

**East Central Independent School District
District Improvement Plan
2014-2015**

Revised
December 16, 2014

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East Central Independent School District
2014-2015

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Director of Federal Programs and Grants
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Coordinator of PreK-5 Curriculum
Coordinator of Special Programs
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DISTRICT EDUCATION IMPROVEMENT COUNCIL 2014-2015

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**East Central Independent School District
Comprehensive Needs Assessment**

Demographics	Student Achievement
Strengthen registration processes and practices to ensure that all are reasonable and that consistent, accurate information is collected, shared and removes barriers, especially for highly at-risk and mobile families/students	Provide a depth of instructional resources and levels of support for students to continue acclimating to the rigorous demand associated with high stake standards that are related to STAAR/EOC/graduation mandates and reflected in the state's accountability system.
Closely monitor enrollment projections, special program numbers, attendance boundaries of campuses, class ratios, facilities, and staffing assignments and adjust as needed to ensure ECISD is proactive in meeting related challenges and can provide an exceptional learning environment.	Strengthen supplemental programs and individualized instructional practices with the intent of cohesively supporting ECISD's foundational programs and address any deficiencies, including those from specialized populations or with extenuating circumstances that hinders achievement.
Continue to heavily monitor the economically disadvantaged populations percentages of campuses/district and any other data that impacts Title 1 allocations.	Implement measureable interventions and practices that will address all missed system safeguards and ensure STAAR growth occurs in all content areas for the purpose of meeting PBMAS in 2014-2014 for CTE, Sp. Ed., Bil/ESL, and Title 1
Design and arrange opportunities for shareholders to acquire an awareness and understanding of the District's beliefs and their role in providing ECISD students a caring, safe, and exceptional learning environment.	Ensure all students who qualify for ECISD's various supplemental services or within specialized programs are served not only in a timely manner, but in best practices that strategically addresses their deficiencies and can provide optimal academic growth.
	Sustain, strengthen, and explore new avenues associated with engaging students in high quality acceleration, enrichment, remediation, and college readiness programs throughout the year and through the summer months.

**East Central Independent School District
Comprehensive Needs Assessment**

School Culture and Climate	Teacher Quality
Embed professional development and related opportunities for district and campus level staff members to become acclimated and fully knowledgeable in the district core beliefs and role in the success of ECISD students.	Expand recruitment efforts and communication between district and campus staff to ensure a 100% Highly Qualified status is consistently met at all campuses.
Support programs, resources, and system practices that foster the ideals associated with becoming a cohesive learning organization and values building capacity through continual learning opportunities.	Design new teacher professional development days and programs in a manner that maximizes opportunities for them and ensures they are each properly inducted into the EC way.
Ensure all staff are properly compensated and receive competitive salaries/benefits.	Ensure all campuses and departments have the opportunity to participate and engage in professional development/trainings that align to transforming ECISD staff and systems into an exceptional learning organization.
Embed a consistent level of engaging opportunities and services across the district as well as through the year that build capacity and relationships with ECISD parents/community members.	Ensure all staff members are properly prepared, skilled, and assigned to roles and responsibilities within the ECISD school system that optimizes performance, efficiency, and services.
Strengthen the quality of TIER interventions and accessibility to diversified materials/resources that support differentiation, cooperative learning and inclusion practices.	Provide release time and resources as needed to teachers who do not meet the Highly Qualified status and those requiring additional support to implement best teaching and learning practices.
Build capacity of staff in the area of behavior management and addressing severe discipline matters.	Ensure that all instructional staff have optimal professional development opportunities for their grade level and content areas that build capacity and knowledge needed to successfully instruct various levelled students, effectively assess and engage students to meeting high achievement standards.
Provide an exceptional learning environment that promotes personal wellness, responsibility, life long learning, and investment in ones future.	Sustain and support professional development efforts/opportunities that foster collaboration and opportunities for staff to strengthen leadership skills, reflective qualities, and relationships with other practitioners.

**East Central Independent School District
Comprehensive Needs Assessment**

Curriculum, Instruction and Assessment	Family & Community Involvement
Provide avenues of opportunity that promote planning, exposure, and collaboration to support staff in teaching their TEKS and incorporating engaging lessons that produce meaningful, relevant work.	Orchestrate the most comprehensive, engaging, capacity building, and collaborative style parental involvement program possible for the ECISD community, including those activities supported through Title 1, Part A funding.
Effectively implement and support Writer's and Reader's Workshop for Pre-K to 8 grade.	Sustain supplemental positions that build relationships, mediate systems, and empower all layers of the ECISD community, including special populations of students, families, and staff.
Ensure that all campuses have an equitable opportunity to properly prepare and grow their students in achieving state standards; This includes resources, materials and interventions.	Sustain supplemental parent involvement programs and resources that support campus efforts and bring further enrichment in the areas of the arts, math, science, and literacy.
Address identified curriculum deficiencies in all 5 content areas with researched based teaching practices and quality learning instruments/resources; Emphasis on meeting system safeguards and having required improvement with in all PBMAS indicators.	Continue to be attentive to specialized needs of parents, highly at-risk students, families experiencing hardships, and any disadvantaged areas of the ECISD community to ensure appropriate resources and support are readily available to counter any negative impact.
Continue means to properly embed, support, and expand professional development experiences for new and existing staff to ensure fidelity within instructional programs and sustain effective initiatives.	Sustain and build new partnerships with county agencies, area businesses, and parent/community organizations.
Ensure campuses are continually supported and properly equipped with research based materials, assessments, resources, and HQ teaching/support staff.	Implement a consistent, district-wide VIP training program and handbook with the intent of building capacity and a pool of high quality volunteers throughout the district.
Provide a systemic assessment plan, data collection processes, and supports that strengthen instructional practices and interventions	Provide quality internal and external support services for parents and students identified as G/T, dyslexic, homeless, ELL, special education, and at-risk.
Ensure maximization and equitable support in the implementation of differentiated styled resources, interventions, and programs, including DL, G/T, Dyslexia, Sp Ed, Reading 180/System 44, AVID, etc.	-

**East Central Independent School District
Comprehensive Needs Assessment**

School Context & Organization	Technology
Explore and address matters where grading, data, and communication are not aligned with district belief and philosophy of becoming a learning organization.	Support technology department and staff in replacement and implementation of various new technological mediums, upgrading of inventories, and monitoring of various software/subscriptions. (IPAD initiative/Technology Plans)
Continue to provide research based programs in their most optimal state of delivery until resources or systems are deemed unnecessary or irrelevant to current status.	Provide timely and quality technological support for programs and systems that directly increase student achievement and maximize the efficiency of the district.
Strengthen expanding communication networks and the district's overall instructional capacity, including students, staff, parents, and community shareholders.	Design a professional development plan and consistent levels of practices related to building digital capacity for ECISD's employees, students and parents.
Continue to protect the financial integrity of the district, including increasing district fund balance.	Expand accessibility to diverse and quality technological resources that can be optimally utilized for instructional, monitoring, and assessment purposes.
Design and orchestrate all grant funds related to servicing the needs of homeless, ESL, Sp. Ed. and/or student (teen) parents & their families in the most efficient and effective manner to ensure optimal services and academic needs are being reasonably met (i.e., Instructional Assistants, Specialist, Social Worker, Parent/Student Advocate, Transition Program,	Ensure district policies, procedures, and plans relating to technology usage and practices remain current and meet state/federal requirements at all times.
Continue to explore and implement transitional programs, systems, or services that counter truancy and high absenteeism for all ECISD shareholders.	Expand opportunities within and outside of the school day/year for ECISD shareholders to learn, explore, engage, and develop skills.
Expand and strengthen safety measures and physical features for all schools environments.	-
Adjust staffing patterns to meeting the needs of growing campuses and students with specialized academic/behavioral needs.	-

East Central Independent School District
Growing the EC Way: Literate Problem Solvers in an Interconnected World
District Goal & Performance Objectives 2014-2015

Goal: The District will provide an exceptional learning environment.

Academic Learning Environment

1. Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.
Current Status: District STAAR Index 2 score of 34 points
Goal Attainment: Increase of 5 points on STAAR Index 2 score (Gr. 4 – 9) and an increase of 5% meeting growth on Istation/SMI (Gr. K-3).
2. Increase percentage of students attaining Advanced Performance on state assessments by 5% in order to prepare students to be college and career ready. Current Status: 8% Goal Attainment: 13% (an additional 317 students)
3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system. Current status: The district and all 12 campuses met the state accountability standard on all four indexes.

Culture/Climate

1. Implement and frequently monitor increased safety and security measures throughout the district including but not limited to:
 - security systems and cameras
 - perimeter security
 - locks, fencing, gates
 - police presence
 - updated policies
 - updated radios for buses and new radios for administrators
2. Implement Emergent Tree Tier 1 behavioral support to provide an environment conducive to learning as measured by decrease in discipline referrals.

Finance

1. The District will return 1% or more to the fund balance at the end of the 2014-2015 budget year.
2. The District will present a balanced budget for the 2014-2015 school year.

Professional Development Plan

ECISD has the belief and a responsibility to grow professionally. Professional development in ECISD provides information, techniques, technology, and time to build ones depth of knowledge for the betterment of all ECISD programs and students.

Professional Development and specified calendar days at both the district and campus levels are to provide:

- Timely information for staff regarding curriculum development, classroom management, assessment practices and other pertinent strategies focus on meeting the needs of diverse learners;
- Opportunities for teachers to learn and share ideas/techniques with one another;
- Time for effective planning to strengthen all levels of TIER instruction and implement academic programs with fidelity;
- Design time for teachers to create lessons that are engaging, implement technology, and utilize diversified instructional materials.
- Time for evaluating student performance and developing SMART goals to address academic deficiencies, especially those that are systemic and related to the core content areas.
- Exposure to research based teaching and learning practices.
- Induction and alignment to the beliefs, norms, and values of the district.
- Access to either identified leaders, specialist, coaches or practitioners in that field of study.
- Special program staff will provide the opportunity to acquire additional, intense training on methodology and instructional practices related to their specified populations or programs (i.e. Dual Language, Dyslexia, G/T, Adv. Placement, Special Education).

To be effective and build capacity in an efficient manner, a process for continued, timely follow-up will be implemented to sustain the learning process and include communication that relates to the rationale and timeline for each program; thus, the result of well-planned and executed professional development will ensure the best possible education for all students.

District Professional Development Schedule 2014-2015

<i>D</i>	<i>Time</i>	<i>Session</i>
July 28, 2014	8:00am – 4:00pm	Leadership (DLT) – High School
July 29-30, 2014	8:00am – 4:00pm	Leadership – High School
August 4-6, 2014	8:00am – 4:00pm	K-8 Writers Workshop Launch (Elizabeth Martin) @Heritage MS
August 4-7, 2014	8:00am – 4:00pm	K-8 Readers Workshop Launch (Becky Koesel) @ Oak Crest IS
August 11-12, 2014	8:00am – 4:00pm	PreK, K & 1 st Writers Workshop Launch (Sam Hoffman) @ Ed Hall
August 12	7:30am – 4:00pm	New Teachers @ LMS
August 13	7:30am – 11:30am	New Teachers @ LMS
	1:00pm – 4:00pm	New Teachers (home campus)
August 14	7:30am – 4:00pm	New Teachers (home campus)
August 15	8:30am – 11:30am	Welcome Back - All Staff – Floresville Event Center Campus
	1:00pm-4:00pm	
August 18	7:30am – 4:00pm	Nurses Training-New Doc. Software @ Tech. Bldg.
	7:30am – 11:00am	Tier 1 Behavior Support - ECDC & JG @ JG, HMS (home campus)
	12:30pm-4:00pm	Tier 1 Behavior Support – ECHS & Sinclair (home campus)
August 19	7:30am – 4:00pm	District Day
August 20	7:30am – 11:00am	Tier 1 Behavior Support – Harmony, PV, Salado (home campus)
	12:30pm-4:00pm	Tier 1 Behavior Support LMS, OC, & HF (home campus)
August 21	7:30am – 4:00pm	Workday (home campus)
August 22	7:30am – 4:00pm	Workday (home campus)
October 13	7:30am – 4:00pm	DBQ Project – 6-12 Social Studies Writers Workshop 6-8 4-5 FOSS Science
January 5 th	7:30 – 4:00 pm	Campus/District Extended Learning Opportunities
February 16	7:30am – 4:00pm	DBQ Project – 6-12 Social Studies

Professional Development/Student Early Release

*Student Early Release	
September 24	Campus/District Extended Learning Opportunities
November 5	Campus/District Extended Learning Opportunities
February 4	Campus/District Extended Learning Opportunities
June 5	Campus

District’s Highly Qualified Plan

Utilize a variety of strategies to meet NCLB requirements for teacher and paraprofessionals:

- Sustain HQ requirements and provide stipends for college hours to all qualifying paraprofessional staff.
- Continue to train and brief campus administrators and staff on the importance of following HQ procedures/guidelines
- Continue online application system which has specific HQ questions
- Monitor data on all teacher certifications, testing and service records to ensure that instructional staff continues to meet highly qualified status
- Implement an effective and efficient technological method of disbursing HQ statues and qualification in a manner that adheres to FERPA standards
- Provide non-HQ staff with the ability to utilize release time and varied resource to properly prepare for certification exams.

Recruit and retain highly qualified teachers & staff

- Provide mentor for all teachers with zero years of experience and those attached to Visiting Spain Teacher Program.
- Ensure activities and staffing attached to mentoring program assist in the inducting and exemplifying ECISD Core Beliefs.
- Continue to train and keep campus level administrators aware of any new HQ mandates and requirements.
- Ensure new teachers and their mentors are provided optimal time together and opportunity to engage in professional development experiences. Provide stipends for teachers in critical need areas.
- Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting of vacancies in multiple sites and maintaining an active up to date web page.
- Recruit and sustain biliterate/bilingual teachers and front office staff.
- Provide differentiated professional development for new teachers and mentors.
- Have mentor complete TXBess training or series of quality mentoring training modules.

Persons Responsible: Superintendent of Curriculum & Instruction; Executive Director of Personnel; Director of Federal Programs and Grants,

Resources Used: District Funds, Title II, Part A Funds

Time Frame: On-going

Measures used to evaluate level of program effectiveness: NCLB HQ/Compliance Reports, Student Achievement Data, Retention Record, Personnel files.

District's Coordinated Programs

<i>Initiative/Identified Need & Program</i>	<i>Initial Implementation Year</i>	<i>Campus</i>	<i>Funding Source</i>	<i>2014-2015 Budgeted Amount (approx.)</i>
AVID <ul style="list-style-type: none"> • Summer/National Conferences • Membership • Planning/Preparation • College & Career Readiness Activities & resources 	2009-2010 2011-2012	HMS ECHS & LEGACY, Salado	Local Title I, part A Title II, part A	\$54,160 \$5,000 \$29,990
Campus Administrator/Staff Training & Support <ul style="list-style-type: none"> • Coordinator of Data and Assessment • Instructional Technologist/Technology • Literacy Specialist • Leadership Coaching • Math Specialists • Parent Advocate/Family Engagement • Student Engagement • Research-based Teaching/Learning Practices • School Leaders Network • Specialized Dyslexia Training • Systematic processes • Texas A & M, San Antonio Leadership Consortium 	On-going	All Campuses	Local Title I, Part A Title II, Part A Title III, LEP SCE .	\$80,000 \$40,000 \$90,000 \$30,000 \$160,000
District Administrator Training <ul style="list-style-type: none"> • Leadership Coaching • Research-based Teaching/Learning Practices • Dual Language Best Practices • Instructional Technology 	On-going	District	Local Title I, Part A Title II, Part A Title III, LEP	\$15,000 \$30,000 \$10,000 \$3,000
Dropout Prevention & Recovery Programs: <ul style="list-style-type: none"> • Academic Learning Labs • A+/Odysseyware/Edgenuity • Enrichment Programs • EOC /STARR Interventions • Flexible School Day • GED on site testing/support 	On-going	All Campuses	SCE/Local SCE Title III	\$600,000 \$200,000 \$5000

<i>Initiative/Identified Need & Program</i>	<i>Initial Implementation Year</i>	<i>Campus</i>	<i>Funding Source</i>	<i>2014-2015 Budgeted Amount (approx.)</i>
<ul style="list-style-type: none"> • Learning Academy • On/Off-site tutoring • SSI Summer Programs • EOC/ Programs (HS only) • Teen Parenting Programs • Transition Program 				
Dual Language Two-Way Spanish Immersion Programs & Bilingual/ESL program (Staff costs) <ul style="list-style-type: none"> • Planning Days • Extra Classroom Assistance • Professional Development • Parent Involvement • Summer Academy • Supplemental Materials, including reading & math interventions. 	2003-2004	All Campuses	Bilingual: Local/SCE Title I, part A Title II Title III	\$500,000 \$20,000 \$20,000 \$30,000
Homeless Education Project (McKinney-Vento) <ul style="list-style-type: none"> • Homeless Liaison • Tutoring/Coaching • Advocate • Transition Program • HL Task Forces • Professional Development • Parent Involvement • Summer Enrichment • Transportation Assistance 	2003-2004	All Campuses	Local TEXSHEP Grant Title I, Part A	\$40,000 \$46,596 \$16,500
Family/Student Engagement <ul style="list-style-type: none"> • Family/Student Advocate • Professional Development • Accessibility to Literacy Resources • VIP Trainings • Family/Personal Development • Family Instructional Materials 	Ongoing	All Campuses	Title I, Part A Title III, LEP	\$49,000 \$25,000
Inclusion Practices (STETSON Model) <ul style="list-style-type: none"> • Professional Development • Planning Time • Administrative Supports 	2011-2012	All Campuses	Special ED Title I, part A Title I, part D Title II, part A	\$9,000 \$15,000 \$1,600 \$3,000

<i>Initiative/Identified Need & Program</i>	<i>Initial Implementation Year</i>	<i>Campus</i>	<i>Funding Source</i>	<i>2014-2015 Budgeted Amount (approx.)</i>
IPAD Initiative <ul style="list-style-type: none"> • Equipment/Inventory • Instructional Technologist • Professional Development 	2011-2012	East Central HS, Legacy, Heritage, Salado, Oak Crest, Sinclair, Pecan Valley	IMA Title II, Part A	\$400,000 \$30,000
New Teacher Mentoring Program <ul style="list-style-type: none"> • Educational Impact Online Program • Reader's/Writer's Workshop • Number Talks • On-line PD resources • Oral Language/Vocabulary Development • Reflective/Leadership Coaching • ELL Trainings/SIOP • Higher Order Questioning • Esperanza/7 Steps • Research-based Teaching/Learning Practices • Rigor/STAAR/Differentiation • Planning/Observation 	On-going	All Campuses	Local Funding Title 2, Part A BE/ESL Funds	\$40,000 \$15,000 \$3,000
STAAR ELA/RDG/Writing <ul style="list-style-type: none"> • Specialist • Writer/Reader's Workshop • STAAR/Region 20 • Istation • SRI/AIMSWEB • Read 180/System 44 • Leveled Readers/Libraries • Planning 	2011-2012 Writer's Workshop (2013-2014) Reader's Workshop	All Campuses All Campuses, minus ECHS Select Teachers –full-implementation for 2014-2015 for K-8	Local Title, I Part A Title II, Part A Title I, part D SCE	\$16,000 \$140,000 \$25,000 \$2,000 \$250,000
STAAR Math <ul style="list-style-type: none"> • Specialist • ALEKS • Region 20 • Texas Regional Collaborative • Think Through Math • SMI/AIMSWEB • Math TEKS TASK FORCE/Vertical Teams • Planning 	2011-2012	All Campuses	SCE Title II, part A Title III	\$80,000 \$7,500 \$15,000

<i>Initiative/Identified Need & Program</i>	<i>Initial Implementation Year</i>	<i>Campus</i>	<i>Funding Source</i>	<i>2014-2015 Budgeted Amount (approx.)</i>
STAAR SCIENCE <ul style="list-style-type: none"> • Professional Development • EduSmart Software • Discovery Education • Planning • Spanish Level/Content Readers(Spanish/English) 	2011-2012	All Campuses	Local Title I, Part A Title II, part A BE/ESL	\$20,000 \$6,000 \$10,000 \$10,000
STAAR SOCIAL STUDIES <ul style="list-style-type: none"> • Professional Development • Region 20 • Planning • Level Readers 	2011-2012	All Campuses	SCE Title II, Part A	\$10,000 \$6,000
TEKS Alignment (Horizontal/Vertical) <ul style="list-style-type: none"> • Translations • Resources/Materials • Accessibility to curriculum for all grade/subject areas • Common Assessment Development/Understanding • Planning 	2008-2009	All Campuses	IMA Local SCE Title 1, part A Title I, part D Title II, part A Title III,	\$60,000 \$200,000 \$20,000 \$20,000 \$1000 \$13,000 \$3000
Emergent Tree Partnership <ul style="list-style-type: none"> • Program Evaluation • Technical Assistance • Professional Development 	2012-2013	All Campuses	Local Special Education	\$20,000 \$50,000

IMPROVEMENT PLAN

District Goal Addressed: The District will provide an exceptional learning environment.					
Performance Objective: <u>Academic Learning Environment</u>					
<ol style="list-style-type: none"> 1. Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures. 2. Increase percentage of students attaining Advanced Performance on state assessments by 5% in order to prepare students to be college and career ready. 3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system. 					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Strengthen district assessment program and streamline assessment schedule for specified grades with a focus on core content areas: <ul style="list-style-type: none"> ● Eduphoria/AWARE ● Aimsweb Screening Tools ● Istation ● Scholastic Math Inventory (SMI) ● Scholastic Reading Inventory (SRI) 	Director of Assessment; Director of Curriculum	District Funds; Title I, Part A; Title II, Part A	July 2014- August 2015	December 2014 - February 2015; Testing administration	2015 STAAR results
Increasing accessibility and understanding of data resources that assists personnel with tracking, monitoring, and facilitating quality instruction of students for the purpose of increasing student achievement. <ul style="list-style-type: none"> ● Eduphoria/Aware ● Istation ● On Data Suite ● SMI/SRI ● Coordinator of Data and Assessment ● Read 180/System 44 ● Edgenuity 	Assistant Superintendent C&I; Director of Curriculum; At-Risk Coordinator; Director of Assessment Coordinator of Data and Assessment	District Funds, Title 1, part A, Perkins, SCE	July 2014- August 2015	List of created accounts and active users. Data usage reports	PBMAS; System Safeguards
Increase staff’s content knowledge and instructional capacity in all core content areas <ul style="list-style-type: none"> ● Observation/Coaching Circles ● Accountable Talks ● Instructional Rounds/Model Teaching ● Balanced Literacy ● Reader’s & Writer’s Workshop ● Planning Days 	Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Curriculum; Coordinator of Special Programs;	Title 1, Part A; Title II, Part A; Title III, Part A GT Funds; Multi-Districts; SCE	July 2014- August 2015	Training evaluations; walkthrough documentation Site-Team Plans Agendas from Professional	2015 STAAR /EOC, STAAR scores; PBMAS, System Safeguards Data Reports from AVID Central

District Goal Addressed: The District will provide an exceptional learning environment.

Performance Objective: Academic Learning Environment

1. Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.
2. Increase percentage of students attaining Advanced Performance on state assessments by 5% in order to prepare students to be college and career ready.
3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> ● Literature material/supplies ● Oral Language/Vocabulary Development ● Sheltered Instruction ● Seven Steps ● ELPS Flipbook ● Estrellita Accelerated Reading Program ● Esperanza Spanish Dyslexia Program ● Assessment Practices/Protocols ● TEKS Alignment/standards ● Basic Language Skills ● Project Share ● AVID Pathway Training for 6-12 ● AVID Site Team Training for 6-12 ● AVID Elective Teacher Training 6-12 ● AVID Elementary Site-Visits 	At-Risk Coordinator; Director of Federal Programs; Bilingual/ESL Coordinator; NCLB/Academic Deans; Principals; ESC 20 staff; Elementary Curriculum Coordinator			Development Evidence of Campus Wide Implementation from Site Binders	Certification Levels from AVID Central
Provide district level Literacy and a Math Specialist to support campus administration and staff in the implementation of a strong curriculum and effective instructional strategies.	Assistant Superintendent for Curriculum and Instruction; Director of Personnel; Director of Curriculum; Director of Federal Programs	Title I Part A; SCE	July 2014- August 2015	Staffing Lists	STAAR Math scores 2015; STAAR Writing Scores 2015; Campus feedback
Define curriculum, provide additional planning time, improve teacher quality, and support district improvement efforts; Priority being the development and implementation of: <ul style="list-style-type: none"> • Writer’s Workshop • Reader’s Workshop • Balanced Literacy 	Superintendent, Assistant Superintendent of C & I, Director of Curriculum; Director of Special Education; Principals; Math	District Funds, Title I Funds; Special Education Funds	August 2014- June 2015	Sign-in sheets; Walkthrough, Published Products	2015 STAAR /EOC, STAAR scores; PBMAS, System Safeguards

District Goal Addressed: The District will provide an exceptional learning environment.

Performance Objective: Academic Learning Environment

1. Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.
2. Increase percentage of students attaining Advanced Performance on state assessments by 5% in order to prepare students to be college and career ready.
3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Writing Across the Content (Sci. & SS) • Oral language/Vocabulary development • Differentiation • Inclusive Practices • 90 minute Math Model • Math TEKS Realignment • ELAR/ELPS Strategies • Science Content • DBQ Project 	Specialist; Literacy Specialist; Elementary Curriculum Coordinator; Bilingual/ESL Coordinator, Consultants				
Expand campus accessibility to differentiated instructional resources and services that strategically impacts TIER instruction or promote acceleration for identified students falling academically behind to include: <ul style="list-style-type: none"> ● Literacy/Leveled Libraries ● Tutorials/Coaching ● Extended Day Programs ● Summer Programs ● Learning Academy ● Challenge Program (3 elementary campuses) ● Dropout Recovery/GED ● Access to online/software resources (i.e.: College Readiness/Test Prep, Read 180, System 44, Do the Math, Fastt Math, Think Through Math, IStation Reading, ALEKS, KHAN Academy, and Edgenuity) 	Principals; Assistant Superintendent-C & I; Director of Curriculum; Director of Federal Programs; Director of Special Education, At-Risk Coordinator; Coordinator of Sp. Programs; At-Risk Specialist; Bilingual/ESL Coordinator	SCE Fund; Title I, Part A Funds; Title III; City of San Antonio; Special Ed, TEXSHEP	August 2014-June 2015	Campus records; number of students enrolled # of participants	Increase in: PBMAS (PI), State Indexes, System Safeguards, Participation % on AEIS, and Passing rates on AEIS
Re-allocate and expand where needed interventional resources, including the acquisition to new instructional resources and additional professional development, for the purpose to fully utilize programs and support staff in	Coordinator of Data and Assessment; Director of Special Education; Director of	Title 1, Part A & D, SCE, Local	July 2014-August 2015	Program reports	An increase in STAAR reading assessment results

District Goal Addressed: The District will provide an exceptional learning environment.

- Performance Objective: Academic Learning Environment**
1. Every student will demonstrate a year or more of growth in Literacy and Problem Solving as evidenced by district and state measures.
 2. Increase percentage of students attaining Advanced Performance on state assessments by 5% in order to prepare students to be college and career ready.
 3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
providing intervention for specified students. <ul style="list-style-type: none"> • Region 20 RTI COOP • Read 180/System 44 • ALEKs • Edgenuity • SureScore • AVID Tutors 	Fed. Prgms. & Grants; Campus Administrative Staff				
Provide a district-wide coordinated Response to Intervention (RtI) plan that identifies and responds to individuals with appropriate interventions. <ul style="list-style-type: none"> • Systemic screening instruments (BOY,MOY, EOY) • Identify students who need targeted instruction • Create a plan for intervention 	Assistant Superintendent of C & I; Director of Curriculum, Director of Assessment, Student; Coordinator of Data and Assessment; Directors of Special Education Principals	District Funds; Title I, Part A; SCE	August 2014 - July 2015	BOY, MOY, EOY screening data; Progress Monitoring Instruments, Testing administration	2015 STAAR results
Ensure that campus staffs have continual training and necessary technical support to sustain the systemic Inclusion model.	Asst. Superintendent of C & I, Director of Special Education	Local, Title I, and Special Ed. Funds	On-going	On-going evaluation	2015 STARR results.
Ensure that appropriate Special Ed services are provided to all qualified students in a manner that is 100% consistent with their individual plans.	Director of Special Education; Principals; Special Ed Facilitators	Special Ed Funds	August 2014 – May 2015	Periodic checks by SE teachers and facilitators	Number of students who demonstrate progress in general ed. curriculum as evidenced by grades, Istation SRI and SMI scores, and state assessment results
Complete a mid and end of year review of staffing needs to ensure proper external and internal supports are available to reasonably address student IEPs	Director of Special Education; Principals; Executive Director of Personnel	Local	January 2014- June 2015	Master Schedules; Staffing Reports	Increase in met System Safeguards & PBMAS.

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- Performance Objective: Academic Learning Environment**
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 2. Increase percentage of students attaining Advanced Performance on state assessments by 5% in order to prepare students to be college and career ready.
 3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Review quarterly programming, interventions/services, and state assessment decisions for each student receiving Special Ed, Bilingual Education, or Migrant services.	Director of Special Education, Special Education Facilitators, Case managers, and Campus administrative staff, Director of Federal Programs & Grants, Bilingual Coordinator	None	August 2014- June 2015	Istation and Benchmark Assessment Reports	Improved STAAR scores for students receiving special education services
Where applicable use AVID Site Team Plans to set academic goals and develop time-lines, benchmarks to achieve goals grades 6-12	District/Campus AVID Coordinators	District Funds, Title II, part A	August 2014- June 2015	Site-Team Plans Student Data Student Portfolios	Improved scores for students within specialized programs
Strengthen systemic communications and monitoring of students, including those identified as dyslexic, McKinney-Vento (MV), BE/ESL/LEP, G/T, and at-risk.	Special Programs Coordinator, Bilingual/ESL Coordinator, At Risk Coordinator	District Funds; SCE Funds;	August 2014- June 2015	Sign-in sheets	Improved scores for students within specialized programs
Sustain current Dyslexic staffing positions, including a highly trained district bilingual dyslexia teacher who will test and serve Spanish dominate dual language dyslexic students.	Bilingual/ESL Coordinator; Coordinator of Special Programs; District Bilingual Dyslexic Teacher	Bilingual/ESL; SCE Funds	August 2014- June 2015	Student Roster; Teacher Schedule	Improved scores for Dyslexic students within Dual Language Program
Closely review MV/BE/ESL/LEP student's enrollment forms and related records to coordinate any interventions/ services or determine whether further screening/ assessments are needed to provide academic supports.	Campus Academic Deans, PEIMS Coordinator, Campus RTI Teams	District Funds	August 2014- June 2015	# of students identified, transcripts, and services provided.	Increase in academic achievement and decreased dropout rates of student populations.

District Goal Addressed: The District will provide an exceptional learning environment.

Performance Objective: Academic Learning Environment

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3. District and campuses meet or exceed state accountability standards by achieving “Met Standard” on all four indexes of the new Accountability system.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
<p>Provide quality training and resources for staff to become effective and efficient instructional leaders and contribute to an exceptional educational environment for the betterment of “ALL” in ECISD.</p> <ul style="list-style-type: none"> ● Lead4ward/STAAR ● Dyslexia (Basic Language Skills) ● ESPARZA Spanish Dyslexia Program ● ELPS/ELARs ● Advance Placement Conferences ● Instructional Leadership Coaching Model ● Counseling COOP @ Region20 ● ACET/AAASCD ● National Homeless Conference ● AVID Summer/National Conferences ● AVID Regional Meetings ● AVID Elective Teacher Training Fall/Spring ● AVID Elementary Site-Visit ● Directors Meetings @ Region20 ● Trinity Cohort ● Dual Language ● Parental Involvement ● Texas A&M San Antonio Leadership Consortium ● Adobe Certification Training for CTE Teachers ● Practicum/Work-based Learning Training for CTE Teachers ● Industry-standard Equipment Training for CTE Teachers ● Region 20 COOP 	<p>Superintendent; Assistant Superintendent of C & I; Director of Curriculum; Coordinator of Special Programs; Principals; District AVID Director</p>	<p>District Funds; SCE Title I, Part A; Title II, Part A; Title III; Perkins; TEXSHEP Grant</p>	<p>July 2014 – June 2015</p>	<p>Conference Registrations, On-going in district training, Feedback from sessions</p>	<p>Increase in Staff Retention, Improvement in academic performance for all student populations.</p>

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- Performance Objective: Academic Learning Environment**
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Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
<p>Open and market traditionally identified G/T professional development to all core content area teachers across the district and encourage them to acquire the skills and lesson design qualities for daily instructional practices:</p> <ul style="list-style-type: none"> • Trinity Consortium • Region 20 Coop, • Summer Professional Development • Pre-AP/AP training. 	Coordinator of Special Programs; Principals	G/T Funds; Title II	August 2014 – July 2015	Number of teachers registered	Number of teachers trained
<p>Strategically update, expand, and accelerate the improvement of current campus inventories as they relate to:</p> <ul style="list-style-type: none"> • Technology • Classroom literacy libraries (leveled, English/Spanish, multi-genres) • Textbook Adoption materials. 	Curriculum Directors, Coordinators, Specialists; Technology Dept	District Funds, Technology Funds, IMA, SCE	August 2014- August 2015	Purchase Requisitions, Campus Inventories	Condition and quality of inventories.
<p>Increase use of document-based questions (DBQs) assessments in secondary social studies classrooms.</p>	Principals; teachers; Literacy Specialist; Director of Curriculum	District Funds; Title Funds	October 2014- February 2015	Completed training, Agendas; sign in sheets; lesson plans	STAAR Social Studies 2015; STAAR Writing 2015
<p>Increase use of cross-curricular critical thinking opportunities to promote campus college going culture (examples: Virtual College Fair, Constitution Café, Conflict Kitchen</p>	District/Campus AVID Coordinator	District Funds	August 2014- June 2015	Calendar of Events	Increase in STATE INDEXES
<p>Meet periodically with campus admin and staff to review data and facilitate reflective conversations that further expand improvement efforts.</p>	Coordinator of Data and Assessment; Principals; NCLBs	District funds	August 2014- June 2015	Agendas; sign in sheets	STAAR 2015

District Goal Addressed: The District will provide an exceptional learning environment

Performance Objective: Culture/Climate

1. Implement and frequently monitor increased safety and security measures throughout the district including but not limited to:
 - security systems and cameras
 - perimeter security
 - locks, fencing, gates
 - police presence
 - updated policies
 - updated radios for buses and new radios for administrators
2. Implement Emergent Tree Tier 1 behavioral support to provide an environment conducive to learning as measured by decrease in discipline referrals.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Sustain agreements with Bexar County to provide an instructional program for adjudicated youth at Bexar County Learning Center & Bexar County Justice Academy.	BCLC Admin; Director of Federal Programs and Grants; Director of Special Education	Local, SCE Funds: Title I, Part D Special Ed Funds	July 2014 – June 2015	Monthly transaction reports	MOU
Provide training and refresher training in non-violent crisis intervention, (Crisis Prevention Institute)	Special Education Director, District Trainers, and Campus Administrators	NCI Manuals & Workbooks; Special Ed Funds;	August 2014 – June 2015	Post test	Reduction in office referrals and in-school as well as out of school suspensions.
Assess and strengthen campus programs related to character education, discipline, and the transition of students (grade to grade, campus to campus, or program to program). <ul style="list-style-type: none"> • PBSI/ISS • DAEP/Rebound • Dual Language • AVID • Special Programs (Dyslexia, G/T, BE/ESL, Special Education) • Transportation • Homeless/Transition Program 	Director of Student Services; Coordinator of Data and Assessment; Committee Members; all Special Program Directors/Coordinators.	District Funds	August 2014 – June 2015	Agendas	Final transition plans for each level.
Designate campus Raptor Teams and provided on-going training relating to the proper utilization of the system.	Director of Student Services; Director of Federal Prgms & Grants	District Funds	August 2014- 2015	Agendas, Training Materials,	Increase in Raptor Usage

District Goal Addressed: The District will provide an exceptional learning environment

Performance Objective: Culture/Climate

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 - locks, fencing, gates
 - police presence
 - updated policies
 - updated radios for buses and new radios for administrators
2. Implement Emergent Tree Tier 1 behavioral support to provide an environment conducive to learning as measured by decrease in discipline referrals.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Align procedures and processes related to campus visitors and certification of volunteers, including VIP handbook/trainings/website .	Superintendent, Principals, Director of Student Services, Director of Federal Programs and Grants, Family Advocate	District Funds, Title 1, Part A	July 2014- June 2015	Student Handbook, VIP Handbook	Parent/Family Engagement Rating
Promote and arrange for varied district shareholders to attend parent involvement conference/sessions for the purpose of acquiring further understanding on proven methodologies, practices, and systems that respectfully promotes and values parental involvement/volunteerism within today’s educational setting.	Director of Federal Programs & Grants; VIP Representatives; Family Advocate	Local Funds; Title 1, Part A	August 2014- June 2015	Handbook	Parent/Family Engagement Rating
Ensure all newly hired campus administrative staff members are efficiently trained in anti-bullying practices and on the district’s policies/procedures as they relate to addressing acts of bullying on their campus.	Director of Student Services.	District Funds	July 1 2014- August 2015	Agendas, Training Materials	PEIMS/Incident Reports
Conduct continued training for identified school personnel in “Solid Roots” Tier 3 Behavior Program for the purpose of effectively and efficiently addressing student behaviors. Train all staff in “Science of Behavior”. Train Campus teams to develop effective and systematic Tier 1 Behavior Support Programs.	Assistant Superintendent of Business Operations, Director of Special Ed., Principals, Campus Teams	Worker’s Comp funds	July 2014- June 2015	Staff Development sign in sheets Training agendas	Evaluation using Quality Indicators from “Solid Roots” Program
Select, purchase, and implement (for identified students) social skills curriculum appropriate for each age/grade level.	Director of Special Ed., campus designated representatives	Special Ed. funds	October 2014- June 2015	Purchase Order, Contact Logs	PEIMS/Incident Reports

District Goal Addressed: The District will provide an exceptional learning environment

Performance Objective: Culture/Climate

1. Implement and frequently monitor increased safety and security measures throughout the district including but not limited to:
 - security systems and cameras
 - perimeter security
 - locks, fencing, gates
 - police presence
 - updated policies
 - updated radios for buses and new radios for administrators
2. Implement Emergent Tree Tier 1 behavioral support to provide an environment conducive to learning as measured by decrease in discipline referrals.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Sustain number of security staff personnel and accelerate the implementation of quality campus-based security systems.	Superintendent, Assistant Superintendent of Business & Operations, ECPD	District Funds	June 2014- August 2015	Position Posting & Purchase Orders	Safety and Security Reports

District Goal Addressed: The District will provide an exceptional learning environment					
Performance Objective: <u>Finance</u>					
<ol style="list-style-type: none"> 1. The District will return 1% or more to the fund balance at the end of the 2014-2015 budget year. 2. The District will present a balanced budget for the 2014-2015 school year. 					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Budget stewards will efficiently utilize existing budgets and procure only goods and services needed to support district/campus goals and objectives	Asst. Superintendent Business/Operations; Finance Director Purchasing Director; Director of Technology; Finance Facilitator , Campus Principals, Directors and Supervisors of District Programs	District Funds	September 2014- August 2015	Monthly expenditure Reports by Function, Utilization of on-line Purchase Requisition and budget system,	Annual Audit
Continue to hold meetings with budget stewards and Board budget workshops to develop a proposed budget.	Assistant Superintendent Business/Operations; Finance Director; Budget Stewards	District Funds	Nov 2014- July 2015	Meeting attendance; Preliminary budget numbers	Increase in the district fund balance
Strengthen operations, services, and increase efficiency through maintaining appropriate staff and maintaining compliance documentation within the Technology Department and Operations Departments	Superintendent; Assistant Superintendent C & I; Assistant Superintendent Business/Operations; Director of Technology	District Funds; Title 2, Part A	June 2014 – August 2015	Posting/filling of positions; Training completed	Restructuring completed and department functioning efficiently
Continue to provide incentive money for campuses to increase student attendance and energy efficiencies.	Director of Student Services; Superintendent; Principals, Asst Superintendent Business/Operations	District Funds	August 2014- June 2015	Monthly attendance & energy reports	Cumulative end of year report showing increase in attendance rate and energy rebates
Continue to implement and strength practices that support the District Energy Management program.	Asst Superintendent Business/Operations	District Funds	August 2014- June 2015	Monthly utility consumption and cost	Annual energy use cost report to Board
Properly staff all areas of the district and equip each	Budget Stewards,	District, Funds, Title	On-going	Personnel reports,	Retention Records,

District Goal Addressed: The District will provide an exceptional learning environment

Performance Objective: Finance

1. The District will return 1% or more to the fund balance at the end of the 2014-2015 budget year.
2. The District will present a balanced budget for the 2014-2015 school year.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
position with resources, including technology that will support and expand levels of effectiveness and efficiencies.	Technology Dept.	1, part A,D Title II, part A, Title III SCE TEXSHEP Grants		Inventories	STAR CHARTS
Maximize District investments in safe and liquid investment instruments	Asst. Superintendent Business/Operations; Finance Director	District Funds	September. 2014- August 2015	Quarterly Investment Reports to Board	Annual Investment Review to Board
Ensure all new campus administrators have been properly trained in the identification process, support services, timelines, fiscal resources, and compliance mandates associated with following programs: Sp. Ed., Dyslexia, McKinney Vento, BE/ESL/LEP, G/T, CTE, and At-Risk.	Curriculum Dept, Director of Student Services,	District Funds; SCE Funds;	August 2014 – July 2015	Sign-in sheets, Surveys	Increase in student achievement.
Provide appropriate services as required by law to students attending private/non-profit schools and to private-non-profit schools located within the district, including professional development for staff.	Director of Federal Programs and Grants; Director of Special Education	Special Ed Funds; Title I Part A; Title II, Part A	July 2014– June 2015	Records showing meaningful consultation with private schools.	Increase in PNP student achievement.
Strengthen the effectiveness and efficiency of the district’s registration and enrollment process, including those related to the identification of McKinney-Vento, Migrant, and Special Education students.	Superintendent; Director of Student Services	District Funds	August 2014- June 2015	Monthly attendance reports	Cumulative end of year report showing increase in attendance rate

Community and Student Engagement PLAN

District Belief(s): <ul style="list-style-type: none"> • We are a learning organization with a culture of continuous improvement. • Teachers are the most important influence on the quality of learning. Every teacher is a leader; every leader is a teacher. • We are responsible for creating engaging learning opportunities for every student, every day. • We will create a safe and caring environment where students are motivated, interested, and engaging in high quality relevant work. • We will work closely together and support each other in our efforts to improve the educational experiences for all students. • Quality schools are the responsibility of the entire community 						
Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Monitor student leaver reports and cohort rosters, including hosting an Annual Drop-out Recovery drive for those not showing to have registered or continuing their academic program.	Drop-out Recovery	At-Risk Facilitator	District Funds; SCE	On-going	Leaver Reports	Decrease in drop-out rates; Increase in Graduation Rates
Provide social services and academic acceleration/support to students who have severe attendance or identified as a Teen Parent, Homeless, or Migrant student.	Drop-out Recovery	Director of Special Programs; Social Worker; At-Risk Coordinator;	Social Services Funds; PEP Grant; Local SCE Funds; Title I, Part A	August 2014-June 2015	Number of students served	Improved attendance & completion rates
Coordinate Transition Transportation Services for MV, BE/ESL and Special Education students to participate in after school tutoring opportunities when families are not able to.	Drop-out Recovery	Director of Federal Prgms., BE Coordinator, Director of Special Ed. Transportation Dept,	TEXSHEP, Title III, Special Ed	July 2014-August 2015	Route Rosters, Student Participation Logs	Increase in PBMAS Performance Indicators.
Campus Homeless Tasks Force members, administrative staffs, and pupil service personnel will be trained in established procedures for identifying, removing barriers, and accessing resources available to these students/families.	Drop-out Recovery	Director of Student Services, Homeless Advocate,	TEXSHEP, Title 1, Part A	August 2014-June 2015	Number of students identified.	Increase in attendance rates and decrease in mobility rates.
Monitor quarterly the attendance and discipline as well as communicate immediately when barriers or concerns exist for HL students/families.	Drop-out Recovery	Campus Principals, District HL Task Force Team, Homeless Advocate/Social	District Funds, TEXSHEP	August 2014- July 2015	Database, student program files/binders	Increased academic achievement and decreased drop-out rates

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Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
		Worker Intern, Director of Federal Programs				
Explore way to encourage at-risk students to be enrolled in CTE classes and engage in all ample opportunities/interventions that can assist them in persevering and graduating on a recommended plan or the Foundation Plan with Endorsement.	Drop-out Recovery	HS Counselors, At-Risk Coordinator, Transition Support Coaches.	SCE, CATE	December 2014 – August 2015	Number of students enrolled in CATE and on the recommended plan	Increase in Graduation/ Completion rates
Offer activities/programs that support building young girls self esteem and promote post secondary education.	Drop-out Recovery	Parent/Student Advocate; Family Advisory Council	District Funds, Title 1, part A;	December 2014- August 2015	Listing of Activities; Participation numbers	Increase in attendance rates and STAAR 2014
Offer at least 4 credit bearing classes to middle school students	Drop-out Recovery	At-Risk Coordinator; Middle school/High School Counselors	District Funds, SCE	August 2014-June 2015	Number of students scheduled for high school credits while in middle school	Number of students earning high school credits while in middle school
Employ use of timely 3, 4, 5, year graduation plans to respond to at-risk students barriers to earning a high school diploma	Drop-out Recovery	At-Risk Coordinator; Middle school/High School Counselors	District Funds; SCE	August 2014-June 2015	Graduation Plans	Increase in Graduation and Drop-out rates.
Promote transition activities at campuses that will properly induct incoming/exiting students and their families to the next academic environments.	Drop-out Recovery	Director of Executive Services; Principals; NCLB	District Funds, Title 1, part A	August 2014 –July 2015	List of Activities & Agenda	Decrease in mobility

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Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Host Family & Community Advisory Council meetings a minimum of 5 times a year to gauge the pulse of the district, acquire feedback of programs and design parental involvement opportunities for the district.	Community & PI	Director of Federal Programs and Grants; Parent/Student Advocate	District Funds; Title 1, part A	September 2014 – June 2015	Post Cards	Coordinated PI plan and activities
Offer and actively promote to all McKinney Vento families, especially unaccompanied youth, academic interventions and supports outside of the traditional school day/school year and ways to effectively communicating on how ECISD may better service their mobile and disadvantage family.	Community & PI	Director of Federal Programs and staff related to the District Transitional Program.	District Funds; Title 1, Part A; TEXSHEP	August 2014-July 2015	Mail-outs, postage expenses, contact logs	Increased academic achievement
Increase opportunities for parental involvement in college and career readiness activities	Community & PI	District/Campus AVID Coordinators	District Funds	Ongoing	Sign-in Sheets Rosters for events	Evidence of parental feedback from Site-Team Binders AVID Essential 11 score
Launch on-line College and Career Readiness magazine to promote parental awareness/involvement in many facets of preparing students for college or workforce	Community & PI 21 st Century Workforce	District/Campus AVID Coordinators	District Funds	August 2014-May 2015-	Students enrolled in Journalism/AV ID	Production of e-zine Students earning credit in AVID/Journalism
Provide summer enrichment opportunities for age 5 (as of Sept. 1, 2014) to 5 th grade to encourage summer learning in the area of sciences, reading, fine arts, physical fitness, games, and more.	Community & PI	Coordinator of Special Programs	Self-funded; TEXSHEP, Title 1, part A	June 2015 – July 2015	# Student Participants	Parent and student feedback
Coordinate presentations with ESC20 or community agencies to conduct presentations/courses at a centralized district location and/or campuses for families to attend.	Community & PI	Director of Federal Programs and Grants; Parent/Student Advocate	District Funds; Title 1, part A	August 2014 – July 2015	Listing of Activities; # of Participants	Parent/Family Engagement Rating

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Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Topics to focus on: <ul style="list-style-type: none"> • Bullying • Behavior Management • Digital Citizenship • Parent Empowerment • Literacy Development 						
Purchase TALK & Listen system to be utilized at Family Engagement Evenings.	Community & PI	Director of Federal Programs and Grants	Title 1, part A	September 2013	Check-out logs	Parent/Family Engagement Rating
Strategically redesign parent/student website & links to include variety of resources and promote parental involvement/	Community & PI	Director of Federal Program & Grants; Parent/Student Advocate	District Funds; Title 1, part A	June 2013- May 2014	Website hits; FAC agenda	Parent/Family Engagement Rating
Provide college and career readiness and planning opportunities to middle and high school students. <ul style="list-style-type: none"> • Bridges • Go Center • Women in Non-traditional Careers DVD set • Career Fair • College Nights • FAFSA Parent Night • Trinity Intern (Advise TX) • College Transition course • Counselor presentations • Summer AVID Officer Retreat • Two College Visits per year for AVID campuses • Career Investigation Field Trips based on 	21 st Century Workforce Dev.	Director of Curriculum; Counselors; CTE Teachers; AVID Electives Teachers; AVID site-team members.	Perkins Funds; District Funds	July 2014 - August 2015	Bridges Report MOU, sign-in sheets Agendas	8 th – 12 th grade student 4-year plans online by May 2015; Go Center records; Students placed in Career Programs of Study based on interests and career plans; PBMAS; all required PGPs completed. AVID Binders

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Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Bridges Career Interest Inventories <ul style="list-style-type: none"> • College and Career Counselor • College Prep English and College Prep Math courses 						
Provide College and Career Awareness and planning software Grade K-5 PAWS in Jobland	21 st Century Workforce Dev.	Director of Curriculum	Perkins	July 2014 - June 2015	Purchased	Counselor Feedback; Generation TX Week Activities.
Provide specialized days for students to have opportunities that build depth in their knowledge and experiences for them. <ul style="list-style-type: none"> • AVID Shadow Days • College Visits • Café College • Constitution Café 	21 st Century Workforce Dev.	District AVID Coordinators, Counselors	District Funds	June 2014 – August 2015	Roster’s of Participants, Listing of Events	Student Achievement and Program Participation Data of AVID students
Enhance and expand CTE programs by upgrading and/or increasing equipment, supplies, and software; increasing industry certification opportunities; and purchasing textbooks.	21 st Century Workforce Dev.	Director of Curriculum	Perkins; State and Local CTE funds	July 2014- June 2015	Program Evaluation 2013-2014; Purchase Requisitions; Perkins Application 2014-2015	Program Evaluation 2014-2015
Expand opportunities for students and families to be exposed as well as engaged in the learning process, including those associated with building College Readiness Skills. <ul style="list-style-type: none"> • AVID • College & Career Fairs 	21 st Century Workforce Dev. Community	Asst. Superintendent of Curriculum, At-Risk Coordinator, Director of Federal	District Local, Title I, TEXSHEP Grant	August 2014 – May 2015	Calendar of Activities / Events	Number of participants

District Belief(s):

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- Quality schools are the responsibility of the entire community

Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Statewide Parent Involvement Conference • Parent Involvement Newsletter • SAABE/Region 20 • Transition Support Coaching Program 	& Family Engagement.	Programs and Grants				
Support student participation in Pre-AP, AP, and Articulated Credit and Dual Credit classes to expand college readiness skills. <ul style="list-style-type: none"> • Designate HS allotment funds for additional AP classes. • Sustain Pre-AP classes at MS level to provide services for GT students and expose students to higher levels of academics. • Maintain Dual Credit offerings at the high school through various instructional formats • Support Advanced Technical Credit (ATC) offerings 	21 st Century Workforce Dev.	Principals; Academic Deans; Director of Curriculum; Coordinator of Special Programs, Counselors	District Funds; Campus Funds; HS Allotment Fund; CTE	August 2014 –May 2015	AP Potential Report; Master Schedule	Increased number of students enrolled & sections; Collect number of Pre-AP/AP Dual Credit being earned
Offer and strategically advertise ESL literacy and GED preparatory classes to the community.	21 st Century Workforce Dev.	Assistant Superintendent of C & I; Parent/Student Advocate	District Funds; Title I, part A	August 2014- June 2015	Region 20 Participation Reports	Student Program Completion Records.
Campuses participate in Generation TX Week	21 st Century Workforce Dev.	Counselors; Principals	Local	November 17-21, 2014	Feedback from counselors and other campus staff	Year-end Counselor Report
Offer BYOT parent, student, and faculty training sessions (Secondary Level)	Digital Learning Enviro.	Director of Technology; Instructional Technologists	Local, Title II, part A	June 2014- August 2015	# of Participants	Increase in STAR Chart levels and utilization of technology in the classroom.

District Belief(s):

- We are a learning organization with a culture of continuous improvement.
- Teachers are the most important influence on the quality of learning. Every teacher is a leader; every leader is a teacher.
- We are responsible for creating engaging learning opportunities for every student, every day.
- We will create a safe and caring environment where students are motivated, interested, and engaging in high quality relevant work.
- We will work closely together and support each other in our efforts to improve the educational experiences for all students.
- Quality schools are the responsibility of the entire community

Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Provide an annual district-wide Dyslexia Family night focusing on Technology and Edumoto application to enhance communication.	Digital Learning Environ.	Special Programs Coordinator	SCE Funds	August 2014 – May 2015	Sign-in sheets; Agenda	Number of families attended
Continue to promote Digital Citizenship qualities and trainings across the district.	Digital Learning Environ.	Director of Technology; Instructional Technologists	District Funds, Title II, part A	August 2014 – July 2015	Sign-In sheets; Edumoto reports	Parent/Family Engagement Rating; Increase in STAR Charta
Sustain the implementation of Ipad Initiative to meeting the needs of students and identified staff participants.	Digital Learning Environ.	Assistant Superintendent of C & I; Director of Technology; Instructional Technologists	District Funds, Title II, part A	August 2014 – July 2015	Inventories; Agendas; Travel Logs	Increase in STAR Chart levels and utilization of technology in the classroom.
Provide opportunities for G/T students to participate in Duke Talent Search	Gifted & Talented Program	Special Programs Coordinator; Counselors	Duke Information Packet	August 2014 – May 2015	Student informed	Number of students being monitored
Provide district-wide GT Advisory Committee	Gifted & Talented Program	Special Programs Coordinator	G/T Funds/Local Funds	August 2014 – May 2015	Sign-in sheets; Agenda	Committee recommendations
Expand GT services to include students who show potential for high academic achievement in grades 4 to 5	Gifted & Talented Program	GT Coordinator; Intermediate GT Facilitators; Principals	GT Funds, Campus Funds	August 2014 -May 2015	Increased number of students served	Records showing number of students served
Provide a district-wide G/T parent night and additional opportunities were parents may be able to attend with their students to out of district opportunities that cater to their academic interest.	Gifted & Talented Program	Coordinator of Special Programs; G/T Coordinators	G/T Funds	Spring 2015	Number of Parent Participants	Survey
Provide Adaptive P.E. Facilitator to assist P.E. teachers in meeting the needs for students with severe physical and cognitive delays.	Wellness & Phy. Ed.	Asst. Superintendent of Curriculum & Instruction, Director of Special Education	Special Ed Funds	On-going	Surveys	Improved outcomes for students with disabilities

District Belief(s):

- **We are a learning organization with a culture of continuous improvement.**
- **Teachers are the most important influence on the quality of learning. Every teacher is a leader; every leader is a teacher.**
- **We are responsible for creating engaging learning opportunities for every student, every day.**
- **We will create a safe and caring environment where students are motivated, interested, and engaging in high quality relevant work.**
- **We will work closely together and support each other in our efforts to improve the educational experiences for all students.**
- **Quality schools are the responsibility of the entire community**

Strategies/Activities	Program Intent	Person(s) Accountable	Resources	Timeline	Formative Evaluation	Summative Evaluation
Hire specialized positions to assist in the oversight of wellness & physical education programs. <ul style="list-style-type: none"> • Special Projects Facilitator • Assistant Athletic Director 	Wellness & Phys. Ed	Superintendent, Asst. Superintendent of Curriculum & Instruction, Athletic Director	District/Local	Summer 2014	Position, Schedules	Improved Fitness Grams Scores and quality of district's wellness program.
Provide variety of wellness and nutrition classes for staff.	Wellness & Phys. Ed	Special Projects Facilitator	District Funds	July 2014-2015	CATCH Plans	Increase in student attendance!
Adjust pre-registration process to assure required 7 th grade vaccines are administered prior to start of school year.	Wellness & Phys. Ed	Head Nurse	District Funds	July 2014-August 2015	CATCH Plan	Increase in first day attendance!
Provide immunization clinic in Spring to assure vaccines completed prior to school year.	Wellness & Phys. Ed	Head Nurse	District Funds	January 2015-June 2015	CATCH Plan	Increase in first day attendance!
Show-case student talents in a multitude of ways and venues. <ul style="list-style-type: none"> • AVID Constitution Café -KLRN • Culture Night • UIL Competitions (Athletic/Academic) • Art Shows • Choir/Music Performances • Board Meetings • Theatrical Productions • CTE Student Organizations • Spelling Bee(English/Spanish) • Award Nights • VASE • TASBE/Mid-Winter • STEM Activities 	Community & PI Fine-Arts 21st Century Workforce	Program Coordinators	District Campus Activity	On-going	Calendars # of participants	Survey

TITLE I, Part A DISTRICT RESERVATION PLAN

The United States's *No Child Left Behind Act* allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. The act also calls for all schools in the country to meet specified Federal standards in each of the following subgroups:

All students, African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient (LEP), and Graduation Rate.

District's have restrictions, specified obligations and in some instances the opportunity to reserve additional Title 1, part A funds to address specified needs of these subgroups and support overall efforts in meeting federal/state accountability measures. East Central ISD did propose initial reservation estimation to its DEIC and Family & Community Advisory Council in June of 2014.

ECISD's Title 1, part A reservation of funds therefore are currently:

- **District-wide Professional Development** – – 10.85%
 1. Differentiation/Inclusive Practices
 2. Reading/Writing Workshop,
 3. Instructional Coaching,
 4. Planning and Designing
- **Parent Involvement** – 2.89%
 1. Family Advocate
 2. PI Conference/classes/resources
 3. VIP training supports/materials.
 4. Summer Literacy
- **Prekinder Expansion** – 0.60%
- **Homeless** – 1%
 1. Tutoring/Extended Learning Activities,
 2. Professional Development
 3. Parental Involvement& Coordination of services.
- **Administrative/Indirect Costs** – 2 %
- **Private Non-Profit Region 20 COOP (26 students/10 campuses)**-Administrative, PI, PD, Fair Share

APPENDIX

Other DW SCE Info			
2014/15 FUND 169 and Fund 172			
DW Dyslexia Program		DESCR	APPROP_AMT
	FTE's		
Garza, Cecilia	1.00%	DW Bilingual Dyslexia Teacer	\$ 71,502.00
Total	1.00%	Payroll	\$ 71,502.00
169 11 6329 19 999 524		DW Dysleixa Testing Materials	\$ 700.00
169 11 6399 19 999 524		DW Dysleixa Supplies	\$ 200.00
169 11 6411 19 999 524		DW Dysleixa Travel	\$ 1,000.00
169 11 6499 19 999 524		DW Dyslexia Other Oper	\$ 50.00
169 13 6411 19 999 524		DW Dysleixa Stf Dvlp Travel	\$ 700.00
169 21 6329 19 800 524		DW Dysleixa Reading Mtls	\$ 303.00
169 21 6411 19 800 524		DW Dysleixa Adm Travel	\$ 421.00
169 61 6497 19 800 524		DW PI Dylsexia Refreshments	\$ 100.00
		TOTAL 62XX TO 64XX	\$ 3,474.00
		Total DW Dyslexia	\$ 74,976.00
169 21 6329 00 999 524		DW At Risk Coord Supply	\$ 300.00
169 21 6411 00 999 524		DW At Risk Coord Travel	\$ 1,000.00
		Total Dw At Risk Coord	\$ 1,300.00
DAEP			
172 11 6299 00 003 528		Floresville DAEP Cont Svs	\$ 261,000.00

Math Specialist (her payroll is distributed in HS, HMS and Leg SCE info) J. Healey expenses			
are also included in the budget below:			
169-13-6329-01-999-524		Sce Spec Read Mtls-Read	\$ 100.00
169-13-6399-01-999-524		Sce Spec Read Supply	\$ 500.00
169-13-6329-00-999-524		Sce Spec Math Mtls Reading	\$ 180.00
169-13-6397-00-999-524		Sce Spec Math Tech Equip	\$ 320.00
169-13-6399-00-999-524		Sce Spec Math Supply	\$ 100.00
169-13-6411-00-999-524		Sce Spec Travel-Reading	\$ 1,500.00
169-13-6411-00-999-524		Sce Spec Travel-Math	\$ 1,500.00
		Total SCE Math/Literary Spec Exp	\$ 4,200.00
		frm 62xx to 64xx	
DW Literary Specialist	FTE's		
Jananne Healey	1.00%	DW Literary Specialist	\$ 69,958.00
		Total DW Literary Specialist	
		salary only	\$ 69,958.00

SCE Preg Related Services			
2014/15 FUND 179			
PAYROLL			
	HS SCE PRS TUTORIAL	\$	1,069.00
	HS SCE PRS TUTORIAL Part Time	\$	225.00
	HS SCE Bus Driver	\$	525.00
	HMS SCE XTRA PAY TUTORORIAL	\$	558.00
	LEG SCE PRS TUTORIAL	\$	558.00
	TOTAL PAYROLL	\$	2,935.00
179 11 6223 00 001 524	HS SCE PRS Tuition	\$	550.00
179 11 6329 00 001 524	HS SCE PRS Reading Mtls	\$	100.00
179 11 6399 00 001 524	HS SCE Supplies	\$	100.00
179 32 6399 00 812 524	SCE PRS SCL WRK SUPPLIES	\$	100.00
179-11-6494-00-001-524	HS Hornet Miles	\$	1,000.00
179 32 6411 00 812 524	SCE PRS SCL WRK TRAVEL/FEE	\$	200.00
	TOTAL 62XX TO 64XX	\$	2,050.00
	TOTAL PREG RELATED SVS	\$	4,985.00

							SCE SUMMER SCHOOL		
							2014/15 FUND 169		
							DESCR	APPROP_AMT	
							SCE SUMMER SCHOOL TEACHERS	\$ 50,507.00	
							SCE SUMMER SCHOOL PARAS	\$ 7,000.00	
							SS BUS DRIVER	\$ 7,000.00	
							SCE SS EOC Summer Academies	\$ 20,768.00	
							SS Administrator	\$ 6,000.00	
							SS ADM PARA	\$ 3,000.00	
							SS Fringes on Adm	\$ 366.00	
							SS NURSES	\$ 1,597.00	
							SS NURSE Asst.	\$ 1,000.00	
							TOTAL PAYROLL	\$ 97,238.00	
169	11	6329	00	699	5	24	DW SS SCE READ MTLs	\$ 11,000.00	
169	11	6399	00	699	5	24	SCE SUMMER SCHOOL POSTAGE	\$ 70.00	
169	11	6399	00	699	5	24	SCE SUMMER SCHOOL SUPPLIES	\$ 3,500.00	
169	11	6494	00	699	5	24	SS BUS/VAN USE	\$ 16,500.00	
							TOTAL SUMMER SCHOOL 62XX TO 64XX	\$ 31,070.00	
							TOTAL SUMMER SCHOOL	\$ 128,308.00	

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Education Service Center, Region 20

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 a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

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

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
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 and have their education interrupted during the previous or current regular school year.

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.					
	Monthly	System Specialists	NGS Monthly Reports		

Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

	May-August	MEP Coordinator Ed Spec Supervisors Counselors, Recruiters System Specialists District Contact	Completed 2014-2015 PFS Action Plan		
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The PFS Action Plan must include the following:

When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, Counselor District Contact, Campus Administrator or Campus Designee	PFS Report		
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Goal(s):		Objective(s):			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide all parents of PFS students a letter explaining why the child was identified as PFS and who to contact for more information.	Upon identification as PFS	Ed Spec Supervisors	PFS Reports		
Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.	August	Ed Spec Supervisors	PFS Criteria Letter		

When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.

Goal(s):		Objective(s):			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Campus and Migrant Counselor, Campus Administrator or Campus Designee	Counselor follow-up, student feedback		
Provide parents of PFS students an update on the academic progress of their child,	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Counselor, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up		
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Counselor, Recruiters, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback		

How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

SSA districts will develop a set of procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August	District Contact or appropriate district designee; Ed Spec	100% of students who enroll late will be placed in the necessary core content classes.		
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How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, UT Austin migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, Counselor	Increased number of students completing partial credit and/or passing state assessments.		
Coordinate with MEP to provide resources and tools to promote student academic success.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, Counselor	Increased number of students completing partial credit courses, passing state assessments, and passing courses.		
Identify dropout students/ out-of-school youth (OSY) to provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, Counselor	Identify and provide information regarding options to 100% of OSY students.		

What federal, state and local programs service Priority for Service students?

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor	Completed Academic Services Form from each SSA district on file		
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The MEP Contact will include the PFS Action Plan in the District’s Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan” section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	June	Ed Spec Supervisor, Counselors	Copy of DIP showing insertion of PFS Action Plan		
Additional Activities	Timeline	Persons Responsible	Documentation	Activity Status	
Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	Counselor, Ed Spec Supervisor, System Specialists	Increased number of students completing partial credit and/or passing state assessments.		
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	Counselor	Increase the number of participants to this session by 100%.		
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs.	Year Round	Ed Spec Supervisor, Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback.		

**2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan
2014-2015 SSA and Non Project Districts ID&R Action Plan
Education Service Center, Region 20**

2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20							
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) and New Generation System (NGS) series days offered by ESC.	August thru May	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		

Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round				Increased identification of migrant students		
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed	MEP staff		ID&R Manual new guidelines SSA Procedures Handbook	Forms that meet Title I Part C Migrant Compliance Report		
Identification & Recruitment	Contact potential/current eligible migrant families: using door to door recruitment based on leads or referrals.	Year round	Recruiters / SEA / Reviewers		Family Surveys Growers Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos		
Identification & Recruitment	Follow-up on family surveys.	Year round	Recruiters/SSA District Contacts		Family Surveys/NGS Reports	Recruiter logs, spreadsheet		
Identification & Recruitment	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters		Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		
Identification & Recruitment	Visit Local Growers.	Year round	Recruiters including OSY Recruiters		ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List		

Identification & Recruitment	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & PEIMS.	Recruiter Logs, increase in OSY		
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet		
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & PEIMS.	Complete COEs for qualifying family surveys.		
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		

Identification & Recruitment	SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.	September-August Reviewer submit to terminal site within 5 days of parent signature Refer to current NGS Manual for entry procedures and timelines.	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; NGS Guidelines, SSA Procedures Handbook; COE Log	Monthly Unique Reports for each SSA district.		
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist	NGS Guidelines, ID&R Manual, NGS Reports, PEIMS, & NGS.	Monthly Residency Verification Report.		
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Increase in services provided to migrant families by community organizations		
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant families by community organizations		

Quality Control	Develop written procedures that outline ID&R quality control within the SSA.	Sept. 30	MEP staff	ID&R Manual / TEA	Written procedures for quality control		
Quality Control	Develop written procedures that outline ID&R quality control for Project Districts.	Sept. 30	Ed Spec / NGS	SSA Procedures Handbook	Written procedures for quality control		
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec		Compliance with TEA requirements		
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings.		
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	N/A	100 percent accuracy rate		
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		

Migrant Education Program: Identification and Recruitment Action Plan

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.				
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Required Training	Attend Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)	August or dates the online state training is released	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals	Certificates
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R Manual new guidelines SSA Procedures Handbook	Increased identification of migrant students
	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30	MEP staff	ID&R Manual SSA Procedures Handbook	Forms that meet Title I Part C Migrant Compliance Report

Migrant Education Program: Identification and Recruitment Action Plan

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.				
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Identification & Recruitment (continued)	Contact potential/current eligible migrant families: using door to door recruitment based on leads or referrals, following-up on family surveys, during school registration, conducting community outreach, visiting growers, locating out of school youth including pre-school aged children and contacting other state and federal agencies that serve migrant families.	Year round	Recruiters SEA Reviewers	Family Surveys Growers Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs
	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1	Recruiters	ID&R Manual	Completed COEs and documentation of contact attempts on First Contact Spreadsheet
	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working days from parent signature	Recruiters SEA Reviewers	ID&R Manual COE, SDF SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD

Migrant Education Program: Identification and Recruitment Action Plan

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.				
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Identification & Recruitment (continued)	SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.	September-August Reviewer submits to terminal site within 5 days of parent signature Refer to current NGS Manual for entry procedures and timelines.	Recruiters SEA Reviewer System Specialist	COE, SDF ID&R Manual NGS Guidelines SSA Procedures Handbook COE Log	Monthly Unique Reports for each SSA district.
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or For 2 year olds turning 3: on or after 3 rd birthday	Recruiters System Specialist	NGS Guidelines ID & R Manual NGS Reports PEIMS	Monthly Residency Verification Report.

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Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	Recruiters Ed Spec Counselor	ID&R Manual SSA Procedures Handbook	Increase in services provided to migrant families by community organizations
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual District Staff	Increase in services provided to migrant families by community organizations
Quality Control	Develop written procedures that outline ID&R quality control within the SSA.	September 30	Ed Spec	ID&R Manual TEA SSA Procedures Handbook	Written procedures for quality control
	Develop written procedures that outline ID&R quality control for Project Districts.	September 30	Ed Spec		Written procedures for quality control
	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec		Compliance with TEA requirements

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Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact
Quality Control (continued)	Provide ID&R training and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual SSA Procedures Handbook Second Reviewer Form	Annual Quality Control Documentation
	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	NGS	ID&R Manual NGS Manual SSA Procedures Handbook	Compliance with Records Retention policies by April 30.
	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	Ed Specs Recruiters	ID&R Manual	100 percent accuracy rate
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	November 30	MEP Staff	ESC-20 Quality Services Survey Parent Advisory Council (PAC) Parent Survey Student Survey SSA Contacts Survey;	Identify strengths and weaknesses to redesign the services provided by ESC-20 MEP.