

District Improvement Plan



Marlin Independent School District
2018-2019

Marlin Independent School District -Mission Statement-

Student outcomes do not change until adult behaviors change

Comprehensive Needs Assessment

Data Sources Examined

Texas Academic Performance Report (TAPR)
State testing data-disaggregated
District PIEMS reports
PBMAS reports
TELPAS reports
Dropout and School Leaver data-disaggregated
District retention data
District discipline referral data
Student attendance data
Referral percentages for students in Special Education

Student Level Review and Focus Document

Each campus tracks student performance on Curriculum Based Assessments every 3 weeks, resulting in a longitudinal Student Level Review for all students.

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Reading and Writing scores</i>	<i>State Accountability Data</i>
<i>Math scores</i>	<i>State Accountability Data</i>
<i>Performance of English Language Learners (ELLs)</i>	<i>State Accountability Data</i>
<i>Positive Behavior Intervention Strategy Implementation</i>	<i>Campus Discipline Referral Data</i>

Marlin Independent School District

Current Enrollment 874

Economically Disadvantaged Population 476

At-Risk Population 150

State of Texas At-Risk Student Eligibility Criteria:

A student under 21 years of age is identified as at-risk if he/she meets one or more of the criteria below:

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

Economically Disadvantaged Eligibility:

1. Qualify for free or reduced lunch program.

2018- 2019

GOALS AND OBJECTIVES

Goal 1: Emphasize, sustain and improve district reading scores on state assessments.

- By the end of the year student will show at least one year's growth in reading as indicated by the district Curriculum Based Assessment(s) (CBA), The Reading Inventory (BOY,MOY,EOY), iRead, Renaissance, and STAAR assessments in which all are used throughout grades K-12.

Goal 2: Emphasize, sustain and improve district writing scores on state assessments.

- In grades K-10, students writing samples will show improvement in grades K-3, 5, 6, 8, and STAAR writing compositions in grades 4, 7, English I and II.

Goal 3: Emphasize, sustain and improve district math scores on state assessments.

- By the end of the year student will show growth in math as indicated by the district Curriculum Based Assessment(s) (CBA), The Math Inventory (BOY, MOY, EOY), Do the Math Now, Math 180, and STAAR math assessments grades K-12.

Goal 4: Improve Performance Outcomes of English Language Learners on All Campuses.

- STAAR results in Reading and Math performance in grades 3 through 11 will be compiled and compared to State averages for improvement. The campus/subject average in Reading and Writing will also be compared to like-campus averages as determined by the State.

- TELPAS scores will be compiled and compared to State averages for improvement.
- Scores should be at or above state average or should show improvement of 4% or more.

Goal 5: Improve Implementation of Positive Behavior Intervention Strategies on All Campuses.

- Teachers will exclusively employ Positive Behavior Intervention Strategies (PBIS)
- Discipline referrals at all campuses will be compiled and compared to the previous year's referrals.
- Discipline referrals should show improvement of 50% or more.

GOAL # 1 Emphasize, sustain and improve district reading scores on state assessments.

GOAL # 2 Emphasize, sustain and improve district writing scores on state assessments.

Objective 1. Provide opportunities for 5th, 6th, 7th and 8th grade students to meet the State's proficient and advanced levels on STAAR Reading assessments, or increase cumulative scores by 4% by using effective methods and instructional strategies that are based on scientific research.

ACTIVITY: Implement TEKS Resource System curriculum

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers; Principal; Assistant Superintendent	Ongoing	TEKS Resource System Curriculum Region XII Service Center	Powerwalks; Lesson Plans; Assessment Results	199

ACTIVITY: Administer Curriculum Based Assessments, based on the TEKS Resource System, every 3 weeks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers	Ongoing	Eduphoria	3 Week scores and Deepest Hole Plans	199

ACTIVITY: Campuses will monitor student progress every three weeks and report RtI corrective action plans to the principal.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Assistant Superintendent; Teachers	Ongoing	Eduphoria; RTI plans RTI Teacher	Observations; Assessment Results; RTI plans	Title I & 199

ACTIVITY: Administrators will identify instructional strengths and weaknesses with information gathered from Powerwalks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Superintendent; Principal; Assistant Superintendent	Weekly	Powerwalk Software	PowerWalk Data Graphs according to campus calendar	199

ACTIVITY: Provide Reading and Writing teachers with workshops on Readers Workshop and Writers Workshop and provide opportunities to observe and collaborate with Reading and Writing coaches and teachers successfully using this program.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal	Ongoing	Lead Your School; Region XII; Local Funds	Sign-in sheets for workshops	199

ACTIVITY: Employ the instructional methods outlined in the Reader's Workshop and Writer's Workshop framework.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Reading Teachers	Ongoing	Teachers, Aides, supplies	Participation, Attendance, Local Assessments	Regular 199 Budget

GOAL # 3 Emphasize, sustain and improve district math scores on state assessments.

Objective 1. Provide opportunities for 5th, 6th, 7th and 8th grade students to meet the State's proficient and advanced levels on STAAR Math assessments, or increase cumulative scores by 5% by using effective methods and instructional strategies that are based on scientific research.

ACTIVITY: *Implement TEKS Resource System curriculum*

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers; Principal; Assistant Superintendent	Ongoing	TEKS Resource System Curriculum Region XII ESC	Powerwalks; Lesson Plans; Assessment Results	199

ACTIVITY: Administer Curriculum Based Assessments, based on the TEKS Resource System, every 3 weeks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers	Ongoing	Eduphoria		199

				3 Week scores and Deepest Hole Plans	
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ACTIVITY: Campuses will monitor student progress every three weeks and report RtI corrective action plans to the principal.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Assistant Superintendent; Teachers	Ongoing	Eduphoria; RTI plans RTI Teacher	Observations; Assessment Results; RtI corrective action plans	Title I & 199

ACTIVITY: Administrators will identify instructional strengths and weaknesses with information gathered from Powerwalks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Superintendent; Principal; Assistant Superintendent	Weekly	Powerwalk Software	PowerWalk Data Graphs according to campus calendar	199

ACTIVITY: Provide Math teachers with workshops on current best practices in math and provide opportunities to observe and collaborate with math coaches and teachers successfully using this program.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal	Ongoing	Lead Your School; Region XII; Local Funds	Sign-in sheets for workshops	199

ACTIVITY: Employ the instructional methods promoted by Region XII Math coaches.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Math Teachers	Ongoing	Teachers, Aides, supplies	Participation, Attendance, Local Assessments	Regular 199 Budget

GOAL # 1 & 2 Improve Elementary School Reading and Writing Performance on State Assessments.

Objective 1. Provide opportunities for 3rd and 4th grade students to meet the State's proficient and advanced levels on STAAR Reading and Writing assessments, or increase cumulative scores by 5% by using effective methods and instructional strategies that are based on scientific research.

ACTIVITY: *Implement TEKS Resource System curriculum*

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers; Principal; Assistant Principal; Assistant Superintendent	Ongoing	TEKS Resource System Curriculum Region XII Service Center	Powerwalks; Lesson Plans; Assessment Results	199

ACTIVITY: Administer Curriculum Based Assessments, based on the TEKS Resource System, every 3 weeks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
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	Teachers	Ongoing	Eduphoria	3 Week scores and Deepest Hole Plans	199
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ACTIVITY: Campuses will monitor student progress every three weeks and report RtI corrective action plans to the principal.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Assistant Superintendent; Teachers	Ongoing	Eduphoria; RTI plans RTI Teacher	Observations; Assessment Results; RtI corrective action plans	Title I & 199

ACTIVITY: Administrators will identify instructional strengths and weaknesses with information gathered from Powerwalks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Superintendent; Principal; Assistant Principal; Assistant Superintendent	Weekly	Powerwalk Software	PowerWalk Data Graphs according to campus calendar	199

ACTIVITY: Provide Reading and Writing teachers with workshops on Readers Workshop and Writers Workshop and provide opportunities to observe and collaborate with Reading and Writing coaches and teachers successfully using this program.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal	Ongoing	Region XII; Local Funds	Sign-in sheets for workshops	199

ACTIVITY: Employ the instructional methods outlined in the Reader's Workshop and Writer's Workshop framework.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Reading Teachers	Ongoing	Teachers, Aides, supplies	Participation, Attendance, Local Assessments	Regular 199 Budget

GOAL # 3 Improve Elementary School Math scores on State Assessments.

Objective 1. Provide opportunities for 3rd and 4th grade students to meet the State's proficient and advanced levels on STAAR Math assessments, or increase cumulative scores by 5% by using effective methods and instructional strategies that are based on scientific research.

ACTIVITY: *Implement TEKS Resource System curriculum*

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers; Principal; Assistant Principal; Assistant Superintendent	Ongoing	TEKS Resource System Curriculum Region XII Service Center	Powerwalks; Lesson Plans; Assessment Results	199

ACTIVITY: Administer Curriculum Based Assessments, based on the TEKS Resource System, every 3 weeks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers	Ongoing	Eduphoria		199

				3 Week scores and Deepest Hole Plans	
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ACTIVITY: Campuses will monitor student progress every three weeks and report RtI corrective action plans to the principal.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Assistant Superintendent; Teachers	Ongoing	Eduphoria; RTI plans RTI Teacher	Observations; Assessment Results; RtI corrective action plans	Title I & 199

ACTIVITY: Administrators will identify instructional strengths and weaknesses with information gathered from Powerwalks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Superintendent; Principal; Assistant Principal; Assistant Superintendent	Weekly	Powerwalk Software	PowerWalk Data Graphs according to campus calendar	199

ACTIVITY: Provide Math teachers with workshops on current best practices in math and provide opportunities to observe and collaborate with math coaches and teachers successfully using this program.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal	Ongoing	Region XII; Local Funds	Sign-in sheets for workshops	199

ACTIVITY: : Employ the instructional methods promoted by Region XII Math coaches

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Math Teachers	Ongoing	Teachers, Aides, supplies	Participation, Attendance, Local Assessments	Regular 199 Budget

GOAL # 4: Improve Performance Outcomes of English Language Learners on All Campuses.

- **Objective 1.** Provide opportunities for English Language Learners to meet the State's proficient and advanced levels on STAAR Reading and Math assessments, or increase cumulative scores by 5% by using effective methods and instructional strategies that are based on scientific research. Teachers will employ English as a Second Language (ESL) strategies in all classes wherever ELLs are enrolled

ACTIVITY: Implement English Language proficiency Standards (ELPS) in classroom instructions.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers; Principals; Assistant Principal; ESL coordinator	Ongoing	TEKS resource system	Powerwalks; Lesson Plans; Assessment Results	

ACTIVITY: Administer Curriculum Based Assessments, based on the TEKS Resource System, every 3 weeks

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers	Ongoing	Eduphoria	CBA Results	

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ACTIVITY: Campuses will monitor student progress every three weeks and report RtI corrective action plans to the principal.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Assistant Superintendent; Teachers; ESL coordinator	Ongoing	Eduphoria	Observations; CBA Results; RtI corrective action plans	Title I & 199

ACTIVITY: Provide teachers with workshops on current best practices in ELL instruction and provide opportunities to observe and collaborate with ESL teachers successfully using the ELPS.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; ESL Coordinator; ESL certified teachers	Ongoing	Region XII; Local Funds	Sign-in sheets for workshops	199

ACTIVITY: Employ scientifically researched best practices in the field of ELL Instruction such as Pre-teaching vocabulary using visuals, Scaffolding, and Cooperative learning.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers	Ongoing	Teachers, Aides, supplies	Participation, Attendance, Local Assessments	Regular 199 Budget

ACTIVITY: Administrators will identify instructional strengths and weaknesses with information gathered from Powerwalks.

Title I SW	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source

	Superintendent; Principal; Assistant Principal; Assistant Superintendent	Weekly	Powerwalk Software	PowerWalk Data Graphs according to campus calendar	199
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GOAL # 5 Improve Implementation of Positive Behavior Intervention Strategies on All Campuses.

Objective 1. Provide classroom structure, procedures, and positive reinforcement strategies for all students to achieve a safe and civil school environment, and to reduce disciplinary referrals by 50% over 2018-2019 school year.

ACTIVITY: *Implement a system of Positive Behavior Intervention Strategies district-wide, and provide each teacher with a copy of the book Conscious Discipline.*

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Assistant Superintendent; Principal; Assistant Principal	Ongoing	Conscious Discipline books and videos	Powerwalks; PEIMS Discipline Reports	199

ACTIVITY: Teachers will exclusively use Positive Behavior Intervention Strategies to minimize student misbehavior and resultant discipline referrals, as well as to improve the classroom environment.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
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	Teachers; Principal; Assistant Principal	Ongoing	PEIMS Discipline data; Walk-through observations; student conferences	PEIMS discipline data	199
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ACTIVITY: Devise a simple set of classroom rules and expectations that are consistent throughout the campus.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Teachers; Principal; Assistant Principle	8/22/2016	The Tough Kid PBIS Resource Package	Powerwalks	199

ACTIVITY: Administrators will identify students with excessive classroom behavior problems and assign them to an On Campus Intervention (OCI) placement, where students will be taught coping strategies and social skills in addition to core academic subjects.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Counselor; Teachers; OCI teacher	Ongoing	PEIMS Discipline Data; The Tough Kid PBIS Resource Package	Walk-throughs; PEIMS discipline data; student conferences	199

ACTIVITY: Teachers who are frequently observed using excessively negative, punitive, or humiliating forms of student discipline will be required to submit a corrective action plan to the Campus Principal.

	Responsible Party	Timeline	Resource	Formative Evaluation	Fund Source
	Principal; Assistant Principal	Ongoing	PEIMS Discipline Data	Walk-throughs; student conferences	199

APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support MISD anti-Bullying policies, guidelines and procedures designed to reduce bullying	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. A web based bully reporting feature will be used district wide	Local Funds	Campus Principals	Discipline Reports, a awareness and prevention measures for bullying and cyber bullying.

Child Abuse & Sexual Abuse Prevention Strategies	Resources	Staff Responsible	Evaluation

1. All school staff members will follow the MISD and State child abuse reporting protocol.	Local Policy, staff development	Principals and Campus Counselor	Counselor and Principal Documentation
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Dating Violence Awareness Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, Counselors, Parents, and Campus Administrators, staff development	Campus Counselors and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
2. Elementary personnel will conduct guidance on conflict resolution to promote healthy relationships.	PEIMS data, Counselors, Parents, and Campus Administrators	Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report

Discipline Management – Safe Environments Strategies	Resources	Staff Responsible	Evaluation

1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Principals	Discipline Reports
2. Provide professional learning opportunities using PBIS strategies to support campus character education initiatives	Campus Discipline Reports, Assistant Superintendent, The Tough Kids Resource Package	Campus Administration	Staff development
3. Implement and provide training on alternative options to In-School Suspension, such as OCI.	Campus Administrators; Assistant Superintendent	Campus Administration	Staff development
4. Strive to eliminate discretionary DAEP placements within all subpopulations.	Campus Discipline Reports	Campus Administration	Discipline Reports

Drug Prevention Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug	PEIMS data, Counselors, Parents, and Campus Administrators	Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Reports

and relationship abuse awareness, detection and prevention.			
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Gifted and Talented Program Strategies	Resources	Staff Responsible	Evaluation
1. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty, and Assistant Superintendent, Director of Special Education and Special projects.	Assistant Superintendent, G/T teachers, Principals	Annual Report
2. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty, and local funds	Assistant Superintendent	Written Professional Learning Plan
Highly Qualified Teachers and Paraprofessionals Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the	State Testing Website, Testing Schedule, and Test Prep Guides	Principals	Teacher Test Scores

certification process as needed.			
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Principals, continued coaching	Principals	Teacher Retention Rate, Teacher Exit Interviews
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction.	Fundamental 5, PowerWalks	Principals	Teacher Retention Rate, Teacher Exit Interviews
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Fundamental 5, PowerWalks application	Principals	Teacher Retention Rate, Teacher Exit Interviews

Post-Secondary Preparedness: Admissions & Financial Aid Information Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselor	Graduation Plans
2. Students will complete the financial aid process.	High School Budgets	High School Counselor	Student FAFSA applications

Strategies	Resources	Staff Responsible	Evaluation
3. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselor, career teachers	Graduation Plans
4. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	High School Counselors	Schedule of Recruiter Visits
5. AP and Pre-AP courses will be open-enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, and Number of Students Passing AP Exams
6. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled in Dual Credit Courses, and Number of Students Passing Dual Credit Courses

Suicide Prevention Strategies	Resources	Staff Responsible	Evaluation

1. All staff members will be trained in suicide prevention.	Campus Budgets	Campus Principal, and Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
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APPENDIX B - ESC Region 12 ID&R PLAN 2018-2019



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> 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. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA 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.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.

G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one 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.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30

APPENDIX C – Priority For Service (PFS) Action Plan

Priority for Service (PFS) Action Plan for Migrant Students

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. 			
<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. 			
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
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. 			
<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. 			
<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.			
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ 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.			
▪ 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.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.			
Additional Activities			
▪			