

Pringle-Morse CISD
District Improvement Plan
2022-2023



Mission Statement

Pringle-Morse School is a one of a kind school that makes a difference in the lives of students. It is a place where students can find one-to-one help and where everyone counts. We are a melting pot of students from five different communities and all walks of life. The school works hard to instill confidence, self-acceptance and character and a sense of morality in all of our students.

The academic setting at Pringle-Morse is a culture of high expectations where success is expected from all of our students. One-on-one instruction is integrated with the latest technology to create a rich, stimulating educational environment. The staff communicates well among themselves in order to help the students sense the cooperative spirit among the staff.

The District works hard to create a family atmosphere where everyone knows everyone and the teachers care about the students as individuals. As a result of our smaller class size and our safe, child-friendly environment, students are able to concentrate on academics instead of worrying about their safety. We are able to take kids from everywhere who can go anywhere when they finish their education at Pringle-Morse.

May 2010

Vision

To ensure students from our rural, small town environments recognize their potential both here and anywhere they choose for higher learning in the fields of their dreams. All students will receive high level, research based curriculum that is current and addresses global trends both academically and socially.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Pringle-Morse Consolidated Independent School District include(2019-2020) 12.6 teachers, 1 half time counselor, 4 paraprofessionals, and 2 administrators. The student population is 33.9.0% White, 0% African American, 62.4.% Hispanic, 0% Asian, and 3.7% Native American. Additionally, the district serves 67.0% economically disadvantaged students, English Language Learners 27.5%, Personnel data and PEIMS (Public Education Information Management System) Pringle-Morse is a district of school choice, by receiving students from five surrounding school districts.

Demographics Strengths

Diverse population creates a representative of the overall demographic picture of the county.

Students work to understand demographic differences and a respect for cultural differences

Students attend PMCISD from 5 different surrounding school districts with 57.66% of students being transfers

PMCISD is a school of choice.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English Language Learners are delayed in academic vocabulary acquisition, and performance on grade level reading comprehension. **Root Cause:** English is not spoken at home, learners are disadvantaged in language support at home and consistent exposure to English.

Student Learning

Student Learning Summary

The following data were reviewed in relation to Student achievement: STAAR Scores, NWEA MAP, classroom report cards. Upon review of these data, several findings were noted. These findings include: We found a few students in all demographic populations that are below grade level and/or failing. MAP A data tool (DMAC) is needed to build an avenue for consistent data analysis across content areas and grades. NWEA will be brought on board to attain fidelity across K-8th grades with a better universal screener for all grades Math and Reading. Areas of need include: Across all demographic populations individualized instruction is needed for students below grade level, and intensive intervention is needed for students who are failing. Closing performance gaps in Low economic groups based on Index 3 scores. Low Economic group in Math, Hispanic group in reading and Math. Writing is also focused attention will need to be placed Writing. Grading guidelines to better meet student mastery determinations will be incorporated at the junior high level.

Student Learning Strengths

Small class sizes individual attention. Highly qualified staff with little turn over.

Academic measures MAP test given , BOY and MOY. at the MOY assessment many students were on track to meet State assessment "meets " standard.

Academic growth occurred across student populations.

Few discipline referrals,

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low economic and Hispanic subgroups lagged behind the all student and white groups **Root Cause:** Language acquisition,(parents speak only Spanish at home) Low economic students need additional supports to bridge the gaps in Reading Comprehension and fluent language acquisition. Engagement and academic rigor also played a role in student outcomes

Problem Statement 2 (Prioritized): Covid continued to effect student engagement and growth during the school year. 2021 -2022 showed substantial growth in all areas especially Reading. Math had good gains but lagged behind in students have meets or mastery results. These challenges affected the special populations groups heaviest. **Root Cause:** engagement, math rigor

Problem Statement 3 (Prioritized): English Language Learners are delayed in academic vocabulary acquisition, and performance on grade level reading comprehension. **Root Cause:** English is not spoken at home, learners are disadvantaged in language support at home and consistent exposure to English.

District Processes & Programs

District Processes & Programs Summary

The District has reviewed the processes with in our District the following

- 1) All current staff are highly qualified and certified in their teaching field.
- 2) Reviewing the processes from the 2016-2017,2017-2018,20-18-2019 and part of 2019-2020 school year, NWEA "MAP" testing provided detailed student data to better understand student growth. This is continuing for 2020-2021.
- 3) Edgenuity, instructional course ware, was purchased and incorporated for all core courses, 6-8, for 2019-2020 and will continue for 2020-2021 school year.
- 4) Moby Max will be the primary instructional software for 2020-2021.
- 6) A revised GT plan and manual for the district needs to be created and implemented for the 2020-2021 school year.
- 8) The District will had Lexia to support Reading and students with dyslexia

District Processes & Programs Strengths

The District is committed to providing a positive climate for all students, and provide the best instruction available for all students. Our strengths are:

Our Love for all students, It is on our front door " We Love our students". Our purpose and why. We provide exceptional student and parent support because of our size and opportunity to understand our students and their needs on an individual basis.

We do the following for our students to support them through their education process.

NWEA MAP data, Compass Learning, Band for 5-8th grade, UIL academics, 2-8, 7th and 8th grade athletics. we will begin a High School during the 2020-2021 school year. We support students to be involved in extra curricular activities outside of school.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Alignment of writing k-8; Writing is a weakness across demographics and sub group populations. **Root Cause:** Insufficient focus on intentional opportunities to write across content areas.

Problem Statement 2: Reading Comprehension across EL, At Risk, Hispanic, and low eco groups **Root Cause:** Reading practice rigor and limited English

Perceptions

Perceptions Summary

" We Love our students" Pringle-Morse wants to consistently be better each day remembering always *why* we are here our purpose, *how* we work with students, parents, staff and community and *what* we do for students,parents, staff and community each day.

With the Covid-19 pandemic it is vital for the district to provide a safe environment while at school and on School provided transportation.

Perceptions Strengths

We strive each day to be that country school that consistently provides for each student and family a caring educational experience by providing ; strong communication with parents and students

individualized instruction to help all students fill educational gaps if needed or enhance the educational experience for strong students.

Teachers that care about their students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Consistent parent involvement across demographics **Root Cause:** 58% of the districts student population are transfers, this makes it a logistically difficult to engage parents on a consistent basis.

Priority Problem Statements

Problem Statement 1: English Language Learners are delayed in academic vocabulary acquisition, and performance on grade level reading comprehension.

Root Cause 1: English is not spoken at home, learners are disadvantaged in language support at home and consistent exposure to English.

Problem Statement 1 Areas: Demographics - Student Achievement - District Culture and Climate - Parent and Community Engagement - Demographics - Student Learning

Problem Statement 3: Covid continued to effect student engagement and growth during the school year. 2021 -2022 showed substantial growth in all areas especially Reading. Math had good gains but lagged behind in students have meets or mastery results. These challenges affected the special populations groups heaviest.

Root Cause 3: engagement, math rigor

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: Low economic and Hispanic subgroups lagged behind the all student and white groups

Root Cause 2: Language acquisition,(parents speak only Spanish at home) Low economic students need additional supports to bridge the gaps in Reading Comprehension and fluent language acquisition. Engagement and academic rigor also played a role in student outcomes

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Consistent parent involvement across demographics

Root Cause 4: 58% of the districts student population are transfers, this makes it a logistically difficult to engage parents on a consistent basis.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Employee Data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Revised/Approved: July 28, 2022

Goal 1: Increase accountability and achievement for all student groups by 3% as measured on the State Assessments





Performance Objective 1: All K- 2 students will obtain one years growth as measured by MAP.

Students in grades 3-8 will achieve a 3% or greater improvement on the passing rate on all STAAR, EOC, state assessments in Reading, Writing, ELA, Mathematics, Science, and Social Studies and these same passing rates will be achieved in all subgroups (Hispanic, White, economically disadvantaged, special education, GT, at-risk, migrant, African American and LEP)

Evaluation Data Sources: MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Response to Intervention, utilizing small class size. Inclusion for special educational students, and student success teams to effectively accelerate at-risk students to independent grade level work in reading and math. Teachers and Paras will be used w to support student growth in Math and Reading. Edgenuity, Moby Max, IXL are programs that may be used to support student growth.</p> <p>Strategy's Expected Result/Impact: Campus Schedules Formative Assessment Reports STAAR test Scores DMAC, MAP scores will incremental improve and moving 80% of these students to the Average range for MAP.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teacher - Title I, Part A - 211-11-61XX-XX-101-730000 - \$4,291, Professional and Contracted Instructional Services (Region 16 ESC) - Title I, Part A - 211-13-62XX-XX-101-730000 - \$6,352, Teacher - Title II, Part A, TPTR - 255-11-61XX-XX-101-730000 - \$2,607, - Title II, Part A, TPTR - \$585</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: K-8 analysis of student performance data from MAP, DMAC, and TEKS resource assessments to effectively assess student progress towards TEKS mastery</p> <p>Strategy's Expected Result/Impact: Assessment Reports Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal , Teachers, Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: DMAC analysis with focus on meeting Federal ADDITIONAL TARGETED INSTRUCTION FOR ELs, Math in all subgroups with a goal of having 60% in the meets category.</p> <p>Economic disadvantaged. and students served through 504 and dyslexia identified.</p> <p>Strategy's Expected Result/Impact: Assessments, DMAC , Teacher observation, Formative and summative data, MAP</p> <p>Staff Responsible for Monitoring: Principal , Teachers, counselor</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will offer tutorials for students not meeting grade level TEKS</p> <p>With emphasis on Sub pops, Hispanic,EL, ECD, Special Education and Student with Dyslexia. ELs current and monitored for ADDITIONAL TARGETED INSTRUCTION</p> <p>Strategy's Expected Result/Impact: Testing Data, Sign in Sheet, Tutorial logs</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Early identification and treatment of dyslexia, " Really Great Reading" Lexia for software support.</p> <p>Strategy's Expected Result/Impact: 504 Committee Minutes Testing Reports Campus Schedules, RTI</p> <p>Staff Responsible for Monitoring: Dyslexia Diagnostician Counselors Principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will monitor student growth for all students especially low economic, Hispanic sub groups and English Learners.</p> <p>Strategy's Expected Result/Impact: NWEA MAP Reports, Student growth of one year or more</p> <p>Staff Responsible for Monitoring: Teachers Counselor Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Accelerated instruction will occur for students that were not successful on STAAR assessments Spring of 2021,</p> <p>Strategy's Expected Result/Impact: Students that were previously not successful will meet expectations</p> <p>Staff Responsible for Monitoring: Core teachers, principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase accountability and achievement for all student groups by 3% as measured on the State Assessments

Performance Objective 2: Pringle-Morse CISD will have a 96% attendance rate

Evaluation Data Sources: PEIMS





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent/community awareness of the importance of attendance for student performance and School Accountability</p> <p>Strategy's Expected Result/Impact: TAPR reports, School Report Card, RTI team minutes, communications/ website, public meeting sign in sheets</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals, Special Programs, Director, Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents are contacted as students approach the limit of absences allowed each semester</p> <p>Strategy's Expected Result/Impact: Letters, Phone, records to parents</p> <p>Staff Responsible for Monitoring: Campus Secretaries, Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus incentive programs for perfect attendance</p> <p>Strategy's Expected Result/Impact: Attendance reports</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk, Teachers, School Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.

Performance Objective 1: Pringle-Morse CISD will provide and use current technological tools to promote higher-order thinking, problem solving, creativity and to accomplish administrative functions to ensure that 100% of all students are prepared for success at Pringle-Morse and will be prepared to be successful in High School.

Evaluation Data Sources: Principal, Teachers, Counselor

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement technology in classroom instruction through use of computers, Chrome Books, handhelds, video conferencing opportunities, improved video recording capability, and interactive white boards to promote higher-order thinking, problem solving, and creativity</p> <p>Strategy's Expected Result/Impact: TAPR Reports DMAC data formative observations walk through NWEA Reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide support for students at key transition points including: pre-kindergarten to kindergarten, elementary to junior high school, and students entering/exiting special programs</p> <p>Strategy's Expected Result/Impact: Schedules, Parent communication</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: PMCISD will incorporate technology instruction with a technology class, applied Keyboarding and Technology applications, Strategy's Expected Result/Impact: Schedule Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: PMCISD will incorporate Google resources for students in order for student to gain usable transferable skills. Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Summit will be used to address language and academic vocabulary for ESL students at all grade levels Strategy's Expected Result/Impact: Map Growth Measure DynEd Reports Teacher formative assessments Staff Responsible for Monitoring: Teachers Principal Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.

Performance Objective 2: Pringle-Morse CISD will align 100% of classroom curriculum and instruction to TEKS including accelerated and advanced programs designed to meet the needs of all students, especially, ELL, special education, migrant, at-risk, homeless, Foster Care students and gifted and talented

Evaluation Data Sources: Lesson plans, TEKS Resource System ,

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to seek and implement innovative reading, math, and science programs and technology that effectively address acceleration of at-risk students including economically disadvantaged, ELL, special education, dyslexia, migrant, homeless and close gaps between subgroups and including opportunities for acceleration outside of the school day and with summer school</p> <p>Strategy's Expected Result/Impact: TAPR/AYP Reports State Assessment Reports Grade Reports Attendance Logs Computer Reports MAP performance report TEKS Resource/ Professional Development through Region 16 DMAC</p> <p>Staff Responsible for Monitoring: Principal, Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will continue to document differentiation on lesson plans for students with disabilities, ELL, and gifted and talented to accelerate the academic performance of students working below and above grade level</p> <p>Strategy's Expected Result/Impact: Lesson Plans DMAC data NWEA</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The District will focus on target areas to meet system safeguard in all performance indexes</p> <p>Strategy's Expected Result/Impact: DIP, ACCOUNTABILITY RATINGS, DMAC, TAPR, MAP</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All students identified as homeless will receive services as required by the McKinney-Vento Act .</p> <p>Strategy's Expected Result/Impact: Homeless Roster</p> <p>Student Schedules</p> <p>Staff Responsible for Monitoring: Special Programs Director Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implementation of research based TEKS resources curriculum management guide K-12 and provide core teacher training</p> <p>Strategy's Expected Result/Impact: Curriculum Documents Training Records Lesson Plans</p> <p>Staff Responsible for Monitoring: Superintendent Principal Special Programs</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: The ESSA Foster Care Requirements will be addressed for each student Identified by Child Protective services.</p> <p>Strategy's Expected Result/Impact: Liaison communication Addendum , Regulation and Exhibit</p> <p>Staff Responsible for Monitoring: Principal Foster Care Liaison</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide High Impact accelerated learning Tutorials for students not successful on STAAR/EOC</p> <p>Strategy's Expected Result/Impact: Students will gains a foundation in current year TEKS , applied to the 2022 STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.

Performance Objective 3: Pringle-Morse will assess and screen for Dyslexia in appropriate student groups to evaluate, and identify. PMCISD will use the state approved or district approved screener.

HB3 Goal

Evaluation Data Sources: NWEA, MAP, Skills Checker, Fluency Running Records/ Principal, SpEd Teacher/dyslexia coordinator
CLI, mclass(Amplio)




Strategy 1 Details	Reviews			
<p>Strategy 1: The district will use the recommended dyslexia screener at the appropriate age groups.</p> <p>Strategy's Expected Result/Impact: Identification of students</p> <p>Staff Responsible for Monitoring: Dyslexia coordinator SpEd Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Maintain 100% of academic core classes taught by certified teachers

Performance Objective 1: 100% of Pringle-Morse CISD teachers will attend high quality professional development





Evaluation Data Sources: Superintendent/Principal

Strategy 1 Details	Reviews			
<p>Strategy 1: PM CISD teachers and administrators will be provided staff development relevant to their needs with emphasis on diverse and varied classroom practices and teaching strategies for meeting the learning needs of all students including: struggling learners, culturally and linguistically diverse students, economically disadvantaged students, advanced learners, CTE, and students with special learning needs</p> <p>Strategy's Expected Result/Impact: ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets Staff Development Needs Survey</p> <p>Staff Responsible for Monitoring: Principal Special Programs</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Pringle-Morse teachers and administrators will seek appropriate staff development which may include the following: technology, conflict resolution, classroom management, district discipline policy, student code of conduct, child abuse identification and reporting, research based strategies for teaching with rigor and depth and complexity, strategies for questioning and assessing content with more rigor</p> <p>Strategy's Expected Result/Impact: ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets</p> <p>Staff Responsible for Monitoring: Principal Special Programs Counselor Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Maintain 100% of academic core classes taught by certified teachers

Performance Objective 2: Continue implementation of strategies to retain and support professional staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct district orientation to familiarize new staff to Pringle-Morse CISD with district policies and procedures. Assign New teachers a Mentor teacher.</p> <p>Strategy's Expected Result/Impact: Meeting Documentation , sign in sheets , Hand outs.</p> <p>Staff Responsible for Monitoring: Superintend/Principal Mentor Teachers Counselor Business Manager PEIMS Coordinator</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an opportunity for new teachers to attend teacher academies.</p> <p>Strategy's Expected Result/Impact: Certifications, sign in sheets.</p> <p>Staff Responsible for Monitoring: Superintendent/Principal,</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Provide a safe and orderly learning environment

Performance Objective 1: Provide programs to promote a 100% safe and drug-free school

Evaluation Data Sources: Surveys, Counselor

Strategy 1 Details	Reviews			
<p>Strategy 1: Receive instruction educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.</p> <p>Strategy's Expected Result/Impact: Completion of "learning.com" instruction</p> <p>Staff Responsible for Monitoring: Teachers , counselor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued implementation of a sequential, developmentally appropriate, evaluated physical education curriculum to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life including: small student/teacher ratios as practical, FitnessGram testing (3-8), District nutrition and wellness policies and a district wellness plan</p> <p>Strategy's Expected Result/Impact: FitnessGram Reports Lesson Plans Parent Letters Class Schedules Lunch Menu Web Page</p> <p>Staff Responsible for Monitoring: Principal Special Program School Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue Drug free, with Red Ribbon Week. Education programs to be Drug Free.</p> <p>Strategy's Expected Result/Impact: Counselor Schedule, Red</p>	Formative			Summative
	Nov	Jan	Mar	June

Ribbon Week Schedule

Staff Responsible for Monitoring: Counselor, Principal



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Provide a safe and orderly learning environment

Performance Objective 2: Provide programs to promote anti-bullying throughout Pringle-Morse CISD

Evaluation Data Sources: Counselor,

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselors are available to guide students in various personal issues affecting self-esteem, behavior, and responsibilities in a school setting</p> <p>Strategy's Expected Result/Impact: Counselor Plans and schedules</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Programs staff development are presented on school violence and bullying.</p> <p>Strategy's Expected Result/Impact: Agendas, Contracts, Parent and Community Notifications, Website. Calendar, program contract.</p> <p>Staff Responsible for Monitoring: Principals Special Programs Director Superintendent Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers , and all staff will receive training in Professional Development Plan provided by the SBEC Clearinghouse (HB 1267) and adopted by the Pringle-Morse CISD Board of Trustees</p> <p>Strategy's Expected Result/Impact: Staff will be trained in recognizing ,reporting, intervening and establishing and maintaining positive relationships including conflict resolution, abuse or human trafficking , and all areas listed in the SBEC Clearinghouse professional development.</p> <p>Staff Responsible for Monitoring: Superintendent /principal/ School Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a incident reporter in order to receive and track bullying incidents in compliance to "David's Law"</p> <p>Strategy's Expected Result/Impact: Incident Reports Outcomes</p> <p>Staff Responsible for Monitoring: Superintendent Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide an opportunity for the campus Counselor to meet regularly with students to address Social Emotional needs of students</p> <p>Strategy's Expected Result/Impact: To equip students with strategies to better deal with Social Emotional challenges</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Provide a safe and orderly learning environment

Performance Objective 3: The District will incorporate an updated EOP with attention to District and Campus Safety.

High Priority

Evaluation Data Sources: EOP audit, Review and report to the PMCISD board of trustees





Strategy 1 Details	Reviews			
<p>Strategy 1: The District will cause all Staff to wear personal identification. Strategy's Expected Result/Impact: All staff will be identifiable to all visitors and first responders in case of an emergency. Staff Responsible for Monitoring: Superintendent, Office staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The District will update the Emergency Operations Plan for the district including Annexes as appropriate Strategy's Expected Result/Impact: The updated EOP will provide the most current response information in case of an emergency to better communicate with first responders. Staff Responsible for Monitoring: Superintendent, Business Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administration will provide for a first response team. Strategy's Expected Result/Impact: Provide for a team of trained/knowledgeable staff members to respond to safety and security needs., to provide an immediate response to a possible intruder. Staff Responsible for Monitoring: Superintendent, business Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Provide a safe and orderly learning environment

Performance Objective 4: The District will provide a threat assessment team to monitor student at risk behavior, Harm to others or themselves.

High Priority





Evaluation Data Sources: Threat Assessment Team:
Referrals to Threat Assessment Team.

Strategy 1 Details	Reviews			
<p>Strategy 1: All member s of the Threat Assessment Team will be trained by September 1st or each year.</p> <p>Strategy's Expected Result/Impact: Trained staff will complete as needed threat assessments as appropriate, including physical threats against students , staff and or self harm.</p> <p>Staff Responsible for Monitoring: School Counselor , Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Provide a safe and orderly learning environment





Performance Objective 5: The School Counselor will provide regular times to address student needs related to social emotional challenges.

Evaluation Data Sources: Counselor Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: A full time Counselor will be added to the district to better provide for student social emotional and mental health safety for all students</p> <p>Strategy's Expected Result/Impact: Student mental health and safety needs will be met throughout the district, Student outcomes will be improved.</p> <p>Staff Responsible for Monitoring: Superintendent/Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Provide a safe and orderly learning environment





Performance Objective 6: Provide for measures to safely allow face to face instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff for essential cleaning and disinfecting practices to mitigate the spread of infections from Covide-19</p> <p>Strategy's Expected Result/Impact: Cleaning and disinfecting practices will help in the mitigation of virus spread</p> <p>Staff Responsible for Monitoring: Custodians, Maintenance, Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Provide a safe and orderly learning environment

Performance Objective 7: Provide for training measures to address abuse, sexual abuse and sex trafficking and maltreatment of children.

Evaluation Data Sources: Training meetings, sign in sheets, use Eduhero, The Bridge, as a platform for training access, certificates of completion.





Strategy 1 Details	Reviews			
Strategy 1: EduHero will be used as an online platform to provide training Strategy's Expected Result/Impact: All staff will receive timely training early in the school year Staff Responsible for Monitoring: School Counselor, Superintendent/Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Provide a safe and orderly learning environment

Performance Objective 8: Ensure that students and staff receive training in the Standard Response Protocol (SRP) and all drills are conducted

High Priority

Evaluation Data Sources: Drill logs, sign n sheets ,
AAR (After Action Reviews) will be completed after each drill





Strategy 1 Details	Reviews			
Strategy 1: All drills will be scheduled prior to the beginning of school. Strategy's Expected Result/Impact: Students and staff will be well prepared to execute Staff Responsible for Monitoring: Superintendent /Principal, Business Manager, Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Encourage effective and quality parent and community involvement

Performance Objective 1: Pringle-Morse CISD will consider ways to increase communication to all parents concerning higher education opportunities; 100% of parents will participate as partners in their student's education by having active contact with our schools a minimum of three times a year

Strategy 1 Details	Reviews			
<p>Strategy 1: Pringle-Morse communicates with parents through print; e-mail; texting; web-site, social media (facebook) and phone. information and an electronic sign in the community. print communication is sent with Spanish translation and the website can be translated by parents with a click of a button.</p> <p>Strategy's Expected Result/Impact: Web Page Documentation</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Technology</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to encourage and raise active parent/community involvement on district/campus committees such as: Title I (w/flexible scheduling), SHAC, Migrant PAC, LPAC, Dyslexia, G/T, campus/ district Parental Involvement Policies, School Parent Compacts, and district and campus planning committees</p> <p>Strategy's Expected Result/Impact: Meeting Documentation: Agendas/ Sign in Sheets/Minutes Parental Involvement Policies Parent/School Compacts</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide information to parents, teachers, staff, administration, and community through newspaper articles, newsletters, current resources, email, Hansford county Observer, School Text message system, Website regarding school activities, accountability standards, district/campus improvement plans, state/federal funding issues, Title I, parent involvement, child abuse, and assistance for struggling students. Hot dog lunch Parent/student</p> <p>Strategy's Expected Result/Impact: Copies of communications Pringle-Morse CISD Website Hansford Co. Observer County Newspapers Assessment Reports Sign in sheets, agenda , Social media</p> <p>Staff Responsible for Monitoring: Principals Special Programs Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will encourage the involvement and participation of all parents , especially non-bilingual Spanish speaking parents, in school activities and programs including emphasis on notes and notices sent home in Spanish where possible, with School programs , Fall Carnival , Pumpkin Decorating Contest.</p> <p>Strategy's Expected Result/Impact: Sample documents sent home Parent compact Parent Involvement Policy Parent Survey</p> <p>Staff Responsible for Monitoring: Principal Special Program Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The District will reach out to ESL and Non English speaking parents and provide English acquisition using DynEd and District technology.</p> <p>Strategy's Expected Result/Impact: Parent engagement with the school . English will be spoken more at home to support student language which will benefit the learner in the classroom.</p> <p>Staff Responsible for Monitoring: District IT personnel Principal ESL Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The District will provide parents opportunity to engage with teacher and Title -I meetings via distance (Zoom)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Encourage effective and quality parent and community involvement

Performance Objective 2: Pringle-Morse CISD will continue to be a School of Choice and encourage Students and Parents to promote PMCISD as an attractive alternative

Evaluation Data Sources: Parents, Superintendent/Principal, Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Pringle-Morse CISD will provide transportation services outside the district to provide school choice options for neighboring students.</p> <p>Strategy's Expected Result/Impact: Additional students that transfer in will provide an opportunity for low socio economic student school choice.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Teachers Main Office</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.47

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Lieb	Teacher	0.24
Debbie Tolleson	Aide	0.4
Julie Crowl	Aide	0.05
Kathryn Mancini	Teacher	0.06
Sadie DeLaCruz	Aide	0.1
Shannon Lane	Teacher	0.62

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Lieb	Teacher	Title I, Part A	.04
Cindy Lieb	Teacher	Title II, Part A, TPTR	.04

District Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher	211-11-61XX-XX-101-730000	\$4,291.00
1	1	1	Professional and Contracted Instructional Services (Region 16 ESC)	211-13-62XX-XX-101-730000	\$6,352.00
Sub-Total					\$10,643.00
Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher	255-11-61XX-XX-101-730000	\$2,607.00
1	1	1			\$585.00
Sub-Total					\$3,192.00

Addendums

Pringle-Morse CISD District-Wide Parent and Family Engagement Plan 2021-22

PART I. GENERAL EXPECTATIONS

The Pringle-Morse Consolidated Independent School District (“the District”) agrees to implement the following statutory requirements:

- Pringle-Morse CISD will put into operation programs, activities and procedures for the involvement of parents in all of its Title I school programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a **school-parent compact** consistent with section 1118(d) of the ESEA.
- Pringle-Morse CISD will incorporate this District-Wide Parent and Family Engagement Plan into its LEA District Improvement Plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Pringle-Morse CISD will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- Pringle-Morse CISD will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- Pringle-Morse CISD will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

1. Pringle-Morse CISD will take the following actions to involve parents in the joint development of its District-Wide Parent and Family Engagement Plan under section 1112 of the ESEA:

The District will conduct a Title 1 parent meeting at a convenient time in the fall and spring. All parents will be encouraged by written communication to attend and translation will be provided. The purpose of the meetings is to review, discuss, and revise the parent and family engagement plan; to provide parents with information regarding the District's participation in Title I; to explain Title I requirements, and the right of parents to be involved in the planning, review, and improvement of Title I programs and the parent and family engagement plan.

2. The Pringle-Morse CISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents are encouraged by written communication to complete two surveys of the District's programs and activities. A Pringle-Morse Title I Survey and a Pringle-Morse Parent Survey are made available on the District's website in the spring. (pringlemorsecisd.net)

At minimum one parent representative will be included on the District Improvement Committee to review the District Improvement Plan.

3. The Pringle-Morse CISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Pringle-Morse CISD may engage Region XVI Education Service Center to provide Title I statutory guidance regarding parental involvement planning and implementation of effective parental involvement activities. The Superintendent shall designate an employee to coordinate parent involvement meetings and activities that focus on improving student academic achievement and

performance. The District will provide materials for training staff on the importance and utility of parent involvement.

4. The Pringle-Morse CISD will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

Pringle-Morse CISD shall collaborate with other Texas agencies, including the Health and Human Services Commission, that provide services for children from birth through five years of age to establish prioritized family engagement strategies within this plan. A parent-teacher organization, community group, or faith-based institution may submit to Pringle-Morse CISD recommendations regarding the establishment of family engagement strategies, which Pringle-Morse CISD shall consider. The engagement strategies must be based on empirical research, and proven to demonstrate significant positive short-term and long-term outcomes for early childhood education. Each spring, Pringle-Morse CISD will encourage family participation in the Texas public preschool program by encouraging parents to bring their 4-year-old children to the District's annual Preschool Roundup. Parent Conferences to discuss student progress are scheduled in October, January, and May, and parents may request an additional conference at any time. While the prekindergarten visit the classroom, parents will be engaged in an activity or program that promotes parental involvement at Pringle-Morse CISD. Prekindergarten parents may participate in the following activities: Fall Festival, Thanksgiving Feast, Winter Concert, Christmas Party, 100 Day Celebration, Spring Egg Hunt, Spring Concert, and Field Day.

5. The Pringle-Morse CISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The District will use the findings of the evaluation regarding the Parent and Family Engagement Plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The District will conduct a Title I parent meeting at a convenient time in the fall and spring. All parents will be encouraged by written communication to attend and translation will be provided. The purpose of the meetings is to review, discuss, and revise the parent and family engagement plan; to provide parents with information regarding the District's participation in Title I; to explain Title I requirements, and the right of parents to be involved in the planning, review, and improvement of Title I programs and the parent and family engagement plan.

6. The Pringle-Morse CISD will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The District, a Title I, Part A School Wide Program, will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards: Open House Meeting
- the State's student academic achievement standards: Open House Meeting, one-on-one parent-teacher conferences
- the State and local academic assessments including alternate assessments: Open House Meeting
- the requirements of Title I Part A: Title I Meetings
- how to monitor their child's progress: Parent Portal, three-week progress reports, and six-weeks report cards
- how to work with educators: Open House, parent conferences

B. The District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

To kick off the new school year, Pringle-Morse CISD hosts an Open House and invites parents to attend. The items listed above in 6.A. will be discussed at an Open House Meeting, and based on needs assessment and consultation with the Superintendent, the District will conduct an informative parent workshop that focuses on topics like the importance of monitoring homework and studying, providing a place for homework, what to do if you need a computer for homework, everyone getting enough sleep, healthy eating habits, and monitoring gaming time and other activities.

C. The District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

The Superintendent will provide staff development each fall that emphasizes the value and utility of parents and working with parents as equal partners to build ties between parents and school. Pringle-Morse CISD may engage Region XVI to provide parental involvement staff development strategies. Provide monthly Parental Involvement Connection newsletters to parents.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

To the extent feasible and appropriate, the District will integrate parental involvement programs and activities with programs and activities throughout the year. For example, the District hosts a book fair in the fall and a free book fair in the spring. At this time, the District emphasizes reading and encourages parents to read with their children to improve student academic achievement and success.

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Pringle-Morse CISD will, to the extent practicable, provide program information, meetings, and activities in a language and format that parents can understand.

PART III. DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

Pringle-Morse CISD **may** provide discretionary activities that builds parents' capacity for involvement in Title I schools and the school system to support their children's academic achievement, such as the following:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV. ADOPTION

This District-Wide Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes of the prior Title I Parental Involvement meetings.

This policy was adopted by the Pringle-Morse CISD Board of Trustees on September 27, 2018, and will be in effect for the period of 2021-22. The school district distributes the plan to all parents of participating Title I, Part A children on or before the first day of school each year and the parents review it yearly.



(Signature of Authorized Official)

7-20-2021

(Date)

Pringle-Morse CISD Plan de participación de padres y familias en todo el distrito
2021-2022

PARTE I. EXPECTATIVAS GENERALES

El Distrito Escolar Independiente Consolidado Pringle-Morse ("el Distrito") está de acuerdo para implementar los siguientes requisitos legales :

- Pringle-Morse CISD pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todos sus programas escolares del Título I , de conformidad con la sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA). Esos programas, actividades y procedimientos serán planificados y operados con una consulta significativa con los padres de los niños participantes .
- De conformidad con la sección 1118, el distrito escolar trabajará para garantizar que las políticas requeridas de participación de los padres a nivel escolar cumplan con los requisitos de la sección 1118 (b) de la ESEA, y cada una incluya, como componente , un **pacto entre la escuela y los padres** consistente con la sección 1118 (d) de la ESEA.
- Pringle-Morse CISD incorporará este Plan de participación de padres y familias en todo el distrito en su Plan de mejora de distrito de LEA desarrollado bajo la sección 1112 de ESEA.
- Al llevar a cabo los requisitos de participación de los padres del Título I, Parte A, en la medida de lo posible, Pringle-Morse CISD brindará oportunidades completas para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluida la provisión de información y informes escolares requeridos bajo la sección 1111 de la ESEA en un formato comprensible y uniforme y, incluyendo formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres entiendan.
- Si el plan LEA para el Título I, Parte A, desarrollado bajo la sección 1112 de la ESEA, no es satisfactorio para los padres de los niños participantes , el Distrito presentará cualquier comentario de los padres con el plan cuando el distrito escolar presente el plan al Estado Departamento de Educación.
- Pringle-Morse CISD involucrará a los padres de los niños atendidos en las escuelas del Título I, Parte A en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de los padres, y garantizará que no menos del 95 por ciento del el uno por ciento reservado va directamente a las escuelas.

- Pringle-Morse CISD se regirá por la siguiente definición legal de participación de los padres, y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos de acuerdo con esta definición:

La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- (A) que los padres juegan un papel integral en ayudar a sus aprendizaje del niño ;*
- (B) que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;*
- (C) que los padres son socios completos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;*
- (D) la realización de otras actividades, como las descritas en la sección 1118 de la ESEA .*

PARTE II. DESCRIPCIÓN DE CÓMO EL DISTRITO IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DEL PLAN DE COMPROMISO DE PADRES Y FAMILIAS EN TODO EL DISTRITO

1. Pringle-Morse CISD tomará las siguientes acciones para involucrar a los padres en la articulación del desarrollo de su Di Padres estricta-ancha y Participación de la familia Plan bajo la sección 1112 de la ESEA:

El Distrito llevará a cabo una reunión de padres de Título 1 en un momento conveniente en el otoño y la primavera. Todos los padres serán alentados por comunicación escrita para asistir y se proporcionará traducción. El propósito de la reunión es revisar , discutir y revisar el plan de participación de los padres y la familia ; para proporcionar a los padres información sobre la participación del Distrito en el Título I; para explicar los requisitos del Título I y el derecho de los padres a participar en la planificación, revisión y mejora de los programas del Título I y el plan de participación de padres y familias .

2. El CISD de Pringle-Morse tomará las siguientes medidas para involucrar a los padres en el proceso de revisión y mejora escolar en virtud de la sección 1116 de la ESEA:

Los padres son alentados por la comunicación escrita para completar dos encuesta s de los programas del distrito y actividades . Un Pringle-Morse título es NCUESTA y un padre Pringle-Morse encuesta se hizo disponible en la página web del Distrito en la primavera. (pringlemorsecisd.net)

Se incluirá un mínimo de un representante de los padres en el Comité de Mejoramiento del Distrito para revisar el Plan de Mejoramiento del Distrito.

3. El CISD de Pringle-Morse proporcionará la siguiente coordinación necesaria, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas del Título I, Parte A a planificar e implementar actividades efectivas de participación de los padres para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes :

Pringle-Morse CISD puede contratar al Centro de Servicios Educativos de la Región XVI para proporcionar orientación legal del Título I con respecto a la planificación de la participación de los padres y la implementación de actividades eficaces de participación de los padres. El Superintendente designará un empleado para coordinar las reuniones y actividades de participación de los padres que se centran en mejorar el rendimiento académico y el rendimiento de los estudiantes . El Distrito proporcionará materiales para capacitar al personal sobre la importancia y utilidad de la participación de los padres.

4. El Pringle-Morse CISD coordinará e integrará las estrategias de participación de los padres en la Parte A con estrategias de participación de los padres bajo los siguientes otros programas:

Cada primavera, Pringle-Morse CISD alentará la participación familiar en el programa preescolar público estatal alentando a los padres a que traigan a sus hijos de 4 años al Resumen anual de preescolar del Distrito. Mientras los prekindergar diez visitan el aula, los padres participarán en una actividad o programa que promueva la participación de los padres en Pringle-Morse CISD.

5. El CISD de Pringle-Morse tomará las siguientes acciones para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de este Plan de participación de padres y familias para mejorar la calidad de sus escuelas Título I, Parte A. La evaluación incluirá la identificación de barreras para una mayor participación de los padres en las actividades de participación de los padres (con especial atención a los padres que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o son de cualquier origen racial o étnico minoritario). El Distrito utilizará los resultados de la evaluación con respecto al Plan y las actividades de participación de los padres y la familia para diseñar estrategias para una participación de los padres más efectiva y para revisar, si es necesario (y con la participación de los padres) sus políticas de participación de los padres .

El Distrito llevará a cabo una reunión de padres de Título I en un momento conveniente en el otoño y la primavera. Todos los padres serán alentados por comunicación escrita para asistir y se proporcionará traducción. El propósito de la reunión es revisar , discutir y revisar el plan de participación de los padres y la familia ; para proporcionar a los padres información sobre la participación del Distrito en el Título I; para explicar los requisitos del Título I y el derecho de los padres a participar en la planificación, revisión y mejora de los programas del Título I y el plan de participación de padres y familias .

6. El CISD de Pringle-Morse construirá la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar una participación efectiva de los padres y para apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de Las siguientes actividades se describen específicamente a continuación:

A. El Distrito, un Título I, Parte A Toda la Escuela Programa , se proporcionará asistencia a los padres de los niños atendidos por el distrito escolar o la escuela, en su caso, en temas tales como la comprensión de la siguiente, mediante la realización de las acciones descritas en este párrafo -

- los estándares de contenido académico del estado : reunión de puertas abiertas
- los estándares de rendimiento académico estudiantil del estado : reunión de puertas abiertas, conferencias individuales de padres y maestros
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas: reunión de puertas abiertas
- los requisitos de Título I Parte A: Reuniones de Título I
- cómo monitorear el progreso de sus hijos : Portal para padres, informes de progreso de tres semanas y boletas de calificaciones de seis semanas
- cómo trabajar con educadores: Casa Abierta, conferencias con padres

B. El Distrito , con la asistencia de sus escuelas, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la capacitación en alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, mediante:

Para comenzar el nuevo año escolar, Pringle-Morse CISD organiza una jornada de puertas abiertas e invita a los padres a asistir. Los elementos enumerados anteriormente en 6.A. se discutirá en una reunión de puertas abiertas, y b asándose en la evaluación de las necesidades y la consulta con el Superintendente, el Distrito llevará a cabo un informativo taller para padres que se centra en temas como la importancia de la supervisión de la tarea y el estudio , proporcionando un lugar para hacer la tarea, lo que debe si necesita una computadora para hacer la tarea, todos duermen lo suficiente, tienen hábitos alimenticios saludables y monitorean el tiempo de juego y otras actividades.

C. El Distrito , con la ayuda de sus escuelas y padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo comunicarse, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas, mediante:

El Superintendente proporcionará desarrollo de personal cada otoño que enfatiza el valor y la utilidad de los padres y trabajará con los padres como socios iguales para construir lazos entre los padres y la escuela. Pringle-Morse CISD puede involucrar a la Región XVI para proporcionar estrategias de desarrollo del personal para la participación de los padres. Proporcionar boletines mensuales de conexión de participación de los padres a los padres.

D. En la medida de lo posible y apropiado, el distrito escolar coordinará e integrará los programas y actividades de participación de los padres con Head Start, Reading First, Early Reading First, Even Start, Programas de instrucción en el hogar para niños en edad preescolar, el Programa para padres como maestros y preescolar público y otros programas, y llevar a cabo otras actividades, como centros de recursos para padres, que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos, mediante:

En la medida de lo posible y apropiado, el Distrito integrará programas y actividades de participación de los padres con programas y actividades durante todo el año. Por ejemplo, el Distrito organiza una feria del libro en el otoño y una feria del libro gratis en la primavera. En este momento, el Distrito enfatiza la lectura y alienta a los padres a leer con sus hijos para mejorar el logro académico y el éxito de los estudiantes.

E. El distrito escolar tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y en la medida de lo posible, en un idioma que los padres puedan entender:

Pringle-Morse CISD proporcionará, en la medida de lo posible, información sobre el programa, reuniones y actividades en un idioma y formato que los padres puedan entender.

PART III. COMPONENTES DISCRECIONALES DEL PLAN DE COMPROMISO PARA PADRES Y FAMILIAS EN TODO EL DISTRITO

Pringle-Morse CISD puede proporcionar actividades discrecionales que desarrollen la capacidad de participación de los padres en las escuelas del Título I y el sistema escolar para apoyar el rendimiento académico de sus hijos, como las siguientes:

- proporcionar capacitación de alfabetización necesaria para los padres de los fondos del Título I, Parte A , si el distrito escolar ha agotado todas las otras fuentes de financiación razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de

transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;

- capacitar a los padres para mejorar la participación de otros padres;
- con el fin de maximizar la participación y participación de los padres en la educación de sus hijos, organizar reuniones escolares en una variedad de momentos, o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias en la escuela
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- establecer un consejo asesor de padres en todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A ;
- desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- proporcionar apoyo razonable para las actividades de participación de los padres bajo la sección 1118 como padres pueden solicitar .

PARTE IV. ADOPCIÓN

Este padre de todo el distrito y el Plan de Participación de la Familia ha sido desarrollado conjuntamente con, y en acuerdo con los padres de los niños participantes en el Título I, Parte A los programas, como se evidencia por minuto del título previo I participación de los padres reuniones .

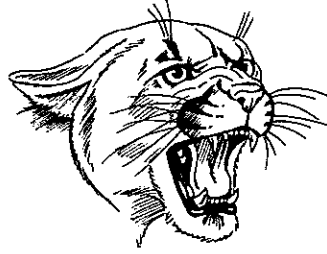
Esta política fue adoptada por el CISD Pringle-Morse Patronato de 27 de de septiembre de, 2018, y estará en vigor durante el periodo de 2021-2022 . El distrito escolar distribuir s del plan a todos los padres de participar Título I, Parte A en o antes el primer día de clases cada año y los padres lo revisan anualmente.



(Firma del funcionario autorizado)

07-20-2021

(Fecha)



PRINGLE-MORSE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Title I School-Family Compact

**** Verbal translation of this document is available upon request****

2021-2022

Revised 06/23/2021

Pringle-Morse Schools Mission

Pringle-Morse Schools is a one of a kind school that makes a difference in the lives of students. It is a place where students can find one-on-one help and where everyone counts. We are a melting pot of students from five different communities and all walks of life. The school works hard to instill confidence, self-acceptance and character and a sense of morality in all of our students. The district works hard to create a family atmosphere where everyone knows everyone and the teachers care about the students as individuals. As a result of our smaller class size and our safe, child friendly environment, students are able to concentrate on academics instead of worrying about their safety. **We are able to take kids from everywhere who can go anywhere when they finish their education at Pringle-Morse.**

(Excerpt from Pringle-Morse CISD Mission Statement)

The Law:

The Pringle-Morse Schools/District is responsible for providing high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the State's student academic achievement standards.

Parents are responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Ongoing communication between teachers and parents is important. At a minimum the Campus/District will:

- Hold parent-teacher conferences in elementary schools [PK-4th], at least annually, during which the compact is discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress [all grades]; and
- Allow reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[Public Law 107-110, Section 1118(d)].

Advisory Council & Organizations

- Campus/District Improvement Committee Advisory Council
- Student Health Committee

- PTO (Cougar Pride)
- Volunteer at School

Open House

- Meet the Teacher (Fall)
- Open House (Spring)

Communications

- Monthly calendar of activities
- Reminders of upcoming events
- KXDJ Radio Station
- Hansford Co Reporter-Statesman Newspaper
- High Plains Observer www.highplainsobserver.com
- Pringle-Morse CISD Website
www.pringlemorsecisd.net
- LED Marquee in School Main Hallway
- Marquee on Main Street in Morse
- Mass Texting
- Parent Portal
- Facebook

Instructional Programs:

- Special Ed. Resource and ESY
- Inclusion
- Speech and Physical Therapy Occupational Therapy
- Gifted and Talented (GT)
- After School Tutorials
- UIL Academic Competition
- Accelerated Reader/STAR Program
- Full Day Pre-kindergarten
- Full-Day Kindergarten
- Elem Music/Junior High Band/High School Band
- Art
- Physical Education
- Basketball & Track
- Envision Math
- Algebra I High School credit
- Edgenuity
- Robotics
- Really Great Reading
- DynEd
- MobyMax

As a school family, we each have a responsibility to stay informed by attending meetings and activities at our school. Sometimes we need to ask questions, listen, and make sacrifices; but our children are worth it!

Home and School Formula for Success

Administration:

1. To provide educational leadership for school personnel, students, families, and other community members.
2. Establish a school climate that is positive, friendly, safe, and open to the community.
3. Encourage and provide opportunities for staff, parents, and other community members to get to know each other, attend school activities, give input into school operations, and evaluate the school's performance.
4. Provide learning resources and a highly qualified staff that create and maintain a level of high expectations.
5. Provide multiple means of communication to keep parents informed of upcoming events and activities.
6. Maintain an "open door" policy so parents know they are always welcome!

Teachers:

1. Maintain high expectations for every child.
2. Treat all children and families with respect and dignity.
3. Provide a variety of options for parents to collaborate in their children's learning.
4. Participate in school activities designed to help staff and families get to know one another.
5. Establish a classroom environment that is safe, well disciplined, respectful, and promotes learning to meet the needs of each student.
6. Communicate expectations of school and classroom with parents and students.
7. Hold parent conferences twice a year for elementary students and be available for parent conferences when requested for grades 5th-12th.
8. Provide progress reports and/or notices of concern for junior high students at middle of each six weeks.
9. Parent portal (grades).

Parents:

1. Send your child to school every day, well rested, fed, neatly groomed, and prepared to learn, unless your child is ill.
2. Take an active interest in your child's schoolwork and let your child know the importance of education in an ever-changing and diverse world.
3. Provide a place and an opportunity for your child to read and to complete homework or extended class assignments.
4. Actively support your child's school by participating in and attending school activities.
5. Praise and encourage your child often.

Special Activities, Awards, & Programs

- Choir/Band Concerts (Winter/Spring)
- Awards Assembly (1st & 2nd Semesters)
- Fall Festival Family Night
- PeeWee Track Meet (PK-6th)
- Kindergarten 100th Day Party
- UIL Competition

- Homework Folders
- Report Card Conference (twice a year)
- Outdoor Classroom (5th)
- Water Conservation Fair (4th)
- High School Planning (8th)
- 50-Mile Club (K-4th)
- Book Fair
- Parent Involvement Meal
- Elementary Safety Day
- Yearbook
- Honor Roll
- Perfect Attendance
- Robotics

Assessments

- NWEA, Measures of Academic Performance (MAP) (K-9th)
- STAAR (3rd-8th)
- STAR (Accelerated Reading)(1st-8th)
- Observational Survey (PK-1st)
- End-of-Course Exams- Algebra I ,English I &II, Biology, U.S. History
- COPS/CAPS – 8th Grade (Occupational & Aptitude Tests)
- ELPS – English Language Proficiency Standards of ELLS.

Why are we a school wide Title I campus?

We are a school wide Title I campus because 50% or more of our students qualify for free or reduced lunches. Also, we are a school wide Title I campus because the funds that are provided by the Federal Government go to help meet the needs of ALL our students. This funding helps improve the educational opportunities for the success of our children in the regular classroom, while fostering positive growth in social/emotional behaviors and attitudes.

Region 16 Migrant SSA



Migrant Section for DIP 2021-2022

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.**

2021-2022 Region 16 Migrant SSA Member District Migrant Education Plan

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

OBJECTIVE: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-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 Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNA	LNA Toolit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	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)	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/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	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 _____	_____
ESSA Provisions and Assurances								
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 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-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. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS.(ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course 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 3gi)	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 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Preschool Children: 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 ,A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-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 9A)	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 _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, 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. (ESSA P&A 1-2)	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 _____	_____

2021-2022 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	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 _____	_____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	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.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	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 _____	_____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4, SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities--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. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

Region 16 Migrant SSA



Priority for Services Action Plan 2021-2022

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 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 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.

**Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.*

**School District: MEP SSA Member District
PRINGLE-MORSE CISD**

Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour

Date: 09/01/2021

School Year: 2021 - 2022

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).

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.

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.

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.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<p>Monitor the progress of MEP students who are on PFS.</p>			
<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. 	<p>During the first week of each month during the program year</p>	<p>Region 16 Education Service Center NGS Data Specialists, District Administrator</p>	<p>Monthly migrant PFS student reports on file in program coordinator's office.</p>
<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. 	<p>July of each beginning of the programmatic year</p>	<p>Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC</p>	<p>Updated PFS Action Plan on file with MSC and in the LEA's DIP</p>
<p>Additional Activities</p>			

<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	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			
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 students 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 home and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of 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			
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

9-16-21
 Date Completed


 ESC Signature

09/28/2021
 Date Received

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2021-2022

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 by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional 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 approved by the state MEP.	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	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	___ ___ ___

Region 16 Migrant SSA
ID&R Quality Control Written Procedures

1. SSA member districts will send at least one district designated Migrant recruiter to the annual Identification and Recruitment training conducted by Region 16 each year in August.
2. SSA member districts will receive and follow the Region 16 Migrant SSA ID&R Action Plan.
3. District Migrant Recruiters will actively identify and recruit migrant students according to the most current copy of the *Texas Manual for the Identification and Recruitment of Migrant Children*.
4. District Recruiters will forward all completed and signed COEs to Region 16 for review.
5. Upon receipt of district COEs, Region 16 Education Specialist or NGS Data Specialist will review and either:
 - a. Identify corrections and send back to district with citations from ID&R manual for corrections, or
 - b. Send forward for entry into NGS by NGS Data Specialist, or
 - c. Send forward to ESC Reviewer for approval due to two or more required comments. Then ESC Reviewer will sign and forward for entry into NGS by NGS Data Specialist.
6. NGS Data Specialist will file and return appropriate copies of COE to district.
7. District Recruiter will send parent copy of COE upon receipt from Region 16 to parents.
8. District Recruiter will notify District PEIMS of migrant student's status for PEIMS data entry.
9. District Recruiter will file LEA copy of COE according to their record retention policy.

Region 16 Migrant SSA



Migrant Section for DIP 2022-2023

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.**

2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan

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

OBJECTIVE: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-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 Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAc	LNA Toolit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	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)	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/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	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 _____	_____
ESSA Provisions and Assurances								
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 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-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. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course 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 3gi)	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 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Preschool Children: 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, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-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 9A)	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 _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, 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. (ESSA P&A 1-2)	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 _____	_____

2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	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	____ ____ ____ ____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	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.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	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	____ ____ ____ ____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4, SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities--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. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2022-2023

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	Yes	Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional 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	Yes	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 ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	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 ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	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 ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and 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	ECOE/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 ECOEs/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 ECOEs/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	ECOEs/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 approved by the state MEP.	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	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 ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/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	ECOEs/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 ECOEs/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, ECOEs/COEs	ECOEs/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, ECOEs/COEs	ECOEs/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	____ ____

Region 16 Migrant SSA



Priority for Services Action Plan 2022-2023

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="margin-left: 20px;"><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 style="margin-left: 20px;"><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.

**Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.*

Priority for Service (PFS) Action Plan

School Year: 2022- 2023

School District: MEP SSA Member District PRINGLE-MORSE CISD
Region: 16

Filled Out By: K. Seymour
Date: 09/01/2022

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): 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 Migrant Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator’s office.

<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, Region 16 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. Developed 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	LEA Migrant coordinator, ESC 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	Migrant 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 students 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 home and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of 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			
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

9-23-2022

Date Completed



ESC Signature

9/23/22

Date Received