

Dalhart Independent School District

District Improvement Plan

2024-2025

Mission Statement

The mission of *Dalhart ISD* is to provide students with the knowledge, skills and attitudes necessary to become life-long learners.

Vision

To prepare students to become responsible, productive citizens of the 21st century.

Value Statement

Core Values

The Dalhart community supports all students by valuing and respecting individual differences.

Dalhart ISD makes decisions based on what is BEST for kids.

Change is an opportunity for growth.

Everyone can learn and we believe that lifelong learning is essential for personal growth.

Education is the shared responsibility of home, school, community, and business.

Communication allows all stakeholders to feel involved, connected, and supported.

Note: translators for Spanish are available at meetings and on request. Translation is also available at <https://www.dalhartisd.com/>

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
District Culture and Climate	10

Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Family and Community Engagement	16
District Organization	18
Technology	19
Goals	21
Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth. DISD will develop and implement a well rounded program of instruction: 1. to meet the academic needs of all students, 2. to identify students who may be at-risk for academic failure, 3. to provide educational assistance to individual students DISD determines need help in meeting the challenging State Academic Standards, 4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning, 5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.	21
Goal 2: DISD will foster strong partnerships and relationships with parents and the community.	32
Goal 3: DISD will provide a healthy, safe and orderly learning environment.	35
Goal 4: DISD will develop, recruit, and retain staff to achieve academic excellence for all students.	38
District Education Improvement Committee	40
Assurances	41
Statutorily Required Assurances	41
District Funding Summary	42
Addendums	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dalhart ISD is located in Dalhart, Texas, a small rural town in the northwest Panhandle of Texas at the junction of Dallam and Hartley Counties. Dalhart has a population of over 8,000 people. Dalhart ISD has approximately 1,778 students enrolled in Grades EE through Grade 12. There are four campuses in the district (Dalhart High School – Grades 9-12, Dalhart Jr. High – Grades 6-8, Dalhart Intermediate School – Grades 3-5, and Dalhart Elementary School – Grades EE-2).

Industrial dairy farms, Hilmar Cheese Company, JBS hog production, and Larson Farms are the major employers in the community. These industries bring short term workers which increase the district's mobility rate. Majority of new students to the district are English language learners.

This improvement plan focuses on the current school year, the demographic information comes from information available on the PEIMS fall reports.

Student population for DISD has decreased in the last 5 years. Student groups that show increases in populations for the past 3 years include Hispanic (65%), Economically Disadvantaged (57%) and ESL (17%). The 57% economically disadvantaged rate qualifies Dalhart ISD as a Title I district.

The following PEIMS demographic data is based upon Fall PEIMS submission.

	2023-24	2022-23	2021-22	2020-21
Total Enrollment	1,778	1,770	1735	1632
Hispanic	71%	69%	68%	65%
White	27%	29%	30%	32%
ESL	37%	21%	17%	17%
Dyslexia	4%	4%	4%	4%
Homeless	1%	1%	1%	10%
Economically Disadvantaged	67%	64%	67%	63%
Migrant	11%		10%	10%
****Data is from Fall 2023 PEIMS submission (October snapshot data)****				

	2021-2022	2020-21	2019-20	2018-19
Attendance Rate	94.0%	94.6%	98.8%	95%

Drop Out rate	0.4%	0.0%	0.0%	0.0%
Graduation Rate	96.8%	100%	99.2%	99%
College and Career Ready Graduates	75.3%	69.6%	54%	71.6%
****From TAPR report. Data runs 2 years behind.				

Special Education Information				
Primary Disability	2023-24	2022-23	2021-22	2020-21
Learning Disability	72	64	57	61
Speech Impairment	25	45	34	42
Other Health Impairment	27	21	21	23
Intellectual Disability	19	16	15	17
OCTOBER SNAPSHOT DATA				

Dalhart ISD attendance rate was 94.4% in 23-24 , and attendance rates have remained near 95% for several years. Dalhart ISD would like to keep student attendance to more than 96%. Most students reside within the city limits with a small percentage of students who live in the rural areas. Dalhart ISD provides transportation to all students living in the rural areas. Dalhart ISD provides in-town bus routes with the hope that this would increase the student attendance rate. Dalhart ISD has added a few new bus stops to heavily populated areas of town. DISD also has truancy interventionists at each campus to monitor attendance, make parent phone calls, etc.

Demographics Strengths

Demographic Strengths:

DISD has truancy interventionists on all campuses to reduce barriers in attendance.

DISD has focused on ESL certifications. DES and DIS are content based ESL.

DISD is building a bilingual framework. This year there will be a bilingual teacher in Pre-K, Kindergarten, First, Second and Third Grade. DISD's Plan is to add a bilingual teacher each year until fully staffed Pre-K-5th grade.

Graduation Rate is 100% for 2020-21

DISD has a low drop out rate

DISD has academic Interventionists on each campus.

Paraprofessionals on each campus.

Demographic Weaknesses:

ESL students are performing below state expectations.

ESL students come to DISD without foundational education (never been in school).

Attendance rate is still below target of 96%. Lack of follow through with Truancy.

Economically disadvantaged is under-identified.

Intellectual Disability rate is increasing

Special Ed. students performing below state expectations.

Hispanic students performing below state expectations.

Demographics Needs

*More full-time ESL / Bilingual teacher

*Suggested 1 at each grade level in elementary

*More consistat training on TELPAS

*More consistency in scores on TELPAS and ESL curriculum

*Quicker identification of G/T

*Keep open dialogue about the G/T program

*Address changing sub-pops

Student Achievement

Student Achievement Summary

Please see STAAR Addendum at the end of the document.

Student Achievement Strengths

Student Achievement Strengths:

District has a position that oversees Federal Programs and grants.

Mosts campuses have a common planning time for collaboration.

Dalhart Elementary offers full day Pre-K and Headstart to ensure that students receive more opportunities for learning.

Dalhart Elementary and Dalhart Intermediate have an aligned approach to reading (Balanced Literacy).

Dalhart Elementary has an aligned Phonics program that will build strong readers.

Extended learning time at Dalhart High School has increased student performance in Algebra I.

More of a focus on "Meets" achievement level.

The percent of students at Masters level is close to state average in several areas.

Students have opportunities to recover lost credit.

Interventionists at each campus.

District ESL/Bilingual Coordinator

TELPAS scores are low

Student Achievement Weaknesses:

Student attendance is below target. Students, who are chronically absent, are not gaining credits or passing STAAR.

Students do not have opportunities to get help outside of school hours.

Teachers are not certified in content area.

Although campuses have many opportunities for parent involvement, participation is limited.

Need more paraprofessionals to support students in the classroom.

Some families do not value education.

Writing is a concern. Students should be writing across content areas.

Reading scores, as a whole, are lower than the state average.

Academic vocabulary is low.

Reliable way to track student progress.

Students need access to accelerated learning in order to recover learning loss.

Student Achievement Needs

*Post secondary standard and advanced

*Attendance Truency

*Check with other schools on ideas for intervention

*Istation Data

*Writing / Science

*Visit successful schools

*Time

*Scheduling ideas

District Culture and Climate

District Culture and Climate Summary

DISD values and implements a culture where students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. All DISD staff receive training on how to ensure a healthy classroom climate. Teachers carefully teach, practice and implement procedures and routines. Students feel respected and are motivated to learn. Instruction in the classrooms ensure that academics are the primary focus. Teachers disaggregate all student data in order to give appropriate intervention to accelerate each individual student's performance in the least restrictive form. Students are taught that excellence in both personal management and behavior is expected. DIS and DES have implemented individualized learning plans to help close learning gaps.

District Culture and Climate Strengths

Strengths:

Social media is being used effectively for communication. Timely information communicated to all stakeholders

Student Spotlights

Dedicated seasoned teachers with content knowledge.

PLC's are utilized and productive.

Dalhart ISD campuses have SEL programs that are utilized.

Administration -starting at the top, has built and maintained meaningful relationships among teachers and staff and created an environment where staff members feel safe, valued, and seen.

Campuses work to be inclusive to our diverse population and all cultures.

Student Discipline is a focus

There is a focus on transparency.

Board of Trustee's prioritizes staff salary increases each year.

Excitement for new Intermediate Campus

Weaknesses:

Personnel needs for Special Education are limited.

Student behavior and discipline expectations are not consistent throughout the district.

Limited parent involvement.

Lack of community between campuses.

Lack of communication district-wide.

Convenience for stakeholders (online forms, more information online)

Inconsistent consequences for same infractions are frustrating.

Increased number of students with no english language.

District Culture and Climate Needs

***Increase % of teachers feeling like they have a voice**

*Know the survey is anonymous

***Parent involvement**

*Increase student club

*Social media ethics

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dalhart Independent Schools actively try to ensure that students are surrounded by staff who hold high expectations for learning. Staff meets state requirements for certification. Root causes show that all campuses at the end of each school year have vacant teacher positions. The city of Dalhart is 90 miles away from the nearest large city, thus it is hard to attract teachers. Available housing is also limited.

Staff state certification sheets are updated annually. Observations and walk-through documentation are kept on T-TESS manager and in staff files.

All new teachers are given extensive orientation training and supported by campus mentoring teams. It is important to DISD to provide on-going, targeted, job-embedded professional learning. Training at the beginning of each school year is given to all staff and is based upon the needs identified in the district and campus improvement plans. It is provided by Region 16 Educational Center, teacher leaders, campus instructional specialists, and campus administrators.

Dalhart ISD has implemented a New to Dalhart Academy and mentoring program.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

Pay has increased over time.

Starting pay for first year teachers is competitive.

DISD has implemented a mentor program.

DISD has implemented New to Dalhart Academy.

Administration attends job fairs and recruits heavily.

Dalhart ISD is considered Title I and some teachers may qualify for loan forgiveness.

Stipends for High Needs Area.

ESL certification

Bilingual program

More PD offerings within the district

Created a Homegrown program for pathways to certification

Prioritized Retention with stipends.

Weaknesses:

Turnover usually happens late and it is difficult to find teachers.

We do not promote DISD in a way that entices applicants.

Need for more employee incentives.

Difficult to find certified teachers

Applicant pool is small

Employee incentives have not changed

More opportunities for observation and peer planning.

We need a program to incentivize Dalhart people to become teachers.

Staff Quality, Recruitment, and Retention Needs

*Housing for teachers

*Building a framework around a mentor program

*Defining Roles for mentor program

*Compare stipends in other district

*Non core areas need PD

*Collaborate with other districts to bring PD to Dalhart

*Teacher Recognition

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System will be used to manage the curriculum at DISD.

1. Vertical Alignment Documents and TEKS clarification documents will be used as planning resources.
2. Year-at-a-Glance will be used as a pacing standard merged with the DISD calendar and updated every 6 weeks.
3. Instructional Focus Document will be fully implemented and target common vocabulary with the use of performance assessments.
4. Lesson plans will be required on every campus for every class and submitted on the Friday, prior to instruction.
5. DISD grades are to be updated every Tuesday on Parent Portal.

PLCs will be included in each campus calendar and occur monthly at a minimum. PLCs will include horizontal and vertical collaboration. PLCs will address planning, data, student progress, technology, and training needs.

Grade levels and departmental meetings will occur as planned on each campus. These learning communities will horizontally and vertically align lesson planning, data review, and professional learning along with collaboration with interventionists.

Vertical alignment will occur in content areas.

Curriculum, Instruction, and Assessment Strengths

Strengths:

Implement Research-based products for acceleration.

Well communicated curriculum plan.

Focus on every student growing each year

New Science Resources

Implementation of Phonics Program at Elementaries.

Opportunities to attend high quality professional development.

Viable, reliable curriculum in TEKS Resource System

Student growth is tracked in DMAC

Region 16 provides valuable staff development

Region 16 provides support for all Federal Programs

Curriculum taught is strong and district is working diligently to assist all students to succeed. Teachers are giving instruction and working hard to be sure all students are understanding.

Weaknesses:

Vertical alignment is still weak in some areas.

Need to foster a love of reading.

Lack of science supplies at elementary, tutorial materials.

Still need training on PLC.

Need more instructional aides to support student growth.

Need more emphasis on reading.

More professional development in new programs is needed.

Lack of certified teachers.

Curriculum, Instruction, and Assessment Needs

*Discussions on how other schools use CBAS

*Using data from CBAs

*Addressing testing fatigue

*Vertical alignment across campuses

*Guided Reading program

Family and Community Engagement

Family and Community Engagement Summary

DISD strives to create a family-friendly school environment. Communication avenues (District/Campus websites, Parent Portal, Campus Facebook sites, School Notes, School Messenger and Remind) provide a responsive climate for parents and communicate ways for parents to partner with the schools in the education of their children.

Our programs and practices recognize that there are a variety of parenting traditions within the school community. Head Start programs have Family Service Assistants (FSA's) that provide home visits, help in the classrooms, parent programs and health visits. Teachers and staff are given training to help strengthen connections between home and school. The district and campuses provides translations on the school websites and with printed materials in all languages spoken in school. Interpreters are provided for school events especially during registration and Fall Back to School nights.

Parents are given the opportunity to serve on various school organizations and planning committees to help plan programs at each campus. District and campus- based site-decision making committees meet monthly and ask for parent volunteers to be on these committees. LPAC and Migrant PAC meetings are held during the school year to help analyze ELL and Migrant student performances and give suggestions for services needed. Various clubs need parent support. Title I activities are scheduled monthly to encourage parent/guardian participation in school events and planning. A Title I activity log is kept and activities are announced on notes, campus calendars, websites and Facebook pages.

Parent-Teacher conferences for elementary grades are held twice a year, in the fall and in the spring. Registration for secondary school is held in the fall and there is a spring meeting to collect parent surveys. Title I information, programs, Home-School Compact, Parent Involvement Policy, schedules and report cards are shared at these conferences. Other school documents and surveys are given at registration. Registration surveys help identify students for special services.

District, campus, and student report data is given following this schedule:

1. Progress reports are given after the third week of instruction for each 6 weeks of school.
2. Report cards are given every six weeks.
3. Parent Portal has updated grades for students each week.
4. District and campus report cards are given in January.
5. Federal and State district and campus reports are placed on the district/campus websites according to reporting mandates.
6. Student testing profiles are sent home after summative test results are completed and received (TELPAS, STAAR, EOC)

Family and Community Engagement Strengths

Strengths:

Most campuses have active parent organizations.

Campuses utilize a variety of digital communication tools.

District Interventionist helps connect families to community resources.

Staff meets with families to build individualized plans for success.

Weaknesses:

Although campuses provide many opportunities for parents to get involved, participation in the activities is very limited.

Dalhart ISD needs to better communicate the need for volunteers.

Parents need a district contact to help with student needs and attendance.

Parent work schedules need to be considered when planning events.

Family involvement for many is great but for the majority it is lacking. Students need to feel or have a strong family willing to do what is necessary to insure the success of their children.

Language barrier with parents

Family and Community Engagement Needs

***More Parent involvement**

*More family nights

*Keep reaching out

***Volunteers**

*Sign in sheets

*Record attendance

***Senior passes**

District Organization

District Organization Needs

*More feed back from parents

*Website personel

*Schedule a time to meet and plan

*Flexible scheduling

*Elective options

*Communication

Technology

Technology Summary

Dalhart ISD is dedicated to creating a learning environment which will enable our students to be successful in the 21st Century. Infusing technology in the day-to-day instruction is critical as access to technology opens the world of knowledge to students and extends their learning beyond the walls of the classroom.

Use of technology as a teaching tool is a progressive, cutting-edge pedagogical approach to improve student achievement and growth. The district has set specific goals for technology usage in the classroom which include:

- Enhance learning experiences through a wide-range of technology activities
- Develop and promote digitally responsible citizens
- Extend guided, academic learning beyond the classroom.

DISD has the following student devices:

Type of Device	Desktop Computers	Windows Laptop Computers	Chromebook Laptop Computers	Total of Student Devices
Total	250	150	640	1040

Technology Strengths

Technology Strengths

District Technology Team

Wireless Campus

Improved Infrastructure

Access to Chromebooks

Training

On Campus Person

Access to subscriptions

1:1 at DJHS and DHS

More wireless access in the community

VOIP System

Partnership with XIT Communications to widen internet access

Very helpful, quick to respond, and easy to work with.

District Instructional Technologist to support students and teachers

Technology Weaknesses

Not 1:1 at elementaries

Need applications for interactive lessons

Need to know what subscriptions are available

Need to know how to access the subscriptions

Diligent use of technology funds

Access to color printer

Technology Needs

*increased bandwidth capacity

*more training on the technology we have

*better communication with technology

*website personel





Goals














Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth. DISD will develop and implement a well rounded program of instruction:

1. to meet the academic needs of all students,
2. to identify students who may be at-risk for academic failure,
3. to provide educational assistance to individual students DISD determines need help in meeting the challenging State Academic Standards,
4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.

Performance Objective 1: Professional development will increase teacher knowledge base and enhance student achievement.

Evaluation Data Sources: Staff development records and calendar
STAAR scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional staff will participate in staff development in content area.</p> <p>Strategy's Expected Result/Impact: Collaboration Aligned Instruction Sharing of Strategies</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Region 16 Instructional Support Contract - 211 - Title I, Part A - \$6,222, Travel - 199 - SCE - \$5,340</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide teachers of tested subjects highly effective professional development opportunities through Region 16 contracts and other organizations in EOC/STAAR teaching strategies.</p> <p>Strategy's Expected Result/Impact: Increased rigor in instruction Increased student performance</p> <p>Staff Responsible for Monitoring: Superintendent Director of Student Services Principals</p> <p>Funding Sources: Professional Development - 199 - Local - \$25,000, Contracted Services Eduhero - 211 - Title I, Part A - \$1,956</p>	Formative		
	Oct	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide technology training for staff to effectively use technology in the classrooms to enhance instruction and student performance.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Technology Director Campus Principals</p> <p>Funding Sources: Stipends for Campus Technology - 199 - Local - \$2,500</p>	Formative		
	Oct	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to utilize DMAC for testing items and test disaggregation.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Director Student Services</p> <p>Funding Sources: Contracted Services DMAC - 211 - Title I, Part A - \$9,808</p>	Formative		
	Oct	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use TEKS Resource System with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased Student Performance</p> <p>Staff Responsible for Monitoring: Director Student Services Campus Principals</p> <p>Funding Sources: Contracted Services - 211 - Title I, Part A - \$6,600</p>	Formative		
	Oct	Apr	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Contract with Region 16 for program support.</p> <p>Staff Responsible for Monitoring: Student Services Director Campus Principals</p> <p>Funding Sources: Contracted Services - 211 - Title I, Part A - \$18,000, Contracted Services - 199 - SCE</p>	Formative		
	Oct	Apr	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth. DISD will develop and implement a well rounded program of instruction:





1. to meet the academic needs of all students,
2. to identify students who may be at-risk for academic failure,
3. to provide educational assistance to individual students DISD determines need help in meeting the challenging State Academic Standards,
4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.


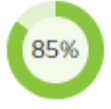



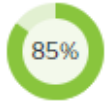



Performance Objective 2: Dalhart ISD will promote research-based, highly effective instructional strategies, interventions, and acceleration to increase student achievement.












High Priority










HB3 Goal




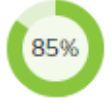

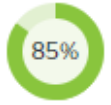




Evaluation Data Sources: STAAR Scores and EOC Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Executive Director of Student Services will ensure that Federal and State programs are utilized effectively to improve student performance.</p> <p>Strategy's Expected Result/Impact: Increased Student Performance</p> <p>Staff Responsible for Monitoring: Superintendent Director of Student Services</p> <p>Funding Sources: Salaries - 211 - Title I, Part A - \$50,469</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DISD will use interventionists to work with students who struggle with the curriculum.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Superintendent Principals</p> <p>Funding Sources: Salaries - 255 - Title II, Part A - \$54,817, Salaries - 289-Title IV - \$19,232, Salaries - 211 - Title I, Part A - \$144,185</p>	Formative		
	Oct	Apr	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DISD will monitor 504 students' progress and provide accelerated services through targeted RTI.</p> <p>Strategy's Expected Result/Impact: Increased Student Performance</p> <p>Staff Responsible for Monitoring: Special Services Director Campus Principals</p>	Formative		
	Oct	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Apply SCE funds to personnel and programs for At-Risk students according to State and Local funding formula</p> <p>Strategy's Expected Result/Impact: Staff Retention Student Performance</p> <p>Staff Responsible for Monitoring: Business Manager Campus Principals</p> <p>Funding Sources: Supplies - 199 - SCE - \$46,001</p>	Formative		
	Oct	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: DAEP data will be evaluated to examine student groups served, attendance rates, drop out rates, graduation rates and recidivism rates.</p> <p>Strategy's Expected Result/Impact: Increase student performance Increase Graduation Rate</p> <p>Staff Responsible for Monitoring: Campus Principal At Risk Interventionist DAEP teacher</p>	Formative		
	Oct	Apr	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Each campus will have paraprofessionals and teachers to provide instructional support for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase Student Performance</p> <p>Staff Responsible for Monitoring: Superintendent Campus Principals</p> <p>Funding Sources: Salaries - 199 - SCE - \$807,961</p>	Formative		
	Oct	Apr	June
			


Strategy 7 Details	Formative Reviews		
<p>Strategy 7: DISD Secondary campuses will provide Saturday school.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement Increase Student Attendance</p> <p>Staff Responsible for Monitoring: Director Student Services Campus Principals</p> <p>Funding Sources: Salaries - Supplemental/ Extra Duty Pay - 199 - Local - \$10,000</p>	Formative		
	Oct	Apr	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: DISD campuses will coordinate and integrate academic and career and technical education content. Students will be exposed to career opportunities.</p> <p>Strategy's Expected Result/Impact: College and Career Readiness Increase Student Performance</p> <p>Staff Responsible for Monitoring: Campus Principal CTE Director</p> <p>Funding Sources: College, Career, Military Readiness - 244 - Carl Perkins - \$17,413</p>	Formative		
	Oct	Apr	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: DISD will continue to provide all day Head Start and Pre-K Classrooms</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Student Services Director Principal, DES</p> <p>Funding Sources: Salaries - 199 - Local - \$150,000, Salaries - 199 - SCE - \$239,027</p>	Formative		
	Oct	Apr	June
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Drop out rates will be evaluated annually.</p> <p>Strategy's Expected Result/Impact: Increase Student Performance Increase graduation rate</p> <p>Staff Responsible for Monitoring: Director of Student Services PEIMS Director Campus Principals</p>	Formative		
	Oct	Apr	June
			

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: DISD will implement and utilize updated technology to promote student achievement.</p> <p>Strategy's Expected Result/Impact: Increase Student Performance Increased access to technology</p> <p>Staff Responsible for Monitoring: Technology Director Campus Principal</p> <p>Funding Sources: Technology Subscriptions - 199 - Local - \$46,000</p>	Formative		
	Oct	Apr	June
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: DISD will provide digital literacy skills through the classroom and the libraries.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Principals District Librarian</p> <p>Equity Plan</p> <p>Funding Sources: AR Subscription - 211 - Title I, Part A - \$16,749</p>	Formative		
	Oct	Apr	June
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Homeless and Foster Care students will be identified and services will be provided as needed.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased parent involvement</p> <p>Staff Responsible for Monitoring: District PEIMS Director</p> <p>Funding Sources: Resources for Homeless - 211 - Title I, Part A - \$100</p>	Formative		
	Oct	Apr	June
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide transition opportunities for students changing campuses.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased graduation rate</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative		
	Oct	Apr	June
			

Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Campuses will identify RTI students and provide support as needed.</p> <p>Strategy's Expected Result/Impact: Increase Student Performance</p> <p>Staff Responsible for Monitoring: Campus Principals RTI Committee</p> <p>Funding Sources: Supplies - 199 - Local - \$560</p>	Formative		
	Oct	Apr	June
			
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: DISD will continue services for Gifted and Talented.</p> <p>Strategy's Expected Result/Impact: Increased number of students at Masters level of performance.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Funding Sources: G/T Allotment - 199 - Local - \$32,209</p>	Formative		
	Oct	Apr	June
			
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: DISD will analyze data to identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by inexperienced or out-of-field teachers.</p> <p>Strategy's Expected Result/Impact: Increased number of students at Meets level of performance.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Results Driven Accountability - Equity Plan</p>	Formative		
	Oct	Apr	June
			
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: DISD will use free and reduced lunch eligibility to determine economically disadvantaged (poverty) students and attendance areas. These students will be provided support as needed.</p> <p>Strategy's Expected Result/Impact: Increased number of students at Meets level of performance.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Results Driven Accountability - Equity Plan</p>	Formative		
	Oct	Apr	June
			
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: DISD Educational Technologist will support teachers and students with curriculum and technology.</p> <p>Strategy's Expected Result/Impact: Increase in digital access to struggling students</p> <p>Staff Responsible for Monitoring: Technology Director Campus Principals</p>	Formative		
	Oct	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify








 Discontinue

Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth. DISD will develop and implement a well rounded program of instruction:


1. to meet the academic needs of all students,
2. to identify students who may be at-risk for academic failure,
3. to provide educational assistance to individual students DISD determines need help in meeting the challenging State Academic Standards,
4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.


Performance Objective 3: Dalhart ISD will implement highly effective strategies and practices to increase performance of students receiving special services.

Evaluation Data Sources: State assessment scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Handle with Care Training to appropriate staff. Strategy's Expected Result/Impact: Minimize Special Ed. classroom disruptions. Staff Responsible for Monitoring: Director of Special Services Campus Principals</p> <p>Funding Sources: Professional Development - 199 - Local - \$14,200, Professional Development - 224 - Special Education - \$2,000</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide transition day for Special Education students changing campuses. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Director of Special Services Campus Principals</p> <p>Funding Sources: Transition Services - 224 - Special Education - \$2,000</p>	Formative		
	Oct	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DISD will screen, evaluate and progress monitor students identified for Dyslexia services Strategy's Expected Result/Impact: Allocate monies to campuses to impact dyslexia student performance. Staff Responsible for Monitoring: Director of Student Services Campus Principals</p> <p>Funding Sources: Dyslexia - 224 - Special Education - \$24,000</p>	Formative		
	Oct	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify











 Discontinue

Goal 1: DISD will collaborate to provide appropriate curriculum and instruction which targets individual student growth. DISD will develop and implement a well rounded program of instruction:

1. to meet the academic needs of all students,
2. to identify students who may be at-risk for academic failure,
3. to provide educational assistance to individual students DISD determines need help in meeting the challenging State Academic Standards,
4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.

Performance Objective 4: Dalhart ISD will implement highly effective strategies and practices to increase performance of English Language Learners.






Evaluation Data Sources: TELPAS Composite Ratings







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify and provide all BE students an ESL program that develops proficiency in the listening, reading, writing and speaking of the English language.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Campus Principals ESL Teachers</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue implementation of bilingual program.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Campus Principal Bilingual Teachers</p>	Formative		
	Oct	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DISD ESL Director will support ESL students and teachers.</p> <p>Strategy's Expected Result/Impact: Increased performance of ESL Students</p> <p>Staff Responsible for Monitoring: Director of Student Services Campus Principals</p>	Formative		
	Oct	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 2: DISD will foster strong partnerships and relationships with parents and the community.

Performance Objective 1: DISD will increase stakeholders' (students, staff, parents, and community members) opportunities for involvement in school planning and activities.

- Evaluation Data Sources:** 1. Parent / Community sign in logs at Site-Based Decision Making Committees.
2. Climate surveys will show 10% increase in positive comments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISD will provide opportunities to celebrate success in academics, character, attendance, and student achievement with award assemblies at the end of the school year.</p> <p>Strategy's Expected Result/Impact: Improvement of campus climate.</p> <p>Improved student morale.</p> <p>Reinforce relationship with stakeholders.</p> <p>Communicate student achievements.</p> <p>Communicate positive things that are happening at DISD.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase parent / community members as volunteers on school campuses. Provide opportunities at flexible time for convenience.</p> <p>Strategy's Expected Result/Impact: Increase in number of parent / community volunteers on campuses, volunteer sign-in logs</p> <p>Staff Responsible for Monitoring: Human Resource Director, Principals, and Teachers</p>	Formative		
	Oct	Apr	June
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Secondary campuses will introduce students to local career opportunities through presentations and Career Fairs. Parents will attend career fairs.</p> <p>Strategy's Expected Result/Impact: Stronger career pathway for DISD students.</p> <p>Alignment of local industry needs and course offerings at DISD.</p> <p>Increased communication with DISD stakeholders.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, and Teachers</p>	Formative		
	Oct	Apr	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parents and community members will be actively involved in program evaluation.</p> <p>Strategy's Expected Result/Impact: Increase communication to stakeholders.</p> <p>Increase input from stakeholders</p> <p>Improvement of programs</p> <p>Staff Responsible for Monitoring: Director, Student Services</p>	Formative		
	Oct	Apr	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide on going opportunities for parents and community members to join district and campus committees and PTOs.</p> <p>Strategy's Expected Result/Impact: Increased input from stakeholders in district planning.</p> <p>Increase in communication with stakeholders.</p> <p>Strengthen relationship with stakeholders.</p> <p>Staff Responsible for Monitoring: Parents, Principals, Teacher</p>	Formative		
	Oct	Apr	June
			











Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Maintain and enhance a quality webpage, Facebook page, monthly newsletters or calendars for district and campuses.</p> <p>Strategy's Expected Result/Impact: Increase communication with stakeholders.</p> <p>Communicate district activities to community.</p> <p>Increase in community participation at school events.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative		
	Oct	Apr	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: District Interventionist will continue to connect students to community resources.</p> <p>Strategy's Expected Result/Impact: Increased Student Attendance Increased parent involvement</p> <p>Staff Responsible for Monitoring: Student Services Director</p> <p>Funding Sources: Salaries - 199 - SCE - \$10,000</p>	Formative		
	Oct	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DISD will provide a healthy, safe and orderly learning environment.

Performance Objective 1: DISD will implement safety policies for bullying, sexual harassment, dating violence, drug use and suicide prevention. There will be a 10% decrease in discipline referrals for these behaviors each school year.

Evaluation Data Sources: Safety training on PD calendar and campus calendars. Reports of bullying/harassment on file in district office.










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISD will update annually the Student Code of Conduct and Safety Plans for all school campuses. These plans will be made available to all staff, students and parents online and upon request from any administrative office. Information on how to access these plans will be given upon registration each school year.</p> <p>Strategy's Expected Result/Impact: Increase safety measures Increase communication concerning safety.</p> <p>Staff Responsible for Monitoring: Principal, registrar</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Safety Training Programs will be given to staff annually. Safety and health training will be scheduled for students and provided by the school counselors, school nurses and community resources.</p> <p>Strategy's Expected Result/Impact: Staff Trained in student safety measures</p> <p>Increase in number of staff trained.</p> <p>Staff Responsible for Monitoring: School Nurse Counselors</p> <p>Funding Sources: Contracted Services - 289-Title IV - \$2,500</p>	Formative		
	Oct	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DISD will provide drug dogs for campuses.</p> <p>Strategy's Expected Result/Impact: Decreased number of drug related discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: Contract for services - 255 - Title II, Part A - \$3,000</p>	Formative		
	Oct	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: DISD will evaluate discipline referrals and develop measures to reduce referrals Strategy's Expected Result/Impact: Increase graduation rate Staff Responsible for Monitoring: Campus Principals	Formative		
	Oct	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All DISD campuses will have secure entrances and visitor check in systems Strategy's Expected Result/Impact: Increased security Staff Responsible for Monitoring: Campus Principals Funding Sources: Security updates - 199 - Local - \$17,967, Visitor Check In - 211 - Title I, Part A - \$6,600	Formative		
	Oct	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: DISD will establish a Threat Assessment Team at all campuses. Strategy's Expected Result/Impact: Process for evaluating threats. Staff Responsible for Monitoring: Campus Principal	Formative		
	Oct	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DISD will provide a healthy, safe and orderly learning environment.







Performance Objective 2: The District Safety and Security Committee will meet annually.











Evaluation Data Sources: Committee Members
 Sign In
 Agenda
 At Risk Interventionist

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISD Safety and Security Committee will review the emergency operations plan. Strategy's Expected Result/Impact: Increase in communication across district.</p> <p>Increase opportunities for stakeholder input in district safety measures. Staff Responsible for Monitoring: Kurtis Abla At Risk Interventionist</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DISD will develop a process to collect input from stakeholders on safety and security issues. Strategy's Expected Result/Impact: DISD will have an aligned process for stakeholders to provide input on safety and security.</p> <p>Increase in communication of safety measures.</p> <p>Staff Responsible for Monitoring: Safety and Security Committee</p>	Formative		
	Oct	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: DISD will develop, recruit, and retain staff to achieve academic excellence for all students.

Performance Objective 1: DISD will recruit and retain staff to achieve or maintain turnover rate at or below state level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DISD will continue to support New to Dalhart Staff.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention.</p> <p>Increase in communication between faculty.</p> <p>Improve district culture.</p> <p>Staff Responsible for Monitoring: Superintendent Director Student Services Campus Principals</p>	Formative		
	Oct	Apr	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DISD will attend job fairs and advertise job openings.</p> <p>Strategy's Expected Result/Impact: Increase applicant pool</p> <p>Communicate with potential job candidates.</p> <p>Build relationships with universities.</p> <p>Staff Responsible for Monitoring: Director Student Services Human Resources Director</p> <p>Funding Sources: Registration Fees, travel - 199 - Local - \$2,000</p>	Formative		
	Oct	Apr	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All para-professionals will be highly qualified.</p> <p>Strategy's Expected Result/Impact: Increase staff retention</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative		
	Oct	Apr	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: DISD will reimburse certificate examinations in high need areas as approved by Human Resources. Strategy's Expected Result/Impact: Increased retention rate Staff Responsible for Monitoring: Superintendent	Formative		
	Oct	Apr	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: DISD will ensure that low-income and minority students are not taught at a higher rate by teachers who are inexperienced, out-of-field or ineffective (defined by Equity Plan) Strategy's Expected Result/Impact: Increased student performance Increased retention rate Staff Responsible for Monitoring: Director Student Services Campus Principals	Formative		
	Oct	Apr	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dalhart ISD has created a Homegrown Program as a pathway to certification. Strategy's Expected Result/Impact: Increased number of certified teachers. Staff Responsible for Monitoring: Human Resources Campus Principals	Formative		
	Oct	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Education Improvement Committee

Committee Role	Name	Position
CLASSROOM TEACHER	MISTY BORNEMEIER	TEACHER
CLASSROOM TEACHER	DAKOTA CARRANZA	TEACHER
CLASSROOM TEACHER	KATHY CLABORN	DES
CLASSROOM TEACHER	ANDREW HOKANSON	TEACHER
CLASSROOM TEACHER	LINDY HYER	TEACHER
CLASSROOM TEACHER	SYDNEY JESKO	TEACHER
CLASSROOM TEACHER	BRANDON JUDD	TEACHER
CLASSROOM TEACHER	GAYLEE MASSAROTTI	DIS
CLASSROOM TEACHER	DONA SMITH	TEACHER
CLASSROOM TEACHER	ABBY ZIEGLER	DES
NON CLASSROOM PROFESSIONAL	KURTIS ABLA	ADMINISTRATOR
NON CLASSROOM PROFESSIONAL	BALLEW BETHANNE	DES
NON CLASSROOM PROFESSIONAL	CHAD BLAIN	ADMINISTRATOR
NON CLASSROOM PROFESSIONAL	ELAINE HYER	DES
NON CLASSROOM PROFESSIONAL	STACI MADDOX	DHS
NON CLASSROOM PROFESSIONAL	DIANE THOMPSON	DES
DISTRICT LEVEL PROFESSIONAL	SARAH NUTTER	DISTRICT PROFESSIONAL
COMMUNITY REPRESENTATIVE	BECKY AMYX	COMMUNITY MEMBER
COMMUNITY REPRESENTATIVE	ERIC DIAZ	COMMUNITY
PARENT	SUSAN BAILEY	PARENT
PARENT	EVEN MCKINNEY	PARENT
BUSINESS REPRESENTATIVE	REYNALDO ENCINIAS	BUSINESS
AD HOC	JEFF BYRD	SUPERINTENDENT

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$25,000.00
1	1	3	Stipends for Campus Technology		\$2,500.00
1	2	7	Salaries - Supplemental/ Extra Duty Pay		\$10,000.00
1	2	9	Salaries		\$150,000.00
1	2	11	Technology Subscriptions		\$46,000.00
1	2	15	Supplies		\$560.00
1	2	16	G/T Allotment		\$32,209.00
1	3	1	Professional Development		\$14,200.00
3	1	5	Security updates		\$17,967.00
4	1	2	Registration Fees, travel		\$2,000.00
Sub-Total					\$300,436.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Travel		\$5,340.00
1	1	6	Contracted Services		\$0.00
1	2	4	Supplies		\$46,001.00
1	2	6	Salaries		\$807,961.00
1	2	9	Salaries		\$239,027.00
2	1	7	Salaries		\$10,000.00
Sub-Total					\$1,108,329.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 16 Instructional Support Contract		\$6,222.00
1	1	2	Contracted Services Eduhero		\$1,956.00
1	1	4	Contracted Services DMAC		\$9,808.00
1	1	5	Contracted Services		\$6,600.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Contracted Services		\$18,000.00
1	2	1	Salaries		\$50,469.00
1	2	2	Salaries		\$144,185.00
1	2	12	AR Subscription		\$16,749.00
1	2	13	Resources for Homeless		\$100.00
3	1	5	Visitor Check In		\$6,600.00
Sub-Total					\$260,689.00
224 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Professional Development		\$2,000.00
1	3	2	Transition Services		\$2,000.00
1	3	3	Dyslexia		\$24,000.00
Sub-Total					\$28,000.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8	College, Career, Military Readiness		\$17,413.00
Sub-Total					\$17,413.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Salaries		\$54,817.00
3	1	3	Contract for services		\$3,000.00
Sub-Total					\$57,817.00
289-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Salaries		\$19,232.00
3	1	2	Contracted Services		\$2,500.00
Sub-Total					\$21,732.00

Addendums

	Approaches	Meets	Masters	Total A,M, M	DNP	Total
3rd Reading	27%	19%	5%	51%	49%	154
3rd Math	25%	12%	1%	38%	63%	155
4th Reading	27%	34%	8%	69%	31%	136
4th Math	19%	23%	26%	68%	32%	136
5th Reading	31%	24%	16%	71%	29%	127
5th Math	30%	5%	27%	62%	38%	128
5th Science	29%	11%	3%	43%	57%	130
6th Reading	22%	20%	17%	59%	41%	135
6th Math	36%	13%	4%	53%	47%	135
7th Reading	43%	12%	23%	78%	23%	120
7th Math	21%	24%	5%	50%	50%	121
8th Reading	34%	18%	22%	74%	27%	119
8th Math	26%	18%	8%	52%	48%	120
8th Science	22%	23%	13%	58%	43%	120
8th Social Studies	24%	15%	9%	48%	52%	120
English I	12%	34%	5%	51%	48%	173
English II	19%	36%	4%	59%	42%	149
Algebra	40%	27%	23%	90%	10%	136
Biology	40%	42%	14%	96%	3%	92
US History	32%	35%	23%	90%	10%	113

2024-2025

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).

Region 16 Migrant SSA



Region 16 Migrant SSA



Migrant Section for DIP

2024-2025

2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan

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

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

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAC	LNA Tooldit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
ESSA Provisions and Assurances								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Counselor		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

2024-2025 Region 16 Migrant SSA Member District Migrant Education Plan

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

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.**

Region 16 Migrant SSA



Priority for Services Action Plan

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students 2024-2025

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

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

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

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

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

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

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

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

Dalhart Independent School District

School Resource Officer Duties

The board utilizes a school resource officers (SRO) to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are:

- Ensure enforcement of all laws and ordinances within the scope of board policy and the jurisdiction of the district.
- Oversee investigation of criminal activities that occur within the district's jurisdiction and support other agencies conducting investigations.
- Serve as district liaison to state and local law enforcement agencies and juvenile authorities and represent the district on assigned committees and task forces.