

Memphis Independent School District

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



Mission Statement

Memphis ISD will have high expectations of achievement in all areas so that students develop intellectually, physically, and artistically preparing them for success in the future.

Vision

Memphis ISD will pursue excellence in education developing contributing citizens in our society.

Board Adopted Goals

Memphis ISD will strive to provide high performing campuses resulting from relevant and effective instruction, coupled with high expectations for all.

Memphis ISD will explore avenues for offering courses that develop job skills.

Memphis ISD will upgrade and provide facilities that support exemplary learning environments as prioritized.

Memphis ISD will recruit, develop, train, and support highly motivated staff members who are determined to help students succeed.

Memphis ISD will develop positive partnerships with community members and businesses and encourage parents to become partners in their student's learning.

Memphis ISD will exercise fiscal responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Information – Trends in Ethnicity/ELL/LEP/ED

2011 Ethnic Distribution	District	%
African American	38	6.9
Hispanic	319	57.7
White	190	34.4
American Indian	1	0.2
Two or More Races	2	0.4
Asian/Pacific Islander	3	0.5
TOTALS	553	
Economically Disadvantaged	387	70.0
Limited English Proficient (LEP)	67	12.1

2012 Ethnic Distribution	District	%
African American	43	7.7
Hispanic	318	56.9
White	187	33.5
American Indian	3	0.5
Two or More Races	2	1.1
Asian/Pacific Islander	6	0.4

TOTALS	559	
Economically Disadvantaged	396	70.8
Limited English Proficient (LEP)	65	11.6

2013 Ethnic Distribution	District	
African American	41	7.6
Hispanic	307	57.3
White	179	33.4
American Indian	1	0.2
Two or More Races	5	0.9
Asian/Pacific Islander	3	0.6
TOTALS	536	
Economically Disadvantaged	369	68.8
English Language Learners (ELL)	55	10.3

Demographics Strengths

Enrollment numbers are relatively stable over time.

Demographics Needs

Increases in ELL/LEP and Economically Disadvantaged.

Student Achievement

Student Achievement Summary

2013 year Accountability reports indicate the District and all campuses "Met Standard" on the new State Accountability system. System Safeguards indicate areas to address in District: The number of students in Special Education taking regular tests, High School -- economically disadvantaged students' scores in Writing, and Middle School -- All students in Social Studies.

Student Achievement Strengths

2013 STAAR and EOC results indicate the majority of Memphis ISD students achieving Phase in Level I standards on all subjects and all tests. The majority of students are also achieving one year's growth on STAAR tests in Reading and Math. TELPAS results indicated growth in the Annual Measurable Achievement Objectives of the district. Raw score analysis indicates the district has higher than the state average results for Science and Social Studies. The participation rate of the district exceeds the state norm.

Student Achievement Needs

Texas State Assessment Program results indicate a need for continued improvement in Mathematics and Science. AYP results for Math Economically Disadvantaged Subgroup did not improve enough to meet the new AYP standard. Subgroups of Hispanic and Economically Disadvantaged indicated a need for improvement. System safeguard areas will need to be addressed as specified. Continued improvement in Writing, Social Studies, Math and Science are needed.

District Culture and Climate

District Culture and Climate Summary

Effective procedures are in place to promote a positive school climate. There are multiple opportunities for Memphis ISD students to participate in extra curricular activities.

District Culture and Climate Strengths

Memphis ISD has small numbers and a personable atmosphere, where contacts with parents and teachers can occur informally. Many students participate in dual credit courses offered through Clarendon College.

District Culture and Climate Needs

The district needs to continue the progress toward a welcoming climate and push information to parents and the community concerning school activities and achievements. Ensure that all students are valued and that student success is the focus of all faculty and staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Memphis ISD has a goal of 100% of their faculty being Highly Qualified. In order to realize that goal, the Memphis ISD recruits at job fairs held at Midwestern University and/or West Texas A&M University. Teachers involved in an alternative education program are mentored through Region IV and Region XVI ESC. All teachers new to the district are assigned mentors. The district has a goal of 100% teachers being certified in ESL, SIOP and Talented and Gifted Education, including obtaining Pre-AP and AP certificates of completion in core content areas.

Staff Quality, Recruitment, and Retention Strengths

The majority of all district core content teachers are all ESL certified. All teachers are either ESL certified or trained in the Sheltered Observation Instruction Protocol. 34 of the 37 Current teachers in core content areas, including special ed, are certified either G/T, Pre-AP and/or AP. Newly hired teachers are assigned mentor teachers, and are required to acquire State certification for the assignment area.

Staff Quality, Recruitment, and Retention Needs

Continue to provide mentors for new teachers and assist newly hired teachers to achieve ESL certification, SIOP training and Talented and Gifted/Pre-AP/AP certification training. Three newly hired teachers need to acquire G/T training. Three district teachers need to meet federal requirements for highly qualified. Two elementary teachers need to be ESL supplementally certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District teachers continue to monitor changing assessment standards and adjust the curriculum and instruction accordingly. Memphis ISD has placed a priority on lower student to teacher ratios in order to effectively differentiate instruction for all students. Memphis ISD instructional leaders, including the Superintendent, building principals, special programs director and technology director meet on a regular basis to discuss all areas of comprehensive needs in the district. These planning meetings allow for adjustment and monitoring of instruction, curriculum and assessment changes as they occur.

Curriculum, Instruction, and Assessment Strengths

Teachers utilize the latest information to implement quality instruction by using the most effective tools available. Teachers receive training in curriculum standards, formative assessment models, and vertical teaming and curriculum analysis. Memphis ISD sends their existing and newly hired core content teachers to receive training in specialized curriculum interpretation and dissolution.

Curriculum, Instruction, and Assessment Needs

Memphis ISD needs to continue to implement vertical teaming models and curriculum analysis as we continue to use all available resources to ensure students are prepared for the STAAR exams and are prepared to pursue their career choice after high school. Memphis ISD needs more AP, Pre-AP and Dual-Credit course offerings to enhance enrichment opportunities. Analysis revealed that increased application of SIOP strategies was needed for all students. High School course offerings will need to be aligned with the new legislative requirements.

Family and Community Involvement

Family and Community Involvement Summary

Parents are provided opportunities throughout the district to become involved in our educational program. Our local newspaper, radio stations, district website, Facebook page, newsletters, and emails are used to promote opportunities and inform parents of school events. The Title I Parent Meetings allow parents to be informed of district objectives and provides an opportunity to parents to voice concerns in person and through surveys.

Family and Community Involvement Strengths

Through school communication via newsletters as well as local media sources, awareness of parental opportunities are provided to parents. School programs throughout the year, including Open House, Parent-Teacher conferences, Texas State Assessment Program (TASP) information meetings, book fairs and community/school programs are considered strengths by the district in providing Title I Parental Involvement Meetings. This year the district started GED classes for adults in our community.

Family and Community Involvement Needs

Although efforts have been made throughout the district in increasing parental involvement, there is still a need for parents to become more involved in the educational opportunities offered to their children. Parent survey results have expressed a need to be more informed of their child's academic status through increased communication from teachers about their child's strengths and how they learn, and what their child is expected to learn in each subject. There is currently a need for adult ESL classes available for parents. Continue the GED classes as they provided much needed assistance to adults in our community.

Technology

Technology Summary

Preparing students for the 21st century by utilizing the latest technology is a priority of Memphis ISD. The district provides iPad devices to every student in Middle School and High School and computers are also available to all students through laboratories as well as "computers on wheels". Teachers are provided intensive training prior to the beginning of the school year and throughout the year. Smart Boards are utilized in classrooms to enhance instruction. Teachers throughout the district attend regional and state conferences for continued technology training. The technology department coordinates live teleconferencing of educational seminars for students.

Technology Strengths

All students and faculty have access to technology. The utilization of this technology is preparing Memphis students for the 21st century. Recent local funding priorities have allowed for all students in the district to have access to one-to-one iPads for instructional content. All staff at Memphis ISD also received iPads and are receiving specific technology staff development. Also, district technology infrastructure upgrades, including the installing of fiber optic cabling between all campuses have significantly improved the technology "backbone" of the district. New document cameras for math and science classrooms were also purchased through funds acquired through another competitive grant.

Technology Needs

Teachers continue to indicate a need for further technology staff development and integration into the curriculum. Continued exploration of platforms to deliver electronic learning media to all students is needed. Insuring that the public is kept informed through a variety of platforms, including the district website, has been identified as a need.

Programs

Programs Summary

Memphis ISD provides research based programs to provide educational opportunities to all students. These programs including, but not limited to "Fast For Word", "Sing, Spell, Read and Write", "OdysseyWare", "Math Whiz", "Orchard Learning", "iStation", and "Renaissance Learning".

Programs Strengths

"Fast For Word" has been so successful with English Language Learners that additional local funding has been used to provide learning opportunities to other students having difficulty with reading/ELA. Differentiated instruction for Special Education students as well as those students in the Talented and Gifted program is provided. The participants in Advanced Placement have increased scores on college entrance examinations.

Programs Needs

There are needs in the area of science and mathematics instruction as well as reading to improve throughout the district. Memphis ISD administration needs to evaluate the effective implementation of current research-based programs already in place. Continued implementation and training to use the Odysseyware program is needed.

Operations

Operations Summary

MISD has policies and procedures in place to promote student safety. Operations are in place to ensure the safety of all students whether it be acts of nature or violence or criminal activities. Throughout the district students and parents are encouraged to contribute to a positive school climate through extra-curricular as well as co-curricular activities. Academic performance is a priority of the district which is reflected in a master schedule that provides for mastery of the TEKS through daily classroom instruction as well as a built-in schedule of acceleration for students not mastering basic skills. Renewed emphasis has been placed on areas of academic weakness to assure all campuses continue to work towards academic excellence. Administrators encourage and support faculty in this endeavor.

Operations Strengths

The district has a very low rate of violence; less than 1%, which results in a safe environment for students and staff. Memphis ISD has increased emphasis on school safety programs including anti-bullying, cyberbullying and positive behavioral supports through programs and staff training. The District has also increased operational safety at the high school and other campuses by providing upgrades to building entryways. Experts in the areas of school safety are regularly consulted, and funding for safety upgrades are a priority.

Operations Needs

There is a need to make parents aware of the opportunities to be involved in the safety initiatives and programs of the district. There is a sense of support and unity within the district, but a need for more parental involvement. Increased parental involvement could strengthen the overall operations of the district. Continued consultation with experts in the field of school safety is needed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data






Goals

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 1: Effective implementation of curriculum will ensure that 90% of all students will pass all portions of mandated tests.

Summative Evaluation: TAPR reports, Data, TSAP Scores, Surveys, TEA System Safeguards - Staus Report Performance Status - Federal

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
System Safeguard Strategies 1) Snapshot tests and/or other instructional readiness skills assessments will be reviewed every few weeks. Bench mark test will be reviewed each semester.	Teachers, principals	Benchmark Scores, DMAC Reports			
System Safeguard Strategies 2) Periodic grade level or departmental meetings will be held to discuss methods for improving instruction.	Principals, Special Program Director, ESC 16	Class Performance Results Sign-In-Sheets			
System Safeguard Strategies 3) Administrators and campus testing coordinators will attend state assessment workshops & training sessions.	ESC 16	Certificates of Completion			
4) Teachers and administrators will disaggregate state and local assessment data, including reading readiness assessment data.	Teachers, Principals, Special Programs Director	Benchmark Scores State Assessment & Reading Readiness Results			
5) Vertical Alignment Meetings will be held periodically district- and campus-wide.	Teachers, Principals, Special Programs Director	TSAP Results Benchmark Scores Sign in sheets			
6) Students will be informed of Higher Education Requirements including admission and financial aid opportunities along with curriculum choices and acceleration of courses for graduation during Spring Registration.	Counselor, Middle School and High School Principals	ACT, PSAT and AP Scores Academic Achievement Record THEA			
7) Students advancing from PK to Kindergarten, beginning 3rd, 6th and 9th graders will have transitioning activities during the Spring semester.	Counselor, Principal and Teachers	PEIMS Reports Attendance Reports			

8) Provide for comprehensive, aligned, district-wide curriculum alignment by continuing the implementation of instructional programs in all four core content areas and providing targeted, content specific Professional Development.	Counselor, Principal and Teachers	Snapshots, assessments, walkthrough data.			
9) Provide teacher training and facilitate disaggregation of STAAR data by campus, teacher, and students as well as using online disaggregation software.	Special Programs, Principal	Staff development sign in sheets, assessment reports, DMAC Reports.			
10) Provide comprehensive, ongoing district wide assessments for progress monitoring: Lexia, STAR Early Literacy, STAR Math	Special Programs, Principal	Test Results			
11) Provide successful, research-based early intervention for all qualifying 3 and 4 year olds.	Principal, Teacher	Pre-K Assessments, attendance rates.			
12) Emphasize and provide staff development at all grade levels to support the district math, reading, science, social studies and writing curriculum, including special populations.	Region 16, Special Programs, Principal	Certificates of Completion, Sign in Sheets			
13) Provide systematic and sustained professional development in technology for all staff.	Technology dept, region 16, Principals	Sign in sheets			
14) Provide continued professional development for RTI and other identified district initiatives: Campus Instructional Coaches Online Data Disaggregation Software Renaissance Reading and Math Study Island Orchard Learning New Teacher workshops during the school year.	Region 16, Principals	Certificates of Completion, Sign in Sheets.			
15) Maintain technology (Smart Boards, document cameras) in all core academic classrooms and use supplemental technology tools, such as iPads, so that students learn to: -Use appropriate technology in learning tasks; -Acquire, evaluate, organize utilize, and communicate information; -Use skills in "real world" experiences with authentic audiences.	Technology Dept., Principals	Inventory, Lesson Plans, Walkthrough Data.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 2: Memphis ISD will utilize instructional arrangements that support learning to ensure all students, including At-Risk and Low Socio Economic Status, perform successfully on all components of the state assessment and narrow achievement gaps.

Summative Evaluation: TAPR Reports, TSAP Scores, LPAC End of Year Report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Data Disaggregation of state assessment scores will be accomplished using KILGO parameters, snapshot tests, and DMAC Reports.	Principals Teachers Counselors	Benchmark Results - Snapshot testing TSAP Results 6 week grade reports AAR			
2) Acceleration sessions will be offered after and before school as well as evening and Saturdays.	Principals Counselor Teachers	Benchmark Results TSAP Results 6 week grades AAR			
3) Academic Acceleration periods will be added to the regular school day when appropriate.	Principal Teachers	Benchmark Scores TSAP Results AAR 6 week grade reports			
4) Vertical Alignment meetings within academic departments will be utilized	Principals Teachers	Improved TSAP Scores AAR 6 week grade reports			
5) Critical and Higher Level thinking skills will be implemented within all academic classes	Principals Teachers	Lesson Plans			
6) Provide for comprehensive, aligned, district-wide curriculum alignment by continuing the implementation of instructional programs in all four core content areas and providing targeted, content specific Professional Development.	Principals, Teachers	Lesson plans, sign in sheets			
7) The Accelerated Math program will be utilized as a supplemental program to improve the math performance of all students.	Principals, Teachers	State Assessment results, TELPAS results, other reports.			
8) Accelerated Reading Program will be utilized as a supplemental program district-wide to improve reading performance of students.	Principal Teachers	TSAP & TELPAS scores 6 week grade reports			






9) Increased laboratory exposure in science classes	Principal Teachers	Lesson Plans Grade Reports TSAP Results Benchmark Results			
10) Increased written composition skills in all subjects.	Principal Teachers	Lesson Plans			
11) Increased use of computer technology in all subject areas	Principal Technology Director Special Programs Director Teacher	Lesson Plans Grade Reports TSAP Results Benchmark Results			
12) Provide Sheltered Instruction training for all teachers in core subjects.	Special Programs Director Principal	Training notes, power points, Sign-in-Sheets, Certificates			
13) Provide continued professional development for RTI and other identified district initiatives: Campus Instructional Coaches, Online Data Disaggregation Software, Renaissance Reading and Math, Study Island, Orchard Learning, and New Teacher workshops during the school year.	Principals, Special Program Director, Instructional Technology Coordinator	Sign in sheets, certificates.			
14) Provide research-based staff development for professional staff as well as paraprofessionals with input from staff.	Special Programs, Principals	Sign in Sheets, Certificates			
15) Ensure that information to parents is provided in the home language whenever possible.	Special Programs, Principals	Copies of letters			
16) Identify students at risk of dropping out of school using state criteria.	Special Programs, Principals, Counselor and Teachers	PEIMS			
17) Provide teachers with the confidential list of at-risk students and supporting criteria used for identification.	Special Programs, Principals	PEIMS			
18) Provide at risk PK students with accelerated, intensive program for early learning.	Special Programs, Principals, Teachers	Lesson Plans			
19) Serve pregnant and parenting students through the pregnancy related services program.	Counselor, Special Programs, Principals	Contact Log			
20) Provide accelerated, intensive program for students at risk of failing the STAAR through tutoring, computer assisted instruction, and specialized extended day, week, or year classes.	Special Programs, Principals, Teachers	Attendance Rosters			
21) Conference with parents, encourage parental involvement, and provide opportunities for parents to participate in school-sponsored activities.	Principals and Teachers	Sign in Sheets			
22) Ensure that all teachers/paraprofessionals who teach in the Pre-K/Headstart program have the proper certification/credentials.	Special Programs, Principals	Certification printouts			

23) Provide successful, research-based early intervention for all qualifying 3 and 4 year olds.	Principals, Headstart Staff, Region 16 Headstart Staff	Documentation, lesson plans, training agendas.			
24) Provide a pre-K curriculum reflecting a balance of all areas of learning and encouraging children to be actively involved and experience a variety of activities and materials.	Principals and Teachers	Lesson Plans			
25) Provide Pre-K activities such as registration day, roundup, classroom/campus visitation, to ensure a smooth transition for children onto elementary campuses.	Principals,	Sign in Sheets			
26) Locate eligible three- and four-year old students by communicating in English and Spanish with parents across the district.	Principals	Sign in Sheets			
27) When feasible, Memphis ISD will send instructional staff to the Region 16 i3 Conference to gain strategies to work with students identified as at risk.	Principals	Sign in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 3: To narrow the achievement gaps among student groups. (Students in the designated groups -- African American, Hispanic, White)






Summative Evaluation: TAPR Data, AYP and State Assessment Scores.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide as low a pupil-teacher ratio as is fiscally feasible.	Superintendent and Principals	AEIS			
2) Provide continued professional development for RTI and other identified district initiatives: Campus Instructional Coaches Online Data Disaggregation Software Renaissance Reading and Math Study Island Orchard Learning New Teacher workshops during the school year.	Principals, Special Programs Director	Sign in sheets, certificates			
3) Provide Response to Intervention program (Grades K-12) to address individual student needs.	Principals	Minutes			
4) Provide Sheltered Instruction training for all teachers in core subjects.	Principals, Special Programs Director	Sign in sheets, certificates			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 4: Increase the percent of students taking Pre-AP and AP courses and to increase the percent of students taking and passing college entrance and advanced placement exams. (Students taking SAT, ACT, and AP Exams)






Summative Evaluation: TAPR Data, test score reports, enrollment records.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide Pre-AP and AP training for designated teachers.	Special Programs	Certificates of Completion			
2) Implement open enrollment policy for Pre-AP and AP courses with emphasis on increasing numbers of under-represented populations. Provide ongoing support for students enrolled in these courses.	Special Programs, Principals and Counselor	AEIS			
3) Administer a pre-college entrance exam to all 8th grade students.	Counselor	Readi Step Reports			
4) Provide notification of higher education admission requirements.	Special Programs, Principals and Counselor	Minutes, sign in sheets			
5) Continue to provide dual credit opportunities at the high school campus.	Principals	Course Roster			
6) Provide Pre-AP and AP courses on the Middle and High School campuses.	Principals	Course Rosters			
7) Provide additional distance learning opportunities for students via online courses.	Principals	Course Rosters			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 5: To meet academic needs in identified programs for designated student groups (Talented and Gifted Students)






Summative Evaluation: TAPR Data, AYP and State Assessment Scores.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continue an annual student nomination process maintaining awareness of ESL, Economically Disadvantaged, Special Ed, Migrant and minority student nominations and/or placements.	Special Programs, Principals	Completed Referrals			
2) Provide an advanced and challenging curriculum and array of services to all TAG students in all grades.	Special Programs, Principals, Teachers	Lesson plans, Course Catalogs			
3) Provide opportunities for TAG students to work together as a group, work with other students, and work independently during the school day as well as the entire school year.	Principals, Teachers	Lesson plans, walkthroughs			
4) Ensure all teachers who teach students in the TAG program have the proper certification and/or endorsements-training.	Special Programs	Certificates of Completion			
5) Encourage parental involvement and provide opportunities for parents of TAG students to participate in school-sponsored activities.	Principals, Teachers	Sign in Sheets			
6) Critical and Higher Level thinking skills will be implemented within all academic classes.	Principals, Teachers	Lesson Plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 6: To meet the academic needs in identified programs for designated student groups. (Special Education Students)






Summative Evaluation: TAPR Data, AYP and State Assessment Scores, PBMAS report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Ensure that all students with disabilities have access to the general curriculum.	Special Ed Director, Principals, Teachers	IEPs			
2) Provide training to teachers regarding modifying the curriculum for students with disabilities.	Special Ed Director, Principals, Teachers	sign in sheets			
3) Increase the number of special education students taking the regular STAAR assessment.	Special Ed Director, Principals, Teachers	AEIS			
4) Provide training to the ARD committee.	Special Ed Director, Principals, Teachers	Sign in sheets			
5) Provide Sheltered Instruction training for all teachers in core subjects.	Principals	Sign in sheets.			
6) Memphis ISD will fulfill Federal Child Find requirements.	Special Ed Director	Posters at local businesses, and each campus, newspaper article.			
7) Memphis ISD will provide research-based behavioral management strategies training for all teachers to provide an array of disciplinary alternatives.	Principals, Teachers	PEIMS discipline reports, lesson plans.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 7: To meet the academic needs in identified programs for designated student groups. (Students with Dyslexia)






Summative Evaluation: TAPR Data, AYP and State Assessment Scores.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Identify students with dyslexia or a related disorder and provide appropriate instructional services.	Dyslexia Teacher, Special Programs, Principals	Folders, referrals			
2) Provide services for students who may be eligible under Section 504.	Special Programs, Dyslexia Teacher, Principal	504 minutes, RTI plans.			
3) Provide research-based staff development (with input from staff) for teachers of students with dyslexia that uses individualized, intensive, multi-sensory and phonetic methods to teach reading.	Dyslexia teacher, Special Programs, Principal	Sign in Sheets			
4) Dyslexia students will be served by dyslexia teacher.	Principal Special Programs Director Dyslexia teacher	Testing results, lesson plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 8: To meet the academic needs in identified programs for students in the designated groups (Career and Technical Education [CTE] Students)






Summative Evaluation: TAPR Data, AYP and State Assessment Scores, PBMAS report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide CTE programs to eligible students.	Special Programs, Principals, Teachers	Class rosters, report cards, course catalog.			
2) Integrate CTE and academic programs.	Special Programs, Principals, Teachers	Course catalogs			
3) Encourage students to pursue a coherent sequence of courses and have a four year plan showing the coherent sequence they are pursuing.	Counselor, Principals, Teachers	four year plans			
4) Establish Mentors in the business community and shadowing opportunities for secondary students.	Special Programs, Principals, Teachers	contact logs, membership lists			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 9: To meet the academic needs in identified programs for designated student groups. (Students identified Limited English Proficient)






Summative Evaluation: TAPR Data, AYP and TELPAS State Assessment Scores.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide Sheltered Instruction training for all teachers in core subjects.	Principals, Special Programs Director	Training notes, lesson plans, and sign in sheets.			
2) Identify and provide all LEP students an appropriate ESL program that develops proficiency in comprehension, speaking, reading, listening and composition in the English language.	Principals, Special Programs Director, Teachers	PEIMS, Lesson Plans, TELPAS Results.			
3) Provide opportunities for parents of ESL students to participate in school-sponsored activities.	Principals, Special Programs Director	Sign in Sheets			
4) Provide professional development to teachers in the instruction of listening, speaking, reading, and writing second language acquisition skills to ELLs in their classes.	Principals, Special Programs Director	Sign in Sheets, Lesson plans, certificates.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 10: To meet the academic needs in identified programs for designated student groups. (Students identified as Homeless under McKinney Vento/TEXSHEP Grant)






Summative Evaluation: TAPR Data, AYP and State Assessment Scores, TEXSHEP Grant reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Homeless students will be provided needed items for academic success as specified through the McKinney-Vento Act.	Special Programs Director (Homeless Liaison), Principals	TEXSHEP Reports to Region 16			
2) Student enrollment staff (School secretaries and/or district registrar) will be trained twice per year to recognize and properly enroll students who may qualify for McKinney Vento Act services, including notifying proper staff for identification and service links.	Special Programs Director (Homeless Liaison), Principals	Training agenda, sign in sheets.			
3) The Homeless Liaison will provide coordination of services between Memphis ISD and local churches and businesses to provide food, shelter, supplies and clothing to needy children.	Special Programs Director (Homeless Liaison)	Memorandum agreements with local churches and businesses, student rosters.			
4) Students identified as homeless will be provided free lunches through the Texas Department of Agriculture School Lunch Program.	Special Programs Director (Homeless Liaison), Food Service Coordinator	Student Rosters, PEIMS Reports			
5) Students identified as homeless will be provided before and after school acceleration to help with maximizing success on state assessments.	Special Programs Director (Homeless Liaison) Principals	Attendance rosters, TEXSHEP Reports.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: DISTRICT GOAL: Memphis ISD will improve all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 11: Meet the Federal requirements on the percentage of students taking the STAAR-A.






Summative Evaluation: TEA System Safeguard - Staus Report, Number of students taking the STAAR-A

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
System Safeguard Strategies 1) Memphis ISD administrators, teachers, and special education staff will train on ARD decision making and Federal limits on alternative assessments.	Superintendent, Principal, GSS Staff	Number of relevant staff trained			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: DISTRICT GOAL: Memphis ISD will increase student attendance and completion rate.






Performance Objective 1: Increase attendance to 97% and maintain a dropout rate of less than 1%.

Summative Evaluation: AEIS Reports, PEIMS Reports, Sign-in-Sheets,

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Collect and review campus and district-wide attendance data on a weekly basis.	Principals	PEIMS Reports; Attendance Rates			
2) Communicate as needed with parents of individual students regarding the importance of attendance.	Principals	Student Orientation, Discipline Handbook, Documentation of Parent Contacts.			
3) Support campus attendance incentive programs.	Superintendent	Attendance Rate			
4) Attendance committee will meet to grant or deny credit for excessive absences	Principals	Attendance Reports			
5) Counseling & career planning will be provided to students to exemplify need for class attendance to be successful in future career choices	Counselor	Sign-in-Sheets			
6) Legal action will result from continual absences.	Principals	PEIMS Attendance Reports, Court documents.			
7) Personal Graduation Plans for At-Risk Students will be created.	Counselor/Principal	PGPs in cumulative folder			
8) Teacher will receive In-service training for potential dropout characteristics.	Counselor	AAR & Attendance Records			
9) MISD will maintain small class enrollment to increase student performance as fiscally feasible.	Principals	PEIMS			
10) Parents will be informed on the importance of attendance in Parent Newsletters and award assemblies.	Principal	Parent Newsletters			
11) Students with high attendance will be recognized.	Principal	PEIMS attendance reports			
12) Memphis ISD will use the parent portal as a way to inform parents of student absences/tardies/grade issues by email.	Principal, Technology Director, Teachers	Email contact records			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: DISTRICT GOAL: Memphis ISD will increase student attendance and completion rate.

Performance Objective 2: To increase the percent of graduates completing requirements of the SBOE's Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) (Graduating Students)






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers and counselor will provide information to parents and students through formal and informal meetings regarding the Texas Grant program and financial aid available.	Teachers, Counselor	Sign in Sheets			
2) Counselors will provide information to parents and students through College and Career Night.	Counselor, Principal	Sign in Sheets			
3) Students will be informed of Higher Education Requirements including admission and financial aid opportunities along with curriculum choices and acceleration of courses for graduation during Spring Registration.	Counselor, Principal	Sign in sheets, surveys, completed graduation plans.			
4) Memphis ISD will enhance the District website to provide pertinent information about pre- and post-college preparation activities.	Counselor, Principal	Sign in sheets, Website traffic reports.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: DISTRICT GOAL: Memphis ISD will maintain a safe and drug free environment.

Performance Objective 1: Memphis ISD will educate students and staff about a safe and drug free environment at least once every six weeks in staff meetings, assembly programs, and/or classroom activities.

Summative Evaluation: Discipline referrals report, Sign-in-sheets, Meeting Agenda, Phone logs, Handbook receipts, PEIMS, Program schedules.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) MISD will provide training to staff in suicide prevention, conflict resolution, gang violence, dating violence, bullying and harassment and Pregnancy Related Services	Counselor ESC 16	Sign-in-sheets			
2) SCOC will be distributed at request and made available online. It will be reviewed with students and a receipt with parent signature will be obtained.	Principals	Meeting Agenda PEIMS Report Parental receipt			
3) Administrators will communicate with and involve parents in the discipline of their child.	Principal	Phone Logs			
4) MISD will provide an In-School-Suspension Program and utilize research-based strategies to implement a positive school wide discipline management program. Students will be positively reinforced when appropriate behavior is observed by staff.	Principals ESC 16	PEIMS Reports			
5) Red Ribbon Week events will be planned to help promote drug awareness.	Counselor Principal	Red Ribbon Week Schedule of Events, pictures, newspaper articles.			
6) Classroom management systems will be utilized to reduce physical or verbal aggression, sexual harassment and bullying.	Principals Counselor Teachers	PEIMS discipline reports			
7) Educate students and parents on the District Dating Violence Policy through scheduled activities and programs.	Principal Counselor	Sign-in-Sheets			
8) In-service training for staff on Child Sexual Abuse.	Counselor Principals	Sign-in-Sheets, brochures, power-points			
9) Implement a Parenting and Paternity Awareness (PAPA) program through the High School health curriculum.	Principal Counselor	Attendance			
10) Perform "Shattered Dreams" activity through cooperation with local agencies and resources. (Every two years)	Principal, Counselor	Participation lists, pictures, posters, video.			
11) Memphis ISD will continue to implement a variety of student activities to raise awareness of bullying and cyber-bullying.	Principals, Counselor	Sign in sheets, participation rosters.			






12) Memphis ISD will continue to implement anti-bullying, cyber-bullying, and character development programs.	Principals, Counselor, Teachers	Lesson plans, posters, newspaper articles.			
13) Memphis ISD will continue to make facility repairs and renovations in order to provide a safe environment and bring the district facilities up to standard.	Superintendent, Principal	Budget reports			
14) The School Health Advisory Committee (SHAC) will assist Memphis ISD in ensuring that local community values are reflected in the district's health education instruction, meeting on a regular basis.	Superintendent, School Nurse, Food Service Coordinator, Principals	Meeting minutes, emails.			
15) Memphis ISD Campuses will have monthly safety drills	Principals, Superintendent	Calendar, Drill log			
16) Memphis ISD will educate students about drug awareness through ongoing classroom activities, such as PROJECT ALERT, CONSEQUENCES, and counselor/teacher prepared lessons.	Principals, Counselor, Teachers	Lesson Plans, Calendar			
17) Memphis ISD Campuses will train and maintain CPI (Crisis, Prevention, Intervention) Teams.	Principal, Greenbelt SSA Staff	Sign in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: DISTRICT GOAL: Memphis ISD will foster positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 1: Increase parental involvement by 5%

Summative Evaluation: Year End AEIS Report, Completed Surveys






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Memphis ISD will host "Title I Open House" and "Meet the Teacher Night" at each campus at the beginning of Fall Semester.	Teachers/Principals	Sign-in-Sheets Agenda			
2) Memphis ISD will host "Family Reading Night" at the elementary campuses.	Travis Teachers/Principal	Sign-In-Sheets Agenda			
3) Grades PK-6th grade teachers will hold annual Parent Conferences in the fall.	Principal/Teachers	Sign-In-Sheets			
4) Memphis ISD will host Parent Meetings for the Texas State Assessment Program, Talented and Gifted children, and students identified as Migrant.	Administrators and Faculty	Sign-In-Sheets			
5) Memphis ISD will support Parent Volunteer activities on campuses.	Principals	Sign-in-Sheets			
6) Parent newsletters will be sent out with special events, dates, and activities.	Principal	Parent Newsletter Timeline: Aug-June			
7) Memphis ISD will host a Spring Parent-Meeting to discuss tentative student schedules for Fall Semester. (Grades 8-11)	Principal, Counselor	Sign-in sheets-Timeline: May			
8) Memphis ISD will host the district-wide Title I Spring Parent Involvement meeting	Special Programs, Principals	Sign in sheets			
9) Memphis ISD will support student centered parent involvement groups such as the PTO, Band Boosters, Ag Parents, Booster Club, and events such as the Ring Ceremony for Juniors, the Baccalaureate, and Project Graduation.	Principals, activity sponsors	Sign in sheets, meeting agendas.			
10) Memphis ISD Cafeteria will host traditional holiday meals such as the Turkey lunches and Christmas lunches in compliance with TDA guidelines, where parents and community can come and participate in the meal at cost.	Cafeteria Director, Principals	Full Bellies			
11) District Technology resources such as Facebook, Websites, and email will be used to distribute information and inform parents of school activities.	Technology Department, Superintendent, Principals.	Website counters.			

12) The Memphis ISD parent portal will be used to inform parents of student academic progress and attendance.	Technology Department	Website tracking			
13) Memphis ISD will use the VoIP/Telephone Voice Mail feature, which creates an email for teachers, to improve parent communication.	Technology Department	Email tracking software			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: DISTRICT GOAL: Memphis ISD will foster positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 2: Involve local businesses, community groups, organizations, and institutions of higher learning to promote student achievement

Summative Evaluation: State of the District Report, Summaries of Newspaper articles.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Character and academic incentive programs will be implemented at Memphis High School.	Principals	Student roll sheets			
2) Lion's Club will nominate a high school student for Lion's club sweetheart	Principals	Minutes			
3) Student groups will participate in the Hall County Picnic/Parade.	Principals	Newspaper articles			
4) Memphis ISD will have regularly scheduled awards assemblies for student recognition at each campus.	Principals	Semester awards			
5) Memphis ISD will promote Fire Prevention Week, and collaborate with the local fire department for safety instruction.	Principals	Photos, newspaper articles			
6) Memphis ISD will collaborate with local churches, community organizations, and businesses to provide the Snack Buddies program, School Supplies, Clothing, Holiday Food Baskets, Angel Tree Project, and other items for needy children.	Principals, Teachers, Special Programs Director (Homeless Liaison)	Weekly rosters, student lists, Memorandums of cooperation.			
7) Memphis ISD will provide for community involvement events such as the Run, Walk, Roll against bullying, Pink Out Pep Rally, and other special event pep rallies, and the Police/Fire Escorts for positive student promotion.	Principals, Superintendent, Activity coordinators	Student rosters, newspaper articles, photos.			
8) Memphis ISD will support College and Career day and Job Fair opportunities through the local colleges and community organizations, such as FFA and Hall County 4-H.	Principals	Newspaper articles, student rosters.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: DISTRICT GOAL: Memphis ISD will recruit and maintain a highly qualified staff.

Performance Objective 1: 100% of MISD staff will be provided training to ensure student success.

Summative Evaluation: Certificates, Surveys and Sign-in-Sheets






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Research based staff development opportunities will be provided for all staff.	Administration Principals Special Programs Director	Training Materials Sign-in-Sheets			
2) New teacher orientation will be conducted for all new professional staff.	Principals Special Programs Director Central Administration	Sign-in-Sheets			
3) New teachers will receive training on PDAS.	Principals ESC 16 Staff	Certificates Sign-in-Sheets			
4) Provide state assessment administrator training for all teachers & para-professionals	Special Programs Director/District Testing Coordinator	Sign-in-Sheets Certificates			
5) Provide TxEIS Gradebook training to all new teachers	Technology staff	Sign-in-Sheets			
6) Provide staff development on the topics of: Pregnancy Related Services for students, drug abuse, conflict resolutions, gang and dating violence, anti-bullying, cyber bullying, and harassment, anaphalaxis, civil rights, the migrant education program, the importance of parental involvement, or suicide prevention and training.	Principals Counselor	Sign-in-Sheets Certificates, Trooper Dan visits.			
7) Ensure appropriate staff has 30 hours of G/T Training and 6 hour annual updates.	Special Programs Director Principals	Certificates			
8) Teachers will be given opportunities to attend research-based Positive Discipline Management strategies training.	ESC 16	PEIMS Discipline Reports			
9) Memphis ISD will host the Back to School Picnic at the beginning of the year to promote staff morale.	Superintendent, Principals, Central Office Staff	Rosters of staff			

10) District campuses will host informal lunches such as birthday and holiday lunches, and provide "special notes" for teachers to promote staff recognition.	Principals	Pictures, staff meeting notes.			
11) Memphis ISD will host all district staff at the end of year assembly to promote staff recognition through retirement awards, service awards, and other recognition activities.	Superintendent, Principals	Staff rosters, newspaper articles, photos.			
12) Memphis ISD will participate in the TEA "Teacher of the Year" program.	Principals, Superintendent	Staff nominations, teacher rosters.			
13) As fiscally feasible, Memphis ISD will continue to pay a stipend for teachers who gain their English as a Second Language supplemental certification.	Superintendent, Special Programs Director, Central Office Staff.	Teacher certifications.			
14) As fiscally feasible, Memphis ISD will continue to pay a stipend for Highly Qualified/State Certified teachers in high-need areas of Math, Science, and Foreign Languages.	Superintendent, Special Programs Director, Principals	Budget and payroll reports, certifications.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: DISTRICT GOAL: Memphis ISD will recruit and maintain a highly qualified staff.

Performance Objective 2: MISD will recruit and retain 100% Highly Qualified teachers.

Summative Evaluation: HQ Report, SBEC certification records






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Administrators will attend regional college job fairs to promote Memphis ISD as a positive district to enhance your professional career.	Special Programs, Superintendent	Attendance at regional job fairs			
2) Administrators will assist new staff with locating housing and inform them of other important contacts in the community.	Principals Central Office staff	PEIMS, Housing availability list in Central Office.			
3) Coordinate with Service Center staff and other agencies to help successfully obtain full certification and Highly Qualified status for teachers who may be on an alternative certification track.	Special Programs Principals	Credentials for state certification and HQ status worksheets.			
4) MISD will ensure that all teachers teaching in core academic subject areas are state certified and "highly qualified".	Principals, Special Programs	Highly Qualified Teacher Progress Report; State Certification certificates.			
5) Retain highly qualified staff by providing opportunities for the addition of certification for ESL though stipends/incentives.	Special Programs, Principals	State certification credentials.			
6) As fiscally feasible, Memphis ISD will continue to offer a competitive salary and benefits package for employees.	Superintendent, Central Office Staff	Salary and benefit reports			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 6: DISTRICT GOAL: Memphis ISD will implement technology to increase the effectiveness of student learning, instructional management and staff development.

Performance Objective 1: 100% of staff and students will be provided access to technology.

Summative Evaluation: Surveys, AEIS Report, PEIMS Report, STAR Chart






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus principals will use available resources during scheduled staff meetings to train teachers on how to integrate the Technology Applications TEKS into the regular curriculum.	Teachers Principals Technology Department	Lesson Plans, staff meeting minutes.			
2) Memphis ISD will provide Internet accessibility to all students and staff.	Principal Teachers Technology Department	Lesson Plans, STAR Chart			
3) Memphis ISD will provide individual laptops or computers on wheels (COWS) available for all students in all classes.	Principal Teacher Technology Department	Lesson Plans			
4) Memphis ISD will provide video-conferencing available and utilized by students and staff.	Technology Department	Lesson Plans Staff Certification			
5) Students will participate in internet safety training.	Principal Instructional Technology Coordinator	lesson plans			
6) Campus representatives will attend state technology conferences on a rotated basis.	Principal	Sign-in-Sheets			
7) The MISD website will be accessible for parents and updated as mandated with required information.	Technology Department	Annual Technology Report			
8) Teachers will be trained to develop district website pages per district guidelines.	Principals	sign in sheets.			
9) Memphis ISD will host an annual technology showcase where student/teacher projects are promoted to the parents and community.	Principals, Technology Department, instructional technology coordinator	sign in sheets, photos, articles.			
10) Memphis ISD will maintain software and program updates for all grade levels within budgetary guidelines.	Technology Department, Superintendent	Program update records.			
11) Memphis ISD will utilize the Parent Portal page to communicate with parents about their student's academic progress and attendance.	Principals, Teachers, Technology Department	contact logs.			

12) Memphis ISD will utilize technology such as the District Facebook page, District Website, and emails to communicate with parents and community regarding activities and student successes.	Principals, Technology Department, Superintendent	Facebook counts.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 7: DISTRICT GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.
See Migrant Addendum.

Performance Objective 1: All identified Migrant students will receive services according to high priority.

Summative Evaluation: TAPR Data, AYP and State Assessment Scores, Migrant Needs analysis, Program evaluation by staff, Region 16 SSA Reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) See Migrant Addendum	See Migrant Addendum	See Migrant Addedum			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Snapshot tests and/or other instructional readiness skills assessments will be reviewed every few weeks. Bench mark test will be reviewed each semester.
1	1	2	Periodic grade level or departmental meetings will be held to discuss methods for improving instruction.
1	1	3	Administrators and campus testing coordinators will attend state assessment workshops & training sessions.
1	11	1	Memphis ISD administrators, teachers, and special education staff will train on ARD decision making and Federal limits on alternative assessments.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
199 11 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$270,270.00
199 11 6129	6129 Salaries or Wages for Support Personnel	\$60,662.00
199 11 6141	6141 Social Security/Medicare	\$3,470.00
199 11 6142	6142 Group Health and Life Insurance	\$23,360.00
199 11 6143	6143 Workers' Compensation	\$306.00
6100 Subtotal:		\$362,068.00
6200 Professional and Contracted Services		
199 12 6239	6239 ESC Services	\$5,000.00
6200 Subtotal:		\$5,000.00
6300 Supplies and Services		
199 11 6399	6399 General Supplies	\$5,950.00
6300 Subtotal:		\$5,950.00
6400 Other Operating Costs		
199 11 6499	6499 Miscellaneous Operating Costs	\$6,250.00
6400 Subtotal:		\$6,250.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barnett, Cindy	Teacher-MS	ELA/Reading	.487
Berry, Alicia	Teacher-MS	Mathematics	.47
Briano, Adelita	Parapro-MS/HS	ISS/DAEP	.478
Brooks, Janet	Teacher-AES	Grade Four	.5
Bryant, Linda Michelle	Teacher-HS	Science	.461
Dixon, Chanla	Teacher-TES	Kindergarten	.5
Edwards, Laquita Jane	Teacher-HS	ELA	.25
Henderson, Rekkita	Parapro-AES	All Level	.5455
Henderson, Tamar Yvett	Parapro-MS/HS	ISS/DAEP	.70
Lambert, Kathy L.	Teacher-HS	Science	.41
Monroe, Angela	Teacher-AES	Grade Five	.50
Moore, Rebecca	Teacher-MS	Mathematics	.46
Pepper, Kitsy	Teacher-TES	Grade Two	.10
Row, Candice	Parapro-AES	All Level	.50
Ward, Shirley	Parapro-AES	All Level	.50
Wesley, Rachel	Teacher-HS	Mathematics	.437
z.1. TRAVIS ELEM	TOTAL		.60
z.2. AUSTIN ELEM	TOTAL		2.0
z.3. MIDDLE SCHOOL	TOTAL		1.767
z.4. HIGH SCHOOL	TOTAL		2.386
z.6. MISD-DISTRICT	TOTALS		6.753

Title I

Schoolwide Program Plan

The No Child Left Behind Act of 2001 specified the following ten components of a Title One School Wide Program which Memphis ISD has implemented:

1. Comprehensive Needs Assessment
2. School Wide Reform Strategies
3. Instruction by Highly Qualified Staff
4. High Quality and Ongoing Professional Development
5. Strategies to Attract High-Quality, Highly-Qualified Teachers
6. Parental Involvement Strategies
7. Transitional Activities for Preschool Students
8. Inclusion of Teachers in Academic Assessment Decisions
9. Assisting Students Experiencing Difficulties Mastering the Proficient and Advanced Levels of Achievement
10. Coordination and Integration of Federal, State, and Local Services and Programs

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Travis Elementary, Austin Elementary, Memphis Middle School and Memphis High School complete a comprehensive needs assessment each year. Memphis ISD also completes a district needs assessment yearly.

2: Schoolwide Reform Strategies

Memphis ISD employs instructional strategies and initiatives based on scientifically-based research that strengthens the core academic program, thus

increasing the quality and quantity of learning time, while addressing the learning needs of all students in the district.

3: Instruction by highly qualified professional teachers

Memphis ISD strives to maintain 100% HQ staff on all campuses. In order to achieve this component, teachers are rewarded stipends for certification. Staff are also provided additional time to prepare for examinations leading to certification. Recruitment of staff is conducted annually at university job fairs. Academic faculty is paid a stipend above state base.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Memphis ISD maintains a shared service arrangement with the Region XVI ESC to provide highly qualified and ongoing professional development for both faculty, parents and students. Teachers are rewarded an additional stipend for professional development attended during the summer.

5: Strategies to attract highly qualified teachers

Memphis ISD attracts highly qualified teachers by rewarding stipends for certification in areas of need. Staff are also provided additional time in the academic day to prepare for examinations leading to certification. Recruitment of staff is conducted annually at university job fairs. The academic faculty are paid a stipend above state base. The district strives to maintain small class size in all subject areas.

6: Strategies to increase parental involvement

Memphis ISD encourages parental involvement in all campus and district decisions. The district schedules events which include parents in the decision making process. TSAP strategies are presented annually. Other activities include "Doughnuts for Dads", district wide "Open House" night and "Family Reading Night". A migrant summer program schedules migrant students participating with the Summer Library Program.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Memphis ISD works with Travis Elementary to ensure a smooth transition from Pre-Kindergarten to Kindergarten. A Kindergarten "Round-Up" is held in the Spring to allow pre-registration and student orientation to achieve this component.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Memphis ISD provides time for teachers and administrators to evaluate TSAP results, benchmark test results, and achievement test results along with state and federal accountability ratings to improve the achievement of all students and the overall instructional program. Federal and state monies are reserved for highly qualified professional development to achieve this component.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic

achievement standards

Memphis ISD ensures all academic staff are provided time for acceleration activities in order to achieve mastery of the TSAP. After school and Saturday school opportunities for students are scheduled. Teachers receive additional compensation for these activities. The Response To Intervention process gathers student data to improve the academic success for students experiencing difficulties.

10: Coordination and integration of federal, state and local services and programs

Combinations of federal, state and local funding are used throughout the Memphis Independent School District to guarantee a successful learning experience of all students and implement parental involvement throughout the district.

2014-2015 District Improvement Committee

Committee Role	Name	Position
Administrator	Ed Bailey	MMS Principal
Administrator	Victoria Davis	Travis Principal
Administrator	Leigh Ann Hawthorne	Austin Principal
Administrator	Dick Hutcherson	MHS Principal
Business Representative	Randy Davis	
Business Representative	Kayla Lindley	
Classroom Teacher	Sandra Aborn	
Classroom Teacher	Chlo Brdecko	
Classroom Teacher	Chanla Dixon	
Classroom Teacher	Kelley Gardenhire	
Classroom Teacher	Annette Montgomery	
Classroom Teacher	Linda Naylor	
Classroom Teacher	Celia Wickersham	
Classroom Teacher	Laura Wilson	
Community Representative	Maribel Gonzalez	
Community Representative	Tiniya Johnson	
District-level Professional	Bill Alexander	Federal Programs
District-level Professional	Brad Woods	Athletic Director
Non-classroom Professional	Jennifer Lindsey	Technology Instruction
Parent		
Parent	Sarah Cook	
Special Ed. Director	Erik Kikpatrick	
Special Prog. Teacher	Nikki Robionson	
Superintendent	Kent Lemons	Chair

Addendums

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

District: Memphis ISD

Goal Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.							
Objective All identified Migrant students will receive services according to high priority.							
Required Program Activities	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan
	a. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	b. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	c. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	d. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls; August 23-May 27	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	e. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	f. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	g. Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	Student Performance Log, Migrant Middle School Survey	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	h. Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor		July 1 through June 30; parent letter within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, home visit log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

Required Program Activities	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan
	i. Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	Migrant Coordinator, Administrator	Migrant Brochures, Migrant Informational Video	August	Agendas, presentation handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	j. Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Migrant Coordinator, Administrator	Migrant Middle School letter	within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, Meeting notice, Agenda, sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	k. Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	l. Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	m. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	n. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	Migrant Coordinator, Migrant Counselor		May 1 through September 1	Student Performance Log, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	o. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	p. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist		July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	q. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	r. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator	Pink Copy of COE	July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation	
						Review	Jan
Supplemental Program Activities--Secondary High School (Grades 9-12)	<i>Graduation Plan Support</i> --Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plan, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2014, March 2015, April 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2014--application Winter 2014-2015--online course Summer 2015--trip	Applications, Online Coursework, Agendas, presentation handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>High School Leadership Retreat</i> --Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2014	Agendas, presentation handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>Migrant Arts in Learning</i> --Students will be exposed and create various art projects with direction from Art & Elementary Ed. majors from WTAMU. Students will work with new or unfamiliar art mediums with a focus on projects that center around education.	Migrant Interventionist, Migrant Youth Specialist, Migrant Coordinator, Administrator	Reg 16 SSA MEP funds	November 2014	Agendas, presentation handouts, sign-in sheets, NGS Supplemental Program Services report, Art Work, Evaluations	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

Supplemental Program Activities--Middle School (Grades 6-8)	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	Summer Programs--Project SMART (including current or past programs)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	School and Social Engagement--Create an extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help student seek and receive help from parents, peers, and teachers with academically realted and nonacademically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community.(e.g. TECH Smart)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	August 1 through May 30, Summer 2014	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	School and Social Engagement--Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face. (e.g. MS Spring Retreat, E=MC ²)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	March 2015	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	Migrant Arts in Learning--Students will be exposed and create various art projects with direction from Art & Elementary Ed. majors from WTAMU. Students will work with new or unfamiliar art mediums with a focus on projects that center on education.	Migrant Interventionist, Migrant Youth Specialist, Migrant Coordinator, Adminstrator	Reg 16 SSA MEP funds	November 2014	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report, Art Work, Evaluations		

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

Supplemental Program Activities--Elementary School (Grades 1 - 6)	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan
	<i>Supplemental Instruction</i> --Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2015	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>Supplemental Instruction</i> --Statewide student assessment Tutorials during the regular school day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>Summer Programs</i> --Project SMART (including current or past programs)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>Summer Programs</i> --Migrant Academic Readiness in Summer (MARS) will be provided in order to bridge the gap between summer school instruction (both migrant and regular) completed in June and the new school year in August. The curriculum would have an ELA emphasis focusing primarily on reading and writing in a STEM focus.	Migrant Coordinator, Migrant Counselor, Migrant Interventionist, Administrator, Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 2015	NGS summer enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>Health and Safety Day for grades 3-5</i> --One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	May 2015	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____
	<i>Migrant Arts in Learning</i> --Students will be exposed and create various art projects with direction from Art & Elementary Ed. majors from WTAMU. Students will work with new or unfamiliar art mediums with a focus on projects that center on education.	Migrant Interventionist, Migrant Youth Specialist, Migrant Coordinator, Administrator	Reg 16 SSA MEP funds	April 2015	Individualized migrant student action plan, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____

2014-2015 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan
Supplemental Program Activities--Early Childhood/School Readiness Program (EE-Kindergarten)	<i>Supplemental Instruction</i> --Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings	Migrant Coordinator, School/Home Community Liaison, Bright Beginnings Teacher	Bright Beginnings Curriculum	August 25-May 30	Stepping Stones inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	
	<i>Summer Programs</i> --Project SMART (including current or past programs)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	
Supplemental Program Activities--Support Services	<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities</i> --When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership Retreats, STAAR Burst, Health and Safety Day, TECH Smart, etc.)	Migrant Interventionist, Migrant Youth Specialist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	
	<i>Other: Regional Migrant Parent Conference</i> --Two Day conference offered to focusing on motivating parent involvement. Parents will receive information about topics such as: health and nutrition, community resources [Health/Dental services, SNAP: Supplemental Nutrition Assistance Program (food stamps), library card, etc...], programs available for out of school youth, preschool education, bullying, transportation safety, fire safety, drug & alcohol awareness, identity protection, study skills, math games, Texas Migrant Interstate Program, scholarship process, early literacy, migrant services available, safety measures (pesticides, farm equipment, electrical), social skills, etc...	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, R16 Education Specialist	Reg 16 SSA MEP funds	October 2014	flyer, web notification, registration forms, agenda, sign-in sheets, evaluations	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	
	<i>Other: Leaping Into Books Really Opens Success (LIBROS)</i> --Student/Parent reading nights & activities to encourage reading	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, R16 Education Specialist	Reg 16 SSA MEP funds	Spring/Summer 2015	flyer, sign-in sheet, Book receipt list	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE: VI. Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

REGION 16 SSA Priority for Services Action Plan

OBJECTIVE: Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.										
GOAL: To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.										
School Success Determinants: passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly		Formative Evaluation Review				Summative Review				
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Ensure that Migrant Priority for Services (PFS) Student Reports are run monthly. District superintendent or migrant recruiter will notify Region 16 Education Service Center Migrant Coordinator if migrant PFS student reports are not received in the district by the 20th of each month.	Region 16 Education Service Center NGS Data Specialists, District Administrator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Monthly migrant PFS student reports on file in superintendent's office and each campus office in order to target services appropriately to migrant PFS students for improved academic performance.	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
B. Provide a list of migrant priority for service (PFS) students to principal(s) and appropriate campus staff.	NGS Data Specialist, Migrant Service Coordinator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Log indicating dissemination of reports	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
C. Review the academic status of each PFS student after each six-week grade reporting period. In consultation with campus administrator(s), counselor(s) and classroom teacher(s) a migrant individualized education plan (MIEP) will be developed for each PFS student not meeting or at risk of not meeting all academic standards.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every six weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Three week progress reports, six week report cards, IEP with date of consultation and signatures of participants	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
D. Include services/strategies/interventions by non-migrant-funded programs in the MIEP of each PFS student.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	MIEP	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
E. Focus services on PFS students according to MIEPs	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Monthly service log/time and effort reflecting service(s) and time spent with PFS students	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
F. Insure coordination of services to meet the needs of migrant students by facilitating access of services to community entities/agencies	Migrant service coordinator	Ongoing throughout the year	Texas Migrant Education Program Guidance, Section D and Section E	log documenting phone calls, home visits, etc.	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
G. Conduct home visits to parents of PFS students to notify of PFS criteria and update on student's progress.	Migrant service coordinator, Migrant School Home community liaison, recruiter	Ongoing throughout the year; at a minimum of one per semester	Texas Migrant Education Program Guidance, Section D	phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, MIEP, etc.)	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___
H. Monitor all migrant student academic achievement with particular focus on migrant PFS student progress. Disaggregate data to determine and target achievement gaps between migrant and non-migrant students. Utilize data to target services and develop student MIEPs.	Campus and district administrators, counselors, teachers, migrant service coordinator, migrant counselor	Ongoing throughout the year	Title I, Part C Program Specific Provisions and Assurances	Data disaggregation and comparisons, MIEPs	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___ ___ ___