

Alamo Heights Independent School District

District Improvement Plan 2017-18



Superintendent: Dr. Kevin Brown

Mission:

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

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Strategic Plan

BELIEFS The district's fundamental convictions, values, and character.	We believe that... <ul style="list-style-type: none">• All individuals have inherent value.• All individuals have immeasurable potential.• All individuals have a responsibility to themselves and others.• All individuals have an inner desire to learn.• Diversity enhances life.• The home environment establishes the foundation for learning.• Building supportive relationships impacts individual growth.
OBJECTIVES The desired and measurable end results for the district.	<ol style="list-style-type: none">1. Each student will graduate with a competitive edge from a personally challenging academic program prepared to positively impact the world.2. Each student will be a good citizen with impeccable character who demonstrates a deep understanding of the world and the importance of contributing to local, national and world communities.3. Each student will be physically fit and have a healthy mind and soul.4. Each student will cultivate an awe, wonder, and thirst for learning, discovery, and the beauty of the world.5. Each student will pursue individual dreams and boldly challenge the impossible.
PARAMETERS The established guidelines within which the district will accomplish its mission	<ul style="list-style-type: none">• We will base all decisions on what is best for our students.• We will not confine our thinking to the limits of our existing organization.• We will not accept mediocrity in students or staff.• We will treat all people with dignity and respect.• We will not compromise excellence.
STRATEGIES The means of accomplishing the district's objectives.	<ol style="list-style-type: none">1. We will demand all learning be engaging, personally challenging, and relevant.2. We will aggressively confront the social and emotional issues of our community.3. We will close the achievement gap.4. We will create an environment where impeccable character is modeled by and expected of each individual.5. We will ensure a high-performing faculty and staff to accomplish our mission.6. We will create a culture of participation that ensures equitable access to academic and extra-curricular activities.

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Alamo Heights ISD conducted an annual comprehensive needs assessment for the 15-16 school year by analyzing data from each campus to identify areas of need in the following areas: demographics, student achievement, school culture and climate, staff quality, curriculum and instruction, technology, family & community involvement and school context & organization. The information is used to set priorities and goals, to allocate available financial and support resources, and to determine appropriate adjustments of the support systems in place.

The data reviewed in this needs assessment includes, but is not limited to, TAPR data, STAAR summary reports, SAT/ ACT results, EOC surveys, TELPAS Results, AP course testing data, quarterly reports of data of defined student groups and student CBA data.

Data and Findings from the comprehensive needs assessment were then used to develop the activities/ strategies in the additional sections of the District Improvement Plan.

DISTRICT DEMOGRAPHICS:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Demographics staying consistent with past years

Student Information Percent

African American 12.6%

Hispanic 52.2%

White 28.5%

American Indian 0.4%

Asian 4.0%

Pacific Islander 0.1%

Two or More Races 2.1%

Economically Disadvantaged 59.0%

Non-Educationally Disadvantaged 41.0%

English Language Learners (ELL) 18.5%

At-Risk 50.1%

Areas of need include:

How does this connect to AHISD Learner Profile?

N/A

How can we address these needs to support the AHISD Learner Profile?

N/A

STUDENT ACHIEVEMENT (Potential Data sources include: STAAR Data, TELPAS, SAT/ ACT, AP/ Dual Enrollment Data, Standardized Test Scores, Course/ Class Grades, Graduation / Completion/ Dropout, Promotion/ Retention Rates, Student Work)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Achievement gap: Hispanic, economically disadvantaged, ELL TELPAS performance and ELL SpecEd TELPAS

Areas of need include:

Close the achievement gap, improve ELL performance on TELPAS (and especially Sp. Ed/ELL),

How does this connect to AHISD Learner Profile?

This connects to the "Seek knowledge And Understanding" domain.

How can we address these needs to support the AHISD Learner Profile?

Continue to set high academic expectations for ALL AHISD students

DISTRICT/ School CULTURE, CLIMATE, ORGANIZATION: (Potential Data sources include: Surveys, Questionnaires, Focus Groups, Interviews, Walkthroughs, Parent Conferences, Etc.)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Staff morale, inclusion of new staff into the culture, study skills for students, student mistreatment

Areas of need include:

Improve staff morale, improve student study skills, decrease student mistreatment

How does this connect to AHISD Learner Profile?

Healthy sense of self/Employ skills for life

How can we address these needs to support the AHISD Learner Profile?

Focused activities around study skills/task force recommendations

STAFF QUALITY, RECRUITMENT AND RETENTION (Potential Data sources include: Teacher / Staff Certification/ qualification data, Staff effectiveness in relation to student achievement (progress measure data), PDAS data, Teacher-Student ratios, mentoring/ induction strategies)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

New teachers to district, bilingual teachers, ESL certified teachers, training for specialized areas (AP, SIOP, ESL/ GT), walk-throughs

Areas of need include:

Mentor and support new employees, ensure necessary training for specialized areas, recruit for bilingual, administrators meet their walk through goals & collaborate with teachers

How does this connect to AHISD Learner Profile?

Engage socially and globally

How can we address these needs to support the AHISD Learner Profile?

Provide administrators with support for TTESS training/implementation

FAMILY AND COMMUNITY INVOLVEMENT (Potential Data sources include: Family and Community Involvement participation counts, HB5 Community Engagement Tool Data, Parent volunteer Information, Parent Evaluations)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Diversity of student involvement (from different groups, e.g., Spanish, economic disadvantaged, ESL), parent involvement in academic assistance (not just volunteering for nonacademic items)

Areas of need include:

Increase involvement in traditionally underrepresented groups, increase parent help at school academically

How does this connect to AHISD Learner Profile?

Communicate/collaborate

How can we address these needs to support the AHISD Learner Profile?

Ensure that each campus prioritizes activities to support

TECHNOLOGY (Potential Data sources include: Technology infrastructure, networks, etc., Classroom Technology needs by area, class, department, etc., STaR Chart data, HB5 Community Engagement: Digital Learning data, Technology Plan)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Aging technology, student use of technology for academic uses

Areas of need include:

Replacement schedule for obsolescence, increase # of staff at LoTi level 4 (through PD, etc.), increase internet access, smooth out the computer resource allocation methods (switch from ITS)

How does this connect to AHISD Learner Profile?

Engage socially/globally and think critically and creatively

How can we address these needs to support the AHISD Learner Profile?

Engaged classroom roll-out

SCHOOL CONTEXT AND ORGANIZATION (Potential Data sources include: School Structure or Make Up i.e. Teaming / Looping, Decision Making Processes, Master Schedule, Leadership: Formal/ Informal, Duty Rosters, Program Support Services: Extracurriculars/ Afterschool programs)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Relevant to campuses

Areas of need include:

Campus schedules to meet campus needs

How does this connect to AHISD Learner Profile?

Employ skills for life

How can we address these needs to support the AHISD Learner Profile?

Support management of schedules through Academic Deans

CURRICULUM AND INSTRUCTION (Potential Data sources include: Curriculum Resources and Materials, YAGS, Courses offered, Instructional Design/ Delivery, Collaborative Horizontal / Vertical Team Alignment Processes, Curriculum Based Assessments, Class School and Special Program Schedules)

Data Reviewed:

Campus Needs Assessment and/or Campus Improvement Plans

Upon review of these data, several findings were noted: these findings include:

Vertical alignment/in-depth study of TEKS

Areas of need include:

Increase vertical alignment in all core areas, integrate math/science, English/ss, when applicable

How does this connect to AHISD Learner Profile?

Seek knowledge and understanding

How can we address these needs to support the AHISD Learner Profile?

Curriculum forums, secondary flow chart

**DISTRICT STRATEGIES/GOALS
2017-2018**

Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Strategy: II	We will aggressively confront the social and emotional issues of our community.
Strategy: III	We will close the achievement gap.
Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual.
Strategy: V	We will ensure a high-performing faculty and staff to accomplish our mission.
Strategy: VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities.

Accountability Goals

- 90% of all students will continue to meet passing standard on all state assessment. Steady increases in subpopulation progress will be measured each year. The AHISD school district will continue to achieve a district rating of recognized based on the performance of each group of students.
- Student attendance at all campus will continue to exceed the state average.
- The district completion rate will continue to exceed the state average.
- The district will continue to provide a safe and orderly school climate which is conducive to learning.
- All ELL students will become proficient in English and perform at high levels.
- 100% of teachers will continue to be Highly Qualified.

Profile of a Learner

- Seek knowledge and understanding
- Develop a healthy sense of self
- Think critically and creatively

- Communicate and collaborate
- Employ skills for life
- Engage socially and globally

Student Performance Data

2016-17 Reading STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 Writing STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 English I STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

2016-17 English II STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

2016-17 Mathematics STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 Algebra I STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

2016-17 Science STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 Biology STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

2016-17 Social Studies STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 U.S History STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2017**

District Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate
Area of Focus:	<ul style="list-style-type: none"> • Enhance success for all students by challenging students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.
Performance Objective:	<ul style="list-style-type: none"> • 100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum. • AHISD will initiate a responsible roll out 4-year plan for Engaged Classrooms.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Engaged Classroom Cohort (60 classrooms grade K-12)	Dana Bashara, Assistant Superintendent for Elementary Education Frank Alfaro, Assistant Superintendent for Secondary Education Sandra Shelton, Technology Director	August 1-4, 2017 Training	Instructional Coaches Engage2Learn	AHISD Blueprint for Learning Measurement Outcomes
2. Ensure that the AHISD Homework Guidelines are consistently implemented.	Principals	Ongoing	CDT	Homework Guidelines Principals to report out in September 2017 PD

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3. Teachers will utilize differentiated instructional strategies in their classrooms.	Assistant Superintendent for Elementary and Secondary Education Academic Deans DI cohort leaders	August 2017-Spring 2018	Title II A Professional Development Funds LoTi survey Campus Design Teams	Self report; Formal and Informal observations by administrators DI cohort leaders evaluate efforts at January meeting TTESS analysis
4. Campuses will continue to implement "Response to Intervention" process and procedures to meet individual student needs.	Academic Deans	Ongoing	Self report; Formal and Informal observations by administrators	3-tiered list for reading, math, and behavior at each campus Regularly scheduled RTI meetings to review students in need of assistance FLEX time schedule implemented at AHJS
5. Train teachers in Working on the Work framework to provide engaging work to students in the classrooms.	Assistant Superintendent for Elementary and Secondary Education	Ongoing training and support through CDT and DDT	Alamo Heights School Foundation Grants	Teachers equipped to design lessons focused around design elements of context and choice High levels of student engagement evident through walkthrough observations
6. Implement Campus Design Teams at all campuses	Principals	Ongoing	Schlecthy Center Staff Consultants District Design Team Meetings	Calendar of meetings Work plans published for each campus
7. 100% of teachers will complete	Sandra Shelton, Director of	Fall 2017-Spring 2019	Eduscape online training	Eduscape Proficiency Pre and

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
<p>“FUN”damental Training for Success</p> <p>In preparation for providing a device for every student, every day, teachers will master content in digital learning provided in the following 4 modules: Integration, Tools for Learning, Beyond the Walls, Building Blocks</p>	<p>Instructional and Information Technology, Instructional Coaches, Principals</p>		<p>modules, coaching sessions, district/campus ongoing professional development</p>	<p>Post Surveys</p>
<p>8. Teachers will use data to disaggregate student assessment information to make instructional decisions</p>	<p>Campus Administrators; All Teachers</p>	<p>Fall of each year</p>	<p>Benchmark exams, STAAR scores, TELPAS data</p> <p>AWARE data management system</p> <p>Title II Funds (AWARE—WEBcat)</p>	<p>Individual students will show growth (added value) in their STAAR performance</p>
<p>9. The district will monitor, evaluate and track identification and instruction of students identified for special programs—GT,AP/PAP, Enriched, Bilingual/ ESL, Title I, Dyslexia, Compensatory Education and Special Education.</p>	<p>Assistant Superintendent for Elementary and Secondary Education</p>	<p>Ongoing</p>	<p>Local Funds State Comp Ed Funds Special Education Funds Title I Funds Title II Funds Title III Funds</p>	<p>Students identified and performance being monitored Advisory committees meet at least once a semester</p>
<p>10. Campuses will provide interventions for improving any STAAR score below 80%.</p>	<p>Campus Administrators</p>	<p>Fall, Review of Data</p> <p>Ongoing Monitoring through RtI process</p>	<ul style="list-style-type: none"> • Eduphoria Aware • Title I funds • Title II funds • Title III funds • State Compensatory Education Funds • Special Education Funds • District Funds 	<p>Formative: Past year’s STAAR scores, pre-assessment documents</p> <p>Summative: STAAR score reports and AEIS</p> <p>100% of AHISD students will meet the state requirements for passing the STAAR.</p>
<p>11. Campuses will provide compensatory academic programs as needed to serve at-</p>	<p>Principals</p>	<p>Ongoing</p>	<p>State Compensatory Funds</p>	<p>Formative: Review semester grades of at-risk students and</p>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
risk students. <ul style="list-style-type: none"> • Robbins Discipline • Academic Support Center • Credit Recovery Program • STAAR Remediation Sessions • Bilingual/ESL programs • Others as appropriate 				adjust academic offering and/or Personal Graduation Plans as needed 100% of the at risk students are identified and served in a compensatory program as appropriate
12. Monitor student progress with STAAR Alt and STAAR M objectives and curriculum progression.	Kris Holliday, Director of Special Education	Fall	Special Education Funds IDEA Formula B Funding IDEA AARA Funding PBMAS Team	STAAR results reviewed in Fall and instruction is aligned Eligibility data and monitoring is reviewed throughout the year and maintained in district database
13. Administrators will participate in learning walks on all campuses as part of communication meetings with Trustees.	Principals	Fall	TTESS	Calendar published
14. Ensure correct coding of LEP students in PEIMS	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators PEIMS Clerk	By snapshot day October 2017 Middle of Year LPAC changes End of Year LPAC changes	Time for coordinators to check coding Time for PEIMS clerks to enter correct coding	District Bilingual Coordinator final check of student coding across district
15. Progress monitoring of LEP students through local assessments.	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	End of each nine weeks 10/17 12/20 3/20 5/31	Time for coordinators to check grades, and local assessments	Spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress.
16. Communicate progress monitoring results with teachers, administrators, support staff, and parents	Campus Bilingual/ESL Coordinators communicate with District Bilingual Coordinator, Campus Administrators and	End of each nine weeks 10/17 12/20 3/20 5/31	Time for coordinators to communicate with stakeholders.	Spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	classroom teachers. District Bilingual Coordinator communicates with Assistant Superintendents Classroom teachers communicate progress with parents			progress. All stakeholders informed of student progress in a timely manner.
17. Monitor language of intervention for LEP students	District Bilingual Coordinator, Campus Bilingual/LEP Coordinators, and Bilingual Rtl Staff	8/18 11/10 2/9 5/4 5/30-EOY Placement	Time for Rtl staff to evaluate progress monitoring data and collaborate with classroom teachers about language of intervention. Time for Campus and District Bilingual/ESL Coordinators to oversee decisions about language	Clear plan and documentation for language of intervention for each LEP Rtl student. Documentation is on Intervention Notes uploaded into Aware each year.
18. Redesign summer school experiences for LEP students	Summer School Facilitators , District Bilingual Coordinator, Deans	Initial Meeting November, Follow Up in January	Time to design summer school language academies Title III Funds for summer school resources PD training for summer school staff	Survey of summer school teachers shows positive feedback on program effectiveness. Istation shows reading growth over summer school.
19. Ensure correct coding of LEP students on testing documents	Campus Testing Coordinators and Counsellors with support from District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	Adheres to testing calendar dates for each grade level.	Time for campus testing coordinators to carefully check all pre-coded testing booklets and make any needed changes. Cross check with MOY LPAC Language Accommodations	All LEP students are correctly coded for testing purposes.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
20. Ensure support for new language programs teachers to include ESL, SI, and DL	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators	Campus Language Team Meetings each nine weeks and additional support meetings for new teachers each nine weeks.	Time to design new teacher support Time to meet with new teachers- may require release time Release time for curriculum planning	Survey of new teachers at the end of the year provides feedback of substantial support during first year at AH.
21. Create collaborative planning time for language programs teachers	District Bilingual Coordinator, Assistant Principals, and Campus Bilingual/ESL Coordinators	Campus Language Team Meetings and additional support meetings for grade level teachers each nine weeks.	Time to design collaborative meetings. Time to meet as a grade level- may require release time	Survey of language teachers at the end of the year provides feedback of substantial collaborative planning time.
22. Support teachers in acquiring ESL certification	District Bilingual Coordinator and Campus Bilingual/ESL Coordinators, Campus Administrators	Study sessions arranged month before test	Region 20 Consultation Active recruitment of ESL certified teachers.	Increased number of teachers with ESL endorsement.
23. Use ELL Linguistic Accommodation Checklist to document notes by 9 weeks	Campus Bilingual/ESL Coordinators and Classroom Teachers	BOY MOY EOY	Time for Campus Bilingual/ESL Coordinator to collaborate with classroom teachers to complete ELL Linguistic Accommodation Checklist	ELL Linguistic Accommodation Checklist completed for each LEP student in district and uploaded into Aware.
24. Communicate TELPAS results directly with parents	Classroom Teachers	Fall parent conferences or staffing meetings	Time for classroom teachers to understand TELPAS results Time for classroom teachers to meet with parents Copies of TELPAS results Talking points for teachers to	All parents receive TELPAS scores during parent conference with AH staff.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			explain TELPAS to parents	
25. Provide additional training to teachers to support students with dual special education and LEP services	Director of Special Ed and District Bilingual/ESL Coordinator, Campus Administrators	Fall training with follow up spring training.	Title III Funds for ESC20 Consultant Release time as needed Aligned LPAC and ARD timeline	A clear plan is in place for each student served through both special education and LEP services and programs.
26. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with ELL parents	Classroom teachers with support from Junior School staff and Campus Bilingual Coordinators Academic Dean at JS (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parents at conferences New 5th to 6th grade LPAC course documents	A clear description of course selection options is documented and available to all teachers and parents. The recommended track for Dual Language/SI is explained to all parents
27. Expand family engagement opportunities to include events that showcase family contributions of language minority families	Bilingual Parent Liaison Committee (Assistant Principals and campus representatives)	One event in the fall and one in the spring (Feria de Universidad)	Parent Liaison Stipend Time to align family events with campus cultural calendars.	HB 5 Survey is at Exemplary Level for all campuses.

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2017**

District Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	<ul style="list-style-type: none"> • Develop a healthy sense of self • Engage socially and emotionally
Area of Focus:	<ul style="list-style-type: none"> • Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	<ul style="list-style-type: none"> • 100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Ensure that staff understands social and emotional wellness of students, recognizes students in need, and responds appropriately.	Principals	October 16	October PD focus on social/emotional learning Task Force Leader Team	Principals report progress in October PD.
2. Implement a program for training and reporting mechanisms for District staff who regularly interact with students, to: a. Identify campus liaisons for this program b. Develop a child-in-crisis response plan c. Recognize students who are or may be the victims of or who engage in bullying or abusive conduct; d. Recognize students displaying early warning signs and possible need for early mental health, substance abuse, or suicide prevention intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexpected changes in sleep or eating habits, and destructive behavior towards self and others; and e. Intervene effectively regarding students	Principals	January 15	GAC Task Force Leader Team	January implementation

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
described in 3 or 4, above, by providing notice and counseling alternatives or the student's parent or guardian so appropriate action may be taken.				
3. Educate students about stress, anxiety, depression, and suicide using Youth Suicide Prevention Programs curriculum units in grades 5-12.	Principals	October 16, 2017 - Advisory Implementation	Kristen Ascencao, District Testing Coordinator	Principals report out in August 25 PD
4. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Principals	September 1, 2017	Grade level / Department Chairs	Principals report to PD January
5. Educate parents on the impact that over scheduling and PreAP/AP course load have on their child's social and emotion well-being.	Counselors	Spring 2018	5th-6th grade and 8th-9th grade conferences	Limited number of course changes Fall 2017
6. Encourage communication between school counselors, parents, community medical professionals, and behavioral health professionals who work with the students.	Kristen Ascencao, District Testing Coordinator	April 2018	Guidance Advisory Council (GAC)	GAC program evaluation October Nurses Training (APs & Counselors)
7. Work with PTOs and other support groups to extend access to information about, and involvement of all parents, including monolingual Spanish speaking parents.	Kevin Brown, Superintendent of Schools	September 2018	PTO President's Council Mule Team Athletic Director	PTO President Plan of Action
8. Engage community partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship.	Kevin Brown, Superintendent of Schools	Ongoing	Ambassadors for Engagement David's Legacy - \$28,000 PTOs - Character Ed - \$3,000	Report to DDT March 2017
9. Ensure that club sports that use the "Alamo Heights" name and/or AHISD facilities adhere to the Academic Integrity & Extracurricular Code.	Jennifer Roland, Athletic Director	October 2017	Athletic SBDM	Report to PD October 2017

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10. Communicate to students, parents, staff, and community how to engage with and access AHISD counseling services.	Kristen Ascencao, District Testing Coordinator	October 2017	GAC	GAC evaluation
11. Continue to Implement intentional small group conversations, at least weekly, for every student, built into the instructional day, to support their social and emotional wellness.	Principals	August 2017	SBDM teams CDT	Advisory Meetings <ul style="list-style-type: none"> • Published (Secondary) • Community meetings implemented (Elementary)

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2017**

District Strategy: III	We will close the achievement gap
Profile a Learner:	<ul style="list-style-type: none"> • Seek knowledge and understanding
Area of Focus:	<ul style="list-style-type: none"> • Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.
Performance Objective:	<ul style="list-style-type: none"> • The achievement gap between EcD and non-EcdD Students will be eliminated

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Redesign all intervention programs at the secondary campuses to close the achievement gap based on clear, measurable, and reportable criteria.	Frank Alfaro, Assistant Superintendent of Secondary Education Cordell Jones, Principal AHHS Laura Ancira, Principal AHJS	Fall 2017	Eduphoria AWARE	Criteria established for campus interventions
2. Differentiate instruction in the core curriculum to address the needs of the defined groups.	Campus Principals Differentiated Instruction Cohort Leaders	Ongoing	District Curriculum Budget CDT	Options for training designed by cohort leaders and publicized to staff- Fall 2014 TTESS Analysis
3. Monitor the implementation of instruction for students in grades 5-9 that would include study/organizational skills, problem solving, decision-making and leadership development components.	Jimmie Walker, Academic Dean Yadira Palacios, Academic Dean	Ongoing		Plan for 5-9 Instructional Expectations communicated to all teachers Report of implementation March PD

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2017**

District Strategy: IV	We will create an environment where impeccable character is modeled by and expected of each individual
Profile a Learner:	• Employ skills for life
Area of Focus:	• A clearly defined character education initiative is initiated at each campus
Performance Objective:	• A clearly defined character education initiative is initiated at each campus

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Partner with Character Education Partnership (character.org) for the purpose of character development for our schools, parents, and community, culminating in becoming a National District of Character.	Kristen Ascencao, District Testing Coordinator	Ongoing	Character Education Team Training, October	AHISD recognized as National District of Character
2. Implement the 11 Principles of Effective Character Education framework to ensure that our character development efforts are intentional, on-going, and consistently implemented across campuses, and in forms that students relate to.	Kristen Ascencao, District Testing Coordinator	Ongoing	Character Education Team Training, October	AHISD recognized as National District of Character
3. Encourage all students to participate in community service opportunities, recognizing that service is important for character development.	Kristen Ascencao, District Testing Coordinator	Training - Character Ed - October	Charactered.org	Report to PD January
4. Continue to train all staff, volunteers, and students on the Five Forms of Mistreatment and how to respond.	Principals	October 2017	YAG (Task Force Leaders)	Staff training dates published Report to PD October
5. Utilize the newly-developed flowchart of disciplinary protocol for mistreatment, includes timely communication with parents of all involved parties.	Principals	October 2017	Flowcharts campus meetings	100% staff utilize flowchart throughout the year
6. Educate the community about how to report violations of the 24-Hour Code of Leadership	Principals	August 2017	BTS events	100% of reports made appropriately

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
and that these reports cannot be anonymous.				
7. Regularly request feedback (e.g., surveys, focus groups, etc.) from students, parents, and staff to guide the character education program.	Dana Bashara, Assistant Superintendent for Elementary Education	November 2017 April 2018	DEAC	Focus group schedule published September 2017
8. Communicate the purpose of the Safety Concern Line for parents, students, and staff annually.	Principals	October 1, 2017	BTS nights School Messenger	Safety Concern Line
9. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the student's ownership of the behavior.	Principals	Ongoing	Assistant Principal quarterly meetings Focus groups	Climate/Culture survey questions to parents, students, teachers
10. Train all staff and volunteers to actively supervise students because unsupervised times can lead to mistreatment.	Principals	Ongoing September 1, 2017 training	Staff meetings	Report at October PD
11. Ensure that counseling services support students with persistent discipline challenges.	Principals	Ongoing	GAC	Discipline records document counseling service support.
12. Establish digital citizenship as part of character education at all campuses.	Sandra Shelton, Technology Director	September 5, 2017	Character.org Common Sense Media	YAGs published for all teachers October 1 to be included (Advisory)

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2017**

District Strategy V	We will ensure a high-performing faculty and staff to accomplish our mission
Profile a Learner:	
Area of Focus:	<ul style="list-style-type: none"> • A clearly defined character education initiative is initiated at each campus
Performance Objective:	<ul style="list-style-type: none"> • 100% of AHISD staff members will be high-performing according to district standards.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Continue to recruit high-quality teachers to assure that instruction is provided by HQ teachers as defined by NCLB.	Max Flores, HR Coordinator	Completed by October 2017	Job Fairs AHISD Job Fair, April	Feedback from Principals Probationary Contract Renewals
2. Continue to interview candidates with the Gallup Perceiver instrument and provide administrators with follow up training to support their hiring decisions.	Kevin Brown, Superintendent of Schools	Ongoing training	Gallup Instrument	Feedback from principals about quality of hire
3. Hire additional nurses or nursing assistants to reduce health professional ratio to students.	Dana Bashara, Assistant Superintendent of Elementary Education	February 2018	TASB staffing recommendations	Recommendations to Board March 2018
4. Hire additional counselors at the elementary and secondary level to focus on wellness issues.	Frank Alfaro, Assistant Superintendent of Secondary Education	February 2018	TASB staffing recommendations	Recommendations to Board March 2018

**ALAMO HEIGHTS ISD
DISTRICT IMPROVEMENT PLAN
2017**

District Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	• Communicate and collaborate
Area of Focus:	
Performance Objective:	100% of students have access to academic & extracurricular activities

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Host discussion groups each semester to gather input from parents, students, staff, and all stakeholders about their AHISD experience.	Dana Bashara, Assistant Superintendent of Elementary Educaiton	Focus Group Dates 2017: <ul style="list-style-type: none"> • November 2017 • April 2018 	DEAC	Focus group notes reported at April PD
2. Discourage the dropping off and/or the delivery of lunch to children at all campuses for reasons of safety, security, and exclusivity.	Principals	August 2017	School Messenger	Eblast to parents SBDM minutes

Alamo Heights ISD Parental Involvement Policy (Title I)

Alamo Heights ISD Parental Involvement Policy

AHISD Mission Statement

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

Statement of Purpose

Alamo Heights ISD is committed to the goal of providing quality education for every student in the district. To this end, we want to establish partnerships with parents and with the community. Neither home nor school can do the job alone. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success at every step of the way. The purpose of parent involvement is to promote a school-home partnership that will help all students on all campuses succeed. Everyone gains if school and home work together to promote high achievement for our children.

1. Grade level goals for the students of Alamo Heights ISD will be published for all parents in the district, with the expectations that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach these goals. AHISD involves parents in the joint development of the district's plan and the process of school review and improvement. Alamo Heights ISD intends to include parents in all aspects of the district's Title I Program and Parental Involvement Policy. Parents and district personnel will meet to develop our district's Parental Involvement Policy.
2. AHISD will provide the coordination, technical assistance, and support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Alamo Heights ISD, will provide support and training to principals and teachers to promote the parent involvement activities.
3. In order to build a dynamic home-school partnership, Alamo Heights ISD, with cooperation of the campuses, will provide the following:
 - An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education.
 - Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in a format and a language that they can understand.
 - A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (PM benchmarks, etc.), and proficiency levels students are expected to meet, will be provided to parents through a letter or conference.
 - Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the Texas Assessment of Knowledge and Skill (TAKS), will be communicated through schoolwide meetings and a letter from the principal.
 - A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.

- A minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
 - Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parental Involvement Policy and the School-Parent Compact.
 - Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, e-mail or in writing. In addition, parents may attend the scheduled yearly and semester meetings.
 - Materials and specific training to help parents work with their children to improve achievement. Parents and community members are always welcome at our schools. By using their suggestions to improve our schools and by working together, we can make all the students in our school successful learners.
4. Alamo Heights ISD, with the involvement of parents, conducts an annual evaluation of the content and effectiveness of the District Title I Parental Involvement Policy with regard to:
- improving the academic quality of the Title I, Part A schools
 - identifying barriers to greater participation by parents in activities of Title I, Part A school authorized by section 1118, giving particular attention to parents who:
 - are economically disadvantaged
 - are disabled
 - have limited English proficiency
 - have limited literacy
 - are of any racial or ethnic minority background
- District personnel and parents will evaluate the parental involvement activities and the Parental Involvement Policy. Use the findings of such evaluation, and recommendations in designing strategies for more effective parental involvement, and revising if necessary.
5. Alamo Heights ISD will involve parents in the activities of Title I, Part A schools. Timely communication and an inviting and family friendly atmosphere will enhance parent involvement in the activities of the Title I, Part A participating schools. Parents will receive information in a language they can understand that will detail the activities of the school, and will be asked to participate. Schools may use communication strategies such as personal contact, newsletters, notes sent home with the students, and e-mail to invite parents to participate in the school's activities. Whenever possible, childcare and language interpreters will be provided. Parents and community members are always welcome at our schools. By working together and making suggestions to improve our schools, we can make all the students in our schools successful learners.

Alamo Heights Independent School District District Improvement Plan 2017-18

Appendix



Superintendent: Dr. Kevin Brown

Mission:

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

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.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	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) series days offered by ESC.	August thru May	Ed Specs	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	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas		
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 and NGS reports	Forms that meet Title I Part C Migrant Compliance Report		

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.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and letters sent to parents after three attempts to contact the family; completed COEs.		
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, & school records	Recruiter Logs, increase in OSY		

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.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
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, Unique Student Count Report.		
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, & school records.	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 QADs after June 1, 2015 to ensure documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.		

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.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Identification & Recruitment	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, Ed Spec	NGS Guidelines, ID&R manual, I NGS Reports, School Records and 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	Community Outreach FAIR passports to visit agencies who provide services. Sign In Sheets from agencies attending our events.		
	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 High School students by community organizations. Referrals.		
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID& R manual	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; and MEP Program Overviews.		

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.						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
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	TEA Eligibility Validation Instructions	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.		

Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team
Date: 07/31/2017

School Year: 2017 - 2018

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

<p>Goal(s):</p> <p>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.</p>	<p>Objective(s):</p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 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). 	Annual	Educational Specialists	Copy of District Improvement Plan

		District Designee	showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Sign in sheets from Community Outreach Recruiter Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version).

LEA Signature

Date Completed

ESC Signature

Date Received