

# **Pringle-Morse CISD**

## **District Improvement Plan**

### **2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
District Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Increase accountability and achievement for all student groups by 2% as measured on the State Assessments	10
Goal 2: Provide appropriate curriculum and instruction to meet the diverse needs of all students.	13
Goal 3: Maintain 100% of academic core classes taught by certified teachers	18
Goal 4: Provide a safe and orderly learning environment	21
Goal 5: Encourage effective and quality parent and community involvement	28
State Compensatory	32
Budget for District Improvement Plan	33
Personnel for District Improvement Plan	33
Title I Schoolwide Elements	34
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	35
1.1: Comprehensive Needs Assessment	35
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	35
2.3: Available to parents and community in an understandable format and language	35
2.5: Increased learning time and well-rounded education	36
2.6: Address needs of all students, particularly at-risk	36
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	36
3.1: Develop and distribute Parent and Family Engagement Policy	36
3.2: Offer flexible number of parent involvement meetings	36
Title I Personnel	36
District Funding Summary	37
Addendums	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The staff at Pringle-Morse Consolidated Independent School District include 14 teachers, 1 counselor, 3 paraprofessionals, and 2 administrators. The student population is 34.7% White, 0% African American, 61.2% Hispanic, 0% Asian, and 4.1% Native American. Additionally, the district serves 71.9% economically disadvantaged students, English Language Learners 26.4%, 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 diferent surrounding school districts with 57.66% of students being transfers

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** English Language Learners are delayed in academic vocabulary **Root Cause:** English is not spoken at home, learners are disadvantaged in language support at home.

**Problem Statement 2:** Attendance needs to improve to 96.1 percent or higher **Root Cause:** Parents of young students PreK -1st have additional sickness

**Problem Statement 3:** Covid -19 disruption of the educational process/system, students did not achieve to be on grade level. **Root Cause:** Covid 19 , disruption, distance learning issues

# 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.

Additionally, most students were able to engage with distance learning during the school closure do to Covid-19.

Te District was able to provide devices to all students that had a need. However, student engagement fluctuated by grade level and course content and delivery method.

## Student Learning Strengths

Small class sizes individual attention. Highly qualified staff with littel to no turn over.

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

Academic growth occured across student poplulations.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 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 with instruction

**Problem Statement 2:** ESL student failed to meet the standard for ESSA, in Reading and Math **Root Cause:** ESL students with Spanish spoken at home have difficulty expanding academic vocabulary

**Problem Statement 3:** Student engagement and growth lagged during the spring semester **Root Cause:** Covid-19 closure

## 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 instrucional software for 2020-2021.
- 6) A revised GT plan and manuel 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 instructio 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 actiivities outside of school.

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Alignment of writing k-8, Writing is a weakness across demographics **Root Cause:** Insufficient focus 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 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:** 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

**Root Cause 1:** English is not spoken at home, learners are disadvantaged in language support at home.

**Problem Statement 1 Areas:** Demographics - Student Achievement - District Culture and Climate - Demographics



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**

- Campus leadership data









# Goals







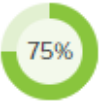









**Goal 1:** Increase accountability and achievement for all student groups by 2% as measured on the State Assessments









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

Students in grades 3-8 will achieve a 2% 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)

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. Compass Learning will be used with fidelity to support math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> 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><b>Strategy 2:</b> K-8 analysis of student performance data from MAP, DMAC, and TEKS resource assessments to effectively assess student progress towards TEKS mastery</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment Reports Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Teachers, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Assessments, DMAC , Teacher observation, Formative and summative data, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Teachers, counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus will offer tutorials for students not meeting grade level TEKS With emphasis on Sub pops, Hispance,EL, ECD, Special Education and Student with Dyslexia. ELs current and monitored for ADDITIONAL TARGETED INSTRUCTION</p> <p><b>Strategy's Expected Result/Impact:</b> Testing Data, Sign in Sheet, Tutorial logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Early identification and treatment of dyslexia, " REally Great Reading" Lexia for software support.</p> <p><b>Strategy's Expected Result/Impact:</b> 504 Committee Minutes Testing Reports Campus Schedules, RTI</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Diagnostician Counselors Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus will monitor student growth for all students especially low economic, Hispanic sub groups and English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> NWEA MAP Reports, Student growth of one year or more</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> First Grade will monitor student growth Utilizing MAP to collect data to create an intervention program for below grade level readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured growth using NWEA</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionist Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Increase accountability and achievement for all student groups by 2% as measured on the State Assessments

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

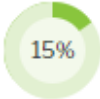

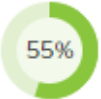





**Summative Evaluation:** Exceeded Objective











Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent/community awareness of the importance of attendance for student performance and School Accountability</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR reports, School Report Card, RTI team minutes, communications/ website, public meeting sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals, Special Programs, Director, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents are contacted as students approach the limit of absences allowed each semester</p> <p><b>Strategy's Expected Result/Impact:</b> Letters, Phone, records to parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretaries, Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide campus incentive programs for perfect attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, Teachers, School Nurse</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  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.









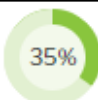



**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 the District will develop and incorporate robotics instruction, computer coding for Junior High Students.</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR Reports DMAC data formative observations walk through NWEA Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Schedules, Parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> PMCISD will incorporate technology instruction with a technology class and robotics instruction for 7th and 8th grade students. <b>Strategy's Expected Result/Impact:</b> Schedule  <b>Title I Schoolwide Elements:</b> 2.4	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> PMCISD will incorporate Google resources for students in order for student to gain usable transferable skills.  <b>Title I Schoolwide Elements:</b> 2.4	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> DynEd will be used to address language and academic vocabulary for ESL students at all grade levels <b>Strategy's Expected Result/Impact:</b> Map Growth Measure DynEd Reports Teacher formative assessments <b>Staff Responsible for Monitoring:</b> Teachers Principal  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> TAPR/AYP Reports State Assessment Reports Grade Reports Attendance Logs Computer Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Lesson Plans DMAC data NWEA</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The District will focus on target areas to meet system safeguard in all performance indexes</p> <p><b>Strategy's Expected Result/Impact:</b> DIP, ACCOUNTABILITY RATINGS, DMAC, TAPR</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students identified as homeless will receive services as required by the McKinney-Vento Act .</p> <p><b>Strategy's Expected Result/Impact:</b> Homeless Roster</p> <p>Student Schedules</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implementation of research based TEKS resources curriculum management guide K-8 and provide core teachers training</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum Documents Training Records Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Principal Special Programs Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The ESSA Foster Care Requirements will be addressed for each student Identified by Child Protective services.</p> <p><b>Strategy's Expected Result/Impact:</b> Liaison communication Addendum , Regulation and Exhibit</p> <p><b>Staff Responsible for Monitoring:</b> Principal Foster Care Liaison</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**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.





**Evaluation Data Sources:** NWEA, MAP, Skills Checker, Fluency Running Records/ Principal, SpEd Teacher/dyslexia coordinator

**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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets Staff Development Needs Survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pringle-Morse teachers and administrators will seek appropriate staff development which may include the following: technology, conflict resolution, classroom management,</p>	Formative			Summative
	Nov	Jan	Mar	June

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

**Strategy's Expected Result/Impact:** ESC 16 Contracts

Training Certificates

Training Agendas and Sign in Sheets

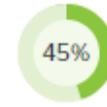
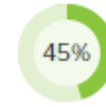
**Staff Responsible for Monitoring:** Principal

Special Programs

Counselor

Teachers

**Title I Schoolwide Elements:** 2.4, 2.6



No Progress

Accomplished










Continue/Modify

Discontinue

**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









**Summative Evaluation:** Significant progress made toward meeting Objective













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

**Goal 4:** Provide a safe and orderly learning environment

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Completion of "learning.com" instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers , counselor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue implementation and training for the district Emergency Operations Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Training Documentation Drill Schedules</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent/ Principal, Business Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
				


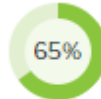







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued implementation of a sequential, developmentally appropriate, evaluated physical education curriculum to enable students to develop the motor, selfmanagement, and other skills, knowledge, attitudes, and confidence necessary to participate in 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><b>Strategy's Expected Result/Impact:</b> FitnessGram Reports Lesson Plans Parent Letters Class Schedules Lunch Menu Web Page</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Program School Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue Drug free, with Red Ribbon Week. Education programs to be Drug Free.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor Schedule, Red Ribbon Week Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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,

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School counselors are available to guide students in various personal issues affecting self-esteem, behavior, and responsibilities in a school setting</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor Plans and schedules</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Special Programs like Bucket Fillers; staff development are presented on school violence and bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas, Contracts, Parent and Community Notifications, Website. Calendar, program contract.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Special Programs Director Superintendent Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher and para professional staff will receive training in at risk suicide prevention to meet TEA requirements</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets / minutes</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent /principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide a incident reporter in order to receive and track bullying incidents in compliance to "David's Law" <b>Strategy's Expected Result/Impact:</b> Incident Reports Outcomes <b>Staff Responsible for Monitoring:</b> Superintendent Counselor  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will cause all Staff to wear personal identification.  <b>Strategy's Expected Result/Impact:</b> All staff will be identifiable to all visitors and first responders in case of an emergency. will be completed by October 10th.  <b>Staff Responsible for Monitoring:</b> Superintendent, Office staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The District will update the Emergency Operations Plan for the district.  <b>Strategy's Expected Result/Impact:</b> The updated EOP will provide the most current response information in case of an emergency to better communicate with first responders  <b>Staff Responsible for Monitoring:</b> Superintendent, Business Manager</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will provide for a first response team.  <b>Strategy's Expected Result/Impact:</b> Provide for a team of trained/knowledgeable staff members to respond to safety and security needs.  <b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Provide a safe and orderly learning environment

**Performance Objective 4:** Provide remote access to all students to engage in daily curriculum via an Asynchronous plan or Synchronous virtual learning.

**HB3 Goal**

**Evaluation Data Sources:** Principal, Teachers, Counselor, Technology

**Summative Evaluation:** Exceeded Objective

**Goal 4:** Provide a safe and orderly learning environment

**Performance Objective 5:** The District will provide a threat assessment team

**Evaluation Data Sources:** Superintendent/Principal









**Summative Evaluation:** Met Objective









**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

**Evaluation Data Sources:** Notes home , survey information , sign in sheets

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Web Page Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Technology</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Meeting Documentation: Agendas/ Sign in Sheets/Minutes Parental Involvement Policies Parent/School Compacts</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Copies of communications Pringle-Morse CISD Website Hansford Co. Observer County Newspapers Assessment Reports Sign in sheets, agenda , Social media</p> <p><b>Staff Responsible for Monitoring:</b> Principals Special Programs Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Sample documents sent home Parent compact Parent Involvement Policy Parent Survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Program Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The District will reach out to ESL and Non English speaking parents and provide English acquisition using DynEd and District technology.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> District IT personnel Principal ESL Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The District will provide parents opportunity to engage with teacher and Title -I meetings via distance ( Zoom)</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress       Accomplished       Continue/Modify       Discontinue				

**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

**Summative Evaluation:** Met Objective

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



# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-101-930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,207.00
199-11-6119-00-699-930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,500.00
199-11-6129-00-101-930000	6129 Salaries or Wages for Support Personnel	\$22,407.00
199-XX-6141-00-XXX-93000X	6141 Social Security/Medicare	\$899.00
199-XX-6142-00-XXX-93000X	6142 Group Health and Life Insurance	\$5,072.00
199-XX-6143-00-XXX-93000X	6143 Workers' Compensation	\$1,079.00
199-11-6145-00-101-930000	6145 Unemployment Compensation	\$110.00
199-XX-6146-00-XXX-930000	6146 Teacher Retirement/TRS Care	\$2,377.00
	<b>6100 Subtotal:</b>	<b>\$84,651.00</b>
6200 Professional and Contracted Services		
199-11-6219-00-101-930001	6219 Professional Services	\$400.00
199-13-6219-00-101-930000	6219 Professional Services	\$300.00
199-11-6239-00-101-930000	6239 ESC Services	\$3,391.00
	<b>6200 Subtotal:</b>	<b>\$4,091.00</b>
6300 Supplies and Services		
199-11-6399-XX-101-930001	6399 General Supplies	\$2,400.00
199-61-6399-00-101-930000	6399 General Supplies	\$100.00
199-61-6499-00-101-930000	6399 General Supplies	\$650.00
	<b>6300 Subtotal:</b>	<b>\$3,150.00</b>
6400 Other Operating Costs		
199-13-6411-00-101-930000	6410 Travel, Subsistence and Stipends	\$3,050.00
	<b>6400 Subtotal:</b>	<b>\$3,050.00</b>

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Lieb	Teacher	Reading and Math Intervention	.24
Debbie Tolleson	Aide	Reading and Math Intervention	.40
Julie Crowl	Aide	Reading and Math Intervention	.05
Kathryn Mancini	Teacher	Reading and Math Interventionn	.06
Sadie DeLaCruz	Aide	Reading and Math Intervention	.10
Shannon Lane	Teacher	Reading and Math Intervention	.62

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

1.1 The Title I, Part A Campus District Improvement Plan (CDIP) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by Pringle-Morse CISD.

The Comprehensive Needs Assessment (CNA) was revised by the CDIC.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

2.1 The CDIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The School Wide Plan (SWP) CDIC is listed elsewhere within this document. The CDIC met April 30, 2018, and reviewed the CDIC plan.

### **2.2: Regular monitoring and revision**

2.2 The CDIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The CDIC met April 30, 2018, and reviewed the CDIC plan.

### **2.3: Available to parents and community in an understandable format and language**

The CDIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Pringle-Morse CISD makes the CDIP available on the Pringle-Morse CISD website, [pringlemorsecisd.net](http://pringlemorsecisd.net). A hard copy of the CDIP is also available in the school office.

## **2.5: Increased learning time and well-rounded education**

2.5 Pringle-Morse CISD will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

## **2.6: Address needs of all students, particularly at-risk**

2.6 iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

3.1 Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Parent and Family Engagement Policy is distributed in the student handbook and for review at the fall and spring Title 1 Parent Involvement meetings.

The CDIC Committee assists with the development and revision of the Parent and Family Engagement Policy. English and Spanish versions are provided.

### **3.2: Offer flexible number of parent involvement meetings**

3.2 Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

Fall Title I Parent Meeting: October 5, 2017, at 11:55 a.m. and October 6, 2017, at 8:00 a.m.

Spring Title I Parent Meeting: April 5, 2018 at 8:30 a.m. and April 9, 2018, at 3:30 p.m.

# 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
<b>Sub-Total</b>					<b>\$10,643.00</b>
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
<b>Sub-Total</b>					<b>\$3,192.00</b>
<b>Grand Total</b>					<b>\$13,835.00</b>

# Addendums





# Pringle-Morse CISD District-Wide Parent and Family Engagement Plan 2018-2019

## **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:

**Each spring, Pringle-Morse CISD will encourage family participation in the state public preschool program by encouraging parents to bring their 4-year-old children to the District's annual Preschool Roundup. While the prekindergarten are visiting the classroom, parents will be engaged in an activity or program that promotes parental involvement at Pringle-Morse CISD.**

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:

F.

**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 2018-2019. The school district will distribute this policy to all parents of participating Title I, Part A children on or before the first day of school each year.

  
\_\_\_\_\_  
(Signature of Authorized Official)

9-27-2018  
\_\_\_\_\_  
(Date)

# Region 16 Migrant SSA



## Migrant Section for DIP 2018-2019

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

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

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

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

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



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

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

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

R	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
Supplemental Program Activities-- Support Services	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Childcare during Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Other: Snacks and Meals for migrant students participating in off campus migrant 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.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____

# Region 16 Migrant SSA



## Priority for Services Action Plan 2018-2019

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

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

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

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

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

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

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

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

## Priority for Service (PFS) Action Plan

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

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

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

<p><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.

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

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

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

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

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

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Date Received

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2018-2019



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

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

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

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

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

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

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

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

**School Year 2018-19**

**PRINGLE-MORSE CISD  
State Compensatory  
Education  
Policy and  
Procedures Manual**

**Modified by Region 16 ESC**



*Originally Developed by Linda McCord*

## TABLE OF CONTENTS

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SECTION		PAGE
I.	PROGRAM OVERVIEW .....	1
II.	STUDENT ELIGIBILITY CRITERIA.....	2
III.	STUDENT IDENTIFICATION PROCEDURES .....	3
IV.	PROVISION OF SERVICES .....	4
V.	EXIT PROCEDURES.....	5
VI.	PROGRAM EVALUATION .....	6
VII.	CAMPUS-LEVEL SERVICES FOR PRINGLE-MORSE EL-JH.....	8
VIII.	OTHER SERVICES/FUNDS UTILIZED.....	10
IX.	SUMMARY OF FTEs.....	11
X.	COST COMPARISON.....	12
XI.	STUDENT AT-RISK PROFILE .....	14

## Section I: Program Overview

### Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Pringle-Morse CISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services. Pringle-Morse CISD has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program at Pringle-Morse EI-JH, which is a 60% poverty (2017-18 economically disadvantaged data) schoolwide campus. Pringle-Morse CISD is comprised of only one school campus,

### Program Goals

The goals of all Pringle-Morse CISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

### General Use of Funds

SCE funds are used to support one or more of the **ten** components at Pringle-Morse EI-JH, our Title I, Part A schoolwide campus, which exceeds the 40% low income student threshold. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the **ten** Title I, Part A Schoolwide Program Components at Pringle-Morse EI-JH, so long as the campus continues to meet, at a minimum, the **40%** poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

## Section II: Student Eligibility

Pringle-Morse CISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years. (The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.



## Section III: Identification Procedures

### Responsibilities – Campus Contact

The Superintendent shall appoint an At-Risk Contact at each campus. Each contact is responsible to...

- ♦ Oversee processes for identification of students
- ♦ Maintain a list of identified students with the qualifying criterion/criteria listed
- ♦ Advise campus staff, as appropriate, of the status of identified students
- ♦ Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- ♦ Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- ♦ Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- ♦ Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- ♦ Collaborate with the SBDM or campus staff to provide appropriate staff development sessions

### Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section XI of this document). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- ♦ For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- ♦ For students in grades 7-8 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- ♦ Retention rates
- ♦ Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- ♦ Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- ♦ Alternative education program placement (current or preceding year school year)
- ♦ Expulsion records (current or preceding school year)
- ♦ To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- ♦ Previous dropout information
- ♦ LEP status
- ♦ DPRS referrals (current school year)
- ♦ Foster care
- ♦ Homeless status
- ♦ Residential facility placement data (preceding or current school)

## Section IV: Provision of Services

### Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- ♦ Intensive remediation services for State Assessments
- ♦ Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)
- ♦ Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery –like services)
- ♦ Counseling sessions
- ♦ Peer, teacher, community-member mentoring sessions
- ♦ Teen parenting sessions
- ♦ Training sessions for parents of identified students
- ♦ Intensive, supplemental reading programs
- ♦ Study skills sessions
- ♦ Self-esteem enhancement sessions
- ♦ Summer enhancement programs
- ♦ Individualized instruction
- ♦ Extended early childhood programs
- ♦ Goal-setting sessions
- ♦ Class-size reduction measures

### Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- ♦ Periodic interviews with service providers
- ♦ Written progress reports
- ♦ Review of subject area performance
- ♦ Periodic benchmark assessments
- ♦ Review of six-week failure lists
- ♦ To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives from DPRS
- ♦ As appropriate, review impact of counseling services offered to identified students

## **Section V: Exit Procedures**

### **Exit Review**

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- ♦ 110% level of satisfactory performance on state assessments
- ♦ Promotion records
- ♦ Maintenance of passing grades with a score of 70 or greater
- ♦ Residential placement status
- ♦ Condition of pregnancy or parent status
- ♦ Alternative education program placement timeframe
- ♦ LEP status

### **Continued Monitoring**

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## **Section VI: Program Evaluation**

### **Required Overall Program Evaluation**

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

### **Additional Evaluation Measures**

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the tables for each campus.

### **Specific Program Evaluation**

Specifics of the SCE Program evaluation are outlined on the table provided on the next page. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

**Annual SCE Evaluation – School Year 2018-19**

<b>SCE Program Evaluation for School Year 2018-19</b>				
<b>Service &amp; Evaluation Strategy</b>	<b>Person(s) Responsible</b>	<b>Final Evaluation Conducted By</b>	<b>Findings</b>	<b>Program Modification</b>
Service for Grades K-8: In-School tutorials and small group teacher-led intervention. Evaluation: Review results of beginning, middle, and end-of-year universal screening (MAP) of identified students.	Superintendent	Counselor		
Extended Year Services - Review grades 5 and 8 STAAR Test Results in June. Students failing or those that did not meet state assessment standards will attend extended year services prior to retesting the state assessment.	Superintendent	Counselor		
NWEA (MAP) Screenings 3X a year and results evaluated. Study Island will be implemented as an intervention for science. Review results of beginning, middle, and end-of-year universal screening of identified students.	Superintendent	Counselor		
Compass Learning will be used for math and reading intervention. Review results of beginning, middle, and end-of-year universal screening of identified students.	Superintendent	Counselor		
Our counselor, several teachers, and aides will provide tutorials and intervention services to the at-risk students. Lexia, Texas Education Solutions (Mindplay), and Edgenuity will be utilized. Review results of beginning, middle, and end-of-year universal screening of identified students.	Superintendent	Counselor		
ESL students are assessed with DynEd and placed with the appropriate intervention to support reading and vocabulary across content areas. This intervention provides another service to close the gap for the ESL students that is identified as at-risk of failure.	Superintendent	Counselor		
Evaluate each service listed above and the impact of the STAAR scores.	Superintendent	Counselor		

## Section VII: Campus-Level Services

Based upon students' qualifying criteria, the following table is offered as a suggestion for use on each campus to outline each campus' specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted, based on formative evaluation results.

As well, this table should be included in the campus improvement plan, even on school-wide campuses, to facilitate the annual evaluation that must be conducted at the district level and to document use of SCE funds.

When formative and summative measures are planned, remember the two evaluation criteria for gauging the effectiveness of SCE services:

- 1) reduction in the disparity of performance results on State Assessments between At-Risk students and all other students;
- 2) reduction in the disparity of graduation rates between At-Risk students and all other students in the district.

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Students determined to be at risk through the District's list of criteria: 1-13	1 certified counselor, 3 certified teachers and 3 aides to provide additional one-on-one assistance to at-risk students	CNA, RS, HQ, PD, PI, T, A, M, Coord	Formative Benchmark Assessments; progress reports, teacher interviews, 6 wk grades; failure reports	Each 6 weeks	Review of disaggregated State assessment, NWEA, and other formative assessment results.	\$97,356 199-xx-6xxxx-xx-930xxx
Students determined to be at risk through the District's list of criteria 5,6,7,8,9,11,12,13	1 certified counselor to provide one-on-one counseling and the coordination & integration of federal, local, and state programs for at-risk students	Coord, PI	Documentation of at-risk qualification; Formative Benchmark Assessments; progress Reports, teacher interviews, 6 wk grades; Failure reports	Each 6 weeks	Review of status of at-risk qualification or exit; Review of disaggregated State assessment, NWEA, and other assessment results.	\$49,383 Local Funds

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment &amp; Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>I</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. In Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination &amp; Integration of federal, local, &amp; state Programs</i>



**Table I**

<b>Pringle-Morse EI-JH Services Funded by SCE</b>						
<b>Student Eligibility Criteria</b>	<b>Program or Service</b>	<b>SWP Comp.</b>	<b>Formative Evaluation</b>	<b>Formative Evaluation Timeline</b>	<b>Summative Evaluation</b>	<b>Estimated Expense</b>
School-Wide Implementation	Research-based Computer-Aided Instruction to close the gap for at-risk students	RS, M	Formative Benchmark assessments; Progress reports; Teacher interviews; 6 wks. Grades; failure reports	Each 6 weeks	Review of disaggregated State Assessment , NWEA (MAP), and other assessment results	\$ 2,400
	Region 16 ESC State Comp Contract	PD	Superintendent and Staff	End of Year	Required for SCE	\$ 3,391
	Staff Development	SD	Surveys, Campus Needs	Surveys, Following Workshops	Survey Results	\$ 350
	Parent/Community Involvement Supplies	PI	Campus Planning	Parent Survey	Survey Results	\$ 750
<sup>c</sup>	Extended Year Services	RS, M	STAAR Results	STAAR Results	STAAR Results	\$ 1,500

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment &amp; Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>I</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. In Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination &amp; Integration of federal, local, &amp; state Programs</i>

*\*Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*





### **Section VIII: Other Services/Funds Utilized**

*(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, district-level efforts for evaluation should be defined as well. )*

In addition to the strategies listed within the campus tables included, Pringle-Morse CISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

- ***Title I, Part A***
- ***Title II***
- ***SRSA (Small Rural School Award)***
- ***SSI (State School Initiative)***

**Section IX: Summary of FTEs**

<b>Campus</b>	<b>Personnel</b>	<b>Position</b>	<b>Salary/Benefits</b>	<b>FTE</b>	<b>SCE Funds</b>
PM El-JH	E. Beck	Counselor	49,383.00	1.00	Local Funds
	Cindy Lieb	Intervention Specialist	52,291.00	.19	9,935.29
	Shannon Lane	Teacher	60,857.00	.62	37,731.34
	Kathryn Mancini	Teacher	59,007.00	.07	4,130.49
	Julie Crowl	Aide	20,192.00	.05	1,009.60
	Sadie DeLaCruz	Aide	27,219.00	.48	13,065.12
	Debbie Tolleson	Aide	20,831.25	.40	11,029.76
					Total SCE Funds \$86,703.09

**Section XI: At-Risk Student Profile**  
**PRINGLE-MORSE CISD AT-RISK STUDENT PROFILE**

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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**STUDENT PERFORMANCE/IDENTIFICATION CRITERIA**

**PK-3 Criteria**

Readiness on TPRI      Score: \_\_\_\_\_  
 (PK-3 only)

Readiness TPRI Test      Date: \_\_\_\_\_  
 (PK-3 only)

**20 State Assessment Scores**

State Assessment – Rdg. \_\_\_\_\_

State Assessment – Math \_\_\_\_\_

State Assessment – Write \_\_\_\_\_

State Assessment – Sci \_\_\_\_\_

State Assessment – SS \_\_\_\_\_

**Core Subject Grades (7-12 only)**  
**Previous Semester**

MATH \_\_\_\_\_

SCIENCE \_\_\_\_\_

ELA \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

**Core Subjects Grades (7-12 only)**  
**Current Semester**

MATH \_\_\_\_\_

SCIENCE \_\_\_\_\_

ELA \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

<b><u>AT RISK CRITERIA</u></b>	<b><u>DOCUMENTATION</u></b>
<i>Place a "Y" in the box for each questioned answered, "Yes". A "Yes" response to any question qualifies the student as "At-Risk."</i>	<i>Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.</i>
1. Did not perform satisfactorily on Readiness Test? (PK-3 only -- TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
3. Was not advanced from one grade to the next for one or more school yrs.?	Grade Record
4. Did not perform satisfactorily on state assessment? Or has failed State Assessment in prior year, and currently has passed; however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports (2001, 2002 only)
5. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
8. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
10. Is a LEP student?	Copy of LPAC profile indicating LEP status
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
12. Is homeless, as defined by 42 U.S.C. §11302, and its amendments?	Copy of records indicating homeless status
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home?	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

**Student is At-Risk (Please Circle):**    **Yes**    **NO**    \_\_\_\_\_

Person Completing Form
Principal's Signature
Date

**MONITORING RECORD**

DATE	MONITORED BY	SERVICE PROVIDED	DATA REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
				YES	NO		

**EXIT RECORD**

DATE EXITED FROM SCE SERVICES: \_\_\_\_\_

REASON FOR EXITING STUDENT: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EXIT REVIEW CONDUCTED BY: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(Note: This two-page form is intended to be duplicated front and back on cover stock and kept in the student's cumulative folder or in locked storage in the at-risk coordinator's files. Contact/At-risk committee/principal are to review the student's progress periodically)*



# Pringle-Morse CISD District-Wide Parent and Family Engagement Plan 2018-2019

## **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:

**Each spring, Pringle-Morse CISD will encourage family participation in the state public preschool program by encouraging parents to bring their 4-year-old children to the District's annual Preschool Roundup. While the prekindergarten are visiting the classroom, parents will be engaged in an activity or program that promotes parental involvement at Pringle-Morse CISD.**

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:

F.

**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 2018-2019. The school district will distribute this policy to all parents of participating Title I, Part A children on or before the first day of school each year.

  
\_\_\_\_\_  
(Signature of Authorized Official)

9-27-2018  
\_\_\_\_\_  
(Date)

# Region 16 Migrant SSA



## Migrant Section for DIP 2018-2019

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

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

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

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

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

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

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

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

R	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
						Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
Supplemental Program Activities-- Support Services	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Childcare during Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Other: Snacks and Meals for migrant students participating in off campus migrant 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.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____



# Region 16 Migrant SSA



## Priority for Services Action Plan 2018-2019

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

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

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

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

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

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

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

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

## Priority for Service (PFS) Action Plan

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

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

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

<p><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator’s office.

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

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

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

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

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

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

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2018-2019

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

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

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

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



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

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

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

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



# Pringle-Morse CISD District-Wide Parent and Family Engagement Plan 2018-2019

## **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:

**Each spring, Pringle-Morse CISD will encourage family participation in the state public preschool program by encouraging parents to bring their 4-year-old children to the District's annual Preschool Roundup. While the prekindergarten are visiting the classroom, parents will be engaged in an activity or program that promotes parental involvement at Pringle-Morse CISD.**

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:

F.

**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 2018-2019. The school district will distribute this policy to all parents of participating Title I, Part A children on or before the first day of school each year.

  
\_\_\_\_\_  
(Signature of Authorized Official)

9-27-2018  
\_\_\_\_\_  
(Date)

# Region 16 Migrant SSA



## Migrant Section for DIP 2018-2019

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

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

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

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

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

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

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

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

R	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
						Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
Supplemental Program Activities-- Support Services	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Childcare during Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____
	Other: Snacks and Meals for migrant students participating in off campus migrant 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.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes No	_____

# Region 16 Migrant SSA



## Priority for Services Action Plan 2018-2019

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

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

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

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

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

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

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

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

## Priority for Service (PFS) Action Plan

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

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

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

<p><b>Goal(s):</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><b>Objective(s):</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
---	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	<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"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards.</li> </ul>	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six week report cards, progress reports with date of consultation and signatures of participants
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized</li> </ul>	Ongoing throughout the year; at a	Migrant service coordinator, Migrant School Home	phone and travel logs, copies of

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

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

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

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

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

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2018-2019

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

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

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

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

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

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

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

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

**School Year 2018-19**

**PRINGLE-MORSE CISD  
State Compensatory  
Education  
Policy and  
Procedures Manual**

**Modified by Region 16 ESC**



*Originally Developed by Linda McCord*



## TABLE OF CONTENTS

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SECTION		PAGE
I.	PROGRAM OVERVIEW .....	1
II.	STUDENT ELIGIBILITY CRITERIA.....	2
III.	STUDENT IDENTIFICATION PROCEDURES .....	3
IV.	PROVISION OF SERVICES .....	4
V.	EXIT PROCEDURES.....	5
VI.	PROGRAM EVALUATION .....	6
VII.	CAMPUS-LEVEL SERVICES FOR PRINGLE-MORSE EL-JH.....	8
VIII.	OTHER SERVICES/FUNDS UTILIZED.....	10
IX.	SUMMARY OF FTEs.....	11
X.	COST COMPARISON.....	12
XI.	STUDENT AT-RISK PROFILE .....	14

## Section I: Program Overview

### Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Pringle-Morse CISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services. Pringle-Morse CISD has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program at Pringle-Morse EI-JH, which is a 60% poverty (2017-18 economically disadvantaged data) schoolwide campus. Pringle-Morse CISD is comprised of only one school campus,

### Program Goals

The goals of all Pringle-Morse CISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

### General Use of Funds

SCE funds are used to support one or more of the **ten** components at Pringle-Morse EI-JH, our Title I, Part A schoolwide campus, which exceeds the 40% low income student threshold. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the **ten** Title I, Part A Schoolwide Program Components at Pringle-Morse EI-JH, so long as the campus continues to meet, at a minimum, the **40%** poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

## Section II: Student Eligibility

Pringle-Morse CISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years. (The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Section III: Identification Procedures

### Responsibilities – Campus Contact

The Superintendent shall appoint an At-Risk Contact at each campus. Each contact is responsible to...

- ♦ Oversee processes for identification of students
- ♦ Maintain a list of identified students with the qualifying criterion/criteria listed
- ♦ Advise campus staff, as appropriate, of the status of identified students
- ♦ Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- ♦ Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- ♦ Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- ♦ Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- ♦ Collaborate with the SBDM or campus staff to provide appropriate staff development sessions

### Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section XI of this document). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- ♦ For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- ♦ For students in grades 7-8 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- ♦ Retention rates
- ♦ Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- ♦ Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- ♦ Alternative education program placement (current or preceding year school year)
- ♦ Expulsion records (current or preceding school year)
- ♦ To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- ♦ Previous dropout information
- ♦ LEP status
- ♦ DPRS referrals (current school year)
- ♦ Foster care
- ♦ Homeless status
- ♦ Residential facility placement data (preceding or current school)

## Section IV: Provision of Services

### Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- ♦ Intensive remediation services for State Assessments
- ♦ Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)
- ♦ Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery –like services)
- ♦ Counseling sessions
- ♦ Peer, teacher, community-member mentoring sessions
- ♦ Teen parenting sessions
- ♦ Training sessions for parents of identified students
- ♦ Intensive, supplemental reading programs
- ♦ Study skills sessions
- ♦ Self-esteem enhancement sessions
- ♦ Summer enhancement programs
- ♦ Individualized instruction
- ♦ Extended early childhood programs
- ♦ Goal-setting sessions
- ♦ Class-size reduction measures

### Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- ♦ Periodic interviews with service providers
- ♦ Written progress reports
- ♦ Review of subject area performance
- ♦ Periodic benchmark assessments
- ♦ Review of six-week failure lists
- ♦ To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives from DPRS
- ♦ As appropriate, review impact of counseling services offered to identified students

## **Section V: Exit Procedures**

### **Exit Review**

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- ♦ 110% level of satisfactory performance on state assessments
- ♦ Promotion records
- ♦ Maintenance of passing grades with a score of 70 or greater
- ♦ Residential placement status
- ♦ Condition of pregnancy or parent status
- ♦ Alternative education program placement timeframe
- ♦ LEP status

### **Continued Monitoring**

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## **Section VI: Program Evaluation**

### **Required Overall Program Evaluation**

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

### **Additional Evaluation Measures**

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the tables for each campus.

### **Specific Program Evaluation**

Specifics of the SCE Program evaluation are outlined on the table provided on the next page. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

**Annual SCE Evaluation – School Year 2018-19**

<b>SCE Program Evaluation for School Year 2018-19</b>				
<b>Service &amp; Evaluation Strategy</b>	<b>Person(s) Responsible</b>	<b>Final Evaluation Conducted By</b>	<b>Findings</b>	<b>Program Modification</b>
Service for Grades K-8: In-School tutorials and small group teacher-led intervention. Evaluation: Review results of beginning, middle, and end-of-year universal screening (MAP) of identified students.	Superintendent	Counselor		
Extended Year Services - Review grades 5 and 8 STAAR Test Results in June. Students failing or those that did not meet state assessment standards will attend extended year services prior to retesting the state assessment.	Superintendent	Counselor		
NWEA (MAP) Screenings 3X a year and results evaluated. Study Island will be implemented as an intervention for science. Review results of beginning, middle, and end-of-year universal screening of identified students.	Superintendent	Counselor		
Compass Learning will be used for math and reading intervention. Review results of beginning, middle, and end-of-year universal screening of identified students.	Superintendent	Counselor		
Our counselor, several teachers, and aides will provide tutorials and intervention services to the at-risk students. Lexia, Texas Education Solutions (Mindplay), and Edgenuity will be utilized. Review results of beginning, middle, and end-of-year universal screening of identified students.	Superintendent	Counselor		
ESL students are assessed with DynEd and placed with the appropriate intervention to support reading and vocabulary across content areas. This intervention provides another service to close the gap for the ESL students that is identified as at-risk of failure.	Superintendent	Counselor		
Evaluate each service listed above and the impact of the STAAR scores.	Superintendent	Counselor		



## Section VII: Campus-Level Services

Based upon students' qualifying criteria, the following table is offered as a suggestion for use on each campus to outline each campus' specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted, based on formative evaluation results.

As well, this table should be included in the campus improvement plan, even on school-wide campuses, to facilitate the annual evaluation that must be conducted at the district level and to document use of SCE funds.

When formative and summative measures are planned, remember the two evaluation criteria for gauging the effectiveness of SCE services:

- 1) reduction in the disparity of performance results on State Assessments between At-Risk students and all other students;
- 2) reduction in the disparity of graduation rates between At-Risk students and all other students in the district.

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Students determined to be at risk through the District's list of criteria: 1-13	1 certified counselor, 3 certified teachers and 3 aides to provide additional one-on-one assistance to at-risk students	CNA, RS, HQ, PD, PI, T, A, M, Coord	Formative Benchmark Assessments; progress reports, teacher interviews, 6 wk grades; failure reports	Each 6 weeks	Review of disaggregated State assessment, NWEA, and other formative assessment results.	\$97,356 199-xx-6xxxx-xx-930xxx
Students determined to be at risk through the District's list of criteria 5,6,7,8,9,11,12,13	1 certified counselor to provide one-on-one counseling and the coordination & integration of federal, local, and state programs for at-risk students	Coord, PI	Documentation of at-risk qualification; Formative Benchmark Assessments; progress Reports, teacher interviews, 6 wk grades; Failure reports	Each 6 weeks	Review of status of at-risk qualification or exit; Review of disaggregated State assessment, NWEA, and other assessment results.	\$49,383 Local Funds

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment &amp; Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>I</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. In Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination &amp; Integration of federal, local, &amp; state Programs</i>



**Table I**

<b>Pringle-Morse EI-JH Services Funded by SCE</b>						
<b>Student Eligibility Criteria</b>	<b>Program or Service</b>	<b>SWP Comp.</b>	<b>Formative Evaluation</b>	<b>Formative Evaluation Timeline</b>	<b>Summative Evaluation</b>	<b>Estimated Expense</b>
School-Wide Implementation	Research-based Computer-Aided Instruction to close the gap for at-risk students	RS, M	Formative Benchmark assessments; Progress reports; Teacher interviews; 6 wks. Grades; failure reports	Each 6 weeks	Review of disaggregated State Assessment , NWEA (MAP), and other assessment results	\$ 2,400
	Region 16 ESC State Comp Contract	PD	Superintendent and Staff	End of Year	Required for SCE	\$ 3,391
	Staff Development	SD	Surveys, Campus Needs	Surveys, Following Workshops	Survey Results	\$ 350
	Parent/Community Involvement Supplies	PI	Campus Planning	Parent Survey	Survey Results	\$ 750
<sup>c</sup>	Extended Year Services	RS, M	STAAR Results	STAAR Results	STAAR Results	\$ 1,500

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment &amp; Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>I</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. In Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination &amp; Integration of federal, local, &amp; state Programs</i>

*\*Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*



### **Section VIII: Other Services/Funds Utilized**

*(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, district-level efforts for evaluation should be defined as well. )*

In addition to the strategies listed within the campus tables included, Pringle-Morse CISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

- ***Title I, Part A***
- ***Title II***
- ***SRSA (Small Rural School Award)***
- ***SSI (State School Initiative)***

**Section IX: Summary of FTEs**

<b>Campus</b>	<b>Personnel</b>	<b>Position</b>	<b>Salary/Benefits</b>	<b>FTE</b>	<b>SCE Funds</b>
PM EI-JH	E. Beck	Counselor	49,383.00	1.00	Local Funds
	Cindy Lieb	Intervention Specialist	52,291.00	.19	9,935.29
	Shannon Lane	Teacher	60,857.00	.62	37,731.34
	Kathryn Mancini	Teacher	59,007.00	.07	4,130.49
	Julie Crowl	Aide	20,192.00	.05	1,009.60
	Sadie DeLaCruz	Aide	27,219.00	.48	13,065.12
	Debbie Tolleson	Aide	20,831.25	.40	11,029.76
					Total SCE Funds
					\$86,703.09

**Section XI: At-Risk Student Profile**  
**PRINGLE-MORSE CISD AT-RISK STUDENT PROFILE**

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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**STUDENT PERFORMANCE/IDENTIFICATION CRITERIA**

**PK-3 Criteria**

Readiness on TPRI      Score: \_\_\_\_\_  
 (PK-3 only)

Readiness TPRI Test      Date: \_\_\_\_\_  
 (PK-3 only)

**20 State Assessment Scores**

State Assessment – Rdg. \_\_\_\_\_

State Assessment – Math \_\_\_\_\_

State Assessment – Write \_\_\_\_\_

State Assessment – Sci \_\_\_\_\_

State Assessment – SS \_\_\_\_\_

**Core Subject Grades (7-12 only)**  
**Previous Semester**

MATH \_\_\_\_\_

SCIENCE \_\_\_\_\_

ELA \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

**Core Subjects Grades (7-12 only)**  
**Current Semester**

MATH \_\_\_\_\_

SCIENCE \_\_\_\_\_

ELA \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

<b><u>AT RISK CRITERIA</u></b>	<b><u>DOCUMENTATION</u></b>
<i>Place a "Y" in the box for each questioned answered, "Yes". A "Yes" response to any question qualifies the student as "At-Risk."</i>	<i>Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.</i>
1. Did not perform satisfactorily on Readiness Test? (PK-3 only -- TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
3. Was not advanced from one grade to the next for one or more school yrs.?	Grade Record
4. Did not perform satisfactorily on state assessment? Or has failed State Assessment in prior year, and currently has passed; however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports (2001, 2002 only)
5. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
8. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
10. Is a LEP student?	Copy of LPAC profile indicating LEP status
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
12. Is homeless, as defined by 42 U.S.C. §11302, and its amendments?	Copy of records indicating homeless status
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home?	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

**Student is At-Risk (Please Circle): Yes NO**

\_\_\_\_\_  
 Person Completing Form

\_\_\_\_\_  
 Principal's Signature

\_\_\_\_\_  
 Date

**MONITORING RECORD**

DATE	MONITORED BY	SERVICE PROVIDED	DATA REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
				YES	NO		

**EXIT RECORD**

DATE EXITED FROM SCE SERVICES: \_\_\_\_\_

REASON FOR EXITING STUDENT: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EXIT REVIEW CONDUCTED BY: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(Note: This two-page form is intended to be duplicated front and back on cover stock and kept in the student's cumulative folder or in locked storage in the at-risk coordinator's files. Contact/At-risk committee/principal are to review the student's progress periodically)*