

Jacksonville Independent School District

District Improvement Plan

2017-2018 Improvement Plan



Mission Statement

The mission of the Jacksonville Independent School District in partnership with students, family, and community, is to ensure a quality education by maintaining high expectations and providing a safe learning environment while developing citizens who are life-long learners in an ever-changing competitive world.

Value Statement

We Believe That:

A safe learning environment is imperative.

A quality education and a commitment to life-long learning improves the entire community.

Education is a shared responsibility of the student, family, school, and community.

High expectations will challenge everyone to work towards their potential.

Diversity makes us stronger.

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Comprehensive Needs Assessment

Needs Assessment Overview

Assessment and Accountability Ratings:

- District- met standard
- NI- met standard
- JHS-met standard, Distinctions earned - Academic Achievement in ELA/RDG, Academic Achievement in Math
- JMS-met standard, Distinctions earned- Top 25% Student Progress
- WS-met standard, Distinctions earned- Top 25% Performance Gaps
- ES- met standard, Distinctions earned- Top 25% Student Progress, Top 25% Closing Performance Gaps
- FD- met standard, Distinctions earned- Top 25% Closing Performance Gaps
- JW- met standard, Distinctions earned- Top 25% Student Progress, Top 25% Closing Performance Gaps, Academic Achievement in ELA/RDG

Student Achievement Needs:

- Increase 5th grade and 8th grade science STAAR results
- Increase 8th grade Social Studies STAAR results
- Increase English I and English II EOC results
- Increase number of students reaching Masters in all content areas at all grade levels

Student Achievement Strengths:

- JISD beat the state average on the Reading STAAR for grades 4 and 8
- JISD beat the state average on the Math STAAR for grades 3 and 4
- JISD beat the state average on the Writing STAAR for grades 4 and 7

PBMAS

- Increase ELL passing rates in all subject areas
- Decrease ELL drop out rate
- Increase Special Ed passing rates in all subject areas

Technology Needs

- Staff Development for the integration of technology into the classroom
- Implementation of technology integration throughout the curriculum
- Improve student to device ratio
- Continue funding for replacement of existing equipment

Staff Development Needs:

- Develop instructional calendars for Social Studies and Science
- Writing alignment grades 5-12
- Reading grades K-12
- Literacy Continuum book study K-12
- Capturing Kids Hearts training district wide

Student Academic Achievement

Student Academic Achievement Summary

Index Ratings	Index 1	Index 2	Index 3	Index 4
Jacksonville ISD	73	37	36	67
Jacksonville HS	70	24	39	71
Compass Center				
Jacksonville MS	72	43	35	32
Nichols Int.	70	32	34	23
East Side EL	75	46	46	41
Fred Douglass	79	38	45	40
West Side EL	78	45	49	36
Joe Wright EL	78	50	46	36

Preliminary Scores

	All	AA	His	White	two or more	Sp.Ed	Eco. Dis.	ELL	Advanced
RDG/E.L.Arts	69%	54%	69%	78%	67%	33%	65%	59%	13%
Writing	72%	62%	73%	74%	83%	50%	68%	71%	5 %
Math	80%	68%	81%	84%	77%	57%	77%	75%	17 %
Science	70%	57%	69%	79%	61%	34%	66%	46%	9 %

S. Studies 71% 60% 66% 86% 63% 38% 66% 33% 17 %

Student Academic Achievement Strengths

JISD beat the state average on the Reading STAAR for grades 4 and 8

JISD beat the state average on the Math STAAR for 3 and 4

JISD beat the state average on the Writing STAAR for 4 and 7

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The grade 5 and 8 Science STAAR percents are below the state (55% & 66%). **Root Cause:** The lack of vertical alignment district wide.

Problem Statement 2: The grade 8 Social Studies STAAR percent is below the state (53%). **Root Cause:** The lack of vertical alignment district wide.

Problem Statement 3: EOC I and EOC II percents are below the state (56% & 60%) **Root Cause:** The lack of scope and sequence and aligned instruction.

Problem Statement 4: There is a low percentage of students in all grade levels and all areas that achieve the Masters level on STAAR. **Root Cause:** The lack of implementation of higher order and critical thinking instructional strategies.

Problem Statement 5: Special Ed students are scoring below the state average on STAAR. **Root Cause:** Special Ed teacher turnover and implementation of diversified instruction.

Problem Statement 6: ELL students are scoring below the state average on STAAR. **Root Cause:** Teacher turnover rate and training for ESL instruction.

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Jacksonville ISD will recruit, support, and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: 100% of core academic classes will be taught by highly effective and high quality teachers, 100 % of paraprofessional with instructional duties will meet Every Child Succeeds Act and 100% highly effective and high quality staff will be maintained. (JISD Strategic plan Goal 4)

Evaluation Data Source(s) 1: 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.


Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Provide staff development in all academic areas with an increased emphasis in social studies, and science.</p>		<p>Assoc. Supt. of Curriculum Special Education Director Bilingual Director Campus Administrators Teachers</p>	Meet Standard on state accountability for 2017-2018				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Title I, part A - 60129.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Provide teachers with relevant data, current technology and ongoing training with scaffold implementation, and online access to an array of classroom resources to improve instruction and classroom management.</p>		<p>Technology Director Campus Administrators Bilingual Director Special Education Director</p>					
<p>Funding Sources: Title I, part A - 30000.00</p>							

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p>	<p>Special Education Director Bilingual Director Assoc. Supt. of Curriculum</p>	<p>Positive increase in PBMAS in special programs.</p>				
<p>3) Enhance quality and access to professional development and teaching strategies in using data and feedback to inform instruction, and to meet the needs of ELLs and Special Education students in the least restrictive environment.</p>	<p>Problem Statements: Student Academic Achievement 5, 6 Funding Sources: Title III - 0.00</p>					
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Provide staff development/supplemental materials for all faculty and staff: a. Curriculum Alignment and Sequencing, b. Training: Curriculum Development Benchmarking, c. Differentiating Instruction, d. Instructional Leadership Training, e. Accelerating Instruction, f. Euphoria/Destiny, g. Renaissance Learning (AR, A/M), h. SIOP strategies, i. Enforcement of Code of Conduct, incl. but not limited to: Discipline strategies, Classroom management, Conflict resolution, harassment , bullying, dating violence, j. Technology, k. Support for general ed teachers providing instruction for special education students: l. Region VII Workshops, m. Content-specific workshops in core academic areas n. STAAR/EOC training o. College Readiness for students p. Develop and implement a coherent, content-focused, best-practices plan for professional development of instructional leaders, support staff, and teachers q. Project-based, constructivist and brain-based methodologies. r. Capturing Kid's Hearts s. LRE and Inclusion t. Instruction in developing academic vocabulary and language development, and language acquisition. u. K-12 instructional coach camp v. Literacy Continuum, w. Reading Academies</p>	<p>Assoc. Supt. of Curriculum Special Education Director Bilingual Director Technology Director Campus Principals</p>	<p>Benefits of training reflected in at least 93% passing rates on all assessments Administrator walkthrough Increase participation rates in STAAR by students receiving special education services. Decreased difference rate regarding African American students in Special Education. Increased participation in general education classrooms by students identified under special education.</p>				
<p>Funding Sources: Title I, part A - 225000.00, Title III - 0.00, Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 7</p>	<p>Campus Administrators HR Director</p>	<p>100% of paraprofessionals trained.</p>				
<p>5) Recruit and maintain high quality, highly qualified paraprofessional staff.</p>	<p>Funding Sources: Title II, part A - 196537.00, Local - 0.00</p>					

<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>6) Recruit and maintain high-quality, highly effective, and diverse teachers and principals, and reduce their turnover through mentoring, compensation, leadership development, and other incentives.</p>	<p>HR Director Principals Associate Supt for Personnel & Operations</p>	<p>100% teachers highly effective and high quality</p>				
<p>Problem Statements: Student Academic Achievement 5, 6 Funding Sources: Title II, part A - 196537.00, Title I, part A - 5100.00</p>						
<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>7) Funds will be allocated for epower with region 7, online professional development (TCASE On-Demand (Sped 504 STAT) region 13 autism, region 20, Standards Based IEPs, professional development supplies, and travel for professional development.</p>	<p>Associate Supt. of Curriculum & Student Services Director of Instructional Technology Technology Director Director of Special Education</p>	<p>Travel reimbursements requests Purchase orders</p>				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>8) Follow JISD safety plan and provide training for all students and staff: Fire safety drills , Evacuation plan, Tornado drills</p>	<p>Campus Administrators Resource Officers</p>	<p>Documentation for training and drills.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>9) Provide character education: including, but not limited to Integrate character education lessons into curriculum at all levels Post and emphasize a trait of the month, Building good citizens for Texas Character Education Guide , Behavior Interventionist, Red Ribbon week</p>	<p>Campus Administrators Teachers Counselors</p>	<p>Teacher Lesson plans reflect character ed lessons Administrator walk through Survey results</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>10) Heighten student and staff awareness and enforcement of Code of Conduct: Campus/classroom rules, Crisis procedures</p>	<p>Administrators Teachers Counselors</p>	<p>At least a 3% reduction in office referrals for infractions as compared to previous semester</p>				
<p>Funding Sources: Local - 0.00</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>11) Provide settings for students in non-compliance with rules: a. Lunch Detention b. ISS/Smart ISS c. Saturday School d. After School Detention e. Intense intervention option at JHS between OCI and OSS.</p>	<p>Campus Administrators</p>	<p>At least a 3% reduction in referrals as compared to previous semester. Decrease in OSS discrepancy between students in general and special education.</p>				

<p>Critical Success Factors CSF 6</p> <p>12) Expect consistent enforcement of school rules by both teachers and administrators: a. Tardy Policy b. Dress Code c. Teachers visible in hallways between classes</p>	Teachers Campus Administrators	At least a 3% reduction in referrals as compared to previous semester				
<p>Critical Success Factors CSF 6</p> <p>13) Increase strategies to manage student behavior through trainings such as Capturing Kids Hearts, and the PASS program.</p>	District Level Admin	Decrease in the number of OSS for special education students by 10%.				
Funding Sources: Title I, part A - 25000.00						
<p>Critical Success Factors CSF 6</p> <p>14) Continue to increase capacity in staff training in regards to Capturing Kids Hearts to support social/emotional development of students to promote a positive climate and culture.</p>	Campus Administrators	Decrease in the number of OSS for all students by 5%.				
<p>Critical Success Factors CSF 7</p> <p>15) Partner with Universities, and Educator Prep Programs to recruit student teachers and professional staff.</p>	Human Resources	District will be 100% staff.				
<p>Critical Success Factors CSF 7</p> <p>16) Utilization of Instructional Teams to provide a continuum of support for all (academic/behavioral)</p>	Campus Administrators Counselors Strategists Coaches Lead Teachers	Increase in STAAR results in all areas.				
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The grade 5 and 8 Science STAAR percents are below the state (55% & 66%). Root Cause 1: The lack of vertical alignment district wide.
Problem Statement 2: The grade 8 Social Studies STAAR percent is below the state (53%). Root Cause 2: The lack of vertical alignment district wide.
Problem Statement 5: Special Ed students are scoring below the state average on STAAR. Root Cause 5: Special Ed teacher turnover and implementation of diversified instruction.
Problem Statement 6: ELL students are scoring below the state average on STAAR. Root Cause 6: Teacher turnover rate and training for ESL instruction.

Goal 2: Jacksonville ISD campuses will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 1: By the end of the 2017-18 school year, 100% of all students in each of the subgroups will pass all portions of the state assessment. (JISD Strategic Plan Goal 1, 2, and 3) (System Safeguard)

Evaluation Data Source(s) 1: State Assessment Results/PBMAS: 100% of all students pass all portions of the state tests.







Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) Ensure delivery of TEKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas and Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA. Target alignment of science, social studies, and writing curriculum. Target alignment of STAAR Alternate II. essence statements to the JISD scope and sequence.</p>		<p>Assoc. Supt. of Curriculum Campus Administrators Teachers Instructional Strategist</p>	<p>Each Six Weeks Increased Passing rates of ELL and Special ed students on science and social studies benchmark assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Local - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Create an environment of increased accountability for all staff: Lesson plans reflecting implementation of aligned curriculum, Administrator walk-through, Regularly scheduled department/grade level meetings, Special ed teachers attending all department/grade level meetings/PLC meetings</p>		<p>Assoc. Supt. of Curriculum Special Education Director Campus Principals Instructional Strategist</p>	<p>At least 100% passing benchmark assessments Administrator walk-through</p>				
<p>Funding Sources: Local - 0.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state student academic achievement standards</p>		<p>Assoc. Supt. of Curriculum Campus Administrators Teachers Instructional Strategist</p>	<p>Meet Standard on state accountability 2017-2018</p>				
<p>Funding Sources: Title I, part A - 5000.00</p>							
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize disaggregated data from all core subject benchmark assessments to target students not reaching expectations in all sub groups: All, African American, Hispanic, White, Economically Disadvantaged, ELL, and Special Education.</p>		<p>Teachers Instructional Strategists Principals</p>	<p>Each Six Weeks Increased Passing rates of all student sub pops on benchmark assessments</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>5) Create more on grade level learning opportunities for Special Education Students</p>		<p>Special Education Director Campus Administrators Teachers</p>	<p>No staging on PBMAS</p>				
<p>Problem Statements: Student Academic Achievement 5</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Administer benchmark assessments in core areas</p>		<p>Campus Administrators Teachers</p>	<p>At least 93% passing benchmark assessments</p>				
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>7) Increase performance on testing indicators for all populations served.</p>		<p>Assoc. Supt. of Curriculum Special Education Director Bilingual Director Campus Administrators Teachers</p>	<p>Meet Standard on state accountability for 2017-2018</p>				
<p>Funding Sources: Title I, part A - 100000.00, Title III - 0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>8) Utilize SCE funds to support implementation of Title I school wide strategies.</p>		<p>District and Campus Administrators</p>	<p>At least 93% passing benchmark assessments</p>				
<p>Funding Sources: SCE - 0.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Require TEKS-based activities in all core content classes. a. Target area: Higher level and critical thinking skills, Process skill, ELPS, language development, acquisition of language</p>	<p>Campus Administrators Instructional Strategist Teachers</p>	<p>At least 93% passing benchmark assessments</p>				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: Title I, part A - 83926.00, Title III - 0.00</p>						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>10) Use disaggregated EOC, or STAAR data from campus to campus to prepare for class placement and instruction. Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data.</p>	<p>Campus administrators counselors</p>	<p>100% incoming freshman appropriately scheduled</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Provide additional support for students not achieving expected TEKS mastery or at risk of failing: a. Tutorials offered before, during and after school b. Individualized plan for special ed students c. Small group instruction d. Contact teacher for each special ed student to monitor classroom performance on 3-week intervals and facilitate appropriate intervention (s) e. Web based Programs(Plato, United Streaming) f. Optional Extended Year g. At-Risk Interventions h. Interventions put in place by STAT (campus based team) TIER interventions i. RTI/TIER interventions</p>	<p>Campus Administrators Instructional Strategist Teachers</p>	<p>Each six weeks Increased Passing rates of all student sub pops on benchmark assessments</p>				
<p>Funding Sources: Title I, part A - 47427.00, Title III - 0.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>12) Increase student access to technology</p>	<p>Technology Director Campus Administrators Teachers</p>					
<p>Funding Sources: Local - 0.00, Title I, part A - 100000.00, RLIS - 0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>13) Create a learning community environment for all students: a. Strict enforcement of Code of Conduct, tardy and absentee policies b. Shared pride in all accomplishments and campus appearance.</p>	<p>Campus Administrators Counselors Teachers</p>	<p>5% increase in students enrolled in higher level classes 10% decrease in number of tardies from previous semester.</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>14) Provide aligned curriculum, instruction, and assessment to ensure technology integration by all teachers and technology literacy for all students PK-12</p>		Associate Supt. of Curriculum & Student Services Director of Instructional Technology Teachers	Forethought lesson plans Aware Assessment Data				
<p align="center">Critical Success Factors CSF 1</p> <p>15) Increase the use of assistive technology including but not limited to augmentive communication devices, slates and wands, interactive whiteboards, classmate readers, and student response systems by students with disabilities and functional limitations to ensure academic success.</p>		Director of Special Education Associate Supt. of Curriculum & Student Services Principals Teachers	Walkthroughs Inclusion in ARD deliberations				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>16) Continue use of classroom observation and professional development data to asses teachers' technology proficiency and levels of technology integration</p>		Principals Instructional Technologists	Eduphoria Appraise Evaluation Report Learning.com Wayfind teacher PD reports				
Funding Sources: Title II, part A - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>17) Provide teacher training for accelerated learning and tutorial stratigis.</p>	4, 9	Administrators	At least 93% identified at-risk students meeting minimum expectations.				
Funding Sources: Title I, part A - 5000.00							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The grade 5 and 8 Science STAAR percents are below the state (55% & 66%). Root Cause 1: The lack of vertical alignment district wide.
Problem Statement 2: The grade 8 Social Studies STAAR percent is below the state (53%). Root Cause 2: The lack of vertical alignment district wide.
Problem Statement 4: There is a low percentage of students in all grade levels and all areas that achieve the Masters level on STAAR. Root Cause 4: The lack of implementation of higher order and critical thinking instructional strategies.
Problem Statement 5: Special Ed students are scoring below the state average on STAAR. Root Cause 5: Special Ed teacher turnover and implementation of diversified instruction.







Goal 3: Jacksonville ISD will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 1: By the end of the 2017-18 school year, incidents of violence, drug use and continuous and persistent misbehaviors in the school setting will not show an increase. (JISD Strategic Plan Goal 5)

Evaluation Data Source(s) 1: Discipline reports will show a decrease in these offenses.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
Critical Success Factors CSF 6 1) Integrate human sexuality instruction into curriculum at all levels		Associate Supt. of Curriculum & Student Services Counselors Campus Administrators	Documentation of planned instruction in appropriate lesson plans Administrator walk through				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 6 2) Continue utilization of police officer/liason		Administrators	At least a 3% reduction in referrals to police officer as compared to previous semester				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 6 3) Continue utilization of random dog searches		Campus Administrators JISD Police Staff	at least a 50% reduction in incidents of found contraband				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 6 4) Present information/assembly to address violence, drugs, use of tobacco/alcohol, suicide prevention and conflict resolution.		Teachers Counselors Resource officers	At least a 3% reduction in office referrals as compared to previous semester				
	Funding Sources: Title I, part A - 0.00						
Critical Success Factors CSF 6 5) Increase Security Equipment		Administrators	At least a 3% reduction in office referrals as compared to previous semester				
	Funding Sources: Local - 0.00						

<p>Critical Success Factors CSF 6</p> <p>6) Increase awareness to teachers, students, and parents of issues, including warning signs, regarding sexual abuse and other maltreatment of children. (HB1041 TEC 38.0041) through prevention techniques using resources developed by TEA under section 38.004 knowledge of likely of warning signs using resources developed by TEA under section 38.004 that include detailed description of characteristics of a sexual abuser through training that includes factors and warning signs indicating a child that is at risk, methods to reduce risk, and information about community organizations providing additional resources.</p>	<p>Human Resource Dept for all new teachers Counselors for existing campus staff and students Associate Supt. of Curriculum & Student Services</p>	<p>Documentation from teacher training, counselors guidance lessons, and parental informational sessions.</p>				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>7) Inform students who are victims of sexual abuse or other maltreatment of actions he/she should take to obtain assistance and intervention and the available counseling options Including internal procedures for seeking assistance for a child who is at risk</p>	<p>Human Resource Dept. for all new staff Counselors for existing staff and students</p>	<p>Documentation from individual and small group counseling.</p>				
Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 6</p> <p>8) Increase strategies to manage student behavior Assoc. Supt. of Curriculum and Special Ed director meet with secondary principals to look at alternatives for suspensions of special education students.</p>	<p>Director of Special Education Associate Supt. of Curriculum & Student Services Secondary Campus Principals</p>	<p>Decrease in the number of OSS for special education students by 10%.</p>				
<p>Critical Success Factors CSF 6</p> <p>9) Utilize Licensed Specialists in School Psychology (LSSP's) to address, support, serve, or consult in regards to students at risk due to behavioral concerns.</p>	<p>Special Education Director Behavior Support Team Campus Administrators Teachers</p>	<p>Documentation of LSSP participation in ARD's, RTI, STAT, 504 Meetings, Campus Consultation</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Jacksonville ISD will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 2: Improve the district student attendance rate to 98% by May 2018. (JISD Strategic Plan Goal 5)

Evaluation Data Source(s) 2: PEIMS data will show that attendance rate is at least 98% or better.

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Report to counselor/assistant principals/resource officer names of students with frequent absences.</p>		Counselors Teachers	All students with frequent or pattern absences reported to administration.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Utilize services of police officer to investigate reasons for excessive absenteeism.</p>		Campus Administrators	Investigation of 100% of reported cases				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Conduct home visits to investigate reasons for student non-attendance and/or nonenrollment.</p>		Assistant Principals Resource Officer	Home visitations to 100% referred students.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Provide incentives for perfect attendance</p>		Campuses	at least 98% attendance rate each six weeks				
	Funding Sources: Local - 0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Provide teacher training for accelerated learning and tutorial strategies</p>		Campus Administrator	At least 93% identified atrisk students meeting minimum expectation				
	Funding Sources: Title I, part A - 5000.00, Local - 0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) Provide individual and family counseling for high-risk students.</p>		Administrators Counselors	Documentation of availability of counseling for 100% identified students.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Jacksonville ISD will have a systematic evaluative process that ensures that students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 3: Maintain the 0% dropout rate for Grades 7-8, and increase the Completion Rate I for grades 9-12 to 95%. (JISD Strategic Plan Goal 2, 5)

Evaluation Data Source(s) 3: Maintain the 0% dropout rate for Grades 7-8, and increase the Completion Rate I for grades 9-12 to 95%. (JISD Strategic Plan Goal 2, 5)

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
<p>Critical Success Factors CSF 7</p> <p>1) Provide teacher training for accelerated learning and tutorial strategies.</p>		Administrators	At least 93% identified at-risk students meeting minimum Expectations				
Funding Sources: Title I, part A - 5000.00, Local - 0.00							
<p>Critical Success Factors CSF 5</p> <p>2) Provide individual and family counseling for high-risk students.</p>		Campus Administrators Counselors	Documentation of availability of counseling for 100% identified students				

Goal 4: The educational needs of students will be met by strengthening parent involvement on all JISD campuses.

Performance Objective 1: Involve parents in the education of their children in order to implement student performance to increase all student groups achievements through STAAR/EOC/TELPAS mastery. (JISD Strategic plan Goal 1)

Evaluation Data Source(s) 1: Involve parents in the education of their children in order to implement student performance to increase all student groups achievements through STAAR/EOC/TELPAS mastery. (JISD Strategic plan Goal 1)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
<p>Critical Success Factors CSF 5</p> <p>1) Include strategies and staff development to promote effective parental involvement in the school and district including but not limited family night events</p>		Principal Assistant Principal Counselors Administrator	Sign-in sheets from parental involvement activities				
Funding Sources: Title I, part A - 940.00							
<p>Critical Success Factors CSF 5</p> <p>2) Conduct parent awareness seminars with an interpreter at each grade level: a. Title I, School wide parent policy at open house / trainings b. Benefits of higher level courses c. TEKS standards and expectations d. Campus to campus (Ele. to Nichols, Nichols to MS, and MS to HS)</p>		Principal Assistant Principal Counselors Administrators	Sign-in sheets from parental involvement activities				
Funding Sources: Title I, part A - 0.00							
<p>Critical Success Factors CSF 5</p> <p>3) Continue family communication through district website, Channel 20, e-mail, and GradeBook access for parents</p>		Public Relations Director Director of Technology	Informal surveys of usage				
Funding Sources: Local - 0.00							
<p>Critical Success Factors CSF 5</p> <p>4) Consistently include parents in site-based decision making committee meetings: District Educational Improvement Council, Campus Improvement Councils, Staff development needs</p>		Administrators	Sign in sheets from all applicable meetings				

Critical Success Factors CSF 5 5) Utilize Title I compact/customized plan, District Parent Involvement Policy on all school wide campuses. Parent Conferences, Parent Volunteer Programs, PTO	Administrators	100% completion/signatures on compacts				
	Teachers					
Funding Sources: Local - 0.00						

Goal 5: Technology

Performance Objective 1: Educators facilitate student centered learning environment infused with digital age learning experiences and assessments

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 5: Technology


Performance Objective 2: Prepare educators in developing the effective use of technology in order to implement innovative instructional practices which leads to improvement in student academic achievement

Evaluation Data Source(s) 2: Ensure educator professional development is ongoing, standards-based and of high quality.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) The district will support an Instructional Technology department to provide all staff the opportunity to participate in authentic learning experiences through continuous PD within the district		Superintendent Associate Supt. of Curriculum & Student Services	Technologists calendars Staff Development Portfolios				
2) Use WayFind Teacher Assessment (Learning.com) to evaluate teacher proficiency in 21st Century skills as determined by the ISTE NETS-T standards		Associate Supt. of Curriculum & Student Services Director of Instructional Technology	Purchase Orders Easy Tech usage reports				
3) Develop and implement a rigorous, incentive based professional development program to produce educators who meet all standards and performance indicators of the ISTE NETS-T and serve as mentors on their campus		Associate Supt. of Curriculum & Student Services Director of Instructional Technology Principals	Documented requests for assistance such as Helpdesk tickets and e-mail messages. Calendars of scheduled team meetings Helpdesk reports Workshop reports				

4) Campus administrators will be trained in the National Educational Technology Standards for Administrators and Teachers (NETS-A, NETS-T)		Director of Instructional Technology Associate Supt. of Curriculum & Student Services	Workshop Portfolio walk-throughs				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Technology

Performance Objective 3: Campus and district leadership will model the use of technology, and support staff and students as they engage in technology integration

Evaluation Data Source(s) 3: Incorporate strategies that model, improve, expand and support the effective use of technology.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Provide specialized training to campus administration in the use of the various programs in JISD. Eduphoria, Skyward, Outlook/Exchange, AESOP subfinder, Edlio website, ESPED, Schoolmessenger, Excel, and other newly adopted software		HR Director Public Relations Director Director of Special Education Director of Dual Language Education and Special Languages Campus personnel Director of Instructional Technology	Workshop schedule and attendance records reduction in work orders				
2) The district will add Instructional Technologists as funds are available to improve the integration of technology into all levels of administration and instruction.		Superintendent Associate Supt. of Curriculum & Student Services Associate Supt for Personnel & Operations	Staff hired				
3) District and school administrators shall play a key role in cultivating a shared vision for technology integration and serve as a catalyst for change.		Superintendent	National Educational Technology Standards for Administrators (NETS-A) will be used to evaluate standards met. Lesson Plans - Increased use of digital tools and resources in instruction				
4) Continue use of software to provide online registration for current students.		Principals Superintendent Technology Director PEIMS Coordinator	Online forms developed Number of students electronically registered				

5) Develop and implement a walk-through data collection template targeting technology integration		Director of Instructional Technology Principals Asst. Principals Associate Supt. of Curriculum & Student Services	Walk-Through Template added to Eduphoria Appraise				
6) Purchase security certificates to provide secure electronic access to district information: Destiny, Eduphoria, Online Application, Skyward, and Safari Montage.		Technology Director Network Administrators	Security certificates purchased				
7) Maintain LobbyGuard software and hardware to scan campus visitor's identification for a safer school environment.		Principals Superintendent Technology Director	Purchase order for maintenance and support Visitors in software database				
Funding Sources: Local - 0.00							
8) Provide resources and support to encourage enrollment in virtual courses provided by SUPERNet and/or Texas Virtual School Network. The use of online courses will provide students with skills required for college.		Counselors JHS Principal Associate Supt. of Curriculum & Student Services Superintendent	Student enrollment statistics SUPERNet Consortium Membership				
9) Collaborate with community leaders and organizations such as JEDCO, City of Jacksonville, Chamber of Commerce and Adult Literacy Council to share resources and services.		Superintendent Director of Dual Language Education and Special Languages	Meetings and Communication documents Resources shared ELL Adult Classes				
10) Promote advocacy at the National, State, and Local level to support schools in effective technology implementation.		Technology Director Director of Instructional Technology Superintendent	Number of communication documents				
11) Implement hiring practices and policies that reflect the significance of technology skills and the effective use of appropriate ICT resources. (Information and Communication Technology)		Assoc Supt of Curriculum HR Director Director of Instructional Technology Director of Technology	Application including technology skill set and upload of digital portfolio				
12) Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.		Assoc Supt. of Personnel Principals Superintendent	Special recognition of personnel that demonstrate exceptional use of technology Recruitment videos containing classroom technology instruction				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 5: Technology

Performance Objective 4: District technology infrastructure will be sufficient to support current & emerging technologies & digital resources, with connectivity for all students, teachers, staff, and school leaders.

Evaluation Data Source(s) 4: 100% of teachers, students, staff & school leaders will have access to consistent and reliable resources to better leverage technology as an effective teaching & learning tool.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Continue to purchase energy star compliant technologies and implement strategies for green computing. Allocate funds to maintain virtualized environment.		Superintendent Technology Director	Purchase Orders Budget Allocation				
2) Provide adaptive hardware and software in libraries, offices and work areas throughout the district.		Technology Director Director of Special Education	Purchase Orders Software and Hardware in place				
3) Maximize resources and minimize cost through participation in SUPERNet consortium shared service arrangement to ensure access to broadband communications		Superintendent Technology Director	Shared services agreement				
4) Support and upgrade existing telecommunication systems/network and infrastructure as growth occurs and purchase telecommunication systems/network as new facilities are added to ensure equitable access.		Maintenance Director Technology Director Superintendent	Bids Purchase Orders Invoices				
5) Maintain high speed connection to the Internet through strategic partnerships which also provide access to LEARN (Lonestar Education and Research Network.)		Superintendent Technology Director	SUPERNet shared service agreement Contract for bandwidth				
6) Improve ratio of computers to students while maintaining 1:1 ratio for staff		Principals Technology Director Superintendent	Equipment Audit Budgets				
7) Replace computers and servers on rotation schedule of every five years.		Technology Director Superintendent	Purchase Orders Hardware Audit Erate expenditures Allotment expenditures				
8) Business continuity plan in place to ensure critical technologies and data can be recovered in a timely manner. Key personnel will review and update plan as technologies are changed and updated.		Network and systems administrators Technology Director	Written plan				

9) Support and maintain network center for a controlled environment, increased manageability and the ability to respond to failures more efficiently.		Superintendent Technology Director	Availability and Stability of Network Services				
10) Complete installation and maintain disaster recovery network center for consistent and reliable access to digital learning resources and critical administrative business applications.		Technology Director Network Administrators	NAS and VM Hosts Installed and Operational Purchase Orders Network resources availability				
							

District Education Improvement Committee

Committee Role	Name	Position
District-level Professional	Amber Penn	Director of Special Programs/Languages
District-level Professional	Lisa Dailey	Compliance Coordinator
Classroom Teacher	Tiffany Hammock	HS teacher
Classroom Teacher	Trent Nelson	HS teacher
Non-classroom Professional	Jeff Boyd	CTE Administrator
Classroom Teacher	Grant Haney	MS teacher
Classroom Teacher	Keith Partin	MS Teacher
Non-classroom Professional	Holly Searcy	MS Principal
Classroom Teacher	Christina Knight	NI teacher
Classroom Teacher	Sarah Huffty	NI teacher
Non-classroom Professional	Melissa Hughes	NI Asst. Principal
Classroom Teacher	Linzee Campbell	FD teacher
Classroom Teacher	Mallory Pouliasis	FD Teacher
Non-classroom Professional	Carlos Franz	FD Asst. Principal
Classroom Teacher	Abigail Dean	ES Teacher
Classroom Teacher	Becky Walker	ES SpEd Teacher
Non-classroom Professional	Miranda Maldonado	ES Counselor
Classroom Teacher	Jewel McCullough	JW Teacher
Classroom Teacher	Jennifer McCutcheon	JW Teacher
Non-classroom Professional	Cynthia Slovacek	JW Principal
Classroom Teacher	Taylor Campbell	WS Teacher
Classroom Teacher	Katrina Myers	WS Teacher
Non-classroom Professional	Geoffrey Sherman	WS Principal
Classroom Teacher	Maxine Moore	CC Teacher
Classroom Teacher	Kerri Antes	CC Teacher

Non-classroom Professional	Timothy Rucker	CC Principal
Parent	Rhett Kirk	
Business Representative	Ben Tarrant	
Community Representative	Phillip Whitaker	

Addendums

Strategy 1: Professional Development

Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in online training	Migrant Contact	Before TEA deadline	State ID&R online training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in online training	Migrant Contact	As requested	State ID&R online training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	LEA and ESC Migrant Contacts	May, 2016	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	LEA and ESC Migrant Contacts	September, 2015 and April, 2016	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively recruit out of school youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Employer survey	Completed surveys
	Community festivals	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Booths, flyers	Flyers, handouts
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration and throughout the year.	LEA and ESC	Year round	Family survey	NGS district reports, completed surveys
	Screening family surveys	LEA and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys

	Tracking late enrollment, early withdrawal	LEA and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 3 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Specialist	September 1, 2015- November 1, 2015. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the EC and/or State MEP as outlined in the ID&R Manual	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2015	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2016	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	September - October 2015	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	November, 2015	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	August, 2015 and May, 2016	NGS enrollment report, supplies, books	Signature on Delivery form

**Priority for Service Action Plan 2017-2018
(PFS)**

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

Criteria for determining Priority for Service Students

<p>Grades K-2 Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>		<p>Grades 3-12 Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>	
Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2017-July, 2018	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by district Migrant Contact	District Migrant Contact	Letter to principal, dated PFS form
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the ESC 7 MEP.	Within 5 days of receipt	District Migrant Contact, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report

**Priority for Service Action Plan 2017-2018
(PFS)**

Provide Federal, State and Local programs and services for PFS students: after school tutorials, Saturday tutorials, small group intervention/RTI	Ongoing	District Personnel	PFS response form and NGS Supplemental Services Report
Amber Penn and Region VII will make home and/or community visits to update parents on the academic progress of their students.	End of each nine weeks	District Staff	Documentation of home visits, phone calls, report cards, State Assessment letters
District submits Fall and Spring Semester grades to ESC 7 MEP for grades 9-12. District submits End of Year grades for grades 6-8 to ESC 7 MEP.	Within 5 days of the end of the semester or year	District Migrant Contact	Grades Report from NGS
Migrant Contact reports late enrollment or early withdrawal to ESC 7 MEP.	Within 5 days of enrollment or withdrawal	District Migrant Contact	Enrollment or withdrawal form, NGS report
Amber Penn will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities	End of each month	District Migrant Contact	NGS Reports
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2017 through May, 2018	ESC MEP	A Bright Beginning documentation

**Priority for Service Action Plan 2017-2018
(PFS)**

<p>Jacksonville ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting</p>	<p>After School Board approval</p>	<p>District Migrant Contact</p>	<p>A copy of the District Improvement Plan</p>
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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 the other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).