

Whitehouse Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



Board Approval Date: July 18, 2016

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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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	41
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Whitehouse ISD 2016 student data indicates a total enrollment of 4,693 students at the end of the 2015-2016 school year. There was an increase of 111 students from the prior year. This number represents a 1% increase from the previous year. Based on the 2014-2015 WISD Texas Academic Performance Report (TAPR) student ethnicity population consists of 69.4% White, 11.1% African American, 12% Hispanic, 3.5% Asian, 3% Two or More, 0.6% American Indian/Alaskan, and 0.1% 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 2014-15 TAPR the district reported that 38.5% 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.

The LEP population in recent years had revealed a slight increase in numbers. However, the 2015-2016 school year was the second consecutive year that the district did not have at least 20 students speaking the same language other than English at a single grade level. It continues to be difficult for the district to secure Bilingual certified teachers, so the district will have to apply for the waiver should our numbers rise again. A growing population of LEP students representing several different languages has prompted district and campus administrators to explore avenues made available through the coordination of state and federal funds.

Demographics Strengths

- With the increased rigor of the state assessments, student performance has remained stable
- CTE participation has remained fairly stable
- Student achievement in extra-curricular activities - both athletic and academic - has continued to increase
- The RtI program has been expanded to meet the needs of greater numbers of struggling learners

Demographics Needs

- Economically Disadvantaged numbers continue to increase slightly from year to year impacting classroom instruction and learning needs
- Greater cultural awareness and diversity training is still needed for all staff
- Recruitment and employment of minority teachers could strengthen connections with the African American student population
- Continued recruitment of bilingual and ESL certified teacher

Student Achievement

Student Achievement Summary

Whitehouse ISD received the highest accountability rating possible of "met standard" on the 2015 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 87 points or 27 points above the target score. Performance Index 2, Student Progress, was 38 points which is 18 points above the target score. WISD scored 43 points or 15 points above the target score on Performance Index 3, Closing Performance Gaps. Performance Index 4, Post-Secondary Readiness, came in at 77 or 20 points above target score.

Student Achievement Strengths

- African American students' scores increased in some areas
- Economically Disadvantaged students' scores decreased in Science, held steady in math, and increased in all other areas with an impressive 13% increase in writing
- Increased percentage of students graduating on 4 year plans
- Students at Advanced Standards in all grades increased except for a 1% drop in reading

Student Achievement Needs

- Increased focus on data driven instructional interventions and differentiation in an effort to meet the needs and improve student performance among low-performing groups namely the African American and Two or More Races in science
- Staff Development is needed to re-acquaint teachers with grade level and subject area TEKS to develop greater depth and understanding of student expectations and appropriate teaching strategies that will meet the rigor of the STAAR assessment program
- Improve overall scores among low performing groups

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.

District Culture and Climate Strengths

- Strong community and parental support
- Student achievement
- High level of student recognition
- Varied opportunities for student involvement
- Strong student support system in schools

District Culture and Climate Needs

- Closing the achievement gap for all races
- Further training in updated safety/security measures
- Increasing parent involvement

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 Doctoral 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 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.

It is evident that teachers enjoy Whitehouse ISD and choose to stay. WISD does not have a high turnover rate. WISD has an average of 13 years teaching experience for our district. One weakness WISD faces is with the mentor program. Many new teachers stated a mentor was not assigned to them, but they felt they did have support from their team. A district-wide mentor program with trained mentors would help first year teachers and new teachers to the district succeed and feel welcomed to the campus.

Staff development is an important part of providing highly qualified staff to ensure an outstanding academic program in the district. Flex days are offered to encourage more participation in staff development offerings. Professional development decisions are made by the principals and site based improvement committees at the campus level. At the district level professional development decisions are made by central office personnel based on input from all stakeholders. Examples of professional development attended by WISD staff are classroom management, school culture, differentiated instruction and technology applications to be used for instruction.

Staff Quality, Recruitment, and Retention Strengths

- WISD enjoys a low turnover rate of 13.6%, a high retention rate of 86.4% and a good teacher attendance rate of 94.3% for the 2014-2015 year.
- WISD is able to recruit highly qualified teachers through current posting on various sites such as Region VII and TASB and through participation in job fairs.
- New staff are supported by the teachers that they work with in their assigned area and by other support staff.
- Teacher appraisers and evaluators give beneficial feedback concerning their strengths and weaknesses.

- Flex days which are attended and earned in the summer are used for beneficial training and curriculum development.
- STAAR scores indicate that professional development has had a positive impact on student performance.
- Staff participate in data review in order to understand the areas that they need to target for students' academic success.

Staff Quality, Recruitment, and Retention Needs

- WISD would benefit from a district wide mentor program to assist first year and new to the district teachers.
- WISD would benefit from a having systems in place that would build capacity and support continuous improvement that would target individual needs in the area of professional development.
- WISD would benefit from placing greater emphasis on analyzing data to determine staff development needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

STAAR Assessment programs and Student Performance data reveals a need to review and revise current curriculum documents in all core subject areas to ensure appropriate sequencing of instruction and implementation of instructional strategies that will meet the level of rigor and depth of knowledge assessed in the state testing program, and more importantly, better prepare all WISD students for every opportunity to pursue higher education or enter the workforce upon graduation. Particular focus on writing instruction in K-12 is being addressed and training is being provided to lower grade level teachers in an effort of building a stronger foundation of writing skills for all students with the implementation of the math TEKS, instructional consultants will provide opportunities for training. Core curriculum documents will be revised through a process involving district instructional consultants, administrators and teachers resulting in greater instructional tools and stronger lesson designs based on the 5-E Lesson planning and gradual release models.

Campuses will use results of six weeks tests and classroom teacher feedback to assess the objectives taught. The test 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.

The DEIC committee has noted based on 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. To achieve revision of local curriculum, scope and sequence, and common assessments the DEIC recommends that predetermined calendars for meeting time be instituted throughout the year for both administrators to facilitate both vertical and horizontal instructional planning.

Curriculum, Instruction, and Assessment Strengths

- Sustained student performance in most areas
- Adequate teaching supplies and materials
- Strong Instructional Staff

Curriculum, Instruction, and Assessment Needs

- Consistent district practice of lesson design and delivery; a unified instructional foundation in all subjects among all teachers
- Review and revise the published scope & sequence and common grading period assessments
- Review and revise curriculum documents incorporating model lessons and activities which incorporate the use of an appropriate lesson plan model such as 5-E Model or Gradual Release

- An outside analysis of curriculum to provide further information for improvement

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.

Family and Community Involvement Strengths

- Consistent participation of parents and community members
- Positive feedback from parents
- Community interest in supporting the district

Family and Community Involvement Needs

- Provide more opportunities to reach/involve specific diverse populations
- Translators at lower levels to raise comfort level/communication for limited English speaking families
- Broader community based communication

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.

District Context and Organization Strengths

- Communication with the public through district, school, and classroom websites
- High expectations of administration, faculty, staff and students are evident
- Positive community image
- Parents move into our community due to the standard of excellence within the school system and the programs provided

District Context and Organization Needs

- School-wide reading, math and science Programs that utilize the surrounding community members, parents, high school and college students for all campuses
- More community awareness and involvement
- More opportunities for faculty training on new and innovative teaching techniques to reach every student on every level
- Ensuring that Whitehouse ISD maintains a standard of excellence with current and future administration, faculty, and staff to increase student academic progress

Technology

Technology Summary

WISD has worked to improve available technology resources at every campus. All classrooms have been equipped with ceiling mounted projectors and a majority of classroom have been equipped with smart boards, as well as lumens. 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.

Technology Strengths

- Multiple computer labs
- Data security
- Classroom technology resources
- Professional development provided concerning technology equipment and software

Technology Needs

- Increased number of student computers/tablets
- Additional staff to provide technology related training to teachers and support staff

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.
- 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

Support Systems and Other Data

- Communications 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:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Facilitate district & campus staff development targeting cultural awareness & ethnic sensitivity, instructional strategies and behavior management to better meet the needs of the African American, Economically Disadvantaged, Limited English Proficient, New Immigrants, Migrant & McKinney Vento students</p>	9, 10	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs IC's Principals Teachers	Number of staff dev. opportunities Number of participants			
Funding Sources: 255 Title II, Part A - Teacher/Leader Quality - 0.00, local funds - 0.00						
<p>State System Safeguard Strategy</p> <p>2) Provide consultation and teacher training regarding effective implementation of IEPs, IAPs, 504 plan, LPAC plan and RtI Tier 1 Interventions</p>	4, 9, 10	Exec. Dir. of C & I Exec. Dir. of Sp. Programs 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						
<p>State System Safeguard Strategy</p> <p>3) Target performance needs for all accountability groups and others identified as at-risk using assessment instruments (STAAR, EOC, SAT/ACT, AIMSWeb, TELPAS, & local assessments)</p>	8, 9	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs IC's Principals Teachers	DMAC Lead4Ward AIMSWeb Skyward			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: Attain English Language Acquisition Goals for all Limited English Proficient Students.

Evaluation Data Source(s) 2: STAAR Results, PBMAS Report, TELPAS Report, AMOA Reports

Summative Evaluation 2:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
State System Safeguard Strategy 1) Monitor LEP student performance & consult with current core subject area teachers regarding student progress	8, 9	Principals ESL Facilitator IC's	Grade Reports Number of consultations with teachers TELPAS results STAAR results			
Funding Sources: 263 Title III, Part A LEP - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: Attain the Advanced College & Career Readiness standard for at least 25% of all students.

Evaluation Data Source(s) 3: STAAR Reports, AP Exams, ACT & SAT Reports

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
State System Safeguard Strategy 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 Exec. Dir. of Sp. Programs Dir. of Inst. Programs Principals Teachers	Local Grade & Assessment Reports State Assessment Reports, ACT & SAT Reports, College Board AP Reports			
				Funding Sources: 211 Title I, Part A - 0.00, local funds - 0.00, 199 Spec Intent - PIC 21 GT - 0.00		
State System Safeguard Strategy 2) 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			
				Funding Sources: local funds - 0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: 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) 4: TAPR

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
State System Safeguard Strategy 1) Increase student performance for those identified at-risk utilizing the Read 180 program for the HS, Jr. High and Holloway students	8, 9, 10	Principals ELAR IC Teachers	Number of students receiving services Read 180 Student Reports Local & State Assessment Results			
				Funding Sources: 199 SCE Supplemental Service - PIC 24 - 0.00		
State System Safeguard Strategy 2) Provide supplemental services targeting at-risk students in reading & math as evidenced by the AIMSWeb Universal Screening tool, 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		
State System Safeguard Strategy 3) Provide highly trained Dyslexia teachers & services for students identified as Dyslexic & At-Risk under local criteria (SCE)	9, 10	Principals Exec. Dir. of C & I Dyslexia Teachers	Alpha Phonics/MTA Student Progress Reports READ 180 Student Reports At-Risk Reports			
				Funding Sources: 199 SCE Supplemental Service - PIC 24 - 0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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: Complete the curriculum alignment framework and scope & sequence in the following subject areas: language arts, math, social studies, science, music, art, CTE Courses, health and physical education.

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Continue to implement the vertical and horizontal curriculum alignment plans for all 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 meeting documentation Lesson plans Evident of student progress			
				Funding Sources: local funds - 0.00		
2) Continue to seek out quality physical education training & instructional strategies	4	PE IC Principals Teachers	Number of staff dev. opportunities Number of participants			
				Funding Sources: local funds - 0.00		
3) Revise all core subject area curriculum documents in grades K-12 to align with the state Readiness & Supporting standards & enhance the rigor of instructional activities	2	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs IC's Teachers	Completed curriculum documents Local & State Assessment Reports			
				Funding Sources: local funds - 0.00		
4) 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 State System Safeguard Strategy	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		
5) Recruit non-traditional students for all respective CTE classes	10	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		

6) 6) Employ TASB to conduct a district-wide curriculum audit		Superintendent of Schools Asst. Supt. of C & I Exec. Dir. of C & I	Final report			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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 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:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Design instructional lesson plans utilizing the 5-E Model or other appropriate model to impact student achievement	4, 8	Exec. Dir. of C & I Dir. of Inst. Programs IC's Principals Teachers	Lesson plans T-TESS Local & State Assessments			
State System Safeguard Strategy 2) Incorporate specific writing training for K-2 teachers to improve instructional foundation in the area of writing skills	1, 4	Asst. Supt. of C & I Exec. Dir. of C & I ELAR IC Principals Teachers	Pre & Post assessments in K-2 Student assessment results			
Funding Sources: local funds - 0.00						
State System Safeguard Strategy 3) Incorporate targeted math training to address implementation of math TEKS	2, 3, 4, 8, 9	Asst. Supt. of C & I Exec. Dir. of C & I Math IC Principals	Number of meetings conducted Agendas & sign-in sheets Materials Local and state assessment reports			
Funding Sources: local funds - 0.00						
4) Utilize the coaching model implemented by the instructional consultants 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			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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 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: Nine-weeks tests results, STAAR results, AP tests results, SAT & ACT scores

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Incorporate TEKS-based common assessments in the instructional calendar for all core subject areas that align with the STAAR testing format.</p>	8	Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs IC's Principals Teachers	Number of common assessments produced Nine-Week Assessment Reports - DMAC			
2) Incorporate consistent district and campus level strategic planning and assessment review sessions to encourage data-driven decision making.	1, 2, 8	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			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Dir. of Technology Principals	Installation of Distance Learning Labs			
Funding Sources: IMA - 0.00						
State System Safeguard Strategy 2) Utilize & expand the use of the DMAC program for student performance data analysis & progress monitoring	2, 8	Exec. Dir. of C & I Exec. Dir. of Technology 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	2	Exec. Dir. of Technology 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	Dir. of Sp. Services Exec. Dir. of C & I	Number of training sessions Number of participants Number of integrated lessons T-TESS			
Funding Sources: local funds - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Upgrade and maintain equipment for visually impaired and auditory impaired students	1, 10	Exec. Dir. of Technology Dir. of Technology Exec. Dir. of Sp. Programs Diagnosticians	Number of devices acquired - PO's Number of students serviced Individual student IEP's			
Funding Sources: 224 IDEA Prt B - SP ED Formula - 0.00						
2) Continue to expand wireless capacity for laptops in all office & training areas, multi-media presentation areas & classrooms to accommodate student learning & teacher implementation of integrated technology strategies	2, 10	Assist. Supt. of C & I Exec. Dir. of Technology Dir. of Technology	Facility maps Classroom observations Number of access points			
Funding Sources: IMA - 0.00						
3) Provide teacher training regarding the development & implementation of individual teacher web-pages, department web-pages & program web-pages at all levels	6, 9	Exec. Dir. of Technology Principals Teachers	Number of training opportunities Sign-in Sheets Number of Teacher, Dept. & Program web pages implemented			
Funding Sources: local funds - 0.00						
4) 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	2, 10	Assist. Supt. of C & I Exec. Dir. of Technology Dir. of Technology	Number of added computers Student / Computer average ratio			
Funding Sources: IMA - 0.00, local funds - 0.00						

5) Continue to provide district information, policies, and procedures, TAPR, and NCLB data through the district web site	1, 6	Asst. Supt. of C & I Exec. Dir. of C & I Exec. Dir. of Sp. Programs Communications PR Specialist Principals	Number of webpage postings Work orders			
6) Maintain Family Access program to provide parent communication of student performance and attendance information	6	Exec. Dir. of Technology Dir. of Technology PEIMS Coordinator	Number of parent applications for access to system Number of registered Users			
Funding Sources: local funds - 0.00						
7) Provide Internet Safety Training to all students	1, 2	Exec. Dir. of C & I Exec. Dir. of Technology Principals Teachers	List of all students completing the training			
Funding Sources: local funds - 0.00						
8) Continue to expand software applications for research/inquiry, skills and curriculum development that can be utilized by students	2, 10	Exec. Dir. of C & I Exc. Dir. of Technology Dir. of Technology Principals Librarians Teachers	Purchase orders for purchase of software and online services			
Funding Sources: IMA - 0.00, local funds - 0.00						
= 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 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:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Maintain a district-wide system for the identification, progress monitoring and service of special education, Dyslexia, At-Risk and 504 students	7, 9, 10	Assist. Supt. of C & I Exec. Dir. of Sp. Programs Exec. Dir. of C & I Dir. of Inst. Programs Principals Counselors Teachers	Number of student referrals Number of students identified Number of ARD's & 504 mtgs. Mtg. agendas, sign-ins & documentation			
Funding Sources: 199 SCE Supplemental Service - PIC 24 - 0.00, IMA - 0.00						
2) Provide the necessary identification tools, procedures, and ongoing staff training regarding confidentiality, policies and procedures for accurate identification of Sp. Ed., LEP, GT, Migrant, MV, Immigrant and 504 students	4, 7, 10	Exec. Dir. of C & I Exec. Dir. of Sp. Programs Dir. of Inst. Programs ESL Facilitator Counselors	Number of trainings conducted Agendas, sign-ins & documentation Teacher schedules Classroom rosters			
3) Provide continued training to all staff regarding the District Response to Intervention (RtI) process and the AIMSWeb software in an effort to increase understanding of the RtI process	2, 7, 8, 9	Exec. Dir. of C & I Dir. of Inst. Programs Principals Service Providers	Local & ESC 7 Staff Development Records			
Funding Sources: IMA - 0.00						
4) Facilitate staff development to all teachers regarding differentiated instructional strategies for implementation of Tier 1 RtI services by general education classroom teachers	4, 8, 9	Assist. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs Principals Teachers	Training opportunities Agendas Sign-In Sheets Trng. certificates Lesson plans Progress Monitoring Reports T-TESS Classroom observations			

5) 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	Exec. Dir. of Sp. Programs PEIMS Coordinator Principals Counselors Nurses	Course grades Nurses' records of service Counselors' records of service PEIMS Student data Homebound service records			
State System Safeguard Strategy 6) 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						
State System Safeguard Strategy 7) Continue Student Success Initiative (SSI) services for grades 5 & 8 and STAAR EOC students by providing accelerated instruction to those students who fail the STAAR Reading & Math tests & all students not meeting the passing standard on designated STAAR EOC exams	7, 9, 10	Exec. Dir. of C & I Dir. of Inst. Programs Principals Service Providers	Number of students served Schedule of tutorials & student rosters Summer School schedule & student rosters Attendance records - tutorials Summer School Program evaluations			
State System Safeguard Strategy 8) Provide information & training to campus testing coordinators, administrators, teachers & raters regarding Immigrant student awareness & transitional training, the LPAC process & TELPAS assessment system	6, 7, 10	Exec. Dir. of C & I Principals Counselors ESL Facilitator District Testing Coordinator	Number of Trng. sessions provided Number of participants Number of Certified TELPAS Raters			
Funding Sources: 263 Title III, Part A LEP - 0.00, 199 Spec Intent - PIC 25 - Bilingual/ESL - 0.00						
9) Monitor needs of McKinney Vento students & provide assistance through counseling, networking & utilize Title I Homeless Set-Aside to provide basic school supplies for students at non-Title I campuses	1, 10	Exec. Dir. of C & I Homeless Liaison Counselors	Number of MV students at Non-Title I campuses PO for supplies Number of MV students receiving supplies ESEA / NCLB Homeless Compliance Report			
10) 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			
State System Safeguard Strategy 11) Utilize the Drop-Out Prevention/Recovery programs at the secondary campuses; REACH & Summer School to meet the needs of at-risk students in jeopardy of not graduating on time utilizing SCE funds	1, 9, 10	Dir. of Alternative Education Exec. Dir. of C & I Principals Counselors	Number of REACH & AEP Referrals Number of placements Number of students achieving graduation requirements Attendance records Program evaluation			
Funding Sources: 199 SCE Supplemental Service - PIC 24 - 0.00						










12) Research and implement training for teachers on Immigrant and Second Language learners to bridge the gap for language deficiency.		ESL Facilitator Principals Exec. Dir. of C & I	Records of training sessions			
 = 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:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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						
 = 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 1: Decrease student discipline referrals at all campuses.

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Implement integrated general education classroom instruction that reinforces bullying & violence intervention & prevention in grades K-5	1	Counselors Principals Asst. Supt. of C & I Exec. Dir. of C & I Dir. of Inst. Programs	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 sustained training for all staff regarding behavior intervention strategies & bullying prevention inclusive of proper protocol, documentation & reporting	4, 9	Counselors Principals AP's Asst. Supt. of C & I	Number of training opportunities Number of staff members trained Sign-in sheets Agendas Training materials			
3) All campuses will participate in Red Ribbon Week by sponsoring activities, speakers, etc. & implement other programs to promote safe & drug-free schools	2, 6	Counselors Principals	PEIMS 425 Report Local & State Discipline Reports Campus CNA Summaries			
4) Provide additional training and drills to improve the safety and student behavior at campuses		Principals	Number of training sessions			
= 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 2: Decrease number of special education and minority students referred to alternate instructional settings due to inappropriate behavior.

Evaluation Data Source(s) 2: State PEIMS 425 Report and PBMAS Reports

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Provide Crisis Prevention Intervention (CPI) certification to campus teams and Texas Behavior Modification Intervention (TBSI) teams as needed	4, 10	Exec. Dir. of Sp. Programs Exec. Dir. of C & I Principals AP's Counselors	Number of teachers trained Number of CPI Certificates issued			
2) 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			
3) 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			
4) 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))	4	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			
= 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: 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) 3: State PEIMS 425 Report, PBMAS Report and REACH Program Evaluation

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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, 10	Counselors Principals Dir. of Inst. Programs Exec. Dir. of C & I Asst. Supt. of C & I	Number of counseling referrals Number of referrals to outside agencies			
= 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 4: Improve awareness and the reporting of sexual abuse and maltreatment of children

Evaluation Data Source(s) 4: Schedule of training, Sign-in sheets

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
<p>State System Safeguard Strategy</p> <p>1) Continue to provide staff development for employees concerning awareness and reporting of sexual abuse and maltreatment of children</p>		<p>Asst. Supt. of C & I Executive Director of C & I Dir. of Instructional Programs Principals Counselors</p>	Sign-in sheets			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: # of applications received and # hired in critical needs areas

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 District HQ Report			
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			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						













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 in number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	Apr
1) Provide a part-time district wide ESL Facilitator to provide training for teachers, facilitate the LPAC process & monitor student progress	1, 5, 10	Exec. Dir. of C & I Chief of Human Resources Principals	LPAC documentation Number of trainings provided Sign-in sheets, agendas & materials Progress Monitoring Reports Local & state assessment reports			
				Funding Sources: 263 Title III, Part A LEP - 0.00, 277 Title III, Immigrant - 0.00, 199 Spec Intent - PIC 31 HS Allotment - 0.00		
2) 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		
3) Attend university job fairs to attract and maintain qualified personnel	3, 5	Chief of Human Resources Dir. of Personnel Principals	District staffing records District HQ Reports			
				Funding Sources: local funds - 0.00		
4) Advertise critical needs areas & available positions on the district, Region VII and TASA web sites	3, 5	Chief of Human Resources Dir. of Personnel	District Staffing Records District HQ Reports			
				Funding Sources: local funds - 0.00		
5) Ensure that 100% of teachers receive high-quality staff development through attendance at ESC 7 workshops as provided through the Academic Content Cooperative funded by the Title II, Part A grant	4, 10	Exec. Dir. of C & I Dir. of Inst. Programs Principals	Local & ESC 7 staff development records ESEA/NCLB Compliance Reports			
				Funding Sources: local funds - 0.00		

6) Provide high quality staff development opportunities to Private Non-Profit organizations that reside in district boundaries when requested as per ESEA/NCLB Private Non-Profit Federal mandates & guidelines	4, 10	Exec. Dir. of C & I Dir. of Inst. Programs ESC 7 Staff	PNP Consultation Documentation ESEA/NCLB Consolidated Application ESEA/NCLB Compliance Report			
7) Provide information regarding the TEXAS grant program & Teach for Texas grant program	3, 5	Chief of Human Resources Dir. of Personnel Principals	Number of teachers & paras who acquire grant forgiveness & certification through the TEXAS grant & Teach for Texas programs			
8) Facilitate training & necessary certification requirements for all staff (teachers & instructional paraprofessionals) to maintain the 100% Highly Qualified status as mandated by NCLB	4, 10	Chief of Human Resources Dir. of Personnel Dir. of Inst. Programs Principals	Staffing records District HQ Report			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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) Utilize AlertNow as a parent notification tool to inform parents of school events, deadlines & emergency notifications	2, 6, 10	Exec. Dir. of Technology Principals	Number of recordings			
5) 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.	2, 6, 10	Principals Exec Directors Dir. of Technology				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Facilitate district & campus staff development targeting cultural awareness & ethnic sensitivity, instructional strategies and behavior management to better meet the needs of the African American, Economically Disadvantaged, Limited English Proficient, New Immigrants, Migrant & McKinney Vento students
1	1	2	Provide consultation and teacher training regarding effective implementation of IEPs, IAPs, 504 plan, LPAC plan and RtI Tier 1 Interventions
1	1	3	Target performance needs for all accountability groups and others identified as at-risk using assessment instruments (STAAR, EOC, SAT/ACT, AIMSWeb, TELPAS, & local assessments)
1	2	1	Monitor LEP student performance & consult with current core subject area teachers regarding student progress
1	3	1	Use assessment instruments (STAAR, EOC, SAT/ACT, AIMSWeb, TELPAS, & local assessments) to identify performance needs for all accountability groups.
1	3	2	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
1	4	1	Increase student performance for those identified at-risk utilizing the Read 180 program for the HS, Jr. High and Holloway students
1	4	2	Provide supplemental services targeting at-risk students in reading & math as evidenced by the AIMSWeb Universal Screening tool, STAAR scores and other screening tools for students in jeopardy of not meeting the state standard on state assessments
1	4	3	Provide highly trained Dyslexia teachers & services for students identified as Dyslexic & At-Risk under local criteria (SCE)
2	1	4	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
2	2	2	Incorporate specific writing training for K-2 teachers to improve instructional foundation in the area of writing skills
2	2	3	Incorporate targeted math training to address implementation of math TEKS
2	3	1	Incorporate TEKS-based common assessments in the instructional calendar for all core subject areas that align with the STAAR testing format.
3	1	2	Utilize & expand the use of the DMAC program for student performance data analysis & progress monitoring
4	1	6	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)

Goal	Objective	Strategy	Description
4	1	7	Continue Student Success Initiative (SSI) services for grades 5 & 8 and STAAR EOC students by providing accelerated instruction to those students who fail the STAAR Reading & Math tests & all students not meeting the passing standard on designated STAAR EOC exams
4	1	8	Provide information & training to campus testing coordinators, administrators, teachers & raters regarding Immigrant student awareness & transitional training, the LPAC process & TELPAS assessment system
4	1	11	Utilize the Drop-Out Prevention/Recovery programs at the secondary campuses; REACH & Summer School to meet the needs of at-risk students in jeopardy of not graduating on time utilizing SCE funds
5	4	1	Continue to provide staff development for employees concerning awareness and reporting of sexual abuse and maltreatment of children

District Educational Improvement Council

Committee Role	Name	Position
Administrator	Susanna Campbell	District Wide Non Voting Rep
Administrator	Ricky Daily	Higgins Elementary Asst. Principal
Administrator	Paul Drake	High School Asst. Principal/Chairperson
Administrator	Sterling Haskell	Stanton-Smith Elementary Principal
Administrator	Betty Lough	District Wide Non Voting Rep.
Administrator	Valencia Ray	Brown Elementary Principal
Administrator	Stephanie Schminkey	Cain Elementary Asst. Principal
Administrator	Travis Splinter	Holloway Principal
Administrator	David Stone	Jr. High Asst. Principal
Classroom Teacher	Jeremy Brandt	Jr. High Teacher
Classroom Teacher	David Bridges	AIM Center Teacher
Classroom Teacher	Adam Brown	High School Teacher
Classroom Teacher	Melanie Causey	Holloway Teacher
Classroom Teacher	Morgan Cavender	Stanton-Smith Elementary Teacher
Classroom Teacher	Samantha Crow	Stanton-Smith Elementary Teacher
Classroom Teacher	Robert Fournier	High School Teacher
Classroom Teacher	Marcie Fowler	Cain Elementary Teacher
Classroom Teacher	Karen Gandy	Brown Elementary Teacher
Classroom Teacher	Gina Gandy	Cain Elementary Teacher
Classroom Teacher	Traci Mayo	High School Teacher/Secretary
Classroom Teacher	Kelci Meadows	Jr. High Teacher
Classroom Teacher	Lori Rayon	Higgins Elementary Teacher
Classroom Teacher	Laurie Rozell	Brown Elementary Teacher
Classroom Teacher	Sherry Taylor	High School Teacher
Classroom Teacher	Sharyn Womble	Holloway Teacher

District-level Professional	Sonja Johnston	District Wide Non Voting Rep.
District-level Professional	Denise Martin	District Wide Non Voting Rep.
District-level Professional	Stacey Noble	District Wide Non Voting Rep.
District-level Professional	Melanie Tidwell	District Wide Non Voting Rep.
Parent	Angie Robb	Parent
Parent	Angie Wood	Parent

District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Assessment results		\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
224 IDEA Prt B - SP ED Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
Sub-Total					\$0.00
244 Carl Perkins CTE Basic Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
255 Title II, Part A - Teacher/Leader Quality					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region VII		\$0.00
Sub-Total					\$0.00
263 Title III, Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
4	1	8			\$0.00
6	2	1			\$0.00
Sub-Total					\$0.00
277 Title III, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00

					Sub-Total	\$0.00
199 SCE Supplemental Service - PIC 24						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2			\$0.00	
1	4	1	READ 180 Software and labs		\$0.00	
1	4	2	AIMSWeb software		\$0.00	
1	4	3			\$0.00	
4	1	1			\$0.00	
4	1	6			\$0.00	
4	1	11	Edgenuity		\$0.00	
					Sub-Total	\$0.00
199 Spec Intent - PIC 25 - Bilingual/ESL						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	1	8			\$0.00	
6	2	2			\$0.00	
					Sub-Total	\$0.00
199 Spec Intent - PIC 21 GT						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	3	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	5			\$0.00	
					Sub-Total	\$0.00
199 Spec Intent - PIC 23 Sp Ed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2			\$0.00	

					Sub-Total	\$0.00
199 Spec Intent - PIC 31 HS Allotment						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
6	2	1				\$0.00
					Sub-Total	\$0.00
local funds						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	1	Outside vendors			\$0.00
1	3	1				\$0.00
1	3	2				\$0.00
1	4	2				\$0.00
2	1	1	State Curriculum Documents			\$0.00
2	1	2				\$0.00
2	1	3	TEKS			\$0.00
2	1	4				\$0.00
2	2	2				\$0.00
2	2	3				\$0.00
3	1	2	DMAC			\$0.00
3	1	3				\$0.00
3	1	4				\$0.00
3	2	3				\$0.00
3	2	4				\$0.00
3	2	6	Family Access software			\$0.00
3	2	7				\$0.00
3	2	8				\$0.00
4	2	2				\$0.00
6	2	4				\$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	4	2			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	2			\$0.00
3	2	4			\$0.00
3	2	8			\$0.00
4	1	1			\$0.00
4	1	3	AIMSWeb software		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

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, 2016-July, 2017	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	On going	District Migrant Contact	PFS Reports and documentation showing services provided
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, 2016 through May, 2017	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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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).

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, 2016 and April, 2017	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, 2016 and April, 2017	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

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	ESC Recruiters	Within 7 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 Department	September 1, 2016- November 1, 2016. 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

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.	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, 2017	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, 2017	COEs, TEA guidance	TEA report

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