

Miles Independent School District

District Improvement Plan

2020-2021



Mission Statement

The Miles Independent School District exists because of the students and therefore our thinking and our activities, and our endeavors are centered in the general welfare and safety of all students. The purpose of this school in partnership with parents and community, is to educate all students physically, mentally, morally, emotionally, and spiritually, and to expect high levels of academic performance. Appreciation for the heritage and basic traditions of the community is emphasized. The curriculum provides for sustained individual growth and continuing development of the whole student. We accept the responsibility to teach all students regardless of sex, handicap, race, color, or national origin, so they may attain their maximum educational potential.

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Comprehensive Needs Assessment

Revised/Approved: September 24, 2020

Student Achievement

Student Achievement Summary

Miles High School

Miles High School is an "A" rated school district by the Texas Education Agency for the 2018-19 school year. Based on the findings from the comprehensive needs assessment, the committee finds that the STAAR test results show continuing areas of concern in ELA. Tutorials for ELA* as well as for math, social studies, and science will continue to be offered. Scheduling and staffing needs are being addressed to increase the secondary RTI program*. Professional development for core subject area teachers will be provided as needed. Curriculum alignment needs to be continually addressed in accordance with the new testing guidelines for STAAR. Teachers have seen a need for assessment materials; consequently, the district is providing access to DMAC through the ESC XV. Teachers will need professional development to ensure appropriate use of these programs. There is also a need for technology and technology support in classrooms to allow more significant progress toward successful learning with our at-risk students. Based on our local needs assessment, Miles High School is also providing activities to benefit our migrant students.

*Federal System Safeguard Addressed

Miles Elementary School

Miles Elementary School is an "A" rated school district by the Texas Education Agency for the 2018-19 school year. Based on the findings from the comprehensive needs assessment, the campus committee finds that the elementary campus has many strengths. Some of the strengths include the following: experienced and high quality teachers, good student:teacher ratios, a cohesive and collaborative staff, experienced instructional aides, a structured RTI program, data-driven instruction, systems for progress monitoring, research-based interventions, vertical alignment, high expectations, STAAR scores that surpass the state average. However, the campus has some weaknesses as well that will be continuously monitored and addressed. The committee has identified the following priority needs: address teacher salary to attract and retain high quality teachers, improve the consistency of common academic vocabulary and problem-solving strategies across grade levels, refine the RTI program, incorporate at least one "scheduled" vertical teaming meeting per six weeks, improve writing across the grade levels, increase fluency rates of first through third grade students, and assign classroom grades that reflect TEKS mastery.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals





Goal 1: Miles ISD will recruit and retain exemplary employees who are committed to student success and professional growth.

Performance Objective 1: Recruit and retain high quality staff.

Evaluation Data Sources: TAPR and locally generated reports.

Summative Evaluation: Met Objective

Strategy 1: Conduct recruitment activities to ensure highly qualified personnel in all positions such as attending job fairs, posting vacancies on multiple sites, and recruit student teachers in our schools. Strategy's Expected Result/Impact: Recruit high quality teachers that are appropriately certified and highly effective. Staff Responsible for Monitoring: Superintendent; Principals; Athletic Director Title I Schoolwide Elements: 2.4 Funding Sources: Web/newspaper postings, job fairs - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will be able to hire and retain quality staff by offering competitive salaries, one-time pay incentives, and benefits. Strategy's Expected Result/Impact: Retention of high quality staff members. Staff Responsible for Monitoring: Superintendent Title I Schoolwide Elements: 2.5 Funding Sources: Funds for salaries, pay incentive, and benefits - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support and encourage teachers to attain certifications through TExES, Alternative Programs, etc. for ESL Certifications, and other critical needs areas. The district will reimburse the cost of exams once the passing score is received. The district will provide yearly stipends for ESL certified teachers, serving EL students. Strategy's Expected Result/Impact: Staff qualified in multiple certification areas. Sufficient numbers of ESL certified teachers to meet district needs. Staff Responsible for Monitoring: Superintendent; Principals; Athletic Director Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Reimbursement funds for passing certification exams and funds for ESL stipends - 255 Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Implement a comprehensive district staff development plan that established priorities based on the district comprehensive needs assessment to all teachers and provides additional training for those new to the profession and district. Strategy's Expected Result/Impact: Staff attending professional development will yield results in student achievement. Staff Responsible for Monitoring: Superintendent; Principals; Special Programs Coordinator Title I Schoolwide Elements: 2.4 Funding Sources: PD from ESC 15 and other sources - 255 Title II, Part A, TPTR, PD from ESC 15 and other sources - 224 IDEA B, Formula SpEd, PD from ESC 15 and other sources - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





Goal 2: Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

Performance Objective 1: As a result of high level academic coursework student performance at "Meets Grade level" and "Masters Grade Level" will increase for all students and sub-populations by 5% annually.

Evaluation Data Sources: STAAR Performance Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Implement intervention and enrichment programs to close achievement gaps and ensure student growth. Strategy's Expected Result/Impact: Tutorials, RTI; Student Performance on STAAR and Curriculum Based Assessments Staff Responsible for Monitoring: Superintendent; Principals; Special Programs Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Use technology to support processes and documentation required to implement effective intervention, enrichment, and other activities designed to ensure student growth and top achievement. - SRSA Grant Funds, - 211 Title I, Part A, - 199 PIC 24 State Compensatory Ed (SCE) Accelerated, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize ESC 15 to provide assistance for teachers and paraprofessionals in order to increase student academic achievement through improving teacher quality. Strategy's Expected Result/Impact: Lesson plans, walk through reports, and student performance Staff Responsible for Monitoring: Principals; Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Professional Development from ESC 15 - 255 Title II, Part A, TPTR, Professional Development for SpEd staff - 224 IDEA B, Formula SpEd, Professional Development - 199 General Fund, Professional Development - 199 PIC 36 Early Education Allotment, Professional Development - 199 PIC 38 College, Career, and Military Readiness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development for writing instruction that includes classroom support and coaching. Strategy's Expected Result/Impact: Lesson plans, walk through and student performance on writing assessments. Staff Responsible for Monitoring: Principals Funding Sources: Gretchen Bernabie trainings/pd; other writing pd - 255 Title II, Part A, TPTR, Gretchen Bernabie trainings/pd; other writing pd - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Provide support for At-Risk Students using state criteria through accelerated reading and math interventions, additional tutorials, extended school-day and year, and credit recovery. Strategy's Expected Result/Impact: Student growth will be evident in progress measures. Staff Responsible for Monitoring: Principals; Special Programs Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Software - SRSA Grant Funds, Software - 199 General Fund, Tutorials and educational supplies - 211 Title I, Part A, Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated, Tutorials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit, Tutorials - 211 Title I, Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide leadership training in order to coach and develop high-quality teachers and classroom instruction. Strategy's Expected Result/Impact: Training certificates, principal evaluations, lesson plans, walk through reports, and student performance Staff Responsible for Monitoring: Principals; Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: PLC Conference & ESC trainings - 255 Title II, Part A, TPTR, PLC Conference & ESC trainings - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Obtain resources and supplies to support and increase instructional leadership, instructional coaching, and effective mentoring opportunities. Strategy's Expected Result/Impact: Increase in the amount and effectiveness of instructional leadership, lesson plans, walk through reports, and student performance. Staff Responsible for Monitoring: Principals; Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: SWIVL, SWIVL Stand, Presentation Materials (large tablets, easels, etc.) - 255 Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize technology integration to provide innovative instructional strategies through increased use of technology by the student body. Strategy's Expected Result/Impact: Provide professional development to staff on how to incorporate technology in the curriculum and support 21st century learning; Attendance documentation and walkthroughs/observations. Staff Responsible for Monitoring: Superintendent; Principals; Special Programs Coordinator Funding Sources: Supplemental technology for the classrooms - SRSA Grant Funds, Technology for the classrooms - 199 General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 2: Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.


Performance Objective 2: Provide diverse CTE courses and continually refine curriculum to embed college and career readiness, course relevancy, and vertical alignment.


Evaluation Data Sources: Master Schedule
Course Guides


Strategy 1: Identify CTE industry certification exam opportunities recognized by the state. Integrate the certification curriculum into the CTE coherent sequence of courses. Strategy's Expected Result/Impact: Certification courses identified in course guide Certification curriculum identified in Year-at-a-glance. Staff Responsible for Monitoring: Superintendent; Principal; Counselor; Special Programs Coordinator. Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 199 PIC 22 State Career & Technical Ed (CTE), - 199 PIC 38 College, Career, and Military Readiness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Plan, implement and partner with programs that promote college, career, and workforce readiness. Strategy's Expected Result/Impact: Increase percentage of Seniors entering 2-4 year college, technical college, military, or workforce. Staff Responsible for Monitoring: Principal; Counselor; Special Programs Coordinator Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 199 PIC 22 State Career & Technical Ed (CTE), - 199 PIC 38 College, Career, and Military Readiness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Prepare and fund for all students to take PSAT 8, PSAT, and the TSIA. Strategy's Expected Result/Impact: Increase the district average score for ACT/SAT and increase percentage of student who pass the reading and math sections of the TSI to show college ready. Staff Responsible for Monitoring: Principals; Counselor; Special Programs Coordinator Title I Schoolwide Elements: 2.5 Funding Sources: - 199 PIC 38 College, Career, and Military Readiness	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Partner with Western States College to support students with college application, college credits, and financial aid application processes. Strategy's Expected Result/Impact: Increase in the percentage of students completing the FASFA and college application process prior to the end of Fall semester of their Senior year. Number of students graduating with college course credit. Staff Responsible for Monitoring: Superintendent; Principals; Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Promote endorsements in the middle schools and informing students and parents of options, guidance opportunities and the benefits of graduating with an endorsement. Strategy's Expected Result/Impact: Completed graduation plans for all incoming freshman; TAPR, PEIMS reports and class rosters. Staff Responsible for Monitoring: Principals; Counselor; Special Programs Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


 No Progress


 Accomplished


 Continue/Modify






 Discontinue

Goal 3: Use efficient and effective practices to manage district finances while exploring alternative ways to increase funding.

Performance Objective 1: A balanced budget will be adopted that supports the mission and beliefs of the district while ensuring the achievement of the goals of the district.

Evaluation Data Sources: Fiscal responsibility apparent through students and staff are given adequate materials and supplies to become successful. Facilities available to enrich learning environment and adequately house students and staff.

Summative Evaluation: Exceeded Objective





Strategy 1: Ensure fiscal responsibility in budget planning and execution. Strategy's Expected Result/Impact: Reports annually to TEA Staff Responsible for Monitoring: Superintendent; Business Manager; Principals; Special Programs Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement standard operating procedures that insure the efficient use of resources. Strategy's Expected Result/Impact: Superior FIRST rating; Audit Report Staff Responsible for Monitoring: Superintendent; Business Manager	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Research grant opportunities for additional funding that will benefit students and teachers. Strategy's Expected Result/Impact: Attend training on grant applications; grant applications completed. Staff Responsible for Monitoring: Superintendent; Principals; Counselor; Special Programs Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop a long range facilities plan that ensures the financial stability of the district. Strategy's Expected Result/Impact: Yearly facilities evaluation and report. Staff Responsible for Monitoring: Superintendent; Principals; Athletic Director; Community Stakeholders.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Provide a safe and secure learning environment for all members.

Performance Objective 1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

Evaluation Data Sources: A comprehensive long-range safety plan in place.





Summative Evaluation: Met Objective

Strategy 1: Establish a protocol for reporting, investigating, and responding to incidents of concern regarding safety. Strategy's Expected Result/Impact: Written and communicated action plan. Staff Responsible for Monitoring: Superintendent; Principals; Counselors; Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the implementation of established procedures for securing/monitoring all facilities. Strategy's Expected Result/Impact: Faculty meetings, emails, and training. Heightened awareness for safety among staff and students. Staff Responsible for Monitoring: Superintendent; Principals; Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure consistency in enforcement of the Student Code of Conduct requirements. Strategy's Expected Result/Impact: Student Code of Conduct review with students and staff. Staff Responsible for Monitoring: Principals; Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: All students attending Miles ISD will graduate from high school.

Performance Objective 1: A dropout rate if less than 1% for all students and student sub groups will be attained.

Evaluation Data Sources: Graduation rate

Strategy 1: Provide credit recovery program for secondary students at-risk of failure/drop out. Strategy's Expected Result/Impact: Successful completion of coursework for credit recovery. 100% graduation rate. Staff Responsible for Monitoring: HS Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Saturday/After School Programs for students at risk of dropping out due to excessive absences. Strategy's Expected Result/Impact: 100% graduation rate. Staff Responsible for Monitoring: Principal Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide STAAR remediation throughout the school year and summer for students failing state assessments and are at risk of dropping out. Strategy's Expected Result/Impact: 100% Graduation Rate. Staff Responsible for Monitoring: Principal Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Web/newspaper postings, job fairs		\$0.00
1	1	2	Funds for salaries, pay incentive, and benefits		\$0.00
1	1	4	PD from ESC 15 and other sources		\$0.00
2	1	2	Professional Development		\$0.00
2	1	3	Gretchen Bernabie trainings/pd; other writing pd		\$0.00
2	1	4	Software		\$0.00
2	1	5	PLC Conference & ESC trainings		\$0.00
2	1	7	Technology for the classrooms		\$0.00
Sub-Total					\$0.00
199 PIC 22 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
Sub-Total					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	4	Tutorials		\$0.00
Sub-Total					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	4	Tutorials		\$0.00
Sub-Total					\$0.00

199 PIC 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Professional Development		\$0.00
Sub-Total					\$0.00
199 PIC 38 College, Career, and Military Readiness					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Professional Development		\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	4	Tutorials and educational supplies		\$0.00
2	1	4	Tutorials		\$0.00
Sub-Total					\$0.00
224 IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	PD from ESC 15 and other sources		\$0.00
2	1	2	Professional Development for SpEd staff		\$0.00
Sub-Total					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reimbursement funds for passing certification exams and funds for ESL stipends		\$0.00
1	1	4	PD from ESC 15 and other sources		\$0.00
2	1	2	Professional Development from ESC 15		\$0.00
2	1	3	Gretchen Bernabie trainings/pd; other writing pd		\$0.00
2	1	5	PLC Conference & ESC trainings		\$0.00
2	1	6	SWIVL, SWIVL Stand, Presentation Materials (large tablets, easels, etc.)		\$0.00

255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
SRSA Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Use technology to support processes and documentation required to implement effective intervention, enrichment, and other activities designed to ensure student growth and top achievement.		\$0.00
2	1	4	Software		\$0.00
2	1	7	Supplemental technology for the classrooms		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

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)(c)].

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><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><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; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

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

School District: Miles ISD
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2020 - 2021

Filed Out By: Joan McCleery -Miles ISD MEP Coordinator Date: August 26, 2020
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Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

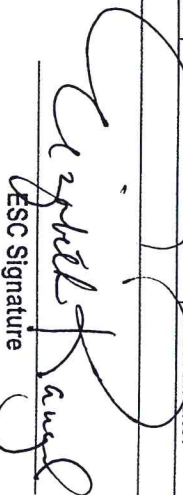
<p>Goal(s):</p> <p>To focus on the unmet needs of migrant students who meet the criteria of "Priority for Services" (PFS) and who are most at risk of failing, to meet the challenging State academic standards by providing both supplemental instructional and supplemental support services.</p>	<p>Objective(s):</p> <p>Provide 100% of Priority for Service students with access to supplemental instructional and supplemental support services.</p> <p>Inform 100% of parents of Priority for Service students of the instructional and support services provided to their child, and of their child's academic progress.</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. 	July 1 – June 30	Migrant NGS System Operator(s) District Migrant Coordinator	Monthly PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July 1 – Aug. 30, after annual PFS training from ESC 15	District Migrant Coordinator ESC 15 Migrant Coordinator	Signed PFS Action Plan
Additional Activities			

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. 	Aug. 1 – Oct. 30 & Sept. 1 - June 30	District Migrant Coordinator	PFS Action Plan Sign-in Sheets Email Documentation Monthly PFS Reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July 1 – June 30	District Migrant Coordinator	PFS Parent Reports Parent Meeting Agendas /Sign-in Sheets
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Aug. 1-Dec. 30 & January 1-June 30	District Migrant Coordinator District Migrant Staff	PFS Home Visit Form
Additional Activities			
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. 	Sept. 1 – June 30	District Migrant Coordinator	PFS Reports Service Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Aug. 1 – June 30	District Migrant Coordinator Campus Counseling Staff	Service Forms Email Documentation Resource List
<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. 	Aug. 1 – June 30	District Migrant Coordinator	Student Participation Lists, and Sign-in Sheets
Additional Activities			

LEA Signature 

Date Completed 8/26/20

ESC Signature 

Date Received 09-01-2020