

Dumas Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 11, 2021
Public Presentation Date: October 4, 2021

Mission Statement

The District will provide academic excellence through collaboration with students, parents and the community.

Vision

The District will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

The District will provide staff development to achieve Academic Excellence for all students.

The District will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

The District will create and maintain a safe learning environment.

Motto

Redefine - Respond...Our Response Matters

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Comprehensive Needs Assessment

Revised/Approved: October 4, 2021

Demographics

Demographics Summary

Dumas ISD is located in Moore County, Texas. According to demographic data, the population in 2019 was 13,827 which places Dumas as the 209th most populated cities in Texas out of 1431 cities. The largest racial/ethnic groups are Hispanic (51.4%) followed by White (36.5%) and Asian (8.5%). In 2017, the median household income of Dumas residents was \$52,495. However, 17.3% of Dumas residents live in poverty. The median age for Dumas residents is 30 years young.

The citizens of Dumas are served by Dumas Independent School District, which consists of five elementary campuses, (Cactus, Morningside, Hillcrest, Sunset, and Green Acres) Dumas Intermediate, Dumas Junior High, Dumas High School, and North Plains Opportunity Center. It is also served by the Moore County Campus of Amarillo College. MC-AC partners with Dumas High School to offer a variety of dual credit and work force courses for high school students.

Dumas ISD has a diverse group of 4200 students compared to the year before of 4100 students. The demographic makeup of the students in DISD has remained pretty steady over the past couple of years. Our demographic numbers for the 2020-2021 school year (based on the fall selection/PEIMS data) indicated that Dumas ISD serves students with the following ethnicity's: 0.55% American Indian/Alaskan, 5.30% Asian, 2.28% Black/African American, 74.87% Hispanic, 16.14% White, 0% Hawaiian/Pacific Islander, and 0.86% Two or More Races. There were 34.63% English Learners and 0.46% Migrant. There were 2690 students or 64.51% who were eligible for free or reduced lunches. There were 187 (4.48%) students who qualified for the gifted and talented program and 443 (10.62%) students received Special Education services.

According to the 2019-20 Texas Academic Performance Report, the 12.1% turnover rate for our teachers is below the state rate of 16.8%. The average years of experience for DISD teachers is 12 which is above the state rate of 11.1. 29.8% of DISD teachers have 1-5 years of experience, the largest category. 3.4% of teachers in 2019-20 were brand new teachers with 0 years of experience which is lower than the state average of 7.4%.

Per the TAPR report, attendance rates for the district show a slight decrease from 2017-18 to 2018-19 from 96.1% to 95.6%. The annual dropout rate for the district is at 0.0%, a number that has held steady for several years and is significantly below the state average of 1.9%. 99.6% of students graduated on time in 2019. The percent of College/Career Ready graduates for 2019 is below the state, 47.9% compared to 72.9%.

Demographics Strengths

Dumas ISD celebrates many strengths in the area of demographics. A few of those include:

- The district ensures that there are reduced class sizes at our high poverty campuses.
- District campuses have low Teacher/Student Ratios as compared to the state.
- The district Annual Dropout Rate is below the state average and the Graduation Rate is above the state average.
- Dumas ISD has a healthy balance of experienced teachers along with new teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district has seen a decline in enrollment over the past couple years, however the percentage of EL students continues to slightly increase. **Root Cause:** EL students come from a variety of ethnic backgrounds and speak many different languages. The majority of new students are typically EL students due to nature of the economic opportunities within the community.

Problem Statement 2: The majority of the student population (64.5%) is Economically Disadvantaged. **Root Cause:** The job base in the area is composed of lower paying jobs, families in this economic class have fewer opportunities and life experiences than their more affluent peers.

Student Learning

Student Learning Summary

The district has made progress with the systems that are being used for all students, especially for Economically Disadvantaged and EL students that exited the program. Students that continue to struggle with their learning, such as English Learners, Special Education students, and all students in English Language Arts classes need different strategies to help them become more successful. For English Learners and Special Education students, these students need intervention strategies to accelerate their learning. Support and interventions are needed for ELAR students to increase success on state assessments.

Due to the disruption of COVID-19, the district and all campuses have been identified with a Not Rated: State of Disaster rating for the 2020-2021 school year. Therefore, district and campus staff will be required to take certain actions this year based on the 2019-2020 identification. The table below lists the 2019 Accountability Ratings for the District and each campus as well as Support Labels:

District/Campus Name	Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		Support Label
Dumas ISD	B	80	B	82	B	80	B	82	C	74	
Cactus Elementary	D	66	D	62	F	58	C	70	F	55	Overall D; Addl Targeted
Green Acres Elementary	B	87	C	74	B	86	B	80	B	89	
Hillcrest Elementary	C	76	C	77	F	58	C	72	C	75	Addl Targeted
Morningside Elementary	B	81	B	80	D	60	B	85	C	73	
Sunset Elementary	F	59	F	57	F	59	F	58	D	61	Overall F; Targeted
Dumas Intermediate	B	85	B	81	D	69	B	89	C	74	Targeted
Dumas Junior High	B	82	C	75	B	84	C	77	C	77	Targeted
Dumas High School	B	85	B	88	B	88	B	86	C	77	
North Plains Opportunity Center	B	89	B	84	N/R	N/R	N/R	N/R	N/R	N/R	

The following Distinction Designations were earned, NPOC is not eligible for Distinctions:

Distinction	District	Cactus	Green Acres	Hillcrest	Morningside	Sunset	DIS	DJHS	DHS
ELA/Reading									

Distinction	District	Cactus	Green	Hillcrest	Morningside	Sunset	DIS	DJHS	DHS
Mathematics						X		X	X
Science									X
Social Studies									X
Comparative Academic Growth		X						X	X
Postsecondary Readiness						X		X	
Comparative Closing the Gaps		X							

X - Not Eligible

Dumas ISD believes that post-secondary readiness is critical to each of our student's future. On the 2019-20 Texas Academic Performance Report, DISD had a 99.6% 4-Year Longitudinal Graduation Rate and a 99.6% 5-Year Extended Longitudinal Graduation Rate. Below is DISD's post secondary readiness data:

Data Label	Percent of Graduates
College, Career, and Military Ready Graduates	47.9%
College-Ready Graduates	25.5%
Career/Military Ready Graduates	26.8%
TSIA Results (Examinees >= Criterion) Both Subjects	22.5%
AP Participation, All Subjects	17.7%
AP Results (Examinees >= Criterion) All Subjects	20.2%
SAT/ACT Results - Tested/At or Above Criterion	29.6%/17.8%
Advanced Dual-Credit Course Completion, Any Subject	21.6%
Graduates Enrolled in Texas Institution of Higher Education	47.3%
Graduates in TX IHE Completing One Year without Enrollment in a Developmental Education Course	50.4%

Student Learning Strengths

Dumas ISD has several systems in place that help the administrators and teachers, at the campus level, to break down student

data and find solutions to help with student progress. DMAC is the system used for data upload and dis-aggregation. Lead4ward is the system that is used for understanding the data and resources for training and interpretation. TEKS Resource System is used to put the Texas Essential Knowledge and Skills (TEKS) into a curriculum that allows teachers to implement and provide instructional methodologies.

Because of the systems we have in place to help teachers, we are continuing to close the gap between Economically Disadvantaged students and non-Economically Disadvantaged students. Teachers and administrators are able to look at data involving student progress at an individual student level. Teachers are able to design their lesson plans to differentiate for student needs. Through new learning within our systems, teachers and administrators are able to have continuous conversations to help meet student needs and progress.

One of the student groups that is showing improvement is the English Learner. As the students exit from the EL program, they are continuing to improve with meeting Approaches in STAAR grades 3 - 8 assessments. A subject area that is showing tremendous improvement is the EL students meeting approaches in Algebra I EOC. Again, teachers are able to dig down deeper in the data and provide individualized and small group instruction and learning that meets the needs of the English Learner.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The district has seen a decline in enrollment over the past couple years, however the percentage of EL students continues to slightly increase. **Root Cause:** EL students come from a variety of ethnic backgrounds and speak many different languages. The majority of new students are typically EL students due to nature of the economic opportunities within the community.

Problem Statement 2: The majority of the student population (64.5%) is Economically Disadvantaged. **Root Cause:** The job base in the area is composed of lower paying jobs, families in this economic class have fewer opportunities and life experiences than their more affluent peers.

Problem Statement 3 (Prioritized): STAAR 3-8 and EOC scores in the ELAR areas continue to lag behind the state scores in these areas. **Root Cause:** Students have not been provided opportunities to see the importance of and develop the relationship between ELAR and all content areas. Subject areas have been taught in isolation.

Problem Statement 4 (Prioritized): English Learner (EL) students continue to lag behind their non EL peers in all academic areas. **Root Cause:** EL students come from a variety of ethnic backgrounds and Dumas ISD struggles to keep up with the ever changing population.

Problem Statement 5 (Prioritized): Special Education students continue to lag behind their non Special Education peers in all academic areas. **Root Cause:** Special Education students present different issues and teachers and administrators have not been provided strategies to adequately differentiate instruction.

Problem Statement 6 (Prioritized): Students at all levels and subjects are experiencing significant gaps in their learning. **Root Cause:** Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.

Problem Statement 7 (Prioritized): Alternative learning opportunities are needed for at risk students who require a different method of instruction to become successful. **Root Cause:** A large portion of at risk students at the high school level do not succeed in the traditional high school setting .

District Processes & Programs

District Processes & Programs Summary

DISD is dedicated to a guaranteed and viable curriculum. The TEKS based curriculum helps our teachers stay on pace to teach all grade level requirements. DISD teachers understand they are responsible for the Instructional Focus Documents in the adopted curriculum (TEKS Resource System) and ELA framework in Lead4ward. Through team development, they are expected to use engaging lessons that provide differentiated instruction for their various types of learners. Common formative assessments are used across the district as the tools used to generate data. After the assessments are given, the teachers use the data to make changes to instruction. They also use the data to provide information about which students need intervention. Continuous and focused data analysis is recognized as an essential process in Dumas ISD. PLCs are data driven and continuously strive to improve. The district is increasingly seeing more progress in this area. Principals and Instructional Coaches are continually receiving training on the district's adopted TEKS based curriculum and are monitoring the classrooms closely for full implementation of the district's curriculum in every classroom. Teachers experiencing difficulty with this district expectation are identified and provided with corrective support. Staff development will be personalized to meet the needs of every teacher. This will have a positive effect on Tier 1 instruction throughout the district.

Our goal in Dumas ISD is to have a 100% highly qualified staff. However, this is a difficult goal to reach; therefore, there are several recruitment strategies in place. Teachers are recruited through job fairs at area universities. Job vacancies are advertised on local, regional, and state job boards. Our school board works hard to make the salary schedule competitive with area districts so prospective teachers and administrators will be drawn to DISD. We have a strong "First Year Teacher Academy" in place to support staff members new to the profession. These first year teachers also have mentors who have been trained to provide support, feedback, and assistance to the first year teachers as needed. Teachers who are new to Dumas have training in August (before school starts) that familiarizes them with the district website and software programs, district initiatives, and the TEKS Resource curriculum. We also have a Second Year Teacher Academy to continue the support and guidance from year 1.

Dumas ISD has implemented an Equity and Excellence plan for many years to ensure continuity and consistency in the area of curriculum and instruction across the district. The District Leadership Team, which is comprised of the Superintendent, Assistant Superintendents, Director of Finance and Campus Principals, meet at least twice per month to discuss issues concerning the district and campuses. In addition all directors meet with the Cabinet (Superintendent, Assistant Superintendents and Director of Finance) at least twice per month to discuss areas of need from all parts of the district facilities programs. The district utilizes Title I Crate to ensure compliance with federal, state and local requirements.

One of the main instructional focuses of DISD is that of 21st century learning. Our superintendent and school board fully support technology and its benefit to students. In 2020-21, all certified received a laptop to replace their desktop computers. This helped with the mobility of teachers as well as allow them to take their device if necessary. In addition, all PreK through 4th grade students received a Chrome tablet or Chromebook for use during school. All campuses have a computer lab for student use. The elementary labs and ipads are used to instruct the students in the Technology Applications TEKS, Digital Citizenship, and for interventions. The secondary labs are used for instruction during Technology Applications classes or for distance learning, as well as for interventions. Dumas High School will continue providing one to one devices (Chromebooks) for each student. Dumas Junior High and Dumas Intermediate have also begun one-to one Chromebook initiatives so every student has access to a device in each class period. Every campus has a wireless network that allows students and staff to connect to the Internet in any location on the campus. DISD has upgraded capabilities as well as the infrastructure, allowing for increased usage. The district expectations for the use of technology are that students will receive instruction in the Technology Applications TEKS and on a regular basis to enhance the learning and the development of 21st-century skills.

District Processes & Programs Strengths

The strengths in the area of District Processes and Programs are:

- Continued implementation of Focused Curriculum Guides
- Equity and Excellence Plan
- Instructional Coaches on each campus
- Horizontally aligned curriculum
- Class schedules to maximize learning time
- PLC process
- First and Second Year Teacher Academies
- End of year survey to develop professional development ideas
- Eduphoria Strive module to provide feedback to staff
- Decrease in staff turnover rate at high poverty campus
- District Staff Association
- District Council
- District Leadership Team
- PLC process
- Equity and Excellence Plan
- Energy Management Plan

- Asbestos Management Plan
- Instructional Leadership Team
- Projector/document camera in all classrooms
- Reorganization of DISD Technology department
- Help Desk for Technology Work Orders
- Chromebooks for DLT and ILT teams
- Mandatory 6 hours of technology training for professional employees
- One-to-one Chromebook initiative at DHS, DJHS and DIS

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: In the 2020-2021 District Needs Assessment Survey only 78% agreed or strongly agreed that the district professional development met their needs. While this problem was being addressed in 2020-21, the district does not feel like it was accomplished due to the nature of the way school had to be conducted due to Covid.. **Root Cause:** Professional development is generally planned and implemented at the district level and not targeted to specific campuses.

Problem Statement 2 (Prioritized): Approximately 25% of staff members surveyed are not comfortable using the technology provided to them. **Root Cause:** The district has implemented many new programs and devices over the past several years without proper professional development, monitoring and followup .

Problem Statement 3 (Prioritized): Students at all levels and subjects are experiencing significant gaps in their learning. **Root Cause:** Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.

Problem Statement 4 (Prioritized): Alternative learning opportunities are needed for at risk students who require a different method of instruction to become successful. **Root Cause:** A large portion of at risk students at the high school level do not succeed in the traditional high school setting .

Perceptions

Perceptions Summary

The Dumas parents and community have high expectations of the students and staff and enjoy hearing about the accomplishments of the children at all grade levels. The Moore County NewsPress provides great coverage of school events and the local radio station KDDD allows many opportunities for school personnel to talk about upcoming events. Each month, student success is celebrated at the beginning of each meeting of the Dumas Board of Trustees. Our parent and community surveys provide feedback to the district on ways we can better serve all stakeholders. We welcome comments these annual surveys.

Annually, the district conducts a culture and climate survey in April/May. The survey examines a multitude of variables at both the campus and district levels including:

- Academics
- Special Populations
- Professional Development
- Response to Intervention
- Communication
- Parent and Community Involvement
- Instructional Technology
- Attendance
- School Safety
- Student Guidance and Counseling

Results of the survey are shared with administration, leadership teams, the District Leadership Team, School Board and other stakeholders. A summary of the results from the 2020-2021 District Needs Assessment Survey is located in the Addendum of this plan.

Perceptions Strengths

The Preceptions Strengths include:

- Attendance of parents at District Council meetings
- Language Line service
- Parent conferences

- School Health Advisory Committee
- Booster Clubs and PTOs
- Snack Pak 4Kids and Snack Shak involvement

Overall the survey results indicated a high level of satisfaction in all areas.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In the 2020-2021 District Needs Assessment Survey only 78% agreed or strongly agreed that the district professional development met their needs. While this problem was being addressed in 2020-21, the district does not feel like it was accomplished due to the nature of the way school had to be conducted due to Covid.. **Root Cause:** Professional development is generally planned and implemented at the district level and not targeted to specific campuses.

Problem Statement 2: The district has seen a decline in enrollment over the past couple years, however the percentage of EL students continues to slightly increase. **Root Cause:** EL students come from a variety of ethnic backgrounds and speak many different languages. The majority of new students are typically EL students due to nature of the economic opportunities within the community.

Priority Problem Statements

Problem Statement 6: Approximately 25% of staff members surveyed are not comfortable using the technology provided to them.

Root Cause 6: The district has implemented many new programs and devices over the past several years without proper professional development, monitoring and followup .

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 1: STAAR 3-8 and EOC scores in the ELAR areas continue to lag behind the state scores in these areas.

Root Cause 1: Students have not been provided opportunities to see the importance of and develop the relationship between ELAR and all content areas. Subject areas have been taught in isolation.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Students at all levels and subjects are experiencing significant gaps in their learning.

Root Cause 4: Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.

Problem Statement 4 Areas: Student Learning - District Processes & Programs

Problem Statement 2: English Learner (EL) students continue to lag behind their non EL peers in all academic areas.

Root Cause 2: EL students come from a variety of ethnic backgrounds and Dumas ISD struggles to keep up with the ever changing population.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Alternative learning opportunities are needed for at risk students who require a different method of instruction to become successful.

Root Cause 5: A large portion of at risk students at the high school level do not succeed in the traditional high school setting .

Problem Statement 5 Areas: Student Learning - District Processes & Programs

Problem Statement 3: Special Education students continue to lag behind their non Special Education peers in all academic areas.

Root Cause 3: Special Education students present different issues and teachers and administrators have not been provided strategies to adequately differentiate instruction.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: October 11, 2021









Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Performance Objective 1: The District will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards.

HB3 Goal

Evaluation Data Sources: State assessment results, TAPR, School Report Cards

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and revise Common Formative Assessments and Benchmarks to address state assessment needs. Strategy's Expected Result/Impact: Increased scores on state assessments Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Results Driven Accountability Problem Statements: Student Learning 3, 6 - District Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and revision of Focused Curriculum Guides to better align curriculum and instruction to state assessment needs. Strategy's Expected Result/Impact: Increased scores on state assessments Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide DMAC and train campus staff on DMAC reports so campus instructional leaders will have data from CFAs and benchmarks available within 2 days to begin disaggregation.</p> <p>Strategy's Expected Result/Impact: All assessment results available to campus instructional leaders within 2 days of testing</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Results Driven Accountability</p> <p>Funding Sources: Contracted Services - 282 - ESSER III - \$17,333</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Title I Crate and Plan4Learning to organize and track district and campus initiatives and requirements.</p> <p>Strategy's Expected Result/Impact: 100% compliance with all local, state and federal requirements</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Supples - 199-PIC 24 SCE Accelerated Education - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: STAAR 3-8 and EOC scores in the ELAR areas continue to lag behind the state scores in these areas. Root Cause: Students have not been provided opportunities to see the importance of and develop the relationship between ELAR and all content areas. Subject areas have been taught in isolation.</p>
<p>Problem Statement 6: Students at all levels and subjects are experiencing significant gaps in their learning. Root Cause: Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.</p>
District Processes & Programs
<p>Problem Statement 3: Students at all levels and subjects are experiencing significant gaps in their learning. Root Cause: Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.</p>

Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.









Performance Objective 2: The District will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%.

















Targeted or ESF High Priority











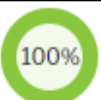
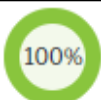
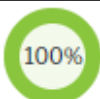
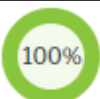
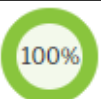
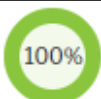
HB3 Goal













Evaluation Data Sources: State assessment results

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading Recovery program for 1st grade at-risk students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency among participants</p> <p>Staff Responsible for Monitoring: Reading Recovery Coordinator</p> <p>Funding Sources: Personnel - 199-PIC 24 SCE Accelerated Education - \$606,772, Supplies - 199-PIC 24 SCE Accelerated Education - \$10,000, Training - 199-PIC 24 SCE Accelerated Education - \$12,710, Fees and Dues - 199-PIC 24 SCE Accelerated Education - \$790</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Coaches will provide support and trainings to teachers to increase the level of instruction on each campus. Elementary Instructional Coaches will provide student level intervention help for at risk students.</p> <p>Strategy's Expected Result/Impact: Increased State Assessments scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Personnel - 282 - ESSER III - \$833,577</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Software programs, online programs, textbook resources and intervention materials to enhance classroom instruction and interventions.</p> <p>Strategy's Expected Result/Impact: Increased state and local assessment scores</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Instructional Software Specialist</p> <p>Instructional Technology Coordinator</p> <p>Secondary Curriculum Director</p> <p>Funding Sources: Supplies - 199-PIC 24 SCE Accelerated Education - \$34,250, Supplies - 287 - Title IV, Part A-SSAEP - \$30,505, Supplies - 199-PIC 36 Early Education Allotment - \$39,595, Supplies - 282 - ESSER III - \$72,283</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Transfer requests by current teachers and placement of new teachers will be reviewed by the Assistant Superintendent for Personnel to ensure high quality teachers are placed where they are best suited.</p> <p>Strategy's Expected Result/Impact: Increased student state assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Supplemental intervention materials for Title IA served campuses</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores on Title IA designated campuses</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Intervention Materials - 211 - Title I, Part A - \$33,356</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Extended day and extended year activities to provide support and intervention to struggling learners.</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Supplies - 199-PIC 24 SCE Accelerated Education - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Contract with ESC 16 to provide the TEKS Resource System to teachers. Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Intervention classes provided for 5th through 12th grade students who have not been successful on STAAR or EOC. Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Secondary Curriculum Director</p> <p>Funding Sources: Personnel - 199-PIC 24 SCE Accelerated Education - \$376,306, Personnel - 211 - Title I, Part A - \$68,277, Personnel - 282 - ESSER III - \$34,593</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Supplemental Intervention personnel provided at elementary campuses Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Principal</p> <p>Funding Sources: Personnel - 211 - Title I, Part A - \$231,066, Personnel - 199-PIC 24 SCE Accelerated Education - \$178,693, Personnel - 199-PIC 36 Early Education Allotment - \$17,818, Personnel - 282 - ESSER III - \$148,397</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: One to one Chromebook initiative for all students. Strategy's Expected Result/Impact: Increased use of technology Staff Responsible for Monitoring: Principals Classroom Teachers</p> <p>Funding Sources: Supplies - 282 - ESSER III - \$70,000, Supplies - 281 - ESSER II - \$108,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
Strategy 11: Class Size reduction at elementary campus with highest percentage of economically disadvantaged students. Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent for Instruction Funding Sources: Personnel - 199-PIC 36 Early Education Allotment - \$345,959	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Intervention Coordinator will oversee intervention processes at all campuses to ensure vertical and horizontal alignment. Strategy's Expected Result/Impact: Increased state assessment scores Staff Responsible for Monitoring: Assistant Superintendent for Instruction Problem Statements: Student Learning 3, 6 - District Processes & Programs 3 Funding Sources: Personnel - 282 - ESSER III - \$83,723	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: STAAR 3-8 and EOC scores in the ELAR areas continue to lag behind the state scores in these areas. Root Cause: Students have not been provided opportunities to see the importance of and develop the relationship between ELAR and all content areas. Subject areas have been taught in isolation.
Problem Statement 6: Students at all levels and subjects are experiencing significant gaps in their learning. Root Cause: Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.
District Processes & Programs
Problem Statement 3: Students at all levels and subjects are experiencing significant gaps in their learning. Root Cause: Due to COVID-19 the district went to virtual learning in March 2020 and Fall of 2020 which was not at the same rigor and standards as in person learning.

Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.













Performance Objective 3: The District will promote highly effective instruction for students who are members of special populations including; EL, SpEd, Homeless, At Risk, Gifted/Talented, and Foster Care students to increase performance to a level commensurate with state and federal standards.

















Targeted or ESF High Priority













HB3 Goal

Evaluation Data Sources: State assessment results, TAPR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Dyslexia Interventions for identified at risk students.</p> <p>Strategy's Expected Result/Impact: Increased reading state assessment scores among participants</p> <p>Staff Responsible for Monitoring: Special Services Director</p> <p>Funding Sources: Personnel - 199-PIC 37 Dyslexia Allotment - \$215,753</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Sheltered Instruction, supplemental ESL classes and bilingual classes to accelerate the acquisition of the English language</p> <p>Strategy's Expected Result/Impact: Increased scores on LEP student state assessment</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Funding Sources: Personnel - 263 - Title III, Part A ELA/Immigrant - \$116,491, Personnel - 199-PIC 25 State Bilingual/ESL - \$358,833, Personnel - 211 - Title I, Part A - \$205,256, Personnel - 199-PIC 24 SCE Accelerated Education - \$495,937, Supplies - 199-PIC 25 State Bilingual/ESL - \$47,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level</p> <p>Strategy's Expected Result/Impact: Increased regular state assessment participants instead of alternative assessments</p> <p>Staff Responsible for Monitoring: Special Services Director</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Step-by-step Inclusion methodologies for Special Education students Strategy's Expected Result/Impact: Increased scores on special education student state assessment scores Staff Responsible for Monitoring: Special Services Director	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Summer school activities for Special Needs and ELL students to maintain progress throughout the summer Strategy's Expected Result/Impact: Increased state assessment scores for Special Ed and ELL students. Staff Responsible for Monitoring: Elementary Curriculum Director Special Services Director Funding Sources: Supplies - 199-PIC 25 State Bilingual/ESL - \$5,000, Personnel - 224 - PIC 23 IDEA B Special Ed - \$11,298	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Intervention programs targeted to EL specific identified needs Strategy's Expected Result/Impact: Increased state assessment scores for ELL students Staff Responsible for Monitoring: Elementary Curriculum Director Funding Sources: Supplies - 199-PIC 25 State Bilingual/ESL - \$1,508, Supplies - 263 - Title III, Part A ELA/Immigrant - \$16,738	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Special services personnel will provide support to identified students in the areas of speech services, visually impaired services, and extensive behavior support Strategy's Expected Result/Impact: Decreased number of students requiring speech services, decreased behavior incidents and increased state assessment scores Staff Responsible for Monitoring: Special Services Director Funding Sources: Personnel - 199-PIC 23 State Special Education - \$578,327	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Special Services identification and assessment provided for proper placement of identified students and analyzing student participation criteria with ARD Committee members</p> <p>Strategy's Expected Result/Impact: Increased proper placement and identification of students</p> <p>Staff Responsible for Monitoring: Special Services Director</p> <p>Results Driven Accountability</p> <p>Funding Sources: Personnel - 224 - PIC 23 IDEA B Special Ed - \$346,446, Personnel - 199-PIC 23 State Special Education - \$140,551</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Services for special needs students including: Alternate Curriculum Classroom, Resource, and Inclusion</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores</p> <p>Staff Responsible for Monitoring: Special Services Director</p> <p>Results Driven Accountability</p> <p>Funding Sources: Personnel - 224 - PIC 23 IDEA B Special Ed - \$407,671, Personnel - 199-PIC 23 State Special Education - \$2,107,779</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Licensed Specialist in School Psychology will provide support and examinations to students. LSSP will also provide support to campuses for behavior management plans and issues.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents and discipline referrals</p> <p>Staff Responsible for Monitoring: Special Services Director</p> <p>Funding Sources: Personnel - 199-PIC 23 State Special Education - \$73,437</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 11 Details	Reviews			
<p>Strategy 11: Implement the PLC process with a focus on instruction, planning and delivery, and monitoring student progress using common assessments to adjust instruction to meet the needs of ELL and SpEd students.</p> <p>Strategy's Expected Result/Impact: The average passing rate for ELL and SpEd students on state assessments will be at the Additional Targeted level</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Special Services Director</p> <p>Results Driven Accountability</p> <p>Funding Sources: Supplies - 263 - Title III, Part A ELA/Immigrant - \$16,502</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Dumas ISD will provide additional counseling services for at-risk and homeless students</p> <p>Strategy's Expected Result/Impact: Increased number of homeless and at-risk students served during the academic year</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>PEIMS Coordinator</p> <p>Funding Sources: Supplemental Homeless Services - 211 - Title I, Part A - \$100, Personnel - 282 - ESSER III - \$541,454</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: GT services in Kindergarten through 5th grades, Pre-AP classes beginning in 6th grade and AP classes at the high school level offered with differentiated instruction for G/T students</p> <p>Strategy's Expected Result/Impact: Increased effectiveness of G/T instruction</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Personnel - 199-PIC 21 State Gifted and Talented (G/T) - \$133,461, Personnel - 199-PIC 31 State High School Allotment - \$377,151, Professional Development - 255 - Title II, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

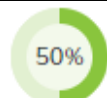







Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Performance Objective 4: The District will provide intensive interventions and remediation for students below the 10% range as measured by MTSS Benchmarking Assessments.

Evaluation Data Sources: State assessment results, TAPR, assessment graphs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Universal Screener will be used to screen all students in grades prekindergarten through eleven at least three times per year</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores and STAR 360 Assessments</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Special Services Director</p> <p>Funding Sources: Supplies - 282 - ESSER III - \$60,350</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued use of Tier II and Tier III academic and behavioral interventions with support from teachers, MTSS specialists and assistants</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores and STAR 360 Assessments</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Special Services Director</p> <p>Funding Sources: Personnel - 199-PIC 24 SCE Accelerated Education - \$41,753, Personnel - 211 - Title I, Part A - \$19,646</p>	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 3 Details	Reviews			
<p>Strategy 3: Continued implementation of campus level MTSS Teams and implementation of local MTSS guidelines. MTSS and PBS trainings will be provided to campus level staff.</p> <p>Strategy's Expected Result/Impact: Decreased number of students referred for special education testing.</p> <p>Staff Responsible for Monitoring: Special Services Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





















Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Performance Objective 5: The District will promote early learning to ensure school readiness.

Evaluation Data Sources: TPRI, Observation Survey, CIRCLE Progress Monitoring System, Texas Kindergarten Entry Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistants provided for identified PreK through 2nd grade classrooms to provide for lower instructor-student ratio</p> <p>Strategy's Expected Result/Impact: Increased student progress on district primary grades assessments</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p> <p>Elementary Curriculum Director</p> <p>Funding Sources: Personnel - 199-PIC 32 State PK - \$46,891, Personnel - 199-PIC 24 SCE Accelerated Education - \$58,063, Personnel - 211 - Title I, Part A - \$94,937, Personnel - 199-PIC 36 Early Education Allotment - \$59,567</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: ECSE class provided for eligible students</p> <p>Strategy's Expected Result/Impact: Student progress by IEP progress and mastery</p> <p>Staff Responsible for Monitoring: Special Services Director</p> <p>Funding Sources: Personnel - 225 - PIC 23 IDEA B, Preschool - \$17,846, Personnel - 199-PIC 23 State Special Education - \$153,589</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Community will be notified of PK classes through flyers and media</p> <p>Strategy's Expected Result/Impact: Increased interest in PK classes</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>PEIMS Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Full day PreK offered to all students who meet the qualifications Strategy's Expected Result/Impact: Student progress on Kindergarten testing Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p> <p>Funding Sources: Personnel - 199-PIC 32 State PK - \$137,468, Personnel - 199-PIC 35 State PK - Bilingual - \$7,344, Personnel - 199-PIC 36 Early Education Allotment - \$153,913</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Transition activities for entering Kindergartners at elementaries Strategy's Expected Result/Impact: Decreased anxiety of kindergarten students and their parents Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Home Based Stepping Stones class provided to identified Migrant eligible children. Strategy's Expected Result/Impact: Increased student readiness for PreK and Kindergarten Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Partnership with ESC 16 to provide Headstart services at Morningside, Green Acres, Sunset and Cactus Elementary. This partnership allows for an inclusion option for ECSE students at Morningside Elementary. Strategy's Expected Result/Impact: Increased student readiness for kindergarten Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Personnel - 199-PIC 34 Head-start - \$307,490, Personnel - 199-PIC 36 Early Education Allotment - \$144,063</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.













Performance Objective 6: The District will provide vocational/technical education and/or college preparatory classes in order to prepare students for their post secondary plans.

HB3 Goal

Evaluation Data Sources: College, Career and Military Readiness targets as established by the state accountability system

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: College prep activities: career day, counseling, ASVAB, military recruiting and two college days Strategy's Expected Result/Impact: Increased student interest in post secondary education Staff Responsible for Monitoring: Secondary Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: College information disseminated by Career Counselor - higher ed requirements (admissions, financial opportunities), Texas Grant and Teach for Texas grant program and accelerated high school graduation Strategy's Expected Result/Impact: Increased student interest in post secondary education Staff Responsible for Monitoring: Secondary Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: QUEST program for 9th through 12th grade students who participate and meet the criteria Strategy's Expected Result/Impact: Increased student interest in postsecondary education Staff Responsible for Monitoring: Superintendent Funding Sources: Personnel - 199-PIC 38 CCMR - \$79,448	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: District will pay the cost of AP exams Strategy's Expected Result/Impact: Increased number of AP exams taken Staff Responsible for Monitoring: Secondary Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff to provide transition services for postsecondary activities and experiences for special education students</p> <p>Strategy's Expected Result/Impact: Increased number of special education students accessing post-secondary opportunities</p> <p>Staff Responsible for Monitoring: Special Services Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Materials and programs provided to CTE classes for successful implementation of CTE guidelines and completion of industry certifications</p> <p>Strategy's Expected Result/Impact: Increased enrollment in CTE courses and increased industry certifications</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Personnel - 199-PIC 22 State Career & Technical - \$862,956, Supplies - 244 - PIC 22 Perkins Career and Technical Educatio - \$27,629, Dues - 244 - PIC 22 Perkins Career and Technical Educatio - \$352</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Membership in the Texas Panhandle P-16 Council to promote student success, Pre-K through higher education</p> <p>Strategy's Expected Result/Impact: Increased number of students continuing on to higher education institutes</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Principal</p> <p>Funding Sources: Dues - 199-PIC 24 SCE Accelerated Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: CTE Fair conducted during the fall freshman orientation with an emphasis on nontraditional courses. Once students are in a nontraditional sequence provide guidance and counseling to keep students on the nontraditional track.</p> <p>Strategy's Expected Result/Impact: CTE Nontraditional Course Completion Rate for females to increase by 10</p>	Formative			Summative
	Nov	Jan	Mar	June

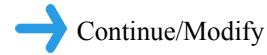
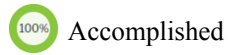
percentage points.

Staff Responsible for Monitoring: Assistant Superintendent for Instruction

Secondary Curriculum Director

Campus CTE Coordinator

Results Driven Accountability











Goal 1: Dumas ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Performance Objective 7: The District will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful.

Evaluation Data Sources: Discipline records, attendance records, completion and dropout rates, state assessment results

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: North Plains Opportunity Center will provide smaller class sizes, self paced curriculum when appropriate and interventions for at-risk students desiring an alternate graduation path. Students are identified at risk according to at least one of the 13 At-Risk Indicators.</p> <p>Strategy's Expected Result/Impact: Increased completion rate and reduction in drop out rate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Superintendent</p> <p>Funding Sources: Supplies, Professional Development, Interventions, Technology - 199-PIC 26 SCE Non-Disciplinary AEP - \$41,750, Personnel - 199-PIC 26 SCE Non-Disciplinary AEP - \$502,040, Supplies - 282 - ESSER III - \$25,150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Odyssey Lab will provide a computerized credit recovery option at Dumas High School for students in grade 9, 10, 11, or 12 who 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.</p> <p>Strategy's Expected Result/Impact: Increased completion rate and reduction in drop out rate</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Secondary Curriculum Director</p> <p>Funding Sources: Personnel - 199-PIC 24 SCE Accelerated Education - \$23,797</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: Disciplinary AEPs used as an alternative to expulsion so learning can continue for students who have been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year. Strategy's Expected Result/Impact: Decreased number of expulsions Staff Responsible for Monitoring: Superintendent Funding Sources: Personnel - 199-PIC 28 SCE DAEP - \$165,371	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Summer school activities for students at risk in Kindergarten through second grade reading. Strategy's Expected Result/Impact: Increased reading proficiency among participants Staff Responsible for Monitoring: Elementary Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Homebound instruction for students during post-natal care Strategy's Expected Result/Impact: Increased academic gains for pregnant and parenting teens Staff Responsible for Monitoring: Secondary Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

















Goal 2: Dumas ISD will recruit, develop and retain staff to achieve academic excellence for all students.

Performance Objective 1: The District will provide all staff with opportunities to participate in high quality professional development to help support and retain teachers and principals.

Evaluation Data Sources: Workshop certificates, Professional development records, ESC 16 Contracts

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Contract with ESC 16 for trainings with emphasis on instructional techniques and methodologies</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A - \$61,000, Professional Development - 287 - Title IV, Part A-SSAEP - \$2,500, Professional Development - 199-PIC 25 State Bilingual/ESL - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff provided opportunities to attend trainings about TEKS, instructional strategies and state assessments</p> <p>Strategy's Expected Result/Impact: Increased state assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Funding Sources: Professional Development - 211 - Title I, Part A - \$8,000, Professional Development - 255 - Title II, Part A - \$9,459, Supplies - 255 - Title II, Part A - \$300, Professional Development - 287 - Title IV, Part A-SSAEP - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional development provided to appropriate staff on intervention strategies for identified EL students</p> <p>Strategy's Expected Result/Impact: Increased LEP students' scores on state assessments</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Funding Sources: Travel/Mileage - 199-PIC 25 State Bilingual/ESL - \$41,250, Professional Development - 263 - Title III, Part A ELA/Immigrant - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continued Special education professional development covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, and strategies</p> <p>Strategy's Expected Result/Impact: Better understanding of how special education and regular education work together</p> <p>Staff Responsible for Monitoring: Special Services Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Technology trainings provided through online sessions, face-to-face, and outside providers</p> <p>Strategy's Expected Result/Impact: Increased ability of staff to use technology and become technologically literate</p> <p>Staff Responsible for Monitoring: Instructional Software Specialist</p> <p>Instructional Technology Coordinator</p> <p>Funding Sources: Professional Development - 287 - Title IV, Part A-SSAEP - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Regional, state and local trainings for CTE teachers to gain knowledge of new industry techniques and certifications</p> <p>Strategy's Expected Result/Impact: Increased number of students obtaining industry certifications</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Professional Development - 244 - PIC 22 Perkins Career and Technical Educatio - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				









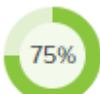
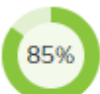


Strategy 7 Details	Reviews			
<p>Strategy 7: District will provide Eduphoria service to staff to register for and track professional development activities as well as complete online eCourses in Technology and GT strategies</p> <p>Strategy's Expected Result/Impact: Increased number of staff tracking their professional development</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Supplies - 255 - Title II, Part A - \$12,560</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: All certified campus staff will be provided a laptop device.</p> <p>Strategy's Expected Result/Impact: Increased use of technology by campus teachers</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: District will provide EduHero to all staff to customize their learning and professional development to their specific needs.</p> <p>Strategy's Expected Result/Impact: Increased completion of professional development opportunities</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Supplies - 287 - Title IV, Part A-SSAEP - \$4,793</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Comprehensive and Blended Reading Academies conducted with identified personnel.</p> <p>Strategy's Expected Result/Impact: Increased number of teachers with Reading Academy Certification</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Funding Sources: Contract with Region 16 - 199-PIC 36 Early Education Allotment - \$24,000, Supplies - 199-PIC 36 Early Education Allotment - \$4,500, Travel - 199-PIC 36 Early Education Allotment - \$4,500, Personnel - 282 - ESSER III - \$141,356</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

















Goal 2: Dumas ISD will recruit, develop and retain staff to achieve academic excellence for all students.

Performance Objective 2: Dumas ISD will recruit and retain a quality teaching and administrative staff and will provide a system of support to assist teachers and administrators in reaching their individual performance goals.

Evaluation Data Sources: TAPR, Evaluation Data, Exit Survey Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a deep data dive into the district climate and exit survey results and share teacher needs with principals.</p> <p>Strategy's Expected Result/Impact: Identification and implementation of applicable strategies identified to address any areas of deficiencies.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to principals and Curriculum Directors on improving their coaching skills for inexperienced teachers.</p> <p>Strategy's Expected Result/Impact: Increased levels of proficient and above as evidenced by TTESS scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Equity Plan</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Coaching cycles and Instructional strategies trainings provided by Instructional Coaches to support rigorous classroom instruction</p> <p>Strategy's Expected Result/Impact: Increased district and state assessment scores</p> <p>Staff Responsible for Monitoring: Elementary Curriculum Director</p> <p>Secondary Curriculum Director</p> <p>Funding Sources: Professional Development - 255 - Title II, Part A - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Instruction in balanced literacy will be provided to all teachers in the first and second years of teaching grades K, 1 and 2 Strategy's Expected Result/Impact: Increased proficiency and retention of new teachers Staff Responsible for Monitoring: Elementary Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Conduct First and Second Year Teacher Academies Strategy's Expected Result/Impact: Increased teacher effectiveness of first and second year teachers Staff Responsible for Monitoring: Assistant Superintendent for Instruction Assistant Superintendent for Personnel Funding Sources: Supplies - 255 - Title II, Part A - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Reimburse staff Bilingual and/or ESL Certification Exam costs upon successful completion of exam. Strategy's Expected Result/Impact: Increased number of certified ESL and Bilingual teachers Staff Responsible for Monitoring: Assistant Superintendent for Personnel Funding Sources: Certification Reimbursement - 199-PIC 25 State Bilingual/ESL - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Recruitment activities to specifically target the recruitment of bilingual teachers. Strategy's Expected Result/Impact: Increased number of bilingual teachers Staff Responsible for Monitoring: Assistant Superintendent for Personnel Funding Sources: Supplies - 199-PIC 25 State Bilingual/ESL - \$5,000, Travel - 199-PIC 25 State Bilingual/ESL - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
				













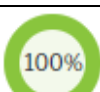
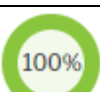
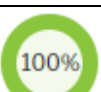
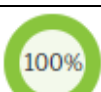
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide supports for paraprofessionals to become certified teachers</p> <p>Strategy's Expected Result/Impact: Increased number of certified teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p> <p>Funding Sources: Personnel - 279-TCLAS - \$64,340, Professional and Contracted Services - 279-TCLAS - \$1,000, Supplies and Materials - 279-TCLAS - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Elevate the perception of the teaching profession through the expansion of high-quality Education and Training (E&T) courses at the high school level.</p> <p>Strategy's Expected Result/Impact: Increased number of certified teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p> <p>Funding Sources: Personnel - 279-TCLAS - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Implement and grow Education and Training courses and organizations, including dual credit</p> <p>Strategy's Expected Result/Impact: Increased number of certified teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p> <p>Funding Sources: Professional and Contracted Services - 279-TCLAS - \$3,000, Supplies and Materials - 279-TCLAS - \$3,000, Travel - 279-TCLAS - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Covid Retention Stipend provided to employees who met the criteria for continued employment with the district</p> <p>Strategy's Expected Result/Impact: Increased staff retention</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Personnel</p> <p>Funding Sources: Personnel - 282 - ESSER III - \$318,923, Personnel - 281 - ESSER II - \$1,079,569</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				









Goal 3: Dumas ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Performance Objective 1: The District will provide translation services for non-English speaking parents to improve communication and parent involvement.

Evaluation Data Sources: Sign-in sheets, Phone Logs, Translated Material/Communication

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Dumas ISD will employ a Spanish interpreter/translator/ancillary examiner for special needs students Strategy's Expected Result/Impact: Increased parent attendance and involvement at ARDs Staff Responsible for Monitoring: Special Services Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Dumas ISD will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. Strategy's Expected Result/Impact: Increased parental involvement on campuses Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Dumas ISD will use a telephone translation system for languages where a translator is not available on site Strategy's Expected Result/Impact: Increased parent involvement on campuses Staff Responsible for Monitoring: Assistant Superintendent for Instruction Funding Sources: Supplies - 263 - Title III, Part A ELA/Immigrant - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Dumas ISD will employ Burmese translators to assist Burmese students Strategy's Expected Result/Impact: Increased parent involvement on campuses Staff Responsible for Monitoring: Assistant Superintendent for Instruction Assistant Superintendent for Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 5 Details	Reviews			
<p>Strategy 5: Dumas ISD Central Office will offer document translation services to campuses to better serve the needs of non-English speaking students, parents and community.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of campus information by students, parents and community.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: Dumas ISD will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Performance Objective 2: The District will promote parent and community involvement at the district and campus levels.

Evaluation Data Sources: Sign-in Sheets, Parent/Teacher Conference Schedules, Phone Logs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Parent conferences scheduled for PreK through 6th grade at the end of the first six weeks Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Superintendent for Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Opportunities for parent involvement provided through meetings, programs, materials, Open Houses and Back to School Nights, either virtually or in-person. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus and district parent involvement activities to engage parents in their child's learning Strategy's Expected Result/Impact: Increased number of parents actively participating in school events Staff Responsible for Monitoring: Assistant Superintendent for Instruction Funding Sources: Parent Involvement - 211 - Title I, Part A - \$6,790	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Migrant recruiter to help meet the needs of identified migrant students and families Strategy's Expected Result/Impact: Increased involvement of identified migrant families Staff Responsible for Monitoring: Assistant Superintendent for Instruction Funding Sources: Personnel - 212 - Title I, Part C - Migrant - \$16,248	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Electronic communication with parents and community provided through Facebook, Twitter, DISD Homepage, and Google Events calendars posted to the DISD Homepage Strategy's Expected Result/Impact: Increased involvement by parents and community Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Dumas ISD will create and maintain a safe learning environment.

Performance Objective 1: The District will maintain its facilities and train staff in order to provide a safe learning environment.

Evaluation Data Sources: Sign-in Sheets, Maintenance Records, Accident Reports







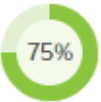





Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Routine safety reviews conducted at each facility Strategy's Expected Result/Impact: Maintain safety of facilities Staff Responsible for Monitoring: Operations Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain surveillance system for facilities Strategy's Expected Result/Impact: Maintain safety of facilities Staff Responsible for Monitoring: Chief of Police Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Handle with Care trainings Strategy's Expected Result/Impact: Better understanding of conflict resolution Staff Responsible for Monitoring: Special Services Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The district with the support of local medical professionals will implement the COVID-19 Response Plan to minimize number of positive cases in district facilities. Strategy's Expected Result/Impact: Minimal number of COVID-19 positive cases within staff and student populations Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: Dumas ISD will create and maintain a safe learning environment.

Performance Objective 2: The District will implement the Character Counts character education curricula.

Evaluation Data Sources: Lesson Plans, Campus Activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Character Counts activities addressing topics including conflict resolution, self esteem, suicide prevention and violence education</p> <p>Strategy's Expected Result/Impact: Decreased student conflicts and increased student responsibility</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Relationships Under Construction curriculum to help prevent students from dropping out of school</p> <p>Strategy's Expected Result/Impact: Full implementation of the Relationships Under Construction curriculum</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Elementary Curriculum Director</p> <p>Principal</p> <p>Secondary Curriculum Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Why Try program implemented at DIS</p> <p>Strategy's Expected Result/Impact: Decreased office referrals.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Instruction</p> <p>Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Teen Mental Health Training provided to Secondary Counselors Strategy's Expected Result/Impact: Decreased student conflicts and increased student responsibility Staff Responsible for Monitoring: Assistant Superintendent for Personnel Funding Sources: Professional Development - 282 - ESSER III - \$13,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Dumas ISD will create and maintain a safe learning environment.

Performance Objective 3: The District will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction.

Evaluation Data Sources: Lesson Plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports


Summative Evaluation: Met Objective


Strategy 1 Details	Reviews			
Strategy 1: Each core K-12 teacher will teach 1 lesson from the DAVE curriculum each year Strategy's Expected Result/Impact: Decreased substance abuse and violent incidents Staff Responsible for Monitoring: Assistant Superintendent for Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Firehouse program provided by Dumas Fire Department to elementary students Strategy's Expected Result/Impact: Increased understanding by students of fire safety Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Each DISD student will receive at least two internet safety lessons each year Strategy's Expected Result/Impact: Increased student awareness Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Parenting and Paternity Awareness (p.a.p.a.) curriculum at NPOC Strategy's Expected Result/Impact: Increased awareness of parenting and paternity issues and strategies Staff Responsible for Monitoring: Assistant Superintendent for Instruction	Formative			Summative
	Nov	Jan	Mar	June

Principal



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 49.55

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amber Austin	Teacher	0.6
Andrea Brazell	Teacher	0.12
Andreana Guajardo	Teaching Assistant	1
Aracely Ramirez	Teacher	0.12
Aron Dillahunt	Teacher	1
Barbara Dewees	Teacher	1
Cari Ostrom	Teacher	1
Carlyn Tolleson	Teacher	0.47
Cecilia Williams	Teacher	1
Cheryl Powell	Teacher	1
Christy Caldwell	Teacher	0.25
Cindy Quirk	Teacher	0.25
Clint Chamblin	Teacher	0.19
Daina Riehl	Teacher	1
David Waddell	Teacher	0.5
Dayen Ortiz	Teaching Assistant	1
Deana Rentfro	Teacher	0.26
Deborah Breland	Teacher	1
Farah Sandoval	Teaching Assistant	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Felisha Brandt	Teacher	1
Gayla Cox	Teacher	1
Gaylon McGalliard	Teaching Assistant	1
Holly Wait	Student Services Coordinator	0.5
Jackie Graves	Teacher	0.23
Jacqueline Beesley	Teacher	0.13
Jakayla Parker	Teaching Assistant	1
Jamie Schacher	Teacher	1
Jan Stovall	Teacher	0.26
Jenifer Tate	Teaching Assistant	1
Jennifer Word	Teacher	1
Kelly Gerber	Teacher	1
Kelly Torrez	Teacher	1
Kim Salinas	Teacher	1
Kyle Ann Flanagan-Shipley	Teacher	1
Kylene Skipworth	Teacher	0.25
Laura Vargas	Teacher	1
Leticia Erives	Teacher	1
Lily Sykes	Teacher	0.24
Lupita Arguello	Teacher	1
Lynn Scott	Teacher	0.42
Margaret Parsons	Teacher	1
Mariah Garcia	Teaching Assistant	0.3
Mariah Valencia	Teaching Assistant	1
Melissa Shedd	Teaching Assistant	1
Nissa Romero	Lab Manager	1
Paula Gross	Teacher	1
Peggy Ricketson	Teacher	1
Radna Running	Teacher	1
Ronni Powers	Teacher	0.25
Samuel Martin	Teaching Assistant	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sarah Douangmani	Teaching Assistant	0.6
Shannon Henderson	Teacher	1
Shari Mason	Teacher	1
Sharon Molina	Teacher	1
Shawn Mason	Teacher	1
Sheri Spillers	Teacher	1
Shonda Nelson	Teacher	1
Stan Williams	Principal	1
Susana Arenivar	Teaching Assistant	0.5
Tara Smith	Teacher	1
Tiffany Reyes	Teaching Assistant	1
Tommy Inthirath	Teacher	0.11
Valerie Talamantes	Secretary	1
Wendy Green	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Blackshear	Teacher	ESL	1
Diane Phillips	Teacher	Writing	.25
Emily Hunt	Teaching Assistant	4th Grade	1
Janis Pirkle	Teacher	ESL	1
Kara McDowell	Teacher	5th Corrective Math	1
Lael Humphrey	Teacher	6th Corrective Math	1
Lori Garrett	Teacher	Supplemental Science Instruction	1
Maria Robles	Teaching Assistant	RtI	1
Mariah Garcia	Teaching Assistant	Kindergarten	.70
Patricia Gross	Teacher	Interventionist	1
Samantha Beltran Ramos	Teaching Assistant	Kindergarten	1
Sarah Douangmani	Teaching Assistant	Kindergarten	.40
Sarah Snider	Teaching Assistant	RtI/Computer Lab	1
Soila Gomez	Teacher	ESL	1
Susana Arenivar	Teaching Assistant	Kindergarten	.50
Sylvia Montez	Teaching Assistant	1st Grade	1
Tammy Fangman	Reading Recovery Coordinator	Reading Recovery	1

District Advisory Council

Committee Role	Name	Position
District-level Professional	Kelly Legg	Assistant Superintendent for Instruction
Classroom Teacher	Nallely Pinon	Teacher
Classroom Teacher	Shari Mason	Teacher
Classroom Teacher	Gloria Mason	Teacher
Classroom Teacher	Alisha Venzor	Teacher
Non-classroom Professional	Brenda Hart	Librarian
Classroom Teacher	Karen McDade	Teacher
Classroom Teacher	Angela Blackshear	Teacher
Classroom Teacher	Carolina Hernandez	Teacher
Classroom Teacher	Cindy Williams	Teacher
Administrator	Stan Stroebel	Athletic Director
Classroom Teacher	Stacy Murphy	Teacher
Non-classroom Professional	Tonie Crawford	Elementary Counselor
Classroom Teacher	Diana Ortega	Teacher
Classroom Teacher	Maribel Ortiz	Teacher
Parent	Brandon Cox	Parent
Community Representative	BJ Ballard	Community Rep
Community Representative	LaQuita Jones	Community Rep
Community Representative	Lawrence Bussard	Community Rep
District-level Professional	Monty Hysinger	Superintendent
District-level Professional	Nikole Foote	Secondary Curriculum Director
District-level Professional	Lisa Hatley	Elementary Curriculum Director
District-level Professional	Frankie Blue	Special Services Director
District-level Professional	Cindy Rhoades	PEIMS Coordinator
District-level Professional	Brett Beesley	Assistant Superintendent for Human Resources
District-level Professional	Jake Aragon	Information Technology Director
Classroom Teacher	Valerie Talamantes	Teacher
Classroom Teacher	Holly Wait	Teacher

Committee Role	Name	Position
Classroom Teacher	Cecilia Williams	Teacher
Classroom Teacher	Meghan Thompson	Teacher
Classroom Teacher	Lori Britton	Teacher
Classroom Teacher	Shonda Mild	Teacher
Administrator	Caynon Strickland	Principal
Administrator	Kurt Baxter	Principal
Classroom Teacher	Jessica Hise	Teacher
Parent	Blake Lacewell	Parent
Parent	Astolfo Venzor Jr.	Parent
Parent	Sara Bishop	Parent
Parent	Anna Maria Escobar	Parent
Parent	Diana Claire	Parent
Parent	Evan Robertson	Parent
Parent	Marcus Sartain	Parent
Community Representative	Cheryl Coyle	Community Rep
Community Representative	Mike Running	Community Rep
Student	Heaven Acevedo	Student
Student	Vanessa Martinez-Robles	Student
Student	Brayden Boggs-Rushing	Student
Student	Sarah Stovall	Student
District-level Professional	Marcus Bellar	Director of Finance
District-level Professional	Tammy Fangman	Intervention Coordinator

District Funding Summary

199 - Local Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199-PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	13	Personnel		\$133,461.00
Sub-Total					\$133,461.00
Budgeted Fund Source Amount					\$133,461.00
+/- Difference					\$0.00
199-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6	Personnel		\$862,956.00
Sub-Total					\$862,956.00
Budgeted Fund Source Amount					\$862,956.00
+/- Difference					\$0.00
199-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7	Personnel		\$578,327.00
1	3	8	Personnel		\$140,551.00
1	3	9	Personnel		\$2,107,779.00
1	3	10	Personnel		\$73,437.00
1	5	2	Personnel		\$153,589.00
Sub-Total					\$3,053,683.00
Budgeted Fund Source Amount					\$3,053,683.00
+/- Difference					\$0.00

199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supples		\$9,000.00
1	2	1	Fees and Dues		\$790.00
1	2	1	Personnel		\$606,772.00
1	2	1	Supplies		\$10,000.00
1	2	1	Training		\$12,710.00
1	2	3	Supplies		\$34,250.00
1	2	6	Supplies		\$500.00
1	2	8	Personnel		\$376,306.00
1	2	9	Personnel		\$178,693.00
1	3	2	Personnel		\$495,937.00
1	4	2	Personnel		\$41,753.00
1	5	1	Personnel		\$58,063.00
1	6	7	Dues		\$1,000.00
1	7	2	Personnel		\$23,797.00
Sub-Total					\$1,849,571.00
Budgeted Fund Source Amount					\$1,849,571.00
+/- Difference					\$0.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Personnel		\$358,833.00
1	3	2	Supplies		\$47,500.00
1	3	5	Supplies		\$5,000.00
1	3	6	Supplies		\$1,508.00
2	1	1	Professional Development		\$7,500.00
2	1	3	Travel/Mileage		\$41,250.00
2	2	6	Certification Reimbursement		\$2,500.00
2	2	7	Travel		\$6,500.00
2	2	7	Supplies		\$5,000.00
Sub-Total					\$475,591.00
Budgeted Fund Source Amount					\$475,591.00

199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199-PIC 26 SCE Non-Disciplinary AEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Supplies, Professional Development, Interventions, Technology		\$41,750.00
1	7	1	Personnel		\$502,040.00
Sub-Total					\$543,790.00
Budgeted Fund Source Amount					\$543,790.00
+/- Difference					\$0.00
199-PIC 28 SCE DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	3	Personnel		\$165,371.00
Sub-Total					\$165,371.00
Budgeted Fund Source Amount					\$165,371.00
+/- Difference					\$0.00
199-PIC 31 State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	13	Personnel		\$377,151.00
Sub-Total					\$377,151.00
Budgeted Fund Source Amount					\$377,151.00
+/- Difference					\$0.00
199-PIC 34 Head-start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	7	Personnel		\$307,490.00
Sub-Total					\$307,490.00
Budgeted Fund Source Amount					\$307,490.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Intervention Materials		\$33,356.00
1	2	8	Personnel		\$68,277.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	Personnel		\$231,066.00
1	3	2	Personnel		\$205,256.00
1	3	12	Supplemental Homeless Services		\$100.00
1	4	2	Personnel		\$19,646.00
1	5	1	Personnel		\$94,937.00
2	1	2	Professional Development		\$8,000.00
3	2	3	Parent Involvement		\$6,790.00
Sub-Total					\$667,428.00
Budgeted Fund Source Amount					\$667,428.00
+/- Difference					\$0.00
212 - Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	Personnel		\$16,248.00
Sub-Total					\$16,248.00
Budgeted Fund Source Amount					\$16,248.00
+/- Difference					\$0.00
224 - PIC 23 IDEA B Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Personnel		\$11,298.00
1	3	8	Personnel		\$346,446.00
1	3	9	Personnel		\$407,671.00
Sub-Total					\$765,415.00
Budgeted Fund Source Amount					\$765,415.00
+/- Difference					\$0.00
225 - PIC 23 IDEA B, Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Personnel		\$17,846.00
Sub-Total					\$17,846.00
Budgeted Fund Source Amount					\$17,846.00
+/- Difference					\$0.00

244 - PIC 22 Perkins Career and Technical Educatio

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6	Dues		\$352.00
1	6	6	Supplies		\$27,629.00
2	1	6	Professional Development		\$10,000.00
Sub-Total					\$37,981.00
Budgeted Fund Source Amount					\$37,981.00
+/- Difference					\$0.00

255 - Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	13	Professional Development		\$10,000.00
2	1	1	Professional Development		\$61,000.00
2	1	2	Professional Development		\$9,459.00
2	1	2	Supplies		\$300.00
2	1	7	Supplies		\$12,560.00
2	2	2	Professional Development		\$6,000.00
2	2	3	Professional Development		\$15,000.00
2	2	5	Supplies		\$4,000.00
Sub-Total					\$118,319.00
Budgeted Fund Source Amount					\$118,319.00
+/- Difference					\$0.00

263 - Title III, Part A ELA/Immigrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Personnel		\$116,491.00
1	3	6	Supplies		\$16,738.00
1	3	11	Supplies		\$16,502.00
2	1	3	Professional Development		\$3,500.00
3	1	3	Supplies		\$2,500.00
Sub-Total					\$155,731.00
Budgeted Fund Source Amount					\$155,731.00
+/- Difference					\$0.00

287 - Title IV, Part A-SSAEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies		\$30,505.00
2	1	1	Professional Development		\$2,500.00
2	1	2	Professional Development		\$15,000.00
2	1	5	Professional Development		\$6,000.00
2	1	9	Supplies		\$4,793.00
Sub-Total					\$58,798.00
Budgeted Fund Source Amount					\$58,798.00
+/- Difference					\$0.00

199-PIC 32 State PK

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Personnel		\$46,891.00
1	5	4	Personnel		\$137,468.00
Sub-Total					\$184,359.00
Budgeted Fund Source Amount					\$184,359.00
+/- Difference					\$0.00

199-PIC 35 State PK - Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	Personnel		\$7,344.00
Sub-Total					\$7,344.00
Budgeted Fund Source Amount					\$7,344.00
+/- Difference					\$0.00

199-PIC 36 Early Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies		\$39,595.00
1	2	9	Personnel		\$17,818.00
1	2	11	Personnel		\$345,959.00
1	5	1	Personnel		\$59,567.00
1	5	4	Personnel		\$153,913.00
1	5	7	Personnel		\$144,063.00
2	1	10	Travel		\$4,500.00

199-PIC 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Supplies		\$4,500.00
2	1	10	Contract with Region 16		\$24,000.00
Sub-Total					\$793,915.00
Budgeted Fund Source Amount					\$793,915.00
+/- Difference					\$0.00
199-PIC 37 Dyslexia Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Personnel		\$215,753.00
Sub-Total					\$215,753.00
Budgeted Fund Source Amount					\$215,753.00
+/- Difference					\$0.00
199-PIC 38 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Personnel		\$79,448.00
Sub-Total					\$79,448.00
Budgeted Fund Source Amount					\$79,448.00
+/- Difference					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Services		\$17,333.00
1	2	2	Personnel		\$833,577.00
1	2	3	Supplies		\$72,283.00
1	2	8	Personnel		\$34,593.00
1	2	9	Personnel		\$148,397.00
1	2	10	Supplies		\$70,000.00
1	2	12	Personnel		\$83,723.00
1	3	12	Personnel		\$541,454.00
1	4	1	Supplies		\$60,350.00
1	7	1	Supplies		\$25,150.00
2	1	10	Personnel		\$141,356.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	11	Personnel		\$318,923.00
4	2	4	Professional Development		\$13,000.00
Sub-Total					\$2,360,139.00
Budgeted Fund Source Amount					\$2,360,139.00
+/- Difference					\$0.00
279-TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	8	Supplies and Materials		\$1,000.00
2	2	8	Professional and Contracted Services		\$1,000.00
2	2	8	Personnel		\$64,340.00
2	2	9	Personnel		\$22,000.00
2	2	10	Supplies and Materials		\$3,000.00
2	2	10	Professional and Contracted Services		\$3,000.00
2	2	10	Travel		\$4,000.00
Sub-Total					\$98,340.00
Budgeted Fund Source Amount					\$98,340.00
+/- Difference					\$0.00
281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10	Supplies		\$108,000.00
2	2	11	Personnel		\$1,079,569.00
Sub-Total					\$1,187,569.00
Budgeted Fund Source Amount					\$1,187,569.00
+/- Difference					\$0.00
Grand Total Budgeted					\$14,533,697.00
Grand Total Spent					\$14,533,697.00
+/- Difference					\$0.00

Addendums

Region 16 Migrant SSA



Migrant Section for DIP 2021-2022

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

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

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

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

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

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

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

Region 16 Migrant SSA



Priority for Services Action Plan 2021-2022

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

Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP* in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/01/2021

School Year: 2021 - 2022

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

<p>Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			

<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student

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


LEA Signature

9/3/21
Date Completed


ESC Signature

09/28/2021
Date Received

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2021-2022

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

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

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

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

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

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

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

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

Region 16 Migrant SSA
ID&R Quality Control Written Procedures

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

DUMAS ISD

Total Student Enrollment 2020-21: 4,159

Schools: 9

OVERVIEW PERFORMANCE FINANCE PROFILE **SCHOOLS**

District Reports TAPR

School Name	District Name	2019 Overall Rating	2019 Overall Score	Grades Served
CACTUS EL	DUMAS ISD	D	66	PreKindergarten - Grade 4
DUMAS H S	DUMAS ISD	B	85	Grade 9 - Grade 12
DUMAS INT	DUMAS ISD	B	85	Grade 5 - Grade 6
DUMAS J H	DUMAS ISD	B	82	Grade 7 - Grade 8
GREEN ACRES EL	DUMAS ISD	B	87	PreKindergarten - Grade 4
HILLCREST EL	DUMAS ISD	C	76	Kindergarten - Grade 4
MORNINGSIDE EL	DUMAS ISD	B	81	Early Education - Grade 4
NORTH PLAINS OPPORTUNITY CENTER	DUMAS ISD	B	89	Grade 11 - Grade 12
SUNSET EL	DUMAS ISD	F	59	PreKindergarten - Grade 4

Dumas ISD

Board Goals and Plans



Board Approved - March 10, 2020
Reviewed and Revised - September 13, 2021

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 50% by June 2024.

Yearly Target Goals

2022	2023	2024
43%	46%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		43%	62%		43%			30%	44%		39%		
2023		46%	64%		46%			32%	48%		42%		
2024		50%	65%		50%			35%	50%		45%		

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM literacy diagnostic will increase from 36% to 75% by June 2024.

Yearly Target Goals

2022	2023	2024
70%	73%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		70%	85%		85%			60%	80%		79%		
2023		73%	85%		85%			63%	83%		82%		
2024		75%	85%		85%			65%	85%		85%		

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 56% to 70% by June 2024.

Yearly Target Goals

2022	2023	2024
65%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		63%	69%		70%			41%	60%		56%		
2023		66%	72%		73%			44%	63%		59%		
2024		68%	74%		75%			47%	66%		62%		

Cactus Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 22% to 40% by June 2024.

Yearly Target Goals

2022	2023	2024
34%	37%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	SpEd (Former)	EL	Cont. Enrolled	Non-Cont Enrolled
2022		34%							35%		36%		
2023		37%							38%		38%		
2024		40%							40%		40%		

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM literacy diagnostic will increase from 29% to 40% by June 2024.

Yearly Target Goals

2022	2023	2024
57%	63%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		59%							68%		65%		
2023		62%							70%		68%		
2024		65%							72%		70%		

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 47% to 60% by June 2024.

Yearly Target Goals

2022	2023	2024
56%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		56%							56%		56%		
2023		58%							58%		58%		
2024		60%							60%		60%		

EC Literacy Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * PLC Meetings with Reading Recovery Director and teachers
- * First Year Literacy Class
- * Second Year Literacy Class
- * PLC Meetings with Reading Instructional Coach
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff

INITIATIVES:

- * Kindergarten and First Grade Reading Initiative (District-wide program)
- * Third Grade Read Naturally program before school
- * Boost/Blast/Countdown pullout programs led by trained paraprofessionals
- * LoneStar Learning strategies utilized within Second and Third Grade classrooms
- * Technology utilized to enhance intervention and acceleration such as Education Galaxy and Headsprout
- * Lead4ward techniques, strategies and data disaggregation utilized throughout all grade levels

Morningside Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% to 55% by June 2024.

Yearly Target Goals

2022	2023	2024
49%	52%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		55%	72%						44%		29%	55%	
2023		57%	73%						47%		32%	57%	
2024		60%	75%						50%		35%	60%	

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM literacy diagnostic will increase from 44% to 70% by June 2024.

Yearly Target Goals

2022	2023	2024
64%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		58%	85%						69%		71%		
2023		60%	85%						72%		73%		
2024		62%	85%						75%		75%		

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 63% to 75% by June 2024.

Yearly Target Goals

2022	2023	2024
69%	72%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		69%	72%						64%		64%		
2023		72%	75%						67%		67%		
2024		75%	78%						70%		70%		

EC Literacy Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * Weekly PLC Meetings
- * Collaboration with Reading Recovery Director
- * Kindergarten through Third grade Literacy Classes
- * Lesson Study with 2nd Grade (Writing)
- * PLC Meetings with Reading Instructional Coach
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff

INITIATIVES:

- * Kindergarten and First Grade Reading Initiative (District-wide program)
- * Targeted instruction, enrichment and intervention with third grade
- * Lead4ward techniques, strategies and data disaggregation utilized throughout all grade levels
- * Interventions in place - Countdown, Blast, Boost, Headsprout, Education Galaxy, Reading Recovery, Literacy Groups, LLI Kits
- * Book Club in the Library

Hillcrest Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% to 65% by June 2024.

Yearly Target Goals

2022	2023	2024
60%	63%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		50%	72%						63%			60%	
2023		52%	73%						64%			63%	
2024		55%	75%						65%			65%	

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 68% to 78% by June 2024.

Yearly Target Goals

2022	2023	2024
74%	76%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		71%	76%						61%				
2023		73%	78%						63%				
2024		75%	80%						65%				

EC Literacy Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * PLC Planning/Discussion - Weekly Meetings (60 minutes)
- * First Year Literacy Class
- * Second Year Literacy Class
- * Collaboration with Reading Recovery Director
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff
- * Vertical planning with Reading teachers - 2 days per semester
- * Third Grade Reading Class

INITIATIVES:

- * Kindergarten and First Grade Reading Initiative (District-wide program)
- * Reading Recovery/Literacy Groups
- * Third and Fourth Grade Book Clubs - Book Club meets during recess 2 times per week for 20 minutes
- * RTI Groups - Reading instruction for tutorials, daily 30 minutes
- * Hotshots - Reading groups for enrichment, daily 30 minutes
- * Boost Reading Groups - intervention, daily 20 minutes
- * LLI Kits - Reading Groups for intervention, 2 times weekly, 30 minutes
- * Headsprout - Computer intervention, daily 30 minutes
- * Education Galaxy/Lift-off Computer Program - weekly in computer lab, 20 minutes
- * Study Island Computer Program - weekly in classrooms, 20 minutes

Sunset Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 18% to 40% by June 2024.

Yearly Target Goals

2022	2023	2024
31%	35%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		33%							27%		30%	27%	
2023		37%							31%		32%	31%	
2024		42%							35%		35%	35%	

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM literacy diagnostic will increase from 35% to 78% by June 2024.

Yearly Target Goals

2022	2023	2024
74%	76%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		71%							90%		80%		
2023		73%							90%		80%		
2024		75%							90%		80%		

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 29% to 50% by June 2024.

Yearly Target Goals

2022	2023	2024
44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		44%							40%		33%		
2023		47%							42%		35%		
2024		50%							45%		38%		

EC Literacy Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * Weekly PLC Planning/Discussion - student writing samples and communication logs will be part of discussions.
- * Weekly Academic Teaming
- * First Year Literacy Class
- * Second Year Literacy Class
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff
- * Lead4ward Workshop and Lead4ward App

INITIATIVES:

- * Kindergarten and First Grade Reading Initiative (District-wide program)
- * Reading Recovery/Literacy Groups
- * Reading Book Clubs
- * RTI Groups for Tier II and Tier III interventions
- * Blast and Boost Reading Groups - intervention
- * LLI Kits - Reading Groups for intervention
- * Raz Kids
- * Education Galaxy/Lift-off Computer Program
- * Guided Reading
- * Morning and afternoon tutorial groups
- * Flipgrid
- * Countdown to the Reading STAAR
- * Fast Focus Countdown to Reading STAAR
- * Boot Camp for Writing for 4th grade students
- * All Kindergarten through fourth grade teachers will implement Power of Communication in the classrooms.
- * Language Lab
- * Special Education and classroom teachers will fill out weekly evaluation forms to track progress of Special Education students

Green Acres Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 36% to 50% by June 2024.

Yearly Target Goals

2022	2023	2024
45%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		50%							42%		50%	45%	
2023		52%							45%		52%	48%	
2024		55%							48%		54%	50%	

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM literacy diagnostic will increase from 42% to 55% by June 2024.

Yearly Target Goals

2022	2023	2024
89%	90%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		87%							90%		90%		
2023		89%							90%		90%		
2024		90%							90%		90%		

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 65% to 77% by June 2024.

Yearly Target Goals

2022	2023	2024
73%	74%	77%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		72%							70%		73%		
2023		73%							71%		74%		
2024		76%							74%		75%		

EC Literacy Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * PLC Meetings with Reading Recovery Director and teachers
- * First Year Literacy Class
- * Second Year Literacy Class
- * PLC Meetings with Reading Instructional Coach
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff
- * Reading Instructional Coach models instruction in Kindergarten through Fourth grade classrooms
- * Classroom visits with feedback from Reading Recovery Director
- * Third Grade Literacy Class

INITIATIVES:

- * Kindergarten and First Grade Reading Initiative (District-wide program)
- * Reading Recovery Literacy Groups
- * Book Club (4th)
- * Growing Achievers Academies (3rd &4th)
- * Boost, Count Down & Blast intervention groups
- * Education Galaxy, Lift Off and Headsprout intervention groups
- * Lead4ward techniques, strategies and data disaggregation utilized in all grade levels.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 55% by June 2024.

Yearly Target Goals

2022	2023	2024
50%	53%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		51%	68%		51%			39%	51%		51%		
2023		53%	69%		53%			42%	53%		53%		
2024		55%	70%		55%			45%	55%		55%		

Early Childhood Math Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM Math diagnostic will increase from 71% to 80% by June 2024.

Yearly Target Goals

2022	2023	2024
77%	79%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		78%	80%		93%			66%	81%		62%		
2023		80%	82%		94%			68%	83%		64%		
2024		81%	83%		95%			70%	85%		66%		

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math will increase from 36% to 50% by June 2024.

Yearly Target Goals

2022	2023	2024
44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		45%	51%		37%			43%	41%		43%		
2023		48%	54%		40%			46%	44%		46%		
2024		51%	57%		43%			49%	47%		49%		

Early Childhood Math Progress Measure 3

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 62% to 75% by June 2024.

Yearly Target Goals

2022	2023	2024
70%	72%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		66%	71%		72%			61%	62%		62%		
2023		68%	73%		74%			63%	64%		64%		
2024		71%	76%		77%			66%	67%		67%		

Cactus Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 30% to 42% by June 2024.

Yearly Target Goals

2022	2023	2024
36%	39%	42%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		20%							20%		22%		
2023		25%							25%		27%		
2024		30%							30%		32%		

Early Childhood Math Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM Math diagnostic will increase from 65% to 78% by June 2024.

Yearly Target Goals

2022	2023	2024
74%	76%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		68%							74%		66%		
2023		70%							76%		68%		
2024		72%							78%		70%		

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math will increase from 7% to 35% by June 2024.

Yearly Target Goals

2022	2023	2024
30%	33%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		31%							30%		29%		
2023		33%							33%		32%		
2024		35%							35%		35%		

Early Childhood Math Progress Measure 3

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 39% to 55% by June 2024.

Yearly Target Goals

2022	2023	2024
48%	51%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		47%							47%		49%		
2023		50%							50%		52%		
2024		54%							54%		56%		

EC Math Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * PLC Meetings with Math Instructional Coach
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff

INITIATIVES:

- * Boost/Blast/Countdown pullout programs led by trained paraprofessionals
- * LoneStar Learning strategies utilized within Second and Third Grade classrooms
- * Technology utilized to enhance intervention and acceleration such as Education Galaxy and Headsprout
- * Lead4ward techniques, strategies and data disaggregation utilized throughout all grade levels

Morningside Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% to 70% by June 2024.

Yearly Target Goals

2022	2023	2024
66%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		69%	89%						65%		66%	73%	
2023		71%	89%						68%		68%	74%	
2024		72%	90%						70%		70%	75%	

Early Childhood Math Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM Math diagnostic will increase from 72% to 85% by June 2024.

Yearly Target Goals

2022	2023	2024
81%	83%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		80%	83%						81%		83%		
2023		82%	85%						83%		85%		
2024		84%	87%						85%		87%		

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math will increase from 38% to 55% by June 2024.

Yearly Target Goals

2022	2023	2024
50%	52%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		46%	52%						48%		77%		
2023		49%	55%						51%		80%		
2024		52%	58%						54%		83%		

Early Childhood Math Progress Measure 3

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 69% to 85% by June 2024.

Yearly Target Goals

2022	2023	2024
78%	82%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		77%	82%						73%		76%		
2023		81%	86%						77%		80%		
2024		84%	89%						80%		83%		

EC Math Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * Weekly PLC Meetings
- * PLC Meetings with Math Instructional Coach
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff, such as Greg Tang

INITIATIVES:

- * Targeted instruction, enrichment and intervention with third grade
- * Lead4ward techniques, strategies and data disaggregation utilized throughout all grade levels
- * Interventions in place - Countdown, Blast, Boost, Headsprout, Education Galaxy, Reading Recovery, Literacy Groups, LLI Kits

Hillcrest Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% to 65% by June 2024.

Yearly Target Goals

2022	2023	2024
60%	62%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		59%	68%						68%		62%	64%	
2023		62%	70%						69%		64%	66%	
2024		65%	72%						70%		66%	68%	

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math will increase from 68% to 80% by June 2024.

Yearly Target Goals

2022	2023	2024
76%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		85%	76%						75%		58%		
2023		87%	78%						77%		60%		
2024		89%	80%						79%		62%		

Early Childhood Math Progress Measure 3

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 69% to 85% by June 2024.

Yearly Target Goals

2022	2023	2024
78%	82%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		74%	81%						64%		71%		
2023		78%	85%						68%		75%		
2024		81%	88%						71%		78%		

EC Math Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * PLC Planning/Discussion - Weekly Meetings (60 minutes)
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff
- * Vertical planning with Math teachers - 2 days per semester
- * Training in Guided Math

INITIATIVES:

- * RTI Groups - Math instruction for tutorials, daily 30 minutes
- * Hotshots - Math groups for enrichment, daily 30 minutes
- * Education Galaxy/Lift-off Computer Program - weekly in computer lab, 20 minutes
- * Study Island Computer Program - weekly in classrooms, 20 minutes
- * Guided Math strategies utilized within Math classrooms

Sunset Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 21% to 50% by June 2024.

Yearly Target Goals

2022	2023	2024
46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		49%							44%		38%		
2023		51%							46%		40%		
2024		53%							48%		42%		

Early Childhood Math Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM Math diagnostic will increase from 71% to 90% by June 2024.

Yearly Target Goals

2022	2023	2024
85%	87%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		81%							88%		90%		
2023		83%							89%		90%		
2024		85%							90%		90%		

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math will increase from 36% to 57% by June 2024.

Yearly Target Goals

2022	2023	2024
53%	55%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		55%							46%		53%		
2023		56%							49%		55%		
2024		57%							51%		57%		

Early Childhood Math Progress Measure 3

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 54% to 79% by June 2024.

Yearly Target Goals

2022	2023	2024
73%	76%	79%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		72%							74%		70%		
2023		74%							77%		72%		
2024		76%							79%		74%		

EC Math Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * Weekly PLC Planning/Discussion - student writing samples and communication logs will be part of discussions.
- * Weekly Academic Teaming
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff
- * Lead4ward Workshop and Lead4ward App
- * Greg Tang Math Strategies training

INITIATIVES:

- * RTI Groups for Tier II and Tier III interventions
- * Raz Kids
- * Education Galaxy/Lift-off Computer Program
- * Morning and afternoon tutorial groups
- * Flipgrid
- * Countdown to the Math STAAR
- * Fast Focus Countdown to Math STAAR
- * All Kindergarten through fourth grade teachers will implement Power of Communication in the classrooms.
- * Language Lab
- * Special Education and classroom teachers will fill out weekly evaluation forms to track progress of Special Education students

Green Acres Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 60% by June 2024.

Yearly Target Goals

2022	2023	2024
55%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		56%							50%		58%	56%	
2023		58%							52%		59%	58%	
2024		60%							55%		60%	60%	

Early Childhood Math Progress Measure 1

The percent of PreK students that score on "on track" on the CIRCLE PM Math diagnostic will increase from 91% to 95% by June 2024.

Yearly Target Goals

2022	2023	2024
94%	95%	95%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		91%							95%		88%		
2023		92%							95%		90%		
2024		95%							95%		92%		

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math will increase from 42% to 57% by June 2024.

Yearly Target Goals

2022	2023	2024
51%	54%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		53%							46%		52%		
2023		56%							49%		55%		
2024		59%							52%		58%		

Early Childhood Math Progress Measure 3

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 74% to 88% by June 2024.

Yearly Target Goals

2022	2023	2024
83%	85%	88%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		79%							79%		86%		
2023		81%							81%		88%		
2024		84%							84%		90%		

EC Math Targeted Plan

PROFESSIONAL DEVELOPMENT ACTIVITIES:

- * All PreK through Fourth grade teachers will complete The Science of Reading Academies over the next three years.
- * PLC Meetings with Math Instructional Coach
- * ESC 16 trainings regarding best practices, instructional strategies and accountability available to all instructional staff
- * Math Instructional Coach models instruction in Kindergarten through Fourth grade classrooms
- * Vertical Math Meetings
- * Greg Tang Math Strategies

INITIATIVES:

- * Kindergarten and First Grade Reading Initiative (District-wide program)
- * Grow Achievers Academies
- * Education Galaxy Lift Off intervention group
- * Guided Math strategies utilized in math classrooms

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR in Domain I will increase from 50% to 60% by August 2024.

Yearly Target Goals

2022	2023	2024
56%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		52%	61%					66%	53%		32%	62%	32%
2023		55%	63%					68%	56%		36%	65%	36%
2024		58%	65%					70%	59%		40%	67%	40%

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR Domain I for college ready will increase from 29% to 50% by August 2024.

Yearly Target Goals

2022	2023	2024
42%	45%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		37%	46%		46%			6%	38%		6%		
2023		41%	49%		49%			8%	42%		8%		
2024		45%	51%		51%			10%	46%		10%		

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for CCMR Domain I for career or military ready will increase from 31% to 50% by August 2024.

Yearly Target Goals

2022	2023	2024
42%	46%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		42%	42%		29%			73%	44%		33%		
2023		46%	46%		32%			74%	48%		35%		
2024		50%	50%		35%			75%	52%		27%		

DHS CCMR Plan Campus Goal

The percentage of graduates that meet the criteria for CCMR in Domain I will increase from 67% to 75% by August 2024.

Yearly Target Goals

2022	2023	2024
71%	73%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		71%	77%					69%	71%		52%	73%	70%
2023		73%	79%					71%	73%		54%	75%	72%
2024		75%	81%					73%	75%		56%	77%	74%

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR Domain I for college ready will increase from 42% to 55% by August 2024.

Yearly Target Goals

2022	2023	2024
51%	53%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		46%	59%					6%	47%		6%		
2023		49%	61%					8%	50%		8%		
2024		52%	63%					10%	53%		10%		

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for CCMR Domain I for career or military ready will increase from 40% to 55% by August 2024.

Yearly Target Goals

2022	2023	2024
49%	52%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		51%	44%					76%	51%		56%		
2023		54%	47%					77%	54%		58%		
2024		57%	50%					78%	57%		60%		

CCMR Targeted Plan

QUEST Coordinator - Vanessa Bednorz

College Fair - Vanessa Bednorz and Savannah Cartrite

Career Fair - Jill Williams

ASVAB - test all juniors

Industry Recognized Certifications - welding, CNA, cosmetology, Microsoft office / excel, computer maintenance

Career Prep - Jill Williams

College Recruiter Visits - Vanessa Bednorz

Military Recruiter Visits - Savannah Cartite

Junior Day Amarillo College

Seniors attend Badger Bootcamp

Seniors have College Days to visit post secondary institutions

Seniors tour East and West Campuses at Amarillo College (technical)

Articulated Credit with Lincoln Tech and Tulsa Welding

DEF Scholarship Brunch

Google Sites training for teachers to teach their students how to set up websites that could be used in future college/careers

NPOC CCMR Plan Campus Goal

The percentage of graduates that meet the criteria for CCMR in Domain I will increase from 16% to 30% by August 2024.

Yearly Target Goals

2022	2023	2024
58%	28%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		23%	29%					70%	21%		14%		
2023		26%	31%					71%	24%		16%		
2024		30%	34%					72%	27%		18%		

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR Domain I for college ready will increase from 3% to 15% by August 2024.

Yearly Target Goals

2022	2023	2024
9%	12%	15%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		10%	6%					6%	6%		6%		
2023		13%	8%					8%	8%		8%		
2024		16%	10%					10%	10%		10%		

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for CCMR Domain I for career or military ready will increase from 13% to 30% by August 2024.

Yearly Target Goals

2022	2023	2024
23%	26%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2022		19%	26%					71%	21%		16%		
2023		22%	28%					72%	24%		19%		
2024		25%	30%					73%	27%		22%		

CCMR Targeted Plan

All students enrolled in Algebra II and English IV are given the TSI exams

Beginning in 2019-2020 school, OSHA certification available to students

All students given opportunity to complete ASVAB exam in fall and spring

All branches of the military invited to come speak to students during Thursday assemblies

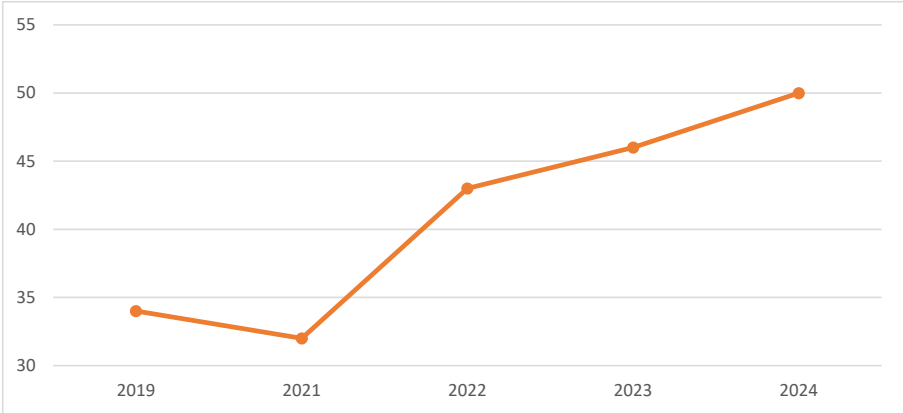
School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August		Adoption of Tax Rate	
September	Early Childhood and CCMR Board Plans (Progress to 5 Year Goals) - Presentation	Annual Progress Measure Evaluation (EC Reading and Math, CCMR)	
October	District Improvement Plan Presentation	Review District Improvement Plan and approve Goals and Performance Objectives	TASA/TASB School Board Conference
November	Campus Improvement Plan Presentations	Review and approve Campus Improvement Plans Goals and Performance Objectives	
December		Superintendent Evaluation	
January		Superintendent Contract Consideration	
February		Campus Leadership Contract Considerations	TASB Winter Governance Conference
March	Progress Measure Semi Annual Reports Step 1 - Budget Development Process (New Year)	Semi Annual Progress Measure Reports (EC Reading & Math, CCMR)	LOCAL Training - Strategic Planning Retreat (Date May Vary)
April	Step 2 - Budget Development Process (New Year) Board Training Hours Reporting Requirement	Teacher Contract Considerations Public Report Board Member Training Hours	
May	Step 3 - Budget Development Process (New Year)		TASB WTAMU School Board Conference
June	Step 4 - Board Budget Workshop (New Year)	Budget Adoption & Tax Rate Notice	
July			

Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 50% by June 2024.

Improvement Required

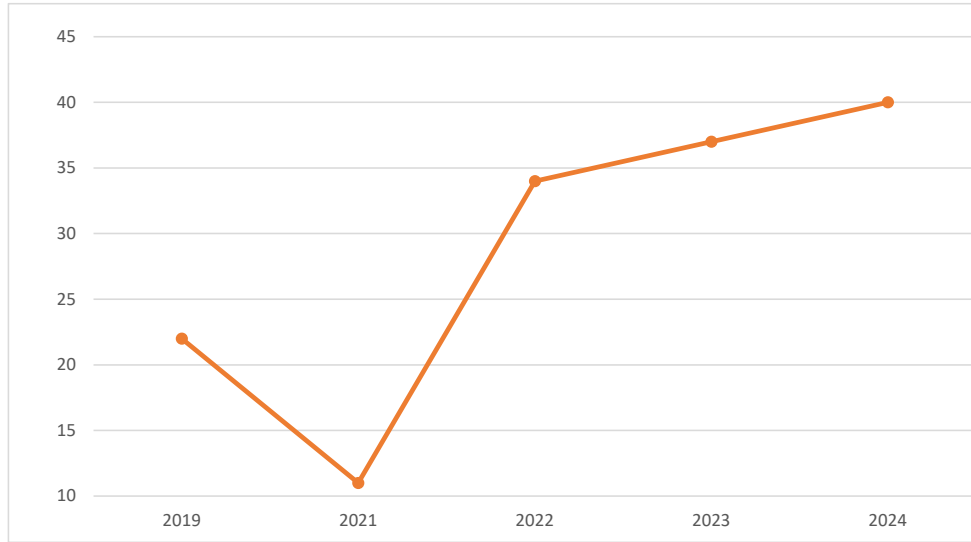


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		40%	60%		40%			28%	40%		36%		
2021 Score		27%	67%		38%			17%	24%		26%		

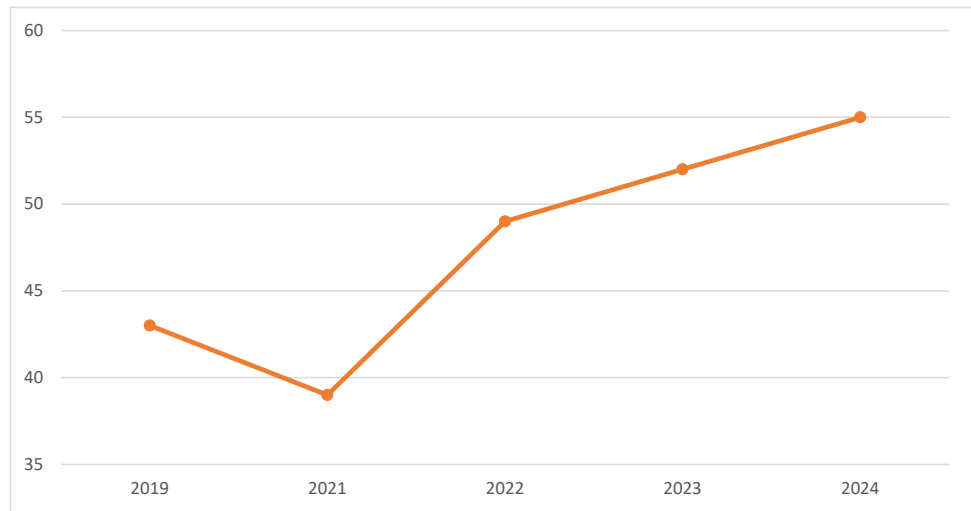
Campus Updates

Cactus Elementary



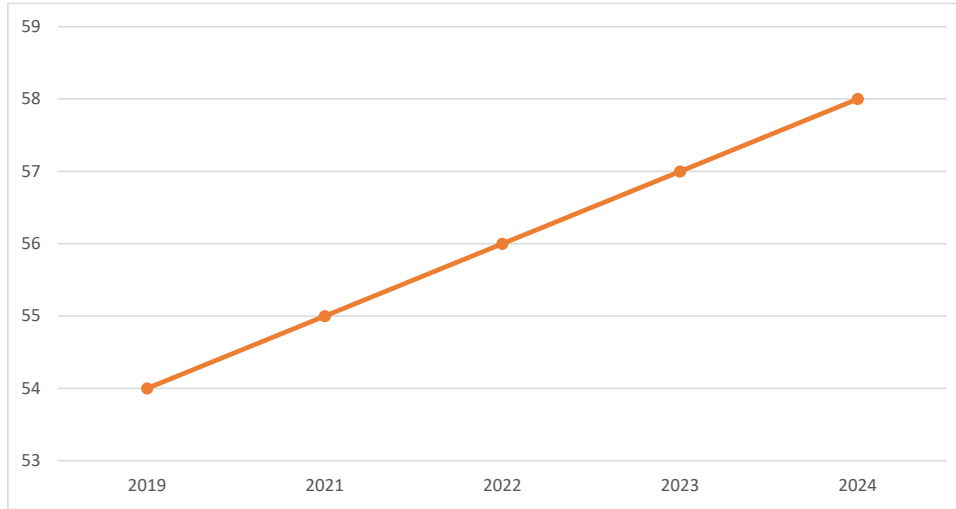
Improvement Required

Morningside Elementary



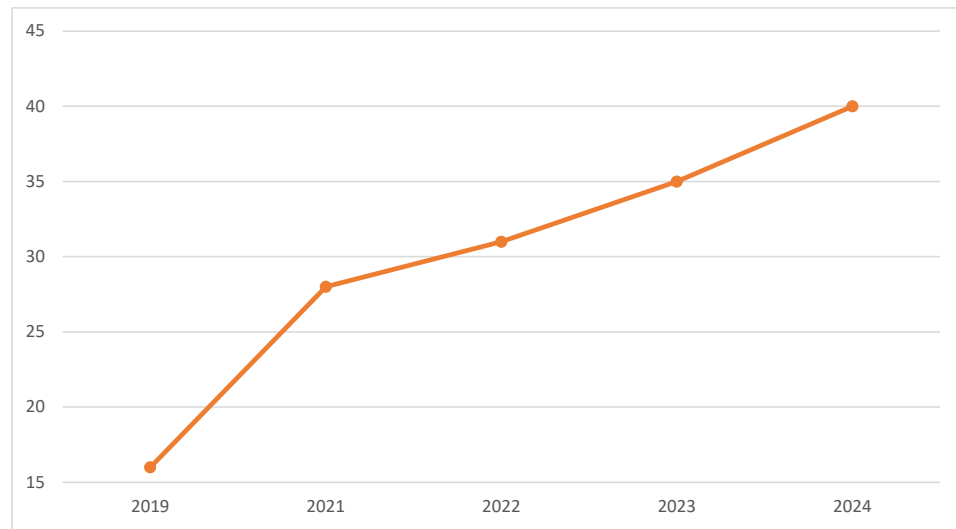
Improvement Required

Hillcrest Elementary



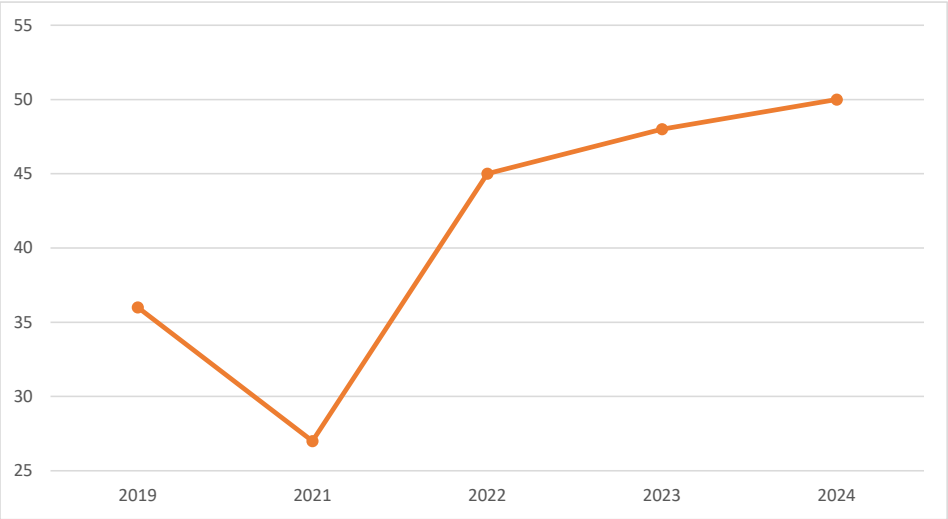
On Track

Sunset Elementary



On Track

Green Acres Elementary



Improvement Required

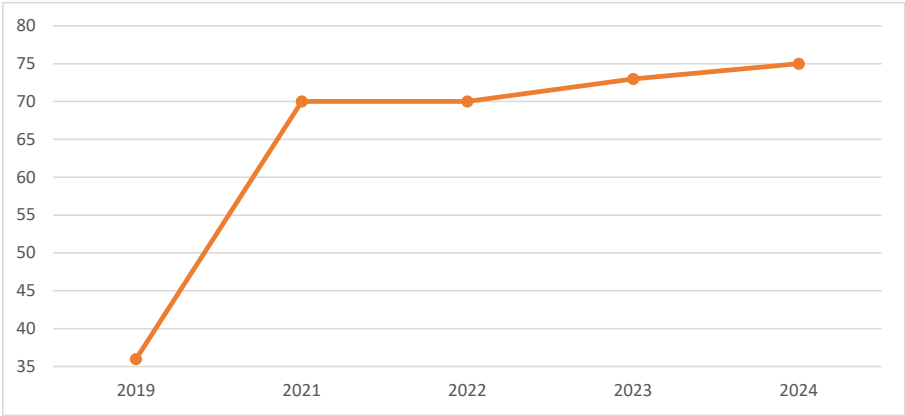
Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 50% by June 2024.

Overall Evaluation
On Track

Progress Measure

The percent of PreK students that score on "on track" on the CIRCLE PM literacy diagnostic will increase from 36% to 50% by June 2024.

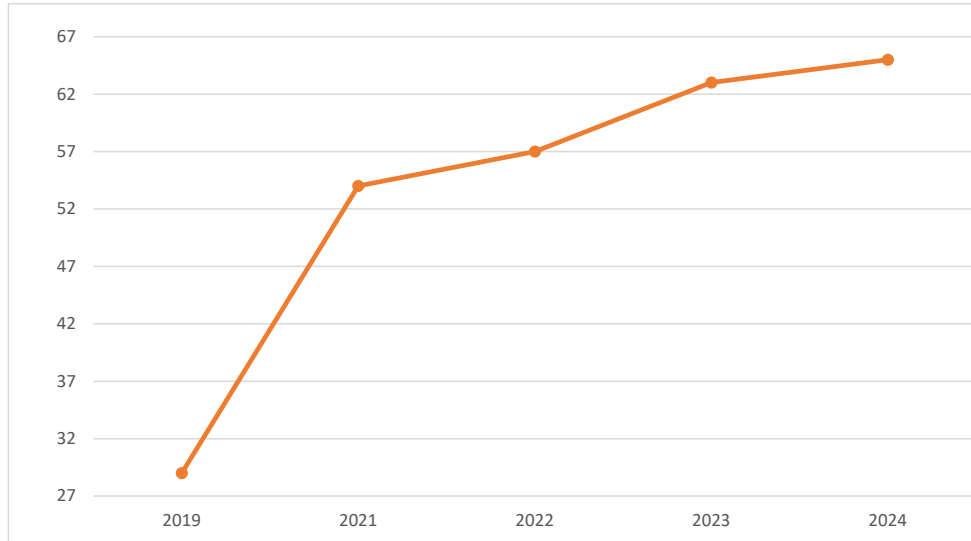


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		40%	60%		40%			28%	40%		36%		
2021 Score		67%	83%		85%			56%	78%		77%		

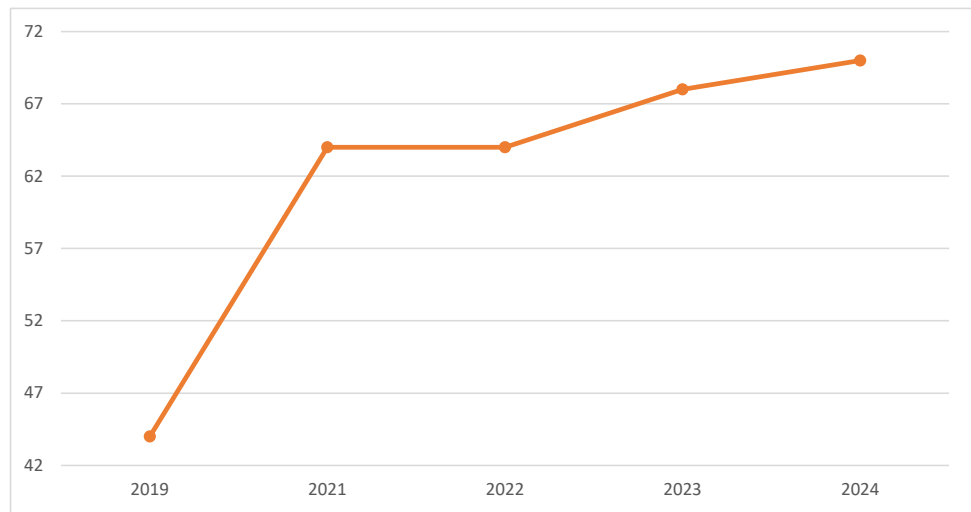
Campus Updates

Cactus Elementary



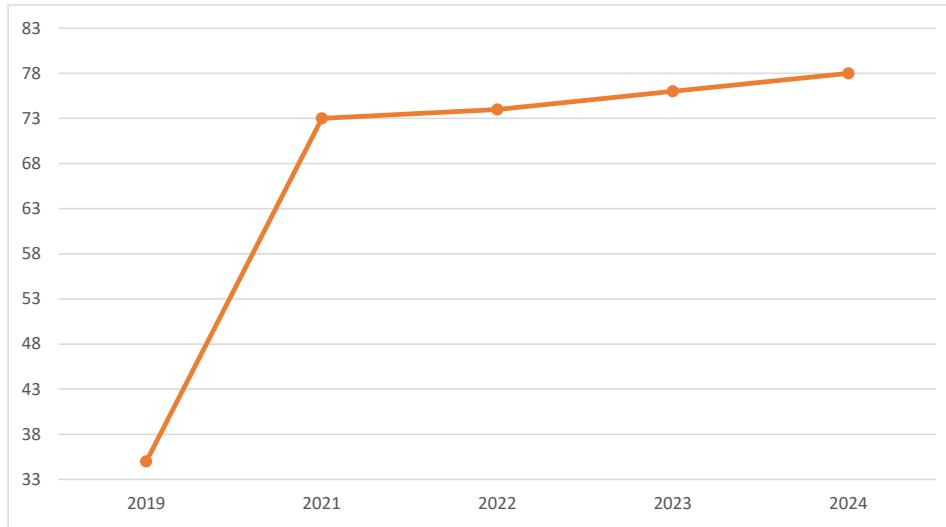
On Track

Morningside Elementary



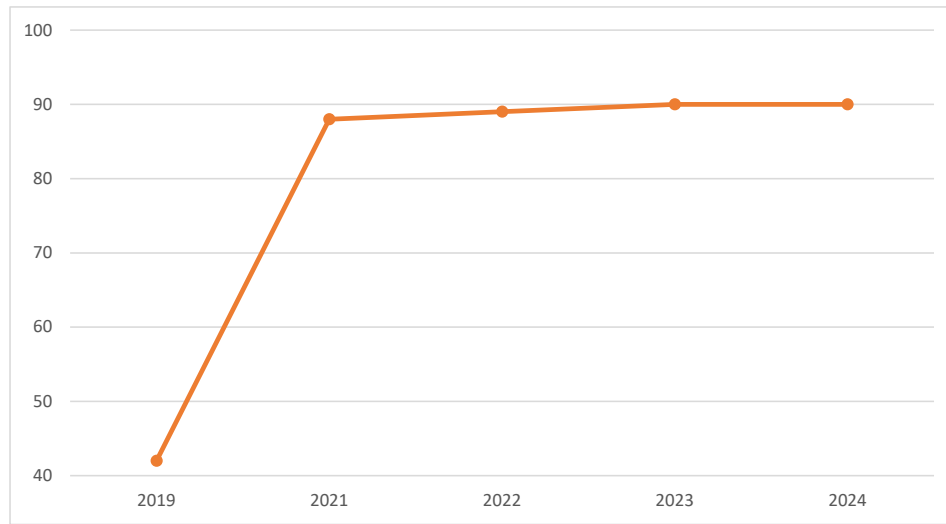
On Track

Sunset Elementary



On Track

Green Acres Elementary



On Track

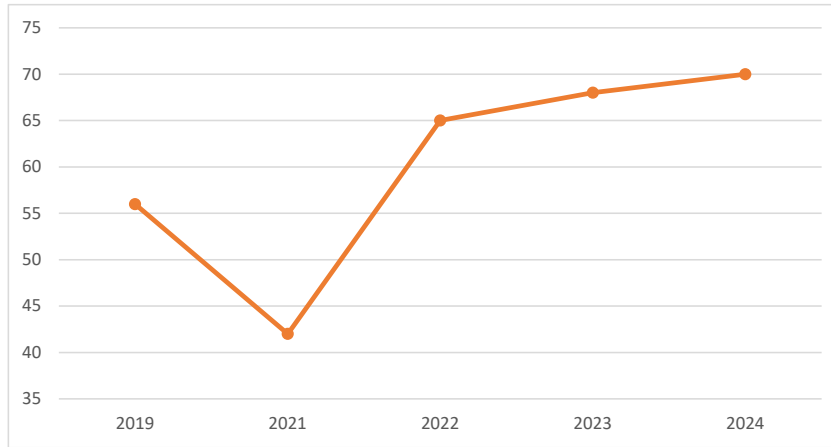
Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 50% by June 2024.

Improvement Required

Progress Measure

The percent of Kindergarten through 2nd grade students that score "developed" on TPRI diagnostic will increase from 56% to 70% by June 2024.

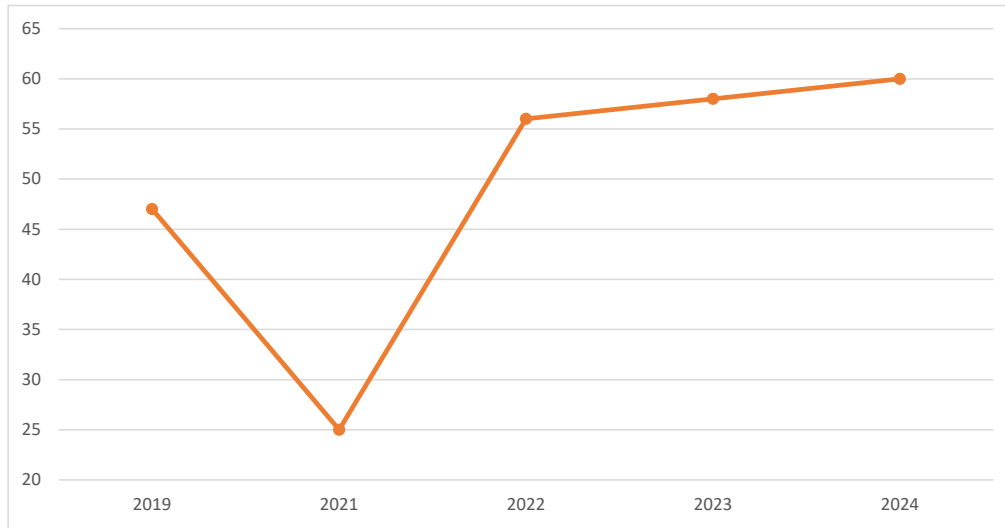


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		57%	63%		64%			35%	54%		50%		
2021 Score		42%	42%		50%			30%	37%		26%		

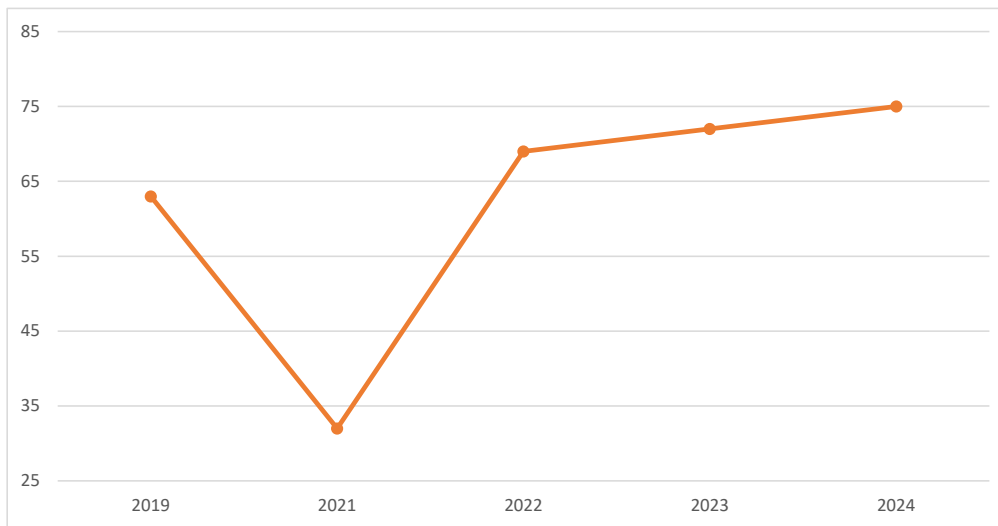
Campus Updates

Cactus Elementary



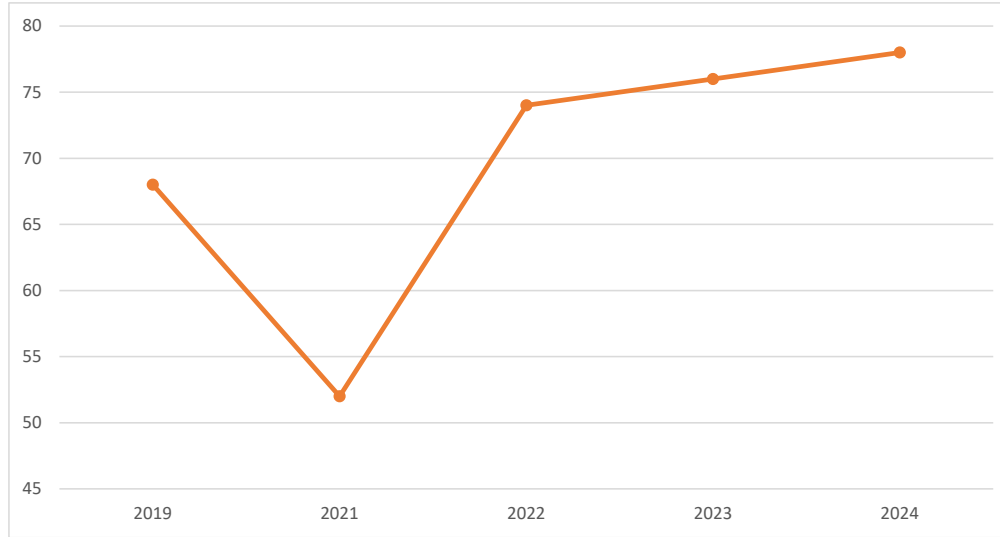
Improvement Required

Morningside Elementary



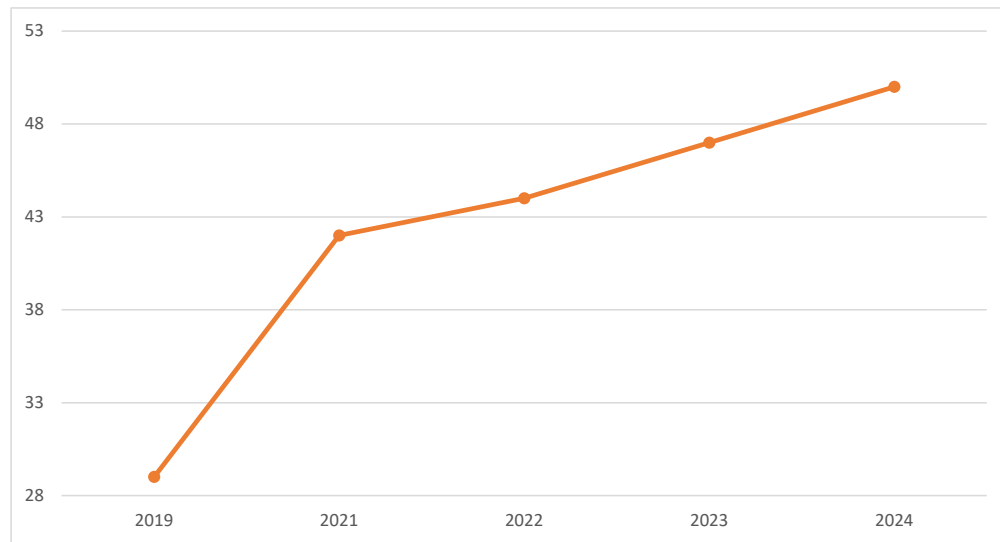
Improvement Required

Hillcrest Elementary



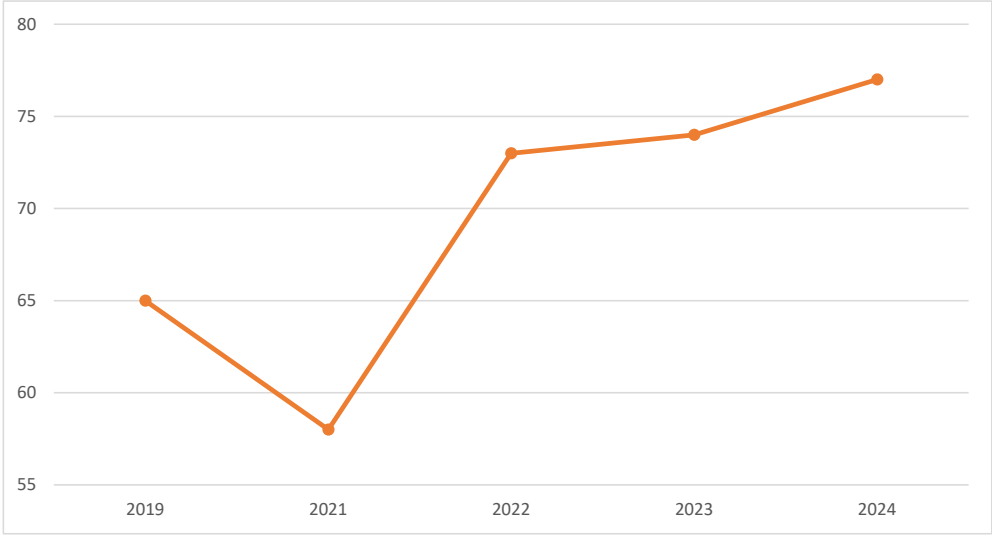
Improvement Required

Sunset Elementary



On Track

Green Acres Elementary

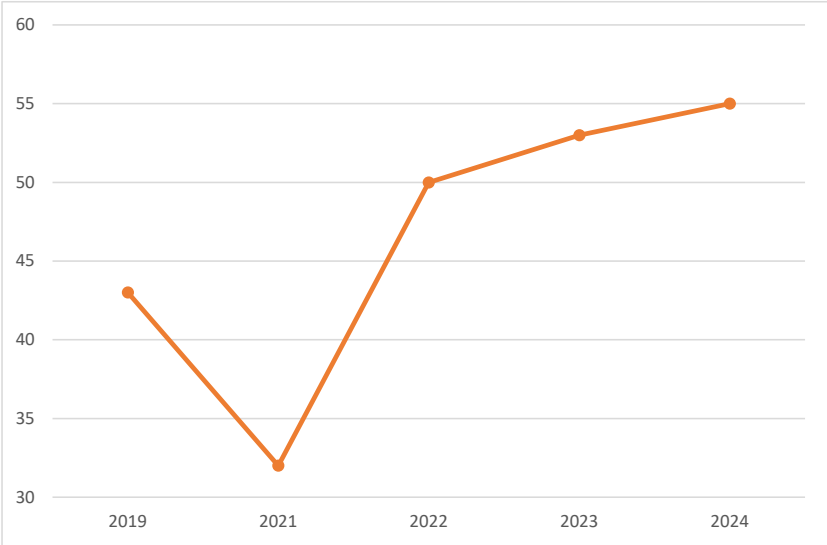


Improvement Required

Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 55% by June 2024.

Improvement Required

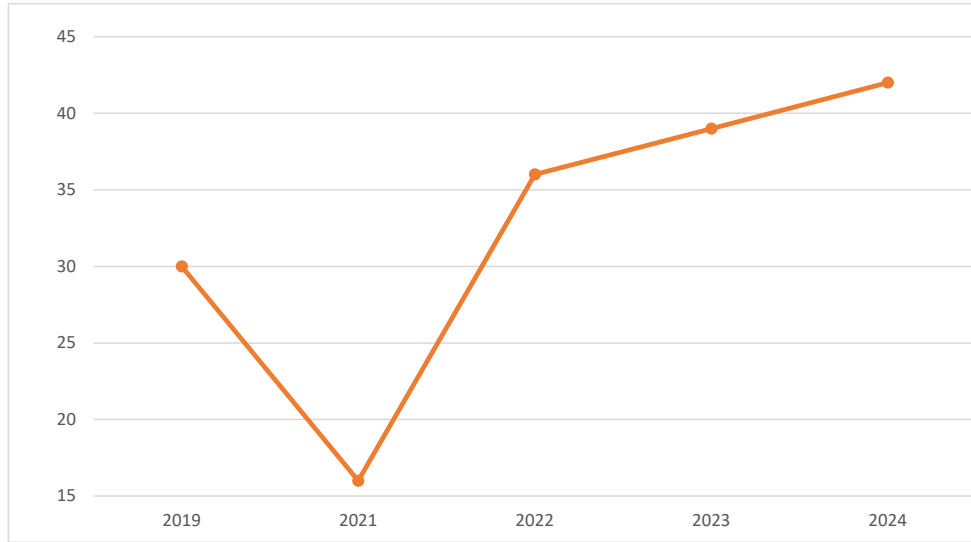


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		49%	67%		49%			36%	49%		49%		
2021 Score		28%	57%		38%			17%	29%		24%		

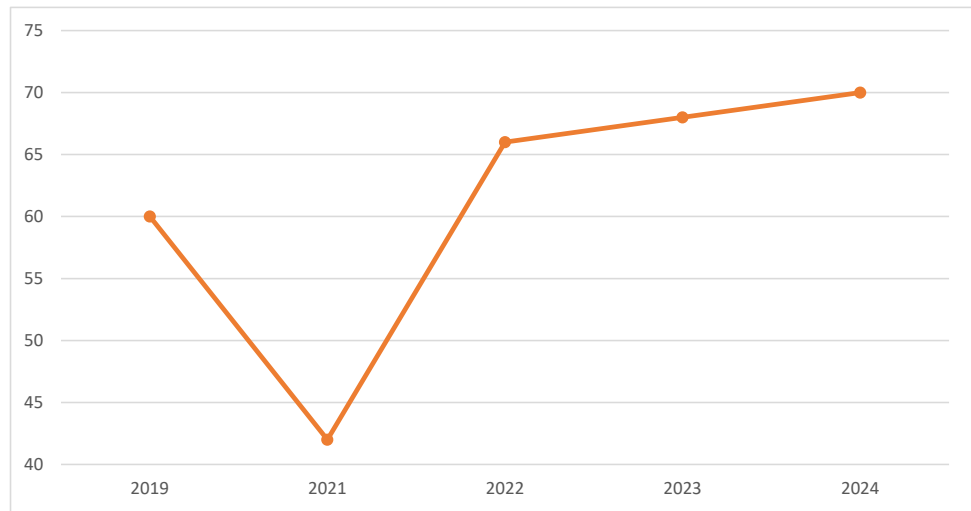
Campus Updates

Cactus Elementary



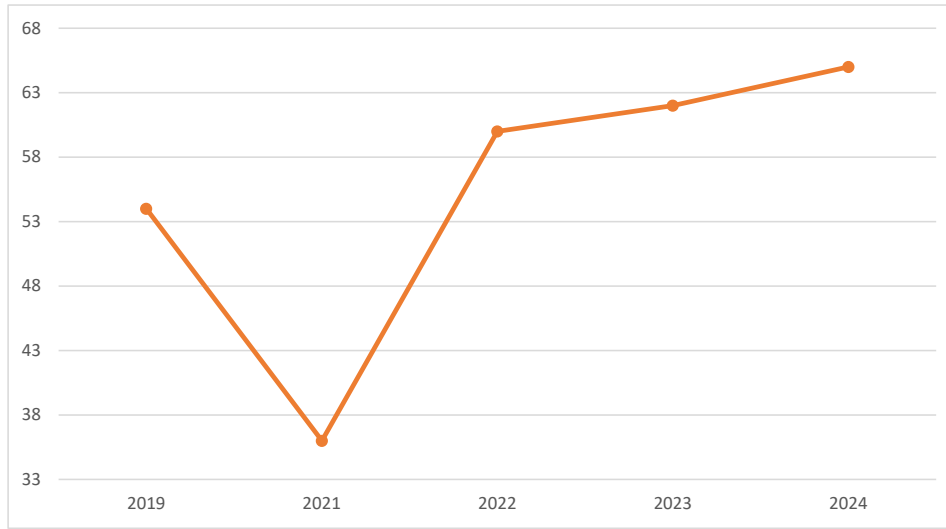
Improvement Required

Morningside Elementary



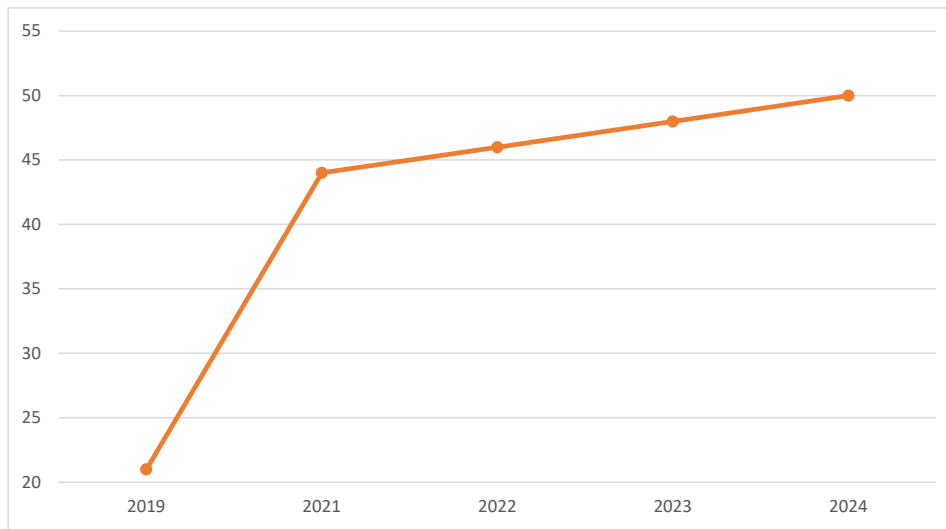
Improvement Required

Hillcrest Elementary



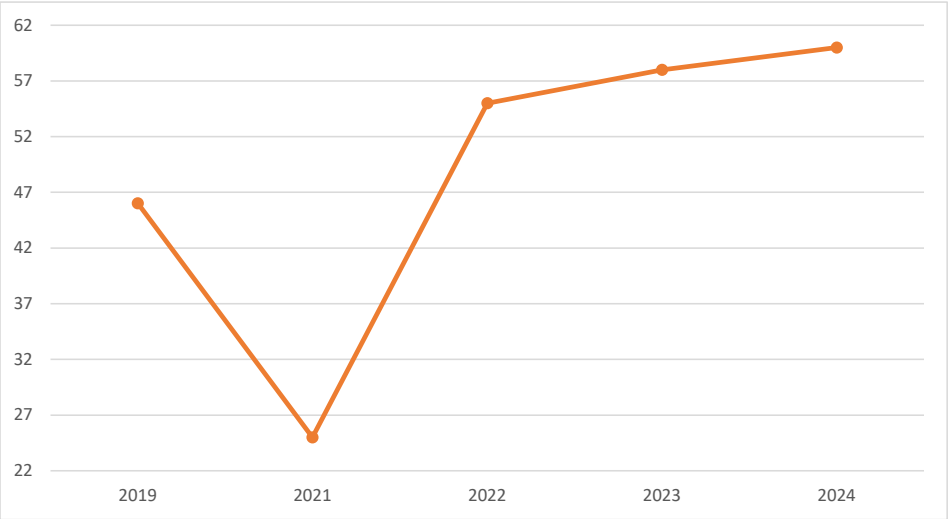
Improvement Required

Sunset Elementary



On Track

Green Acres Elementary



Improvement Required

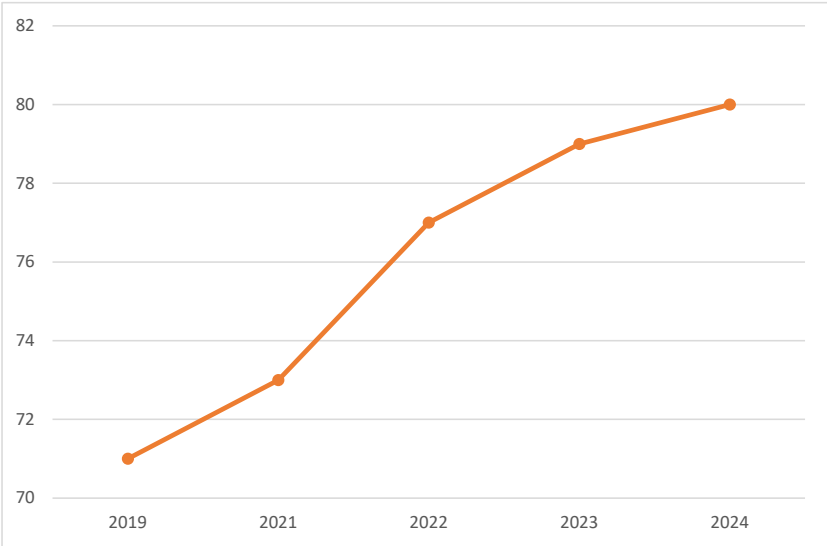
Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 55% by June 2024.

Overall Evaluation
On Track

Progress Measure

The percent of PreK students that score on "on track" on the CIRCLE PM Math diagnostic will increase from 71% to 80% by June 2024.

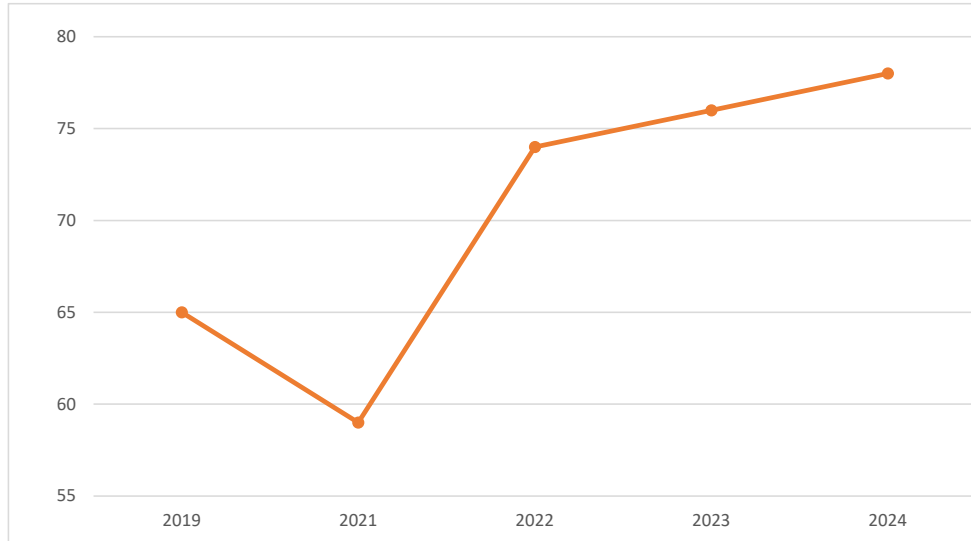


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		74%	76%		91%			62%	77%		58%		
2021 Score		72%	83%		62%			44%	76%		76%		

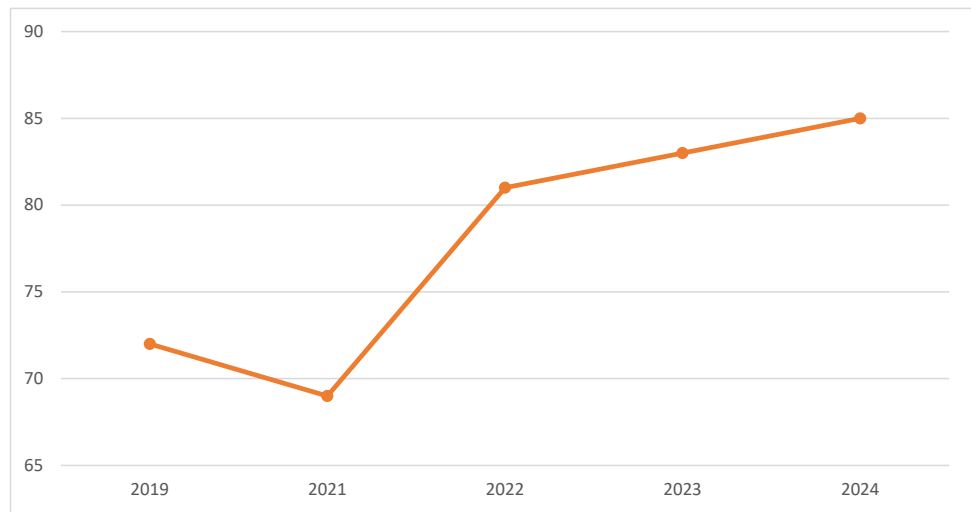
Campus Updates

Cactus Elementary



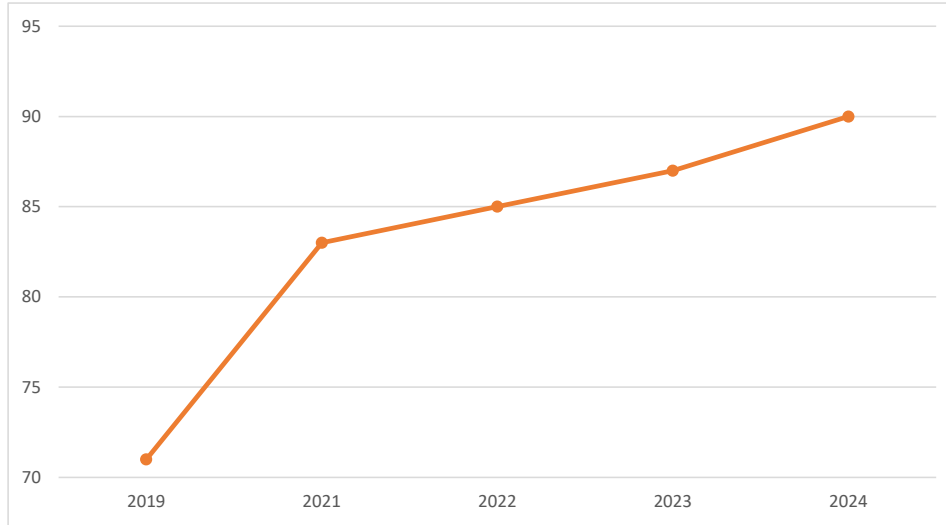
Improvement Required

Morningside Elementary



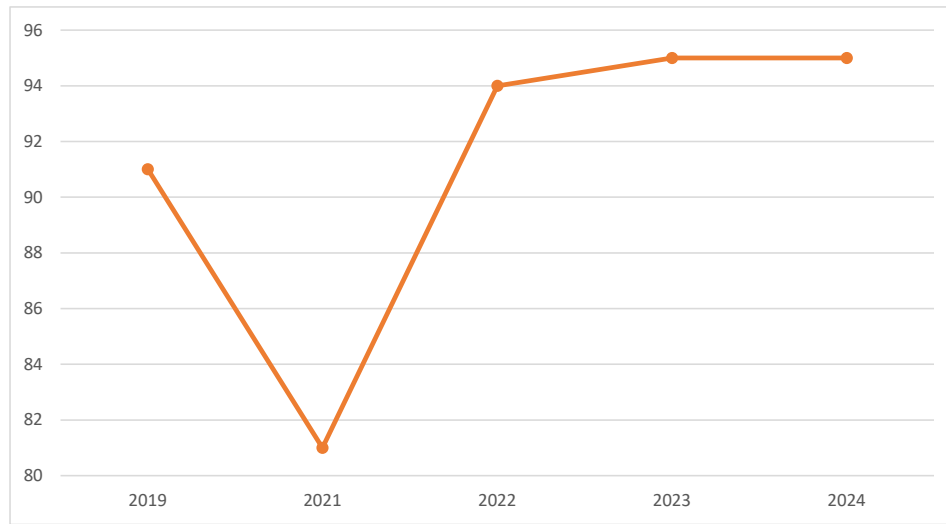
Improvement Required

Sunset Elementary



On Track

Green Acres Elementary



Improvement Required

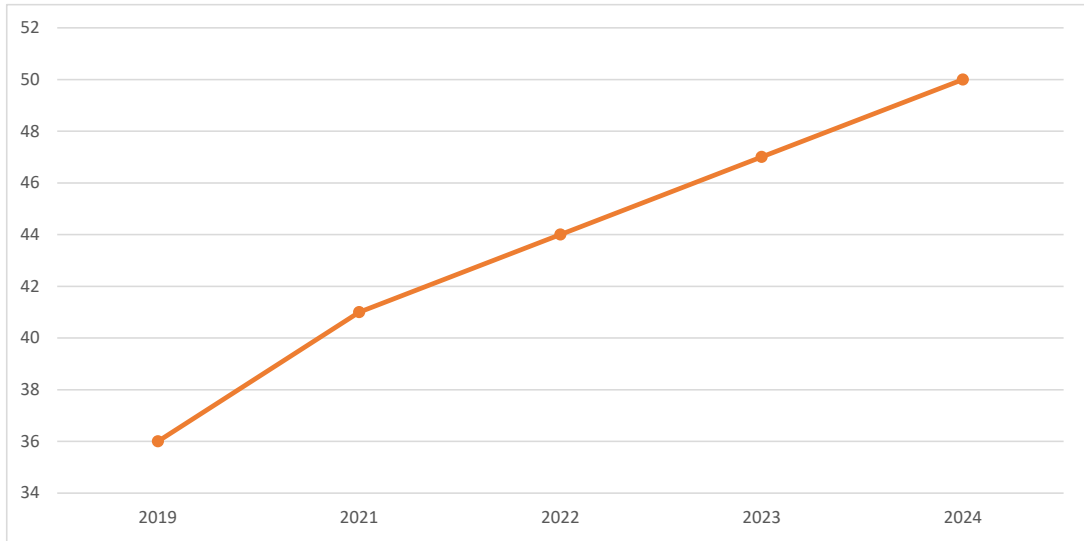
Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 55% by June 2024.

Overall Evaluation
On Track

Progress Measure

The percent of K students that score on grade level or above in math will increase from 36% to 50% by June 2024.

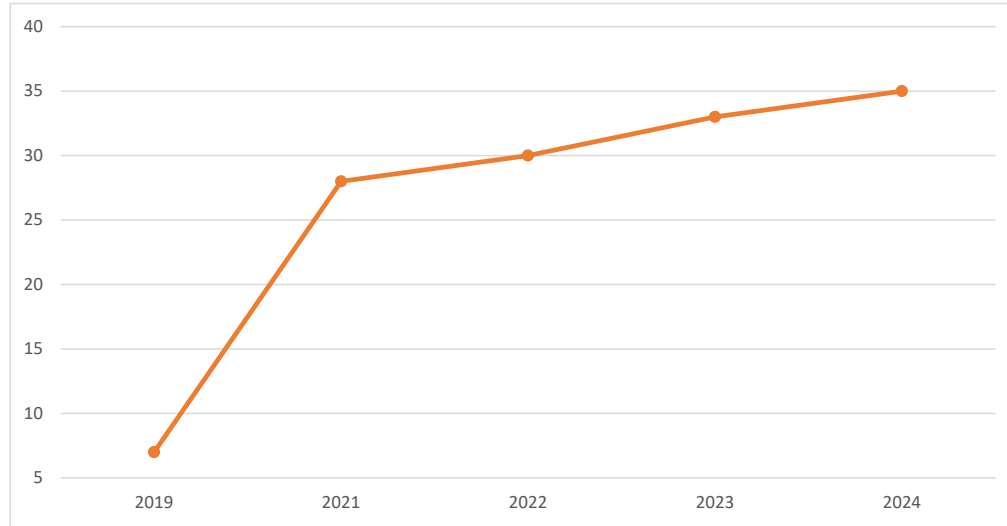


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		39%	45%		31%			37%	35%		37%		
2021 Score		41%	50%		21%			15%	34%		30%		

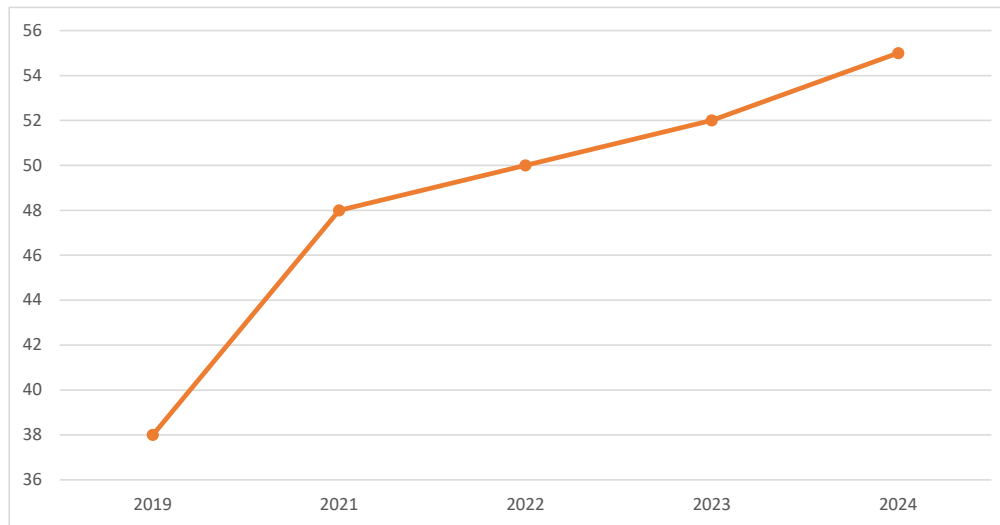
Campus Updates

Cactus Elementary



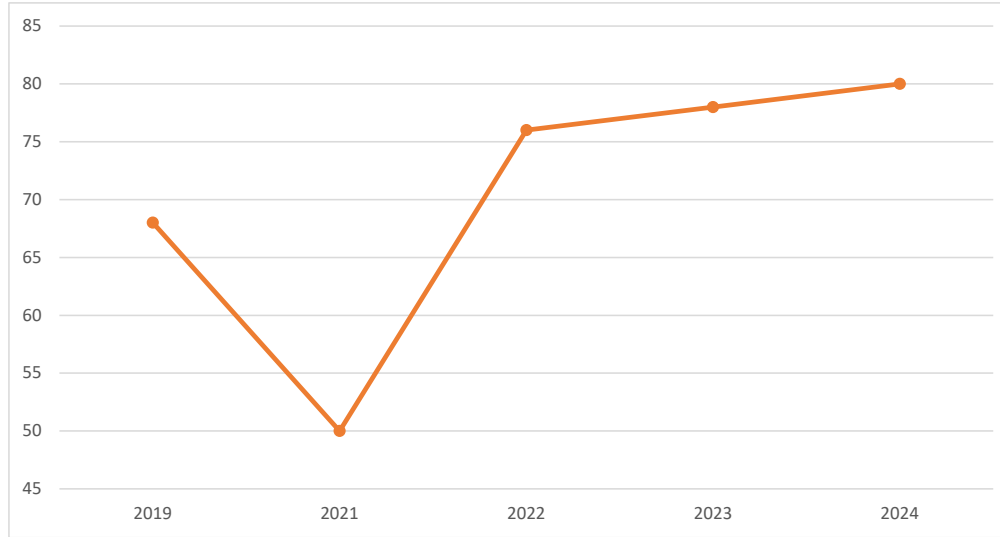
On Track

Morningside Elementary



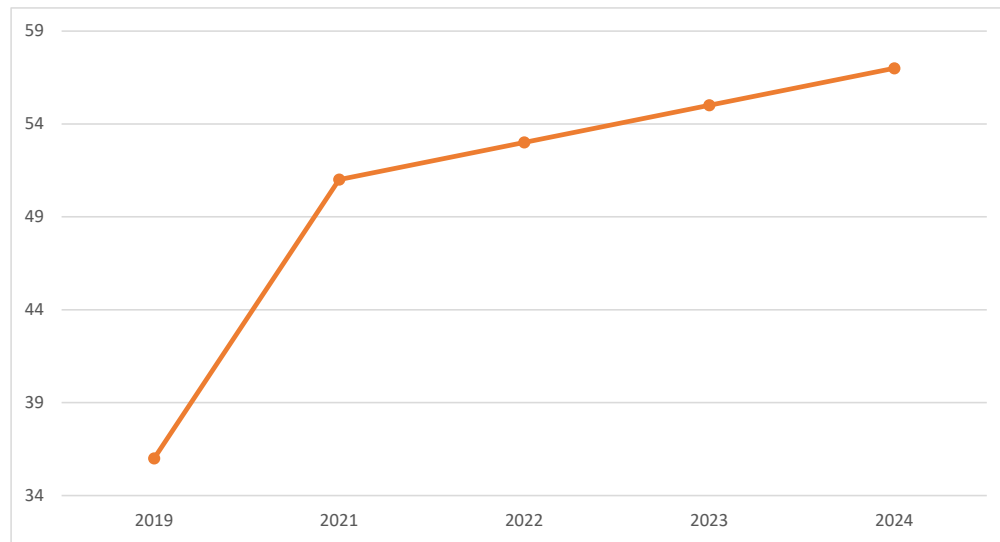
On Track

Hillcrest Elementary



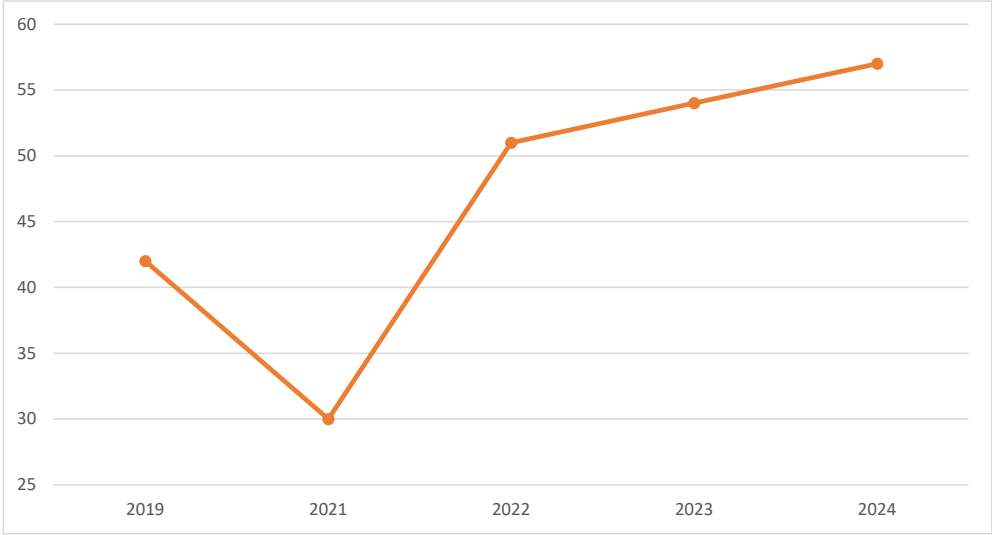
Improvement Required

Sunset Elementary



On Track

Green Acres Elementary



Improvement Required

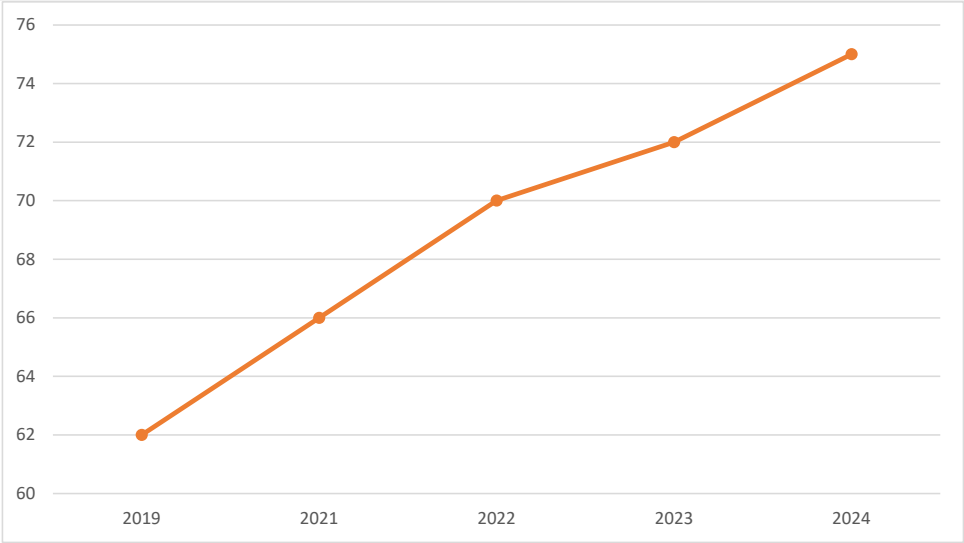
Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 55% by June 2024.

Overall Evaluation
On Track

Progress Measure

The percent of 1st and 2nd grade students that score on grade level or above the Renaissance screener will increase from 62% to 75% by June 2024.

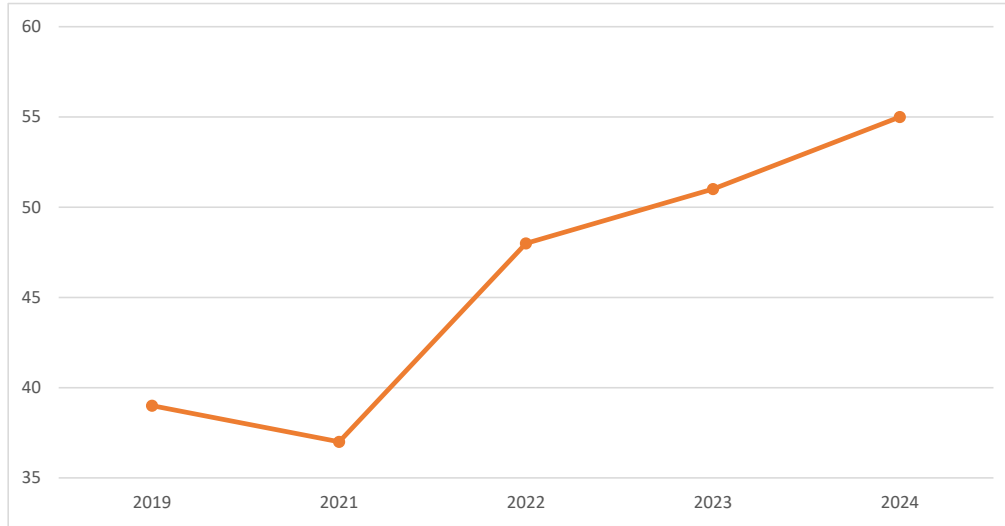


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		61%	66%		67%			56%	57%		57%		
2021 Score		64%	69%		71%			63%	66%		59%		

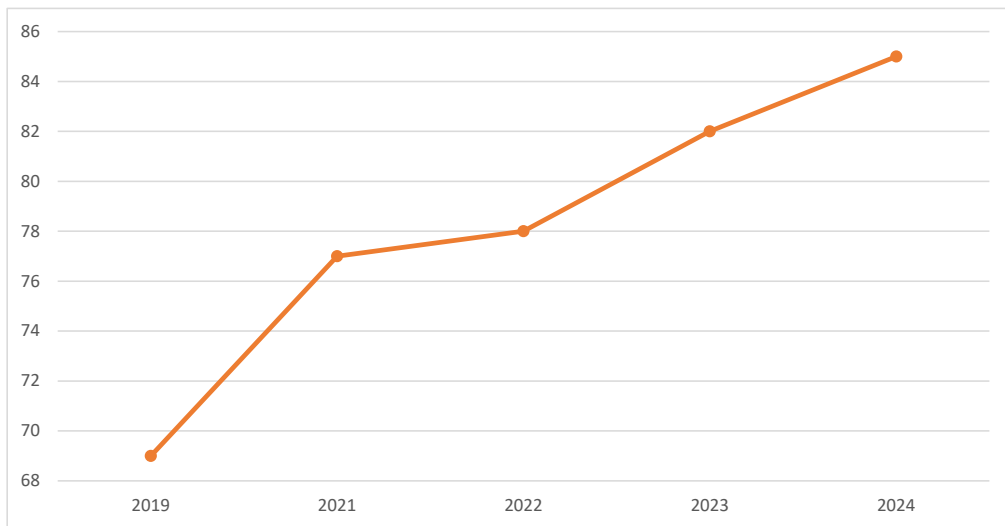
Campus Updates

Cactus Elementary



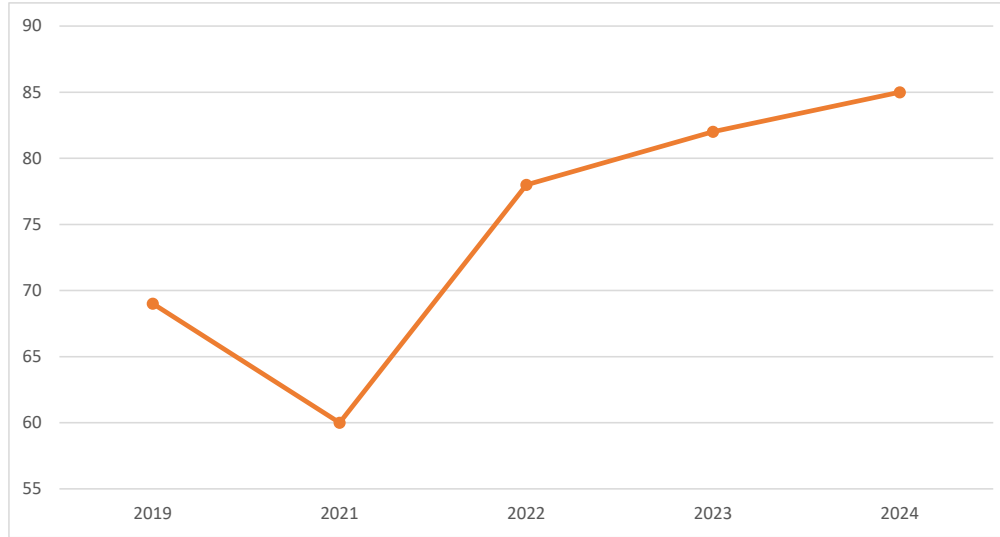
Improvement Required

Morningside Elementary



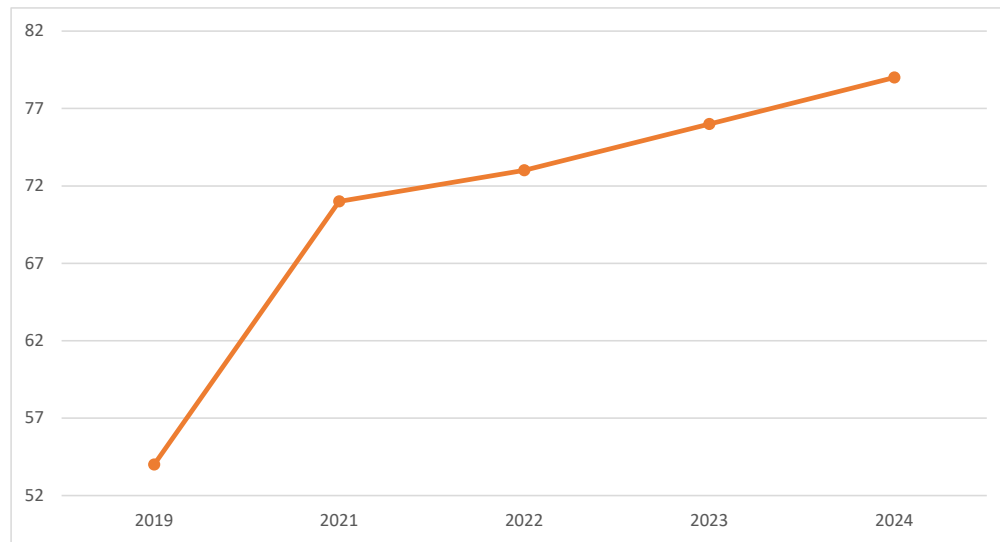
On Track

Hillcrest Elementary



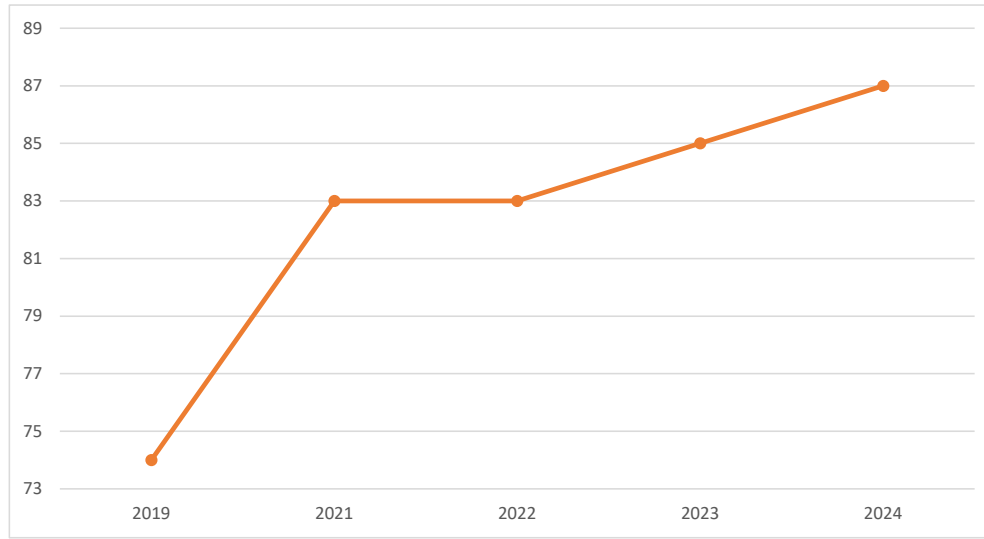
Improvement Required

Sunset Elementary



On Track

Green Acres Elementary

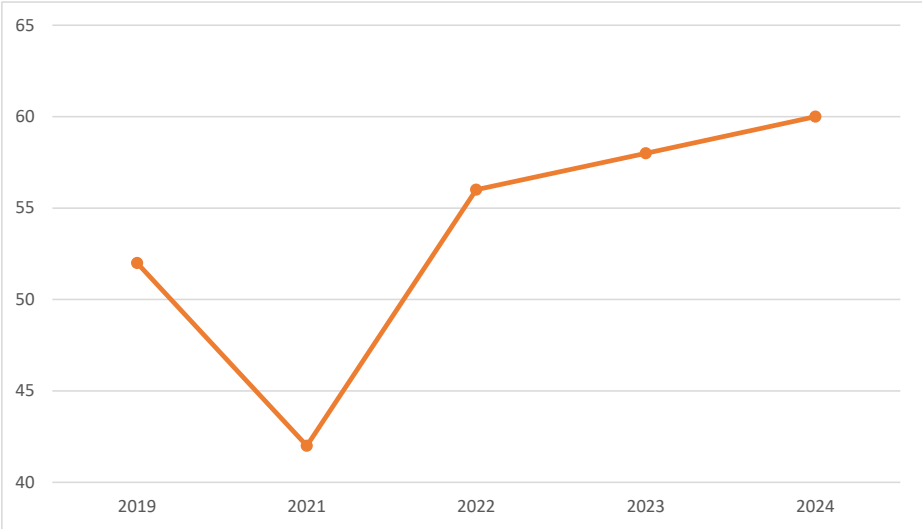


On Track

Board Outcome Goal Progress Monitoring Report

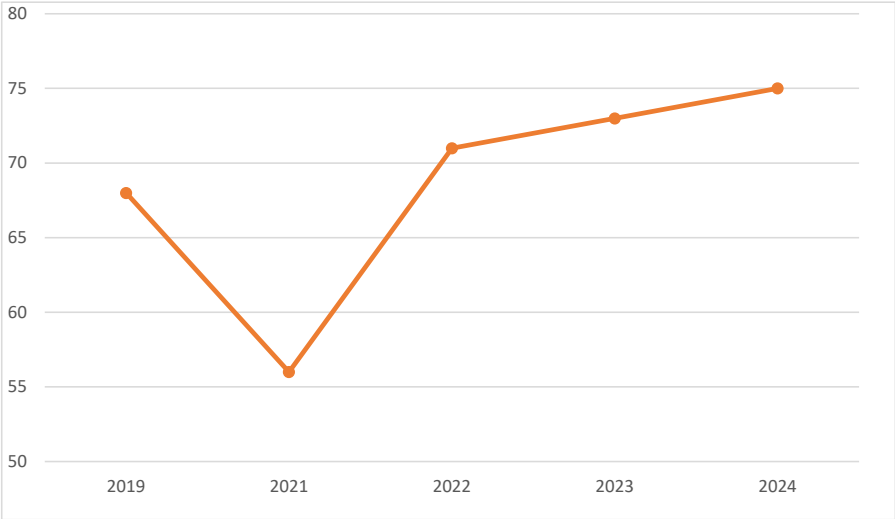
The percentage of graduates that meet the criteria for CCMR in Domain I will increase from 50% to 60% by August 2024.

Improvement Required



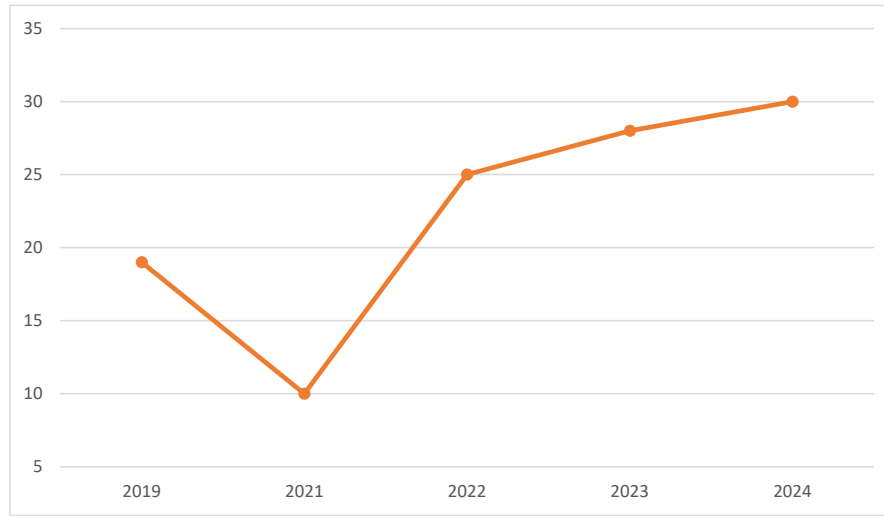
Campus Updates

Dumas High School



Improvement Required

NPOC



Improvement Required

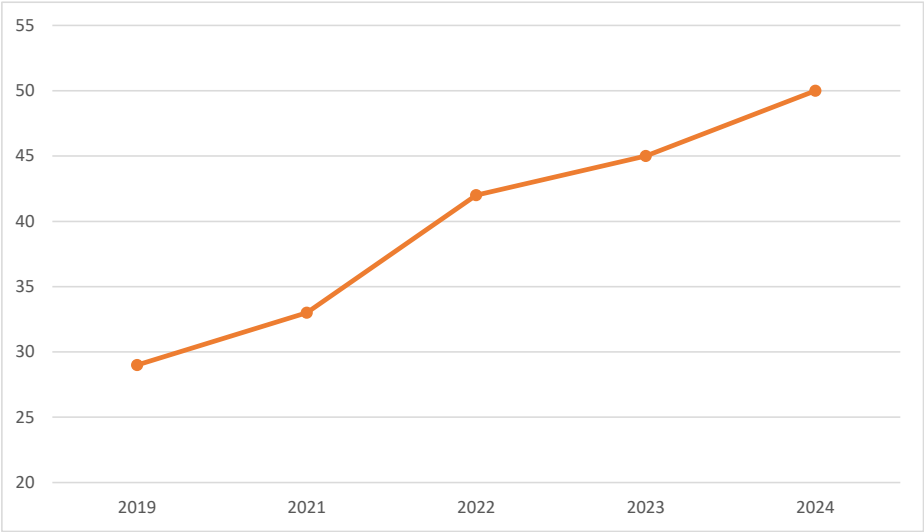
Board Outcome Goal Progress Monitoring Report

The percentage of graduates that meet the criteria for CCMR in Domain I will increase from 50% to 60% by August 2024.

Overall Evaluation
On Track

Progress Measure

The percent of CCMR students that meet the threshold for CCMR Domain I for college ready will increase from 29% to 50% by August 2024.

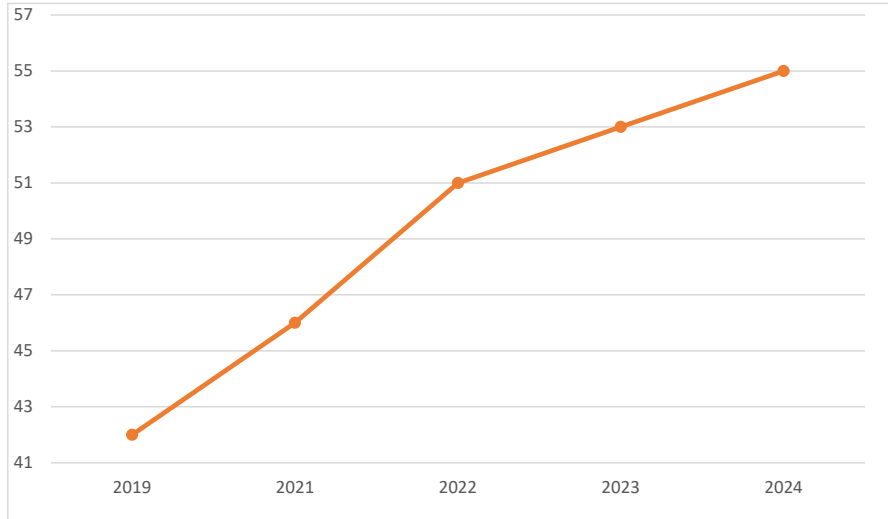


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		29%	40%		40%			2%	30%		2%		
2021 Score		34%	46%		33%			42%	26%		20%		

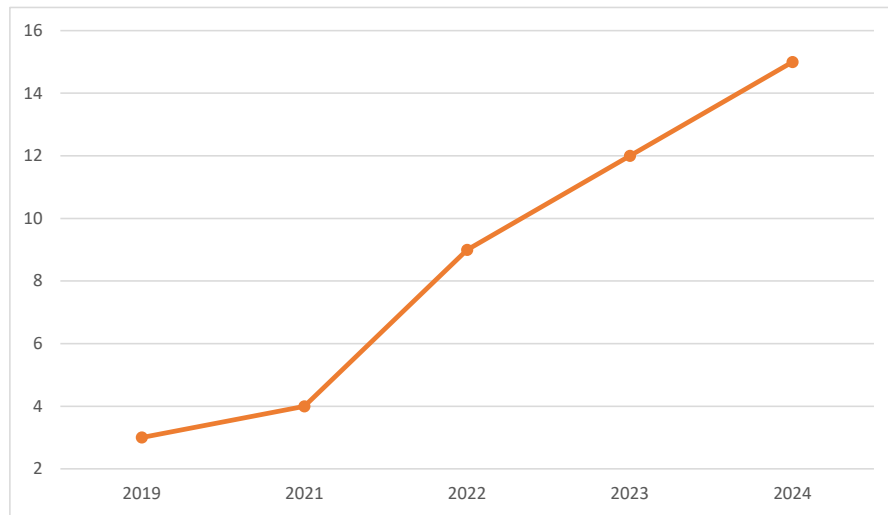
Campus Updates

Dumas High School



On Track

NPOC



On Track

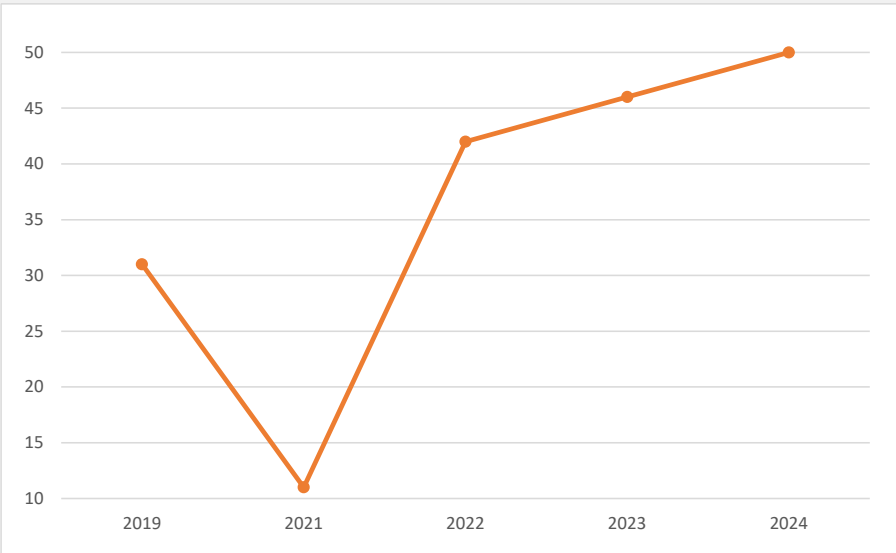
Board Outcome Goal Progress Monitoring Report

The percentage of graduates that meet the criteria for CCMR in Domain I will increase from 50% to 60% by August 2024.

Improvement Required

Progress Measure

The percent of CCMR students that meet the threshold for CCMR Domain I for career or military ready will increase from 31% to 50% by August 2024.

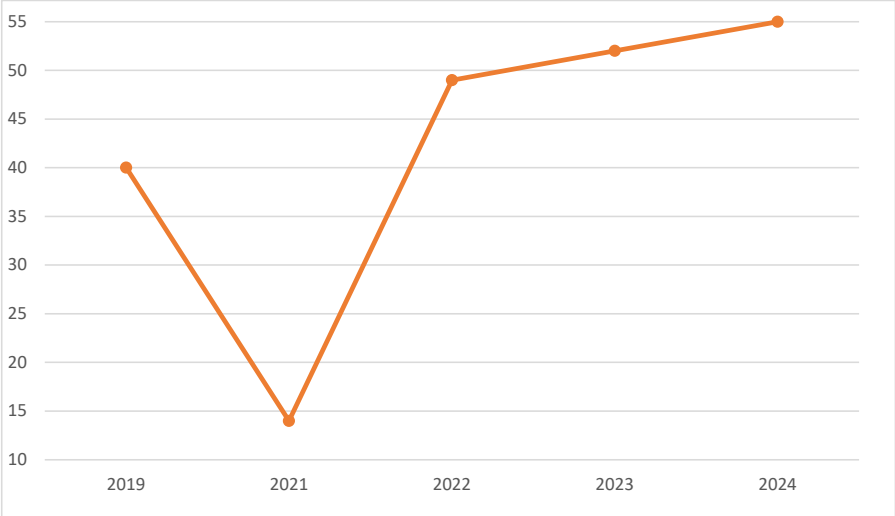


Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021 Goal		34%	34%		23%			71%	36%		29%		
2021 Score		12%	10%		0%			61%	13%		20%		

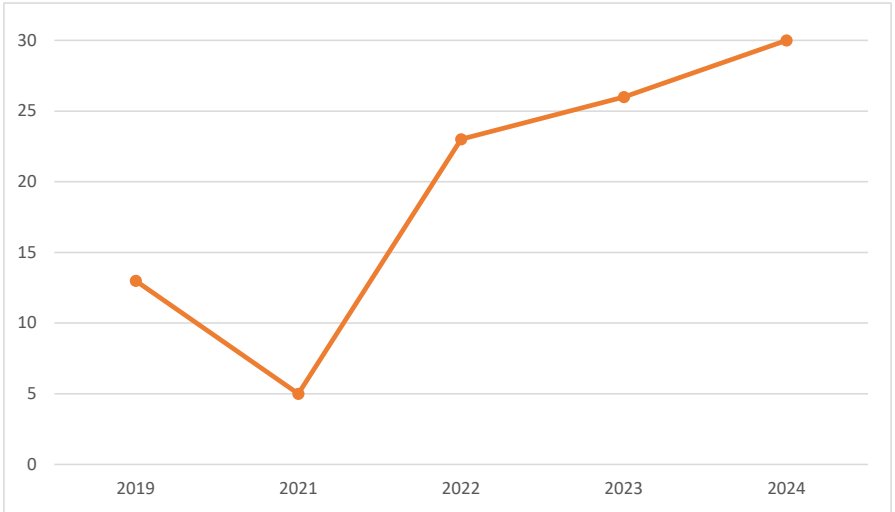
Campus Updates

Dumas High School



Improvement Required

NPOC



Improvement Required

Dumas ISD Comprehensive Professional Development Plan 2021-2022

Total Teachers under Bilingual Exception: 42
 10% of Total BEA for Bilingual Exceptions: \$100,000

Total Teachers under ESL Waiver: 0
 10% of Total BEA for ESL Waivers: \$0

Goals	Activities	Description of Activity	Expected Outcome	Targeted Audience	Evidence of Completion	Person(s) Responsible	Resources Needed	Projected Itemized Cost	Actual Itemized Cost	Timeline
Increase number of Bilingual and ESL certified teachers in the district	Reimburse testing fee for Texas ESL and/or Bilingual certification exams.	The district will reimburse the cost of the testing fee for the Texas ESL and/or Bilingual certification exam once the exam has been passed.	Increased number of teachers with an ESL and/or Bilingual certification	Certified teachers not currently certified in Texas ESL and/or Bilingual	Copy of exam score(s)	Assistant Superintendent for Personnel	Funds for reimbursement of testing fees	\$12,125		07/01/21 - 06/30/22
Increase number of Bilingual and ESL certified teachers in the district	Reimburse mileage	The district will reimburse the mileage to and from a testing center in either Amarillo or Canyon for staff to take the Texas ESL and/or Bilingual certification exam once the exam has been passed. If staff takes the exam at a different testing center then mileage will be reimbursed on the Canyon mileage total.	Increased number of teachers with an ESL and/or Bilingual certification	Certified teachers not currently certified in Texas ESL and/or Bilingual	Copy of exam score(s)	Assistant Superintendent for Personnel	Funds for reimbursement of mileage	\$1,250		07/01/21 - 06/30/22

Increase number of Bilingual and ESL certified teachers in the district	Provide for preparation for ESL and/or Bilingual Certification exam	The district will provide preparation opportunities such as ESC training, online courses, study materials to help staff prepare for and be successful on the ESL and/or Bilingual certification exam.	Increased number of teachers with an ESL and/or Bilingual certification	Certified teachers not currently certified in Texas ESL and/or Bilingual	Copy of exam score(s)	Assistant Superintendent for Personnel	Funds for preparation materials, training	\$1,000		07/01/21 - 06/30/22
Increase competencies of staff to serve the needs of EL students	Contract with ESC Region 16 for Professional Development	Contract with ESC Region 16 for technical assistance and training to effectively operate quality Bilingual/ESL programs on all campuses	Increased knowledge of staff serving EL students on how best to address language acquisition needs	All staff who serve EL students	Certificates of completion	Assistant Superintendent for Instruction	Funds for contract	\$7,500		07/01/21 - 06/30/22
Increase competencies of staff to serve the needs of EL students	Professional Conferences	TexTESOL; TABE; What's Working for English Learners in Texas Conference	Increased knowledge of staff serving EL students on how best to address language acquisition needs	Certified ESL and Bilingual teachers currently working within an ESL or Bilingual Program	Certificates of completion	Elementary Curriculum Director	Funds for conference expenses	\$40,000		1/30/2022
Increase competencies of staff to serve the needs of EL students	Sheltered Instruction Coaching	Contract with ESC Region 16 to provide Sheltered Instruction Training for Secondary campuses	Increased knowledge of staff serving EL students on how best to address language acquisition needs	All staff who serve EL students	Certificates of completion	Elementary Curriculum Director	Funds for contract	\$6,000		08/11/21 - 06/30/22

Increase competencies of staff to serve the needs of EL students	EL Strategy Professional Development	Provide opportunities for professional development to all staff who serve EL students in strategies to meet the needs of EL students.	Increased knowledge of staff serving EL students on how best to address language acquisition needs	All staff who serve EL students	Certificates of completion	Elementary Curriculum Director	Funds for contract	\$36,000		08/11/21 - 06/30/22
							Total	\$103,875		



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Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

ESC Review Complete

TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Carl D Perkins Technical Grant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.	
<input type="checkbox"/> 1S1: Four-Year Graduation Rate <input type="checkbox"/> 1S2: Extended Graduation Rate <input checked="" type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts <input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics <input type="checkbox"/> 2S3: Academic Proficiency in Science	<input type="checkbox"/> 3S1: Postsecondary Placement <input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment <input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential <input checked="" type="checkbox"/> 5S4: CTE Completer <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level.
2. <input checked="" type="checkbox"/> 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.	
3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.	
DISD's CTE Learners are outperforming the non-CTE Learners on all Accountability indicators. Through the CTE programs our CTE Learners are learning more how to apply core concepts into real world situations which lends itself to increased performance.	
TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.	
When comparing the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level these are the findings of areas of performance below all CTE Learners. Economically Disadvantaged - 2S1; 2S3; and 3S1. Individuals Preparing for Non-traditional Fields - 3S1 and 5S4. Learners with Disabilities - 2S1; 2S2; 2S3; 3S1; 4S1; 5S1 and 5S4. English Learners - 2S1; 2S2; 2S3; 3S1; 4S1; 5S1 and 5S4. Single Parent Households - 2S1; 2S3; 5S1 and 5S4. Migrant - 4S1.	
TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.	
When evaluating the data of how CTE Learners from different genders, races, and ethnicities are performing in the CTE program at the LEA level these are the findings of areas of performance below all CTE Learners. Female - 2S1; 2S2; 2S3; 4S1; 5S4. Male - 3S1 and 5S1. Hispanic - 2S1; 2S2; 2S3; 3S1; and 4S1. White - 4S1; 5S2 and 5S4. Asian - 2S1; 2S2; 2S3; 3S1; 5S1; 5S4. Blacks or African American - 2S1; 2S3; 3S1; 4S1; 5S1; 5S4. Two or More Races - 4S1	
TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject



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Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

In the Panhandle Workforce Development Area (1) Labor Market Information, 2016-2026 shows Business, Marketing and Finance career cluster with a growth rate at 49% in Business Management and 32% in Marketing and Sales. The Health Science career cluster has a 30% growth rate in Nursing Science, 29% in Medical Therapy and 26% in Healthcare Therapeutic Medical Therapy. The Information Technology career cluster has a 29% growth rate in Web Development and Architecture and Construction has a 26% growth rate in Architectural Design. All these career clusters show a high growth and high wage rate.

TEA Use Only

CTE Review: Accept Reject

2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

The alignment between the districts CTE Learners and the occupations identified in the Panhandle Workforce Development Area (1) Labor Market information, 2016-2026 aligns in the following career clusters Information Technology and Health Science. There is a gap in the Business, Marketing and Finance Career Cluster. The Business, Marketing and Finance Program of Study offered by the district is Entrepreneurship which has a low growth rate in our region.

TEA Use Only

CTE Review: Accept Reject

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Our district serves 4300 students. Of that number, 1200 are enrolled in grades 9 through 12. We have one traditional high school that serves 1150 students and an alternative high school that serves 50 students. We offer 9 career clusters in our district and 10 Programs of Study, which is above the minimum requirement of 5 Programs of Study. According to Fall Snapshot data we had 1077 students participating in CTE Programs of Study in 2018-19 and 1089 in 2019-20. The number of Programs of Study remain unchanged between the two years but we saw an increase in students participating. From this data, we show we are serving a clear majority if not close to all our students through some type of Program of Study.

TEA Use Only

CTE Review: Accept Reject

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

The district CTE Advisory committee has met twice this year before the school closure to review and discuss the Career Clusters, Programs of Study and Certifications currently being offered. Data gathered from the CLNA process was shared with the committee electronically and input was gathered from committee members. The committee consists of business leaders from each of the Programs of Studies offered, CTE teachers and students and parents of CTE students. Through the meetings and discussions it was decided to continue all current Programs of Study and not phase out or close any of them.

TEA Use Only

CTE Review: Accept Reject

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.

After review of the data, there is very little gap between opportunities for students to participate in work-based learning and complete advanced academic courses. The district and campuses work closely with businesses to provide students opportunities for work-based learning. Counselors also work with students to provide scheduling options so work-based learning and/or advanced academic courses can be scheduled within their school day. The district works closely with Amarillo College to identify opportunities for students to complete advanced academic courses.

TEA Use Only

CTE Review: Accept Reject



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Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

Dumas ISD provides many professional development opportunities for faculty, staff, counselors, and administrators. Here is a listing of sessions held over the past 2 years:

1. All CTE teachers attend their applicable state conference every year
2. 3rd Annual North Texas Community College Accounting Conference
3. ESC 16 2019 Career and Technical Education Conference
4. Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations
5. Code.org We Teach - CS Certification Prep
6. UTD FTC Coaches Training Workshop

TEA Use Only CTE Review: Accept Reject

2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

Dumas ISD has many processes in place to induct and retain faculty and staff. All new teachers, including CTE teachers and individuals coming from industry, participate in the district's First and Second Year Teacher Academies. These academies are year long professional developments designed to provide support and training to all first and second year teachers. In addition, all teachers new to the district are assigned a campus mentor to aid in the transition to the campus learning atmosphere. Dumas High School has assigned one of the assistant principals as the CTE Coordinator to oversee the CTE programs as well as provide PLC support to all CTE teachers. CTE teachers are given opportunities to attend professional development activities at the district, region and state level.

TEA Use Only CTE Review: Accept Reject

3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

11 of our 12 CTE teachers meet state teacher certification requirements. The one that does not meet state teacher certification requirements is employed through our District of Innovation status and meets the appropriate credentials with workplace related experience in the Health Science program area.

TEA Use Only CTE Review: Accept Reject



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Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

There are only three student groups where the percentage of students taking part in CTE is over at least 1% point above or below the overall student population percentage. We have 37.7% of Hispanic Males taking part in CTE and the overall percentage is 39.6% for a difference of -1.9%; 35% of Hispanic Females take part in CTE and the overall percentage is 34% for a difference of +1.0%. The biggest difference lies with our LEP population, 14.1% take part in CTE programs and the overall percentage is 17.4% for a difference of -3.3%. Overall all our district students are very closely aligned with the district CTE Learners in all sub-groups.

TEA Use Only

CTE Review: Accept Reject

2. Identify any barriers that prevent certain populations of CTE learners from accessing your programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

The only barrier that has been identified which was reflected in the student groups above is a language barrier. The district currently has approximately 10 different languages. The barrier does not necessarily exist for our Spanish speaking students but more for the other languages. We do offer translation services to help with this issue.

TEA Use Only

CTE Review: Accept Reject

3. Describe how and when you recruit students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations.

The district takes great pride in the fact that approximately 90% of high school students participate in CTE. The district and the schools advertise and celebrate CTE student program success through social media and campus media. Each year the high school brings in businesses, colleges, and military representatives for a Career Fair for all students to attend. Also, junior high students participate in Career Exploration programs.

TEA Use Only

CTE Review: Accept Reject



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Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission of our CTE department is to provide the necessary resources to staff to provide our students with strong experiences in, and understanding of, all aspects of an industry through speakers, course-related projects and lab experiences, clinical rotations, work-based learning and opportunities to test for certifications.

TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
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2. List the top (three-five) CTE priorities over the next four-years.

The top 3 CTE priorities over the next four years are:

1. Increase the number of CTE Completers
2. Increase the number of CTE students taking and passing industry-based certifications and licensures
3. Increase CTE student performance on state performance indicators.

TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
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3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

The top three most aligned CTE programs of study based on the Panhandle Workforce Development Area (1) Labor Market Information, 2016 - 2026 are Nursing Science, Information Technology Support and Services, and Culinary Arts. We will continue to enlist the CTE Advisory Committee members, industry and community partners to strengthen these programs and provide increased opportunities for work-based learning, certifications and post-secondary options. The three least aligned CTE programs of study are Entrepreneurship, Construction Management and Inspection, and Animal Science. The certifications that can be gained from these different programs of studies will be researched to find a more aligned option. The CTE Advisory Committee will be utilized for the Career Clusters that these programs of study are in to gain insight and guidance.

TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
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4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

2S1 - Academic Proficiency in Reading/Language Art - The ELAR area is a weakness across the district and is primary focus. We have instituted a Literacy Infused project in all classes/programs at the secondary level and are starting to see positive gains. We were 13 students away from the state rate and feel that we will be at or above that rate this year.
 2S2 - Academic Proficiency in Mathematics - Our top Mathematics students are taking the Algebra I EOC in 8th grade so they are not counting in the Mathematics area for high school. We were 15 students away from the state rate but feel with the intervention measures put in place we will close that gap.
 4S1 - Non-Traditional Program Concentration - We will continue to promote programs through Career Fairs, Career Counseling, etc with more of an emphasis on females in non-traditional fields.
 5S4 - Program Quality - CTE Completer - Our course offerings within Programs of Study were too varied and wide spread.

TEA Use Only	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
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Part 8: Assessment Contact

Primary Contact		Select Contact: Select One ▼ or Add New Contact
First Name: Kelly	Middle Initial:	Last Name: Legg
Phone: 806-935-6461	Ext:	E-Mail: kelly.legg@dumasisd.org
		Title: Assistant Superintendent for Instruction



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Part 9: Certification and Incorporation

Certification and Incorporation Statement

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Monty Middle Initial: Last Name: Hysinger Title: Superintendent

Phone: 806-935-6461 Ext: E-Mail: monty.hysinger@dumasisd.org

Submitter Information

First Name: Monty Last Name: Hysinger

Approval ID: monty.hysinger Submit Date and Time: 4/28/2020 10:27:27 AM

Only the legally responsible party may submit this report.

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	LEGAL REFERENCES	PERSON RESPONSIBLE FOR MONITORING	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	EVALUATION DATE
<p>1. Bullying</p> <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	<p>TEC 11.252(a)(3)(E)</p> <p>School Board Legal Policies – FFI, FDB, FFF, FFH, FO, FNG, FFEA, DMA, FOF, FFB, CQA</p>	<p>Superintendent</p> <p>Campus Administration</p> <p>Counselors</p>	<p>The school will follow the Student Handbook; School Board Legal/Local Policies- FFI, FDB, FFF, FFH, FO, FNG, FFEA, DMA, FOF, FFB, CQA and District Regulations FFB-R, FFB-R1, FFB-R2, FNG-R1, FNG-R2, FNG-R3, FNG-R4</p>	<p>May 2022</p>
<p>2. Coordinated Health Program</p> <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	<p>TEC 11.253(d)</p> <p>Board Policy FFA and EHAA</p>	<p>SHAC Committee</p> <p>Special Services Director</p> <p>Assistant Superintendent for Instruction</p>	<p>The school will follow Board Policies: FFA and EHAA.</p> <p>Fitnessgram Schedules and Results</p> <p>SHAC Committee Meetings Agendas, Minutes, and Sign In Sheets (minimum 4 times per year)</p>	<p>May 2022</p>

<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Superintendent Campus Administration</p>	<p>The school will follow Board Policy FOCA, Student Handbook and the Student Code of Conduct</p>	<p>May 2022</p>
<p>4. District’s Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>Superintendent Assistant Superintendent for Instruction</p>	<p>Committee Meetings Agendas, Minutes and Sign In Sheets</p>	<p>May 2022</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Assistant Superintendent for Instruction DHS Campus Administration NPOC Campus Administration</p>	<p>NPOC Intake Process Transcript Review</p>	<p>May 2022</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Special Services Director</p>	<p>The school will follow Board Policy AG, BQ, EHB, FB, EHBC, EKB, and EHC and District Regulations FB-R, EHBC-R</p>	<p>May 2022</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement 	<p>P.L. 107-110, Section 1415(b)</p>	<p>Assistant Superintendent for Instruction Migrant Recruiter</p>	<p>Shared Service Agreement with ESC Region 16</p>	<p>May 2022</p>

<ul style="list-style-type: none"> • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 				
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 	<p>School Board Policies – FNE, FED, FB, FFAC</p>	<p>Counselors Nurses</p>	<p>Counseling, health related services and homebound services School Board Policies – FNE, FED, FB, FFAC and District Regulation FB-R</p>	<p>May 2022</p>
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Secondary Administrators Counselors Secondary Curriculum Director Assistant Superintendent for Instruction</p>	<p>Students in grades 8-12 receive information on higher education through job training events, higher education visits, and post-secondary education opportunities provided by campus counselors. College and Technical training events; military recruiters and career day.</p>	<p>May 2022</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements 	<p>ESSA</p>	<p>Campus Administrators</p>	<p>All paraprofessionals attend training through Region 16 to become highly-qualified and obtain certification.</p>	<p>September 2021 May 2022</p>

<ul style="list-style-type: none"> Strategies and activities ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 		Assistant Superintendent for Human Resources Superintendent	Bilingual/ESL Stipend and Title II funds with professional development.	
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG	Assistant Superintendent for Human Resources Campus Administration	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. All district staff complete online training through EduHero	November 2021 May 2022
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. Implementation of the Concussion Management Protocol for student athletes 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Counselors Assistant Superintendent for Instruction Assistant Superintendent for Human Resources Campus Administration Athletic Director	The school will follow Board Policy FFB and FNF. All district staff will complete online training through EduHero.	November 2021 May 2022
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B)	Counselors Assistant Superintendents for	Board Policies: FFB, FOC, FOCA, DMA and FFE All district staff will complete online training through EduHero.	November 2021 May 2022

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Instruction and Human Resources</p> <p>Campus Administration</p>		
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Services Director</p>	<p>Board Policy DMA(Legal)</p> <p>All campuses have designated Behavior Teachers/Support Personnel who have been trained in behavior management techniques</p>	<p>May 2022</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Information Technology</p>	<p>One-to-One Chromebook/Chrome Tablet program at all campuses</p> <p>All professional staff must acquire 6 hours of continuing education each year in the area of technology integration.</p>	<p>November 2021</p> <p>May 2022</p>
<p>16. School District Peace Officers, School Resource Officers, And Security Personnel</p> <ul style="list-style-type: none"> ● Law enforcement duties of peace officers, school resource officers, and security personnel. 	<p>TEC 37.081</p> <p>Board Policy CKE(Legal) and CKE(Local); CKEA(Legal); CKEC(Legal)</p>	<p>Superintendent</p>	<p>Board Policy - CKE(Legal) and CKE(Local); CKEA(Legal); CKEC(Legal)</p> <p>Student Code of Conduct</p>	<p>May 2022</p>
<p>17. Homeless</p>	<p>Board Policy FDC(Legal) and</p>	<p>Superintendent</p>	<p>Board Policy - FDC(Legal) and FDC(Local); FFC(Legal) and FFC(Exhibit)</p>	<p>November 2021</p> <p>May 2022</p>

<ul style="list-style-type: none"> Information on video trainings regarding homeless students provided to staff and homeless information posters displayed in campus areas visible to students The Homeless Liaison shall: <ol style="list-style-type: none"> make sure of immediate enrollment even if the usual records or documentation is missing, such as proof of residency, birth or immunization records, or parent or guardian signature. Immediate means that day or the following day. There is 30-day provisional enrollment without immunization records and birth certificates. Unaccompanied youth are enrolled in school, have opportunities to meet challenging state academic standards Extra-curricular activities School of origin -transportation services & assist with accessing transportation services. If LEAs cannot agree, the cost must be shared equally. Access to Free breakfast and lunch LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment and retention of children and youth in homeless situations, including barriers to outstanding fees, fines, and absences. 	FDC(Local); FFC(Legal) and FFC(Exhibit)	Assistant Superintendent for Instruction PEIMS Coordinator	Emailed training to all staff members Posters	
18. Gifted and Talented <ul style="list-style-type: none"> All teachers providing services to GT students receive training in GT strategies. 	Board Policy DMA(Legal)	Assistant Superintendent for Instruction	Board Policy – DMA(Legal) Google Spreadsheet with hours documented	May 2022
19. Foster Care <ul style="list-style-type: none"> Collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of 	Board Policy FFC(Legal), FFC(Exhibit), FFC-R2	Assistant Superintendent for Instruction Chief Financial Officer	Board Policy - FFC(Legal), FFC(Exhibit), FFC-R2	May 2022

<p>origin (unless it is not in the student's best interest) will be provided, arranged, and funded.</p> <ul style="list-style-type: none"> • Designation of PEIMS Coordinator as the District Foster Care Liaison in the TEA AskTED system. • District and all Title IA campuses will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC R2 Exhibit in regard to transportation of students in foster care. 		<p>PEIMS Coordinator Superintendent</p>		
<p>20. Facilities</p> <ul style="list-style-type: none"> • Implement Asbestos Management Plan as directed by the Operations Director 	<p>Board Policy CKA(Legal)</p>	<p>Operations Director</p>	<p>Board Policy – CKA(Legal)</p>	<p>May 2022</p>

Region 16 Migrant SSA



Migrant Section for DIP 2021-2022

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

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

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

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

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress Some Progress No Progress Discontinue	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNA	LNA Toolit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress Some Progress No Progress Discontinue	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____
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	X ____ ____ ____	Accomplished? Yes No	X ____ ____

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

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress Some Progress No Progress Discontinue	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accomplished? Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Region 16 Migrant SSA



Priority for Services Action Plan 2021-2022

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

Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP* in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/01/2021

School Year: 2021 - 2022

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

<p>Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region 16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			

<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants
Required Strategies			
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student

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


LEA Signature

9/3/21
Date Completed


ESC Signature

09/28/2021
Date Received

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2021-2022

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

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>
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	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>
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	<u> </u> <u> </u> <u> </u> X <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> <u> </u> X <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> X <u> </u> <u> </u>
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	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> X <u> </u> <u> </u>
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	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> X <u> </u> <u> </u>
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	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> <u> </u> X <u> </u> <u> </u>

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

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	___ _X ___ ___	___ _X ___ ___	___ _X ___ ___	Accomplished Yes No	___ _X ___ ___
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	_X ___ ___ ___	_X ___ ___ ___	_X ___ ___ ___	Accomplished Yes No	___ _X ___ ___
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	_X ___ ___ ___	_X ___ ___ ___	_X ___ ___ ___	Accomplished Yes No	___ _X ___ ___
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	_X ___ ___ ___	_X ___ ___ ___	_X ___ ___ ___	Accomplished Yes No	___ _X ___ ___
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	_X ___ ___ ___	___ _X ___ ___	___ ___ _X ___	Accomplished Yes No	___ ___ _X ___

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	___ _X_ ___ ___	___ _X_ ___ ___	___ _X_ ___ ___	Accomplished Yes No	___ _X_ ___ ___
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	___ _X_ ___ ___	___ _X_ ___ ___	___ _X_ ___ ___	Accomplished Yes No	___ _X_ ___ ___
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	_X_ ___ ___ ___	_X_ ___ ___ ___	_X_ ___ ___ ___	Accomplished Yes No	___ _X_ ___ ___
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	___ _X_ ___ ___	___ _X_ ___ ___	___ ___ _X_ ___	Accomplished Yes No	___ ___ _X_ ___

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	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> X <u> </u> <u> </u> <u> </u>
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	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> X <u> </u> <u> </u> <u> </u>
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	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> <u> </u> X <u> </u> <u> </u> <u> </u>
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	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>
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	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>	Accomplished Yes No	<u> </u> X <u> </u> <u> </u> <u> </u> <u> </u>

Region 16 Migrant SSA
ID&R Quality Control Written Procedures

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