding Sources: Local - 0.00, Title I, Part A - 5963.00 | | | | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 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" | | | | |
| Funding Sources: Local - 0.00, Title I, Part A - 0.00 | | | | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 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" | | | | |
| Funding Sources: Local - 0.00, Title I, Part A - 0.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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" | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
| <p>TEA Priorities 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" | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
| <p>TEA Priorities 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" | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
| <p>TEA Priorities 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" | | | | |
| Funding Sources: 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). | | | | |
| Funding Sources: 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) | | | | |
| Funding Sources: Local - 0.00, Title I, Part A - 25.00, SCE - 0.00 | | | | | | | |


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities 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. | 2.6 | Principal, Teachers | Roll sheets, STAAR scores | | | | |
| | Funding Sources: Local - 0.00, Title I, Part A - 0.00, SCE - 0.00 | | | | | | |
| 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 | | | | |
| | Funding Sources: CTE - 0.00, Local - 0.00 | | | | | | |
| | | | | | | | |

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 | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
| 2) Students will be rewarded individually and by class level for attendance. | | Principal, Teachers | Attendance rating of 96.6% or above | | | | |
| Funding Sources: 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 | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
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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 | | | | |
| Funding Sources: 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 | | | | |
| Funding Sources: 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 | | | | |
| Funding Sources: Local - 0.00, Title III - 0.00 | | | | | | | |
|  | | | | | | | |



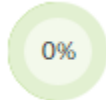

Goal 1: Hart ISD will provide premiere academic programs that will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00, IDEA - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00, IDEA - 0.00 | | | | | | |


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00, IDEA - 0.00 | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

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 | | | | |
| | Funding Sources: 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) | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00, Title I, Part A - 0.00, CTE - 0.00 | | | | | | |
|  | | | | | | | |

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. | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00, Title I, Part A - 0.00 | | | | | | |
|  | | | | | | | |

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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 |
| TEA Priorities 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. | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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. | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------------------------|--------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities 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. | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| | | | | | | | |


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 |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00, Title II - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
|  | | | | | | | |


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 |
| 1) Stipends, performance bonuses, and travel bonuses will be offered to attract teachers in shortage areas. | | Superintendent | Attract and retain quality teachers | | | | |
| Funding Sources: 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 | | | | |
| Funding Sources: 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. | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
| 4) Provide extra duty pay for teachers to provide increased learning time. | | Superintendent, Principal | Student Performance, attendance | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
|  | | | | | | | |



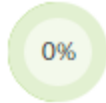

Goal 2: All Hart ISD personnel will work interdependently in high performing, collaborative teams to improve both adult and students learning.

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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|-----------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00, Title IV - 0.00, Title II - 0.00 | | | | | | |
| TEA Priorities 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 | | | | |
| | Funding Sources: Local - 0.00, Title II - 0.00, Title IV - 0.00 | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |


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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| 3) 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 | | | | |
| | Funding Sources: Local - 0.00, Title I, Part A - 0.00 | | | | | | |
| 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 (PAC) 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00, Title I, Part A - 0.00 | | | | | | |
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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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| 2) Planning meetings will be held on a weekly basis. | | Principal | Agendas, Sign In Sheets, Meeting Minutes | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
|  | | | | | | | |

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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: 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 | | | | |
| | Funding Sources: Local - 0.00 | | | | | | |
| | | | | | | | |

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 | | | | |
| Funding Sources: 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 | | | | |
| Funding Sources: 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 | | | | |
| Funding Sources: Local - 0.00 | | | | | | | |
|  | | | | | | | |

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 |

| Title I, Part A | | | | | |
|------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | Technology Devices | | \$5,000.00 |
| 4 | 1 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$126,800.00 |
| Title II | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |
| Sub-Total | | | | | \$3,267.00 |
| Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |

| Local | | | | | |
|--------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |

| Local | | | | | |
|--------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |

| Local | | | | | |
|------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |
| Sub-Total | | | | | \$0.00 |

| Title III | | | | | |
|------------------|------------------|-----------------|--------------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | | | \$0.00 |
| 1 | 3 | 2 | | | \$0.00 |
| 1 | 3 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Title IV | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |
| Sub-Total | | | | | \$9,990.00 |
| SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |
| Sub-Total | | | | | \$0.00 |
| CTE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 14 | | | \$0.00 |
| 1 | 5 | 3 | | | \$0.00 |
| 1 | 5 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

| IDEA | | | | | |
|--------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 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 |
| Sub-Total | | | | | \$0.00 |
| SRSA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | Technology Devices | | \$3,715.00 |
| Sub-Total | | | | | \$3,715.00 |
| Grand Total | | | | | \$143,772.00 |

Addendums

Region 16 Migrant SSA



Migrant Section for DIP 2019-2020

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.**

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 | ____ ____ ____ ____ |

2019-2020 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 2019, March 2020, April 2020, May 2020, June 2020 | 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 2019, February 2020 | 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 2020 | 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 2019, March 2020, April 2020, May 2020, June 2020 | Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet | Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____ | Accomplished? Yes _____ No _____ | |

2019-2020 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-- | Credit Accrual--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 _____ | |
| | College Tours -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 | Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education-- 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 _____ | |
| | Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education-- 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 _____ | |
| | Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education-- 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 _____ | |
| | Other: Snacks and Meals for migrant students participating in off campus migrant activites--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 2019-2020

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:

| Priority for Service Criteria | |
|--|--|
| Grades 3-12, Ungraded (UG) or Out of School (OS) | <ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level. |
| Grades K-3 | <ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level. |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

| |
|---|
| School District: MEP SSA Member District |
| Region: 16 |

Priority for Service (PFS) Action Plan

| |
|----------------------------------|
| Filled Out By: K. Seymour |
| Date: 09/10/2019 |

School Year: 2019 - 2020

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

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| <p>Goal(s): 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>Objective(s): 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 |
|---|---|---|--|
| Monitor the progress of MEP students who are on PFS. | | | |
| <ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. | 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. |

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| <ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. | 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 |
| Additional Activities | | | |
| <ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Develop a plan for each PFS student not meeting or at risk of not meeting all academic standards. | 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 |
| Required Strategies | Timeline | Person(s) Responsible | Documentation |
| Communicate the progress and determine needs of PFS migrant students. | | | |
| <ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. | 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"> 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. | 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"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized | Ongoing throughout the year; at a | Migrant service coordinator, Migrant School Home | phone and travel logs, copies of |

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| 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 |
| Provide services to PFS migrant students. | | | |
| <ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. | 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"> 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. | 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"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. | 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 |
| Additional Activities | | | |
| <ul style="list-style-type: none"> 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. | Once each month; ongoing throughout the year as necessary | Migrant Interventionist | Migrant Interventionists' tracking form |

LEA Signature

Date Completed



ESC Signature

09/24/2019

Date Received

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2019-2020

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

| OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers. | | | | | | | | | | |
|--|---|--|---|---|---|------------------------------|------------------------------|------------------------------|---------------------------|----------------------|
| 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 | ____ ____ ____ |
| OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries. | | | | | | | | | | |
| 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

| OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries. | | | | | | | | | | |
|--|---------------------------|--|---|---|---|------------------------------|------------------------------|------------------------------|---------------------------|--------------|
| continued | | | | | Formative Evaluation Review | | | Summative Review | | |
| Action | Staff Responsible | Timeline | Resources | Documentation | | Nov | Mar | June | | Aug |
| 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 | ____ ____ ____ |