

Whitehouse Independent School District

District Improvement Plan

2017-2018



Board Approval Date: October 9, 2017

Mission Statement

The Whitehouse Independent School District is dedicated to preparing all students through the shared responsibility of teachers, students, parents and community to live successfully in today's society.

Vision

It is the vision of the Whitehouse ISD that all students will be treated equally and achieve high levels of success in their academic endeavors, their creative and physical endeavors, as well as their emotional and psychological experiences. The district also envisions that students will respect themselves as well as their peers in all that they do. The district also desires that all students will become the best that they can be.

Value Statements

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe, orderly and caring environments.
- Effective teaching and learning is the responsibility of the family, school and community.
- High academic and behavioral standards are expected.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Whitehouse ISD student data indicates a total enrollment of 4,708 students at the end of the 2015-2016 school year. Based on the 2015-2016 WISD Texas Academic Performance Report (TAPR) student ethnicity population consists of 68.5% White, 12.1% African American, 12.1% Hispanic, 3.4% Asian, 3.2% Two or More, 0.5% American Indian/Alaskan, and 0.2% Hawaiian/Pacific Islander.

Other demographic populations evaluated due to the impact these student groups have on both the state and federal accountability systems were the Economic Disadvantaged, Limited English Proficient (LEP) and Special Education populations. Based on the 2015-2016 TAPR the district reported that 39.3% of the total population is identified as Economically Disadvantaged. This percentage is based on the number of participants in the Free & Reduced Lunch program within the district. The increase in the Economically Disadvantaged population over the last few years requires the district to enhance efforts to build greater understanding of cultural diversity and acknowledge the impact poverty has on students coming from disadvantaged home environments where factors may prevent students from being "school-ready." Some studies have identified students from Economically Disadvantaged environments as being "school dependent" meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded to them by the school. So the challenge becomes the facilitation of targeted professional development by the district and campus administration to meet the needs of a changing population.

Student Achievement

Student Achievement Summary

Whitehouse ISD received the highest accountability rating possible of "met standard" on the 2016 Texas Academic Performance Report (TAPR). Whitehouse again scored consistently higher than the target score for each Performance Index. On Performance Index 1, Student Achievement, WISD obtained 85 points or 25 points above the target score. Performance Index 2, Student Progress, was 40 points which is 18 points above the target score. WISD scored 44 points or 16 points above the target score on Performance Index 3, Closing Performance Gaps. Performance Index 4, Post-Secondary Readiness, came in at 74 or 14 points above target score.

District Culture and Climate

District Culture and Climate Summary

Whitehouse ISD is a warm and welcoming environment. WISD staff, parents and the community have high expectations for our students. Each strives to meet the needs of all students and prepare them from the day they enter the district to be college or career ready upon graduation. Throughout the district, students are recognized in various ways for efforts in academics, outstanding character development, and stellar citizenship. In addition, students are offered multiple opportunities to be involved in extracurricular activities, such as clubs and organizations, at all of our campuses.

WISD staff and students report feeling safe and supported in the school environment. Through various safety drills, staff are well prepared in the event of an emergency. WISD also enjoys a low rate of student discipline issues, as well as, a high student attendance rate.

Parents and community members are encouraged to participate in the educational process through a variety of avenues such as PTO's, booster clubs, district committees, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Whitehouse ISD requires all teachers to be highly qualified. They must have a certified teaching certificate in their teaching field with a degree of BS, BA Master's or Doctorial Degree. A complete background check is done for all new employees. All campuses have a 100% Highly Qualified teaching staff. Teachers are held accountable through the Texas Teachers Evaluation and Support System (T-TESS). Administrators are able to send observation information electronically to appropriate staff through Region VII's Data Management and Assessment Cooperative (DMAC). Based on data such as student assessment scores, teachers develop personal goals as well as a personal staff development plan by the end of September each year. Teachers also meet with their administrator at the beginning of the school year to discuss their goals and then again at the end of the year in their summative conference to discuss what the evaluator observed throughout the year and discuss future goals. By analyzing data, teachers and and their supervisors are able to identify the highest need for staff development.

Since all teachers are highly qualified and certified, this assures that our highest needs students always receive the most effective teachers, which improves student learning outcomes. Our school staff are purposefully placed in positions to meet the various needs of our students. Certified special education teachers are hired for students having special needs and gifted students are placed with teachers that certified in the area of gifted and talented.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

STAAR Assessment programs and Student Performance data revealed a need for a guaranteed and viable curriculum. To better support student achievement, the district reviewed curriculum alignment programs throughout the 2016-2017 academic year. The decision was made to purchase TEKS Resource System. TEKS Resource System is being implemented to establish and provide a viable and guaranteed curriculum in all core contents.

Campuses will use results of common unit assessments and classroom teacher feedback to assess the objectives taught. The tests will be formatted in such a way that will require fewer test questions and less interruption to daily schedules. Practice STAAR assessments will be incorporated on one or two occasions as needed to gauge student progress in mastering readiness standards assessed in each area.

Through campus committee discussions and campus teacher and administrator input, the need for more structured "team" planning sessions that reflect a spirit of collaboration and strategic approach to improving student performance through data-driven decision making. This process will be achieved through the ongoing implementation of Professional Learning Communities.

Family and Community Involvement

Family and Community Involvement Summary

Whitehouse ISD has strong family and community involvement at all levels. This allows families and community members to be involved in meaningful activities that support students' learning and campus needs. Some of these activities include, PTO and Booster Club meetings, UIL Academic and Athletic events, special campus events such as musicals, Book Fairs, meet the teacher, informational sessions and awards ceremonies.

Parents are involved in the decision making process through membership on various committees, including but not limited to, the Campus and District Educational Improvement Committees, School Health Advisory Council, Language Proficiency Assessment Committee, Booster Clubs and Parent-Teacher Organizations.

Parents stay updated and informed through the district's use of Family Access and Gradebook software, AlertNow, Remind 101, campus newsletters, phone calls, emails and parent/teacher conferences. The district and campus websites are updated with current news and informational items that all interested parties can access.

District Context and Organization

District Context and Organization Summary

Whitehouse ISD is a well-organized and structured school system that portrays a positive academic image to the community. Administration, faculty, and staff are friendly, qualified and professional. High expectations of the administration, faculty, and staff are evident. Whitehouse ISD faculty strive to utilize time spent in the schools to serve the academic needs of the students in a positive environment filled with high expectations.

Technology

Technology Summary

WISD has worked to improve available technology resources at every campus. Teacher computers, student computers and computer labs have been updated on a yearly basis according to the district's rotation/replacement schedule. Students at the High School and Jr. High School are allowed to use their personal devices when directed to do so by the teacher. iPads and Chromebooks are now being integrated into the district's instructional program. The district continually strives to improve access for both students and staff. The district has a district wide technology trainer to help improve classroom use of technology equipment and integration of technology into classroom instruction.

Students are able to access a variety of educational software to help enhance learning. Edugenity is used for both credit recovery, homebound and tutorial purposes. Other software such as DMAC and AIMSWeb are used to monitor student learning through data gathering.

Data security is also a top priority for the district. The district has multiple off-site data storage locations and does backup of all data on a daily basis. Student security is also of prime importance to the district. Firewalls are in place to help protect student access to unauthorized web sites.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- 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.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Other additional data

Goals


Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 1: Decrease student performance gaps among African American, Economically Disadvantaged and Special Education student populations in comparison to the All Student group and White student group.

Evaluation Data Source(s) 1: STAAR Assessment Reports, Local Assessments, Grade Reporting

Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Continue to provide current information regarding effective implementation of IEPs, IAPs, 504 plan, LPAC plan and RTI Tier 1 Interventions	4, 9, 10	Exec. Dir. of C & I Dir. of Sp. Education Dir. of Inst. Programs Principals Sp Ed. Staff Interventionists ESL Facilitator	Teacher lesson plans Student Grade Reports Individual Student IAP's & IEP's			
				Funding Sources: 199 Spec Intent - PIC 23 Sp Ed - \$0.00, 199 SCE Supplemental Service - PIC 24 - \$0.00		
2) Target performance needs for all accountability groups and others identified as at-risk using assessment instruments (STAAR, EOC, SAT/ACT, AIMSWeb, TELPAS, & local assessments)	8, 9	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs IC's Principals Teachers	DMAC Lead4Ward AIMSWeb Skyward			
						


Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 2: Attain the Advanced College & Career Readiness standard for at least 25% of all students.

Evaluation Data Source(s) 2: STAAR Reports, AP Exams, ACT & SAT Reports

Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Use assessment instruments (STAAR, EOC, SAT/ACT, AIMSWeb, TELPAS, & local assessments) to identify performance needs for all accountability groups.	8, 9	Assist. Supt of C & I Exec. Dir. of C & I Dir. of Sp. Education Dir. of Inst. Programs Principals Teachers	Local Grade & Assessment Reports State Assessment Reports, ACT & SAT Reports, College Board AP Reports			
2) Continue to identify resources for students & parents regarding high-level achievement criteria for the state testing program, Advanced Placement, National Merit Scholars, College Entrance and CTE Certifications	6, 7	Assist. Supt. of C & I Exec. Dir. of C & I WHS & WJHS Principals Dir. of CTE WHS & WJHS Counselors	Number of students achieving high-level accommodations Number of CTE Certifications earned STAAR Reports AP College Board Reports			
3) Increase student participation in college preparatory work, such as PreAP, Honors, AP and Dual Credit courses		Assist. Supt. of C & I Exec. Dir. of C & I Principals Counselors	Course enrollment numbers			
						


Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 3: Achieve State and Federal Accountability measures as outlined in the Performance Index system for all grades tested in all subject areas.

Evaluation Data Source(s) 3: TAPR

Summative Evaluation 3:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Provide supplemental services targeting at-risk students in reading & math as evidenced by the AIMSWeb Universal Screening tool, Dyslexia Screening, STAAR scores and other screening tools for students in jeopardy of not meeting the state standard on state assessments	8, 9, 10	Assist. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs Principals Service Providers	AIMSWeb Reports Individual RtI IAP's for students Local & State Assessment Reports			
	Funding Sources: 199 SCE Supplemental Service - PIC 24 - \$0.00, IMA - \$0.00, local funds - \$0.00, 211 Title I, Part A - \$0.00					
2) Utilize a guaranteed and viable curriculum with aligned assessments to guide instructional decisions by implementing TEKS Resource System	2	Asst. Supt. of C & I Exec. Dir. of C & I IC's Principals Teachers	TEKS Resource System documents Team/Department PLC meeting agendas and sign in sheets Lesson plans			
						


Goal 2: Curriculum & Instruction: WISD is committed to providing a quality education through a well developed and aligned curriculum inclusive of fine arts, career & technology instruction and extra-curricular opportunities while ensuring that all students have equal opportunity to participate in a rich educational program.

Performance Objective 1: Implement the TEKS Resource System in grades K-12 in the following subject areas: language arts, math, social studies, and science.

Evaluation Data Source(s) 1: District curriculum documents, STAAR Reports

Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Implement the vertical and horizontal curriculum alignment plans within TEKS Resource System for all core subjects in grades K-12	2	Asst. Supt. of C & I Exec. Dir. of C & I IC's Principals Teachers	District curriculum documents Team/Department PLC meeting agendas and sign in sheets Lesson plans Unit assessment data			
				Funding Sources: local funds - \$0.00		
2) Align CTE curriculum with academic skills & expand course offerings to assist students in developing the knowledge, skills, & competencies necessary for a broad range of career opportunities	10	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of CTE HS Principal	Number of CTE participants Number of CTE students achieving admission to higher education or workforce in related field			
				Funding Sources: 244 Carl Perkins CTE Basic Grant - \$0.00, local funds - \$0.00		
3) Recruit non-traditional students for all respective CTE classes		HS Counselors HS Principal CTE Director	Number of non-traditional students registered & enrolled in CTE coursework			
	Funding Sources: 199 Spec Intent - PIC 22 CTE - \$0.00					
						


Goal 2: Curriculum & and Instruction: WISD is committed to providing a quality education through a well developed and aligned curriculum inclusive of fine arts, career & technology instruction and extra-curricular opportunities while ensuring that all students have equal opportunity to participate in a rich educational program.

Performance Objective 2: Evaluate and monitor instructional strategies used by all teachers in an effort to provide a quality educational program in all subjects so that all students experience a high level of academic success.

Evaluation Data Source(s) 2: STAAR results, Graduation Rate, AP and SAT, ACT scores

Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Incorporate writing in language arts, math, science, and social studies.	1, 4	Asst. Supt. of C & I Exec. Dir. of C & I ELAR IC Principals Teachers	Student writing samples			
	Funding Sources: local funds - \$0.00					
2) Utilize the coaching model implemented by the instructional coordinators to improve student performance through the use of effective instructional strategies and differentiation.	4	Exec. Dir. of C & I Director of Instructional Programs ICs	Local and State Assessments			
						


Goal 2: Curriculum & and Instruction: WISD is committed to providing a quality education through a well developed and aligned curriculum inclusive of fine arts, career & technology instruction and extra-curricular opportunities while ensuring that all students have equal opportunity to participate in a rich educational program.

Performance Objective 3: Develop an assessment program that allows teachers to give feedback to students and make changes as needed to instructional strategies so that all students achieve high academic success.

Evaluation Data Source(s) 3: Unit assessment results, STAAR results, AP tests results, SAT & ACT scores

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Incorporate TEKS-based common assessments in the instructional calendar for all core subject areas that align with the STAAR testing format.	8	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs IC's Principals Teachers	Number of common assessments produced Unit Assessment Reports - DMAC			
2) Incorporate consistent district and campus professional learning communities in which data-driven decisions occur.	1, 2, 9	Exec. Dir. of C & I Dir. of Inst. Programs Principals Dept./Grade Level Chairs	Number of meetings conducted Agendas, sign-in sheets, materials and minutes Local and state assessment reports			
						


Goal 3: Technology: WISD is committed to providing and enhancing the technological resources at all levels to support the district's educational performance goals and implementation of instructional technology programs and tools.

Performance Objective 1: Increase knowledge and implementation of technology instructional strategies among all teachers to improve local and state student performance goals.

Evaluation Data Source(s) 1: District Technology Inventory Reports, IMA Expenditure Reports, Annual Star Chart Report and Student Performance Reports

Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Expand the use of distance learning capabilities to all campuses to increase learning opportunities for students and training opportunities for teachers	10	Exec. Dir. of Technology Principals	Availability of student devices.			
	Funding Sources: IMA - \$0.00					
2) Utilize & expand the use of the DMAC program for student performance data analysis & progress monitoring	2, 8	IC's Principals	Number of administrators & teachers trained Number of DMAC reports produced			
	Funding Sources: local funds - \$0.00					
3) Continue to equip classrooms with interactive technology equipment such as Smart Boards, Docu-Cams, iPads, Laptops, Chrome Books, Netbooks, etc. & ensure necessary wiring & hardware for effective use		Exec. Dir. of Technology Principals	Purchase orders Record of installations Number of integrated lessons T-TESS			
	Funding Sources: local funds - \$0.00, IMA - \$0.00					
4) Increase staff development for teachers to infuse technology into their classrooms	4	Executive Director of Technology Technology Integration Specialist	Number of training sessions Number of participants Number of integrated lessons T-TESS			
	Funding Sources: local funds - \$0.00					
						


Goal 3: Technology: WISD is committed to providing and enhancing the technological resources at all levels to support the district's educational performance goals and implementation of instructional technology programs and tools.

Performance Objective 2: Increase student performance in all areas by utilizing technology resources to provide students and parents more access to the instructional program.

Evaluation Data Source(s) 2: State Assessment Reports and Local Grade Reports

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Provide teacher training regarding the development & implementation of individual teacher web-pages, department web-pages & program web-pages at all levels		Exec. Dir. of Technology Technology Integration Specialist Principals Teachers	Number of training opportunities Sign-in Sheets Number of Teacher, Dept. & Program web pages implemented			
	Funding Sources: local funds - \$0.00					
2) Continue to add additional computers in classrooms and in campus labs to reduce student/computer ratio in general education classrooms, add computer-based instructional tools for special program classes & expand technology access in all CTE courses		Assist. Supt. of C & I Exec. Dir. of Technology	Number of added computers Student / Computer average ratio			
	Funding Sources: IMA - \$0.00, local funds - \$0.00					
3) Continue to expand software applications for research/inquiry, skills and curriculum development that can be utilized by students		Exec. Dir. of C & I Exc. Dir. of Technology Principals Librarians Teachers	Purchase orders for purchase of software and online services			
	Funding Sources: IMA - \$0.00, local funds - \$0.00					
						

Goal 4: Demographics: WISD will meet all Federal and State Accountability Requirements to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students.






Performance Objective 1: All students identified as At-Risk, LEP, Economically Disadvantaged, or Special Education will meet or exceed the passing standard on state assessments in all areas.

Evaluation Data Source(s) 1: State & Local Assessment Reports

Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Investigate Universal Screeners and Progress Monitoring tools to support the RtI process.	2, 7, 8	Exec. Dir. of C & I Dir. of Inst. Programs Principals RtI Steering Committee Members	Meeting and Staff Development Records			
				Funding Sources: IMA - \$0.00		
2) Continue to identify, monitor and provide services to improve performance of at-risk students using qualified staff and supplemental materials and programs such as dyslexia learning lab, pre-k, Schoolwide supplemental reading & math, RtI, STAAR prep tutorials, etc. while maintaining appropriate documentation as prescribed by the 13 state and local criteria. (TEC 29.081)	1, 2, 9, 10	Exec. Dir. of C & I Dir. of Inst. Programs Principals Counselors Program Service Providers Dyslexia Program Facilitator	State & Federal Budget summaries Benchmark tests results Three & Nine-Week Grade Reports At-Risk Reports & rosters Service Attendance Rosters Progress Monitoring TAPR TELPAS			
				Funding Sources: 199 SCE Supplemental Service - PIC 24 - \$0.00		
3) Identify new immigrant families in the district and help provide parent & student services such as liaison services & family informational packets, and instructional supplies and materials	1, 6, 9, 10	Exec. Dir. of C & I Dir. of Inst. Programs ESL Facilitator Principals Counselors	Number of New Immigrant parents & students served			

4) Ensure that Pregnancy Related Services will be made available & supported through the compensatory allotment for PRS services to serve prenatal & postpartum students by providing in school services through classroom instruction and health and counseling services, also providing home bound instruction by a certified teacher during time of home/hospital confinement in accordance with local procedures	1, 7, 10	Director of Special Education PEIMS Coordinator Principals Counselors Nurses	Course grades Nurses' records of service Counselors' records of service PEIMS Student data Homebound service records			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 4: Demographics: WISD will meet all Federal and State Accountability Requirements to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students.

Performance Objective 2: All Gifted & Talented students will meet or exceed the passing standard on state assessments in all areas.

Evaluation Data Source(s) 2: State & Local Assessment Reports

Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Maintain specialized GT services by providing highly qualified & highly trained staff by ensuring attainment of GT certification through the initial 30 hours of training and 6 hour annual update thereafter for all teachers of identified GT students	3, 4	Exec. Dir. of C & I GT IC GT Teachers Principals Teachers	Student schedules for all GT students Class Rosters Local & ESC 7 Staff Development Records Staff Certification Records			
				Funding Sources: 199 Spec Intent - PIC 21 GT - \$0.00		
2) Provide College Board training for Secondary teachers in core subject areas designated as AP - Advanced Placement, Pre-AP, or Honors coursework and ensure implementation of higher-order instructional strategies	1, 4	Exec. Dir. of C & I GT IC Principals Secondary Counselors AP, Pre-AP & Honors Teachers	Number of College Board Trainings attended Number of Teachers trained Master Schedules Lesson Plans T-TESS Classroom Observations			
				Funding Sources: local funds - \$0.00		
						


Goal 5: Culture & and Climate: WISD will maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 1: Provide a behavior support system to enhance a positive learning environment.

Evaluation Data Source(s) 1: State PEIMS 425 Report

Summative Evaluation 1:

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






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Implement integrated general education classroom instruction that reinforces bullying & violence intervention & prevention in grades K-5		Counselors Principals	Number of general ed presentations Number of reported incidents of bullying Number of incidents meeting definition of bullying Number of discipline referrals processed related to bullying PEIMS 425 report Local Discipline Reports			
2) Provide additional training and drills to improve the safety and student behavior at campuses		Principals	Number of training sessions			
3) Provide Crisis Prevention Intervention (CPI) certification to campus teams as needed		Director of Special Education Principals	Number of teachers trained Number of CPI Certificates issued			
4) Review campus discipline procedures to ensure consistent & equitable administration of disciplinary prevention, intervention & action	4, 10	Principals AP's Asst. Supt. of C & I	Meeting sign-in sheets, agendas, & materials Campus CNA analysis of discipline records Decrease in number of discipline referrals			
5) Provide Discipline Management Training that includes prevention & education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles (TEC 37.083(a))		Principals AP's Counselors Dir. of Alternative Education Dir. of Inst. Programs Exec. Dir. of C & I Asst. Supt. of C & I	PEIMS 425 Report Local & State Discipline Reports Staff completion of compliance training (EduHero certificates of completion)			
						

Goal 5: Culture & and Climate: WISD will maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 2: Reduce drug use, violations regarding drugs & alcohol, incidents of violence and/or disruptive behavior among all students and targeting interventions for African American and Special Education Students.

Evaluation Data Source(s) 2: State PEIMS 425 Report, PBMAS Report and REACH Program Evaluation

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Review with staff & administrators the WISD Board Policy re: Dating Violence & the identification, documentation & reporting procedures inclusive of extended definitions as referenced in SB 116 (FFH Local)	1	Principals AP's Counselors Dir. of Alternative Education Asst. Supt. of C & I Director of Instructional Programs	PEIMS 425 Report Local & State Discipline Reports Decrease in discipline referrals			
2) Maintain district policy for drug-testing of secondary competitive extra-curricular participants and competitive CTE extra-curricular participants	1	Principals Athletic Director CTE Coordinator Asst. Supt. of C & I	Drug Testing Reports & Results			
3) Provide Campus level training for suicide prevention, conflict resolution, dating violence and violence resolution	1	Counselors Principals Dir. of Inst. Programs	Number of counseling referrals Number of referrals to outside agencies			
4) Provide Crisis Prevention Intervention (CPI) certification to campus teams and Texas Behavior Modification Intervention (TBSI) teams as needed	4, 10	Director of Special Education Exec. Dir. of C & I Principals AP's Counselors	Number of teachers trained Number of CPI Certificates issued			
5) Conduct annual analysis of DAEP & REACH programs inclusive of the following data items: demographic representation, attendance rates, pre & post assessments, dropout rates, graduation/completion rates & recidivism rates	1, 10	Asst. Supt. of C & I Dir. of Alternative Education Principals AP's PEIMS Coordinator	PEIMS 425 Report Local & State Discipline Reports			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Culture & and Climate: WISD will maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 3: Improve awareness and the reporting of sexual abuse and maltreatment of children

Evaluation Data Source(s) 3: Schedule of training, Sign-in sheets

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Continue to provide staff development for employees concerning awareness and reporting of sexual abuse and maltreatment of children		Dir. of Instructional Programs Principals Counselors	Staff completion of compliance training (EduHero certificates of completion)			
						


Goal 6: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Increase Bilingual, Math, Science, Foreign Language & Special Education applicant pool.

Evaluation Data Source(s) 1: Number of applications received and number hired in critical needs areas

Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Actively recruit & acquire bilingual and ESL certified teachers in grades K-5	1, 5, 10	Chief of HR ESL Facilitator Principals	Number of bilingual certified applicants Number of bilingual certified teachers hired Staffing records			
2) Utilize Title III, LEP funds to facilitate ESL certification among existing teachers where needs are identified in the campus CNA	1, 5, 10	Chief of Human Resources Principals	Number of teachers recruited for Bilingual / ESL certification attainment Number of teachers registered for TeXES Exam Number of teachers who acquire certification			
						


Goal 6: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 2: Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development while maintaining 100% in all subject areas

Evaluation Data Source(s) 2: Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested

Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Provide Sheltered Instruction or other appropriate training for Non-ESL Core Content certified teachers	1, 4, 10	Exe. Dir. of C & I Dir. of Inst. Programs ESL Facilitator Principals	Number of Training sessions provided Number of participants Lesson Plans			
				Funding Sources: 199 Spec Intent - PIC 25 - Bilingual/ESL - \$0.00		
2) Ensure that 100% of teachers receive high-quality staff development through attendance at ESC 7 workshops as provided through the Academic Content Cooperative.		Exec. Dir. of C & I Dir. of Inst. Programs Principals	Local & ESC 7 staff development records ESEA/ESSA Compliance Reports			
						

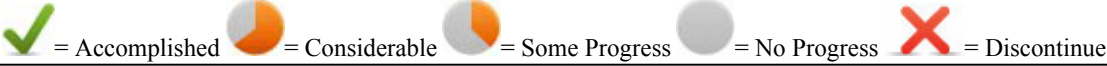
Goal 7: Parent & and Community Involvement: WISD will enhance the educational program at all campuses through strong partnerships forged with parents, community members and surrounding business partners to benefit all students.

Performance Objective 1: Increase parent involvement through activities designed to meet the needs of all children & support the educational process.

Evaluation Data Source(s) 1: Update of website postings as evidenced by WISD Technology Work Orders

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
1) Continue to maintain and upgrade the district web page to include all required public notifications and opportunities for parental participation in organizations such as booster clubs, PTO's and volunteer programs.	2, 6, 10	Principals Exec. Directors Dir. of Technology Communications PR Specialist Chief of Human Resources	Posting work orders			
Funding Sources: local funds - \$0.00						
2) Schedule parent information meetings at the junior high and high school campuses to inform them of course offerings including AP, CTE & Career Pathways, special program services & criteria	2, 6, 10	Principals Counselors Dir. of CTE	Parent sign-in sheets Course Selection Guide Forms			
Funding Sources: local funds - \$0.00						
3) Provide information to secondary students, teachers, & parents concerning higher education admission requirements & procedures, financial aid & scholarship opportunities with reminders throughout the year	2, 6, 10	Principals Counselors	Copies of documents & information distributed Survey Monkey Number of students entering college or university			
Funding Sources: local funds - \$0.00						
4) Create an E-newsletter to inform and educate stakeholders on happenings and successes, that would link back to district website. Email would have blurbs with full content on the website.		Principals Exec Directors Dir. of Technology				
5) Utilize community input and involvement in the strategic planning process and establishment of elementary school boundaries.	1	Superintendent Assistant Sup. of C&I	Documentation of the development of committees Training session agendas and sign in sheets Strategic Plan Zoning Map			
						

Goal 8: Migrant PFS: Provide Priority Services to migrant students who are failing or at risk of failing to meet the state achievement standards and who have had their education interrupted during the current school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.

Performance Objective 1: (See Addendum)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 9: Migrant ID&R Goal: To actively identify and recruit eligible migrant children and youth who: 1) are enrolled or reside in our school district according to all applicable federal laws and regulations 2) qualify for appropriate educational services 3) meet requirements of: State Comprehensive Needs Assessment, Statewide Service Delivery Plan and NCLB Consolidated Federal Grant Application, Title I, Part C

Performance Objective 1: (See Addendum)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

District Educational Improvement Committee

Committee Role	Name	Position
Administrator	Betty Lough	Executive Director of C & I
Administrator	Susanna Campbell	Director of Instructional Programs
Non-classroom Professional	Carol Allen	Counselor Brown Elementary
Classroom Teacher	Nicole Moore	Teacher at Brown Elementary
Classroom Teacher	Laurie Rozell	Teacher at Brown Elementary
Classroom Teacher	Tracey Carter	Teacher at Higgins
Non-classroom Professional	Forrest Kaiser	Principal at Higgins
Classroom Teacher	Paula Salas	Teacher at Higgins
Non-classroom Professional	Lori Adams	Counselor at Stanton-Smith
Classroom Teacher	Melissa Alexander	Teacher at Stanton-Smith
Classroom Teacher	Sharyn Womble	Teacher at Holloway
Classroom Teacher	Jeremy Brandt	Teacher at Jr. High
Non-classroom Professional	David Stone	Asst. Principal at Jr. High
Classroom Teacher	Kathryn Wimberly	Teacher at Jr. High
Classroom Teacher	Scott Eeds	Teacher at High School
Non-classroom Professional	Mary Kay Wisener	Librarian at High School
Classroom Teacher	David Bridges	Teacher at AIM Center
District-level Professional	Denise Martin	ELAR Inst. Coordinator
District-level Professional	Ginger Pippin	ELAR Inst. Coordinator
District-level Professional	Mary Skinner	Math Inst. Coordinator
District-level Professional	Melanie Tidwell	Math Inst. Coordinator
Parent	Angie Wood	Parent

District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Assessment results		\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
244 Carl Perkins CTE Basic Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
199 SCE Supplemental Service - PIC 24					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	1	AIMSWeb software		\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
199 Spec Intent - PIC 25 - Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00
Sub-Total					\$0.00
199 Spec Intent - PIC 21 GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
199 Spec Intent - PIC 22 CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	3			\$0.00
Sub-Total					\$0.00
199 Spec Intent - PIC 23 Sp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
2	1	1	State Curriculum Documents		\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
3	1	2	DMAC		\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	2	2			\$0.00
7	1	1	NCLB Guidelines, TEA Requirements, TEC		\$0.00
7	1	2	Campus Course Guide, Sp. Program descriptions and requirements, Student Handbook		\$0.00
7	1	3	University Information, College Board		\$0.00
Sub-Total					\$0.00
IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	3	1			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1	AIMSWeb software		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

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 training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R 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	Whitehouse ISD and ESC Migrant Contacts	September, 2017 and April, 2018	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	Whitehouse ISD and ESC Migrant Contacts	September, 2017 and April, 2018	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 and safely 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	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Whitehouse ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
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.	Screening family surveys	Whitehouse ISD 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	Whitehouse ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

**Identification and Recruitment
Action Plan 2017-2018**

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 5 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 7 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 Department	September 1, 2017- November 1, 2017. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

**Identification and Recruitment
Action Plan 2017-2018**

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 ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	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, 2018	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, 2018	COEs, TEA guidance	TEA report

**Identification and Recruitment
Action Plan 2017-2018**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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 Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Whitehouse ISD	September - October 2016	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Whitehouse ISD	November, 2016	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Whitehouse ISD	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 Whitehouse ISD	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	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

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

Provide Federal, State and Local programs and services for PFS students such as RtI and tutorials.	Ongoing	District Personnel	PFS response form and NGS Supplemental Services Report
The district's Title I Migrant Coordinator/MEP staff will make home and/or community visits to update parents on the academic progress of their students.	End of each grading period	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
The Title I Migrant Coordinator 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

Whitehouse ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting.	After School Board approval	District Migrant Contact	A copy of the District Improvement Plan
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