Booker Independent School District

District Improvement Plan

2023-2024

Mission Statement

The mission of Booker ISD is to educate all students for success in a 21st century world.

Vision

The vision of Booker ISD is to be a dynamic community of learners promoting conceptual thinking, building civic responsibility, and fostering creativity.

Plan Location/Language Availability

The Plan is located in the District Administrative office and is available in English and Spanish on website and Spanish translation is available upon request.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During the 2022-2023 school year, BISD teachers served classrooms with a majority of Hispanic students and low ECD students. Due to the pandemic, we received federal funds, and we are using those to improve our technological needs. In addition, we are addressing learning loss in non-conventional areas: ag department and band. We purchased a plasma cutting system to enable our graduates to leave with a marketable skill that will help them build a future. Our band faced a shortage of instruments during covid, so not all of our students were able to practice at home. We purchased more instruments so students do not have to share and can further their music learning.

We have also spent time brainstorming plans for increased parent and family engagement.

Even with the uncertainties of the world, Booker ISD students and faculty continued to thrive. Our students performed well on the STAAR and TELPAS assessments. We had a 100% graduation rate. We are making improvements in the classroom and in the community.   The 2022-2023 STAAR results showed continued improvement in our EOCs, and when the 3-8 results arrive, we believe that they will also show improvement. Using our ESSER funds on new technology has a positive impact on academic growth. In addition, the purchase of a "Character Strong" program for grades PK-12 showed improvement in the social, emotional, and mental health of our students.

Demographics

Demographics Summary

Booker ISD is located in the northeast corner of the Texas Panhandle in Lipscomb County. The school district has two campuses. Kirksey Elementary, grades Pre-K through 5th, served 163 students, and Booker JH/HS served 180 students for a total of 343 students school-wide. The average daily attendance is 312, and the current attendance rate for the school year is 95.85. The attendance rate has varied between 95 and 97 percent for the last three years. We are a Title I district.

Student Demographics:

Gender: Female 171/59.85%; Male 172/50.15%

Ethnicity: Hispanic-Latino 284/76.97%; White 73/21.28%; American Indian 1/.29%; Black/African American 2/.58% and Two or More 3/.87%

Students by Program:

ESL 54/15.74%

Alternative Language Program   53/15.45%

CTE 160/46.21%

Free Lunch/Reduced Meals Participation 197/57.43%

Economically Disadvantaged 197/57.43%

Gifted and Talented 11/3.21%

SPED 28/8.16%

Dyslexia 10/2.92%

Homeless 18/5.25%

At-Risk 147/42.57%

Immigrant 22/6.41%

Migrant 9/2.62%

Foster Care 0%

Staff Demographics:

Professional Staff: 37

- Ethnicity: White 38, Hispanic 26.3, Black 2.0, Other 1.0
- Average Experience: 1-5 years 12, 6-10 years 2, 11-20 years 9.9, Over 20 years 9.4
- Teachers by Highest Degree: No Degree 0 Bachelors 94.8%, Masters 5.2%

Educational Aides: 7.3

Campus Leadership/School Leadership: 2.2

Central Administration: 1

Auxillary Staff: 18.2

Number of Students per Teacher: 9.3

Turnover Rate for Teachers: 26.4%

Booker ISD offers a signing bonus for new teachers and ESL stipends to attract and retain teachers. A mentor program is offered with regular meetings throughout the year with a coordinator, time throughout the year for mentors/mentees to meet, provide classroom management training and curriculum pacing training.

Equity Plan: Booker ISD reported a 20.08% equity gap with inexperienced teachers and a 4.84% gap in out-of-field teachers. Strategies to address the gaps include reducing the percentage of out-of-field teachers in the district and developing a schedule to enable mentor teachers to help inexperienced teachers. Certification of all current teachers is a priority for the district.

 Summary:

 The primary focus for BISD will be our "high needs" students, English Learners, and Special Education.

Based on the data, BISD continues to have a problem recruiting and retaining certified personnel. Evaluation of salary and benefits is needed to remain competitive in our market. The mentor program for new staff members could be improved, and we need to find ways to encourage and motivate current staff.

 State Compensatory Education (SCE) Summary:

2022-2023 At-Risk students: 146/42.57%

The number of At-Risk identified students are trending down

2013-2014: 232

2014-2015: 254

2015-2016: 217

2016-2017: 188

2017-2018: 213

2018-2019: 207

2021-2022: 189

2022-2023: 146

SCE Funds have been utilized for the following student eligibility criteria:

- Non-mastery of content, Not maintaining a grade of 70
- Did not perform satisfactorily on a readiness test or assessment administered during the current year
- Students of limited English proficiency
- Students did not perform satisfactorily on state assessment
- Did not maintain an average equivalent to 70 in two or more subjects

Services offered to At-Risk students:

- Paraprofessionals to provide additional help in the classroom for more one-on-one assistance with at-risk students
- Additional practice reading with small group instruction with aides and teachers
- Additional practice reading with small group instruction with aides and interventionist
- Additional teachers for smaller class sizes
- Provide high-quality development so teachers could better meet the needs of students
- Teachers moved to critical areas
- Paraprofessionals provide small group instruction while teachers disaggregated test scores
- Paraprofessionals to provide small group instruction in critical areas
- Provide high-quality professional development and then implement it in the classroom
- Smaller class sizes due to additional teachers
- Provide high-quality professional development to assist teachers
- Paraprofessionals to help with small group instruction and further aid students in understanding
- Additional help with reading and book selection
- Provided high-quality professional development from Region 16 on instructional strategies to meet the needs of at-risk
- Monitor student tardies as student attendance is a major factor in educational success

Demographics Strengths

Small class sizes, Teacher to Student ratio 1:9.3

21.3 teachers have six or more years of teaching experience

At-Risk Identification

Mentor Program for new teachers

Signing bonuses for new teachers, ESL stipends offered

Problem Statements Identifying Demographics Needs

Problem Statement 1: Support for English Learner students   **Root Cause:** 53 or 15.45% students are in an alternative language program

Problem Statement 2: Support for Special Education students   **Root Cause:** 8.16% or 28 students are SPED

Problem Statement 3: Certifications of teaching staff in teaching assignments   **Root Cause:** Location of our school and shortage of teachers

Problem Statement 4: Support of new teachers   **Root Cause:** Lack of time in the schedule and lack of certified teachers in content areas

Student Learning

Student Learning Summary

Student Achievement Summary:

District Performance: 2021-2022 -- A Rating

Graduation Data: 100%

Graduation Rate Score:

Annual Dropout Rate- Grades 7-8 0%, Grades 9-12 1.0%

4-Year Longitudinal Rate: Graduated Class of 2022 100%

College, Career, and Military Readiness Score: 65 of 100

College Ready Graduates: 78.9%

- TSI Criteria Graduates: ELA 68.4%, Math 52.6%, Both Subjects 47.4%
- Completed Either 9 or more Dual Credit in Any Subjects or 3 or more hours of ELA or Math: 42.1%
- AP/IB Met Criteria: 0%
- Associate's Degree: 0%

Career/Military Ready Graduates:15.8%

- CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: 21.1%
- U.S. Armed Forces Enlistment: 0%
- Approved Industry-Based Certification: 21.1%

SAT/ACT Results:

- Tested: 63.2%
- At/Above Criterion: 25%
- Average SAT score: No report
- Average ACT score: All subjects 20.5%; ELA 20%; Math 20.4%; Science 20.8%

 Summary:

Based on data, the primary focus of our district will be to reinforce the TEKS content and use data to drive their instruction. Needs identified in Writing Across Content Areas and in STAAR Preparation, extension activities for high achieving and GT students, need to improve English language acquisition for EL students both oral and written skills, and to continue using data from DMAC, IXL, and STAAR testing to drive instruction in the classroom and for individual students.

Student Learning Strengths

100% Graduation Rate (based on 2021-2022 data)

1.0% Dropout Rate for Grades 9-12

Data-driven instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Improve writing across content areas and STAAR prep

Problem Statement 2: Professional development opportunities to enable teachers and paraprofessionals to meet student needs

District Processes & Programs

District Processes & Programs Summary

School Context and Organization:

Teacher and parent surveys, campus faculty meetings and administration meetings provide information and insight to our organization. The district has strong scheduling of core content areas and tested content areas. There is adequate planning time for teachers and teachers feel they are supported with professional development. The district has a strong connection with Region 16 Education Service Center for federal programs and instructional support.

Curriculum: TEKS Resource System Aligned Curriculum with supplemental programs used including IXL, Accelerated Reader, Edgenuity.

Campuses conduct meetings with teachers, faculty meetings, Principal evaluations/walk-throughs, and department meetings to communicate with staff and receive their feedback and input. Data-driven instruction using DMAC and STAAR testing results from guided classroom instruction and student interventions. Both campuses have a pull-out program and paraprofessionals to help EL and SPED students.

Use of Cross-Curricular Communication between staff to create assignments across content areas, share reading level information, and develop vocabulary is identified as a need.

Site-based committees at both the district and campus levels involve administration, staff, parents, and community members are in place and there is an on-going need to continue improving the programs and processes.

Technology:

The BISD technology education program provides experiences that lead to the development of technologically literate people. At the elementary school level, students are introduced to technology and begin learning to use it in the classroom. At the middle school level, student's technological abilities are enhanced and the exploration of careers in technology is discovered in several overview courses. At the high school level, students take courses to prepare them for technical or professional programs of higher education, such as technical programs, STEM careers, or business careers.

Teacher surveys, campus faculty meetings, administration meetings, Board of Trustee meetings, teacher curriculum meetings, lesson plans, and technology plan provides the district with insight to the technology needs of the district and campuses. The district does have a Technology Director and maintains the Technology Plan. The district has increased the number of CTE teachers, has a parent portal and texting service to meet technology needs in the district.   Google training for staff and professional development for the use of new technology and incorporating technology into lesson planning has been identified by administration and staff. Professional development for existing instructional programs including IXL, K-12 ELAR curriculum, Accelerated Reader and DMAC are campus needs. The staff also needs more professional development and planning with remote learning.

Summary:

Based on reviewed data, the primary focus of our district will be to reinforce the need for teachers to know and teach their content TEKS, to use data to drive their instruction, and to use research-based instructional strategies to raise the rigor and improve the success of our students. In turn, the district will provide high-level professional development in all these areas to enable the teachers to meet these student needs.

Based on gathered data and discussions, our primary need in Curriculum is to provide more focused professional development of the TEKS Resource System, DMAC, IXL, k-12 ELAR curriculum, and Accelerated Reader. Our teaching staff has the tools, but they need more training and monitoring in the use of these tools. With professional development, we hope to see an improvement in planning and preparation and in working across the content curriculums to help our students develop educational skills.

 We must improve our campus and district site-based programs in order to obtain input and to collaborate with teachers, parents, and community members in order to improve our

school system.

District Processes & Programs Strengths

TEKS Resource System- aligned curriculum PK-12

Technology Plan in place and updated on a regular basis

Technology Director

Increased number of CTE teachers

Parent Portal

Texting Service

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Cross -Curricular Communication between staff   **Root Cause:** Lack of time and planning

Problem Statement 2: Accountability of teaching staff to know and teach the TEKS and utilize research-based instructional strategies   **Root Cause:** Lack of walk throughs and evaluations due to a lack of time by the administration

Problem Statement 3: Professional development opportunities to enable teachers and paraprofessionals to meet student needs   **Root Cause:** Planning and time

Problem Statement 4: Need for improved campus connectivity   **Root Cause:** Lack of Funds

Problem Statement 5: Professional development in the use of technology and incorporating it into lesson plans   **Root Cause:** Planning and time

Perceptions

Perceptions Summary

School Culture and Climate:

Booker ISD uses parent and teacher surveys, campus faculty meetings, and site-based meetings to gain information on school culture and climate. The staff and parents view our district campuses as safe environments for students and teachers. They state there are high levels of cooperation between teachers and acknowledgment of student achievement. This reflects a positive learning environment at Booker ISD. Communication is an area of improvement as it continues to be an issue.

Improved communication across the district is needed including Board of Trustees to staff, superintendent to staff, principals to staff, administration to parents, teachers to parents, teachers to students, and campus to campus. Emphasizing a culture of professionalism and confidentiality is needed for staff to model this type of behavior for our students, parents, and community. Professional development for the district communication system would be beneficial.

The School Safety Plan focuses on ensuring the safety of our staff and students

Family and Community Involvement:

Booker ISD communicates in English and Spanish in texts, emails, webpage, and letters. The Parent Portal is available to parents to view their child(ren)'s academic progress. The Elementary campus distributes monthly calendars to parents/guardians. The ESL newsletter is distributed to parents of ESL students in both English and Spanish.   Title I meetings are conducted at both campuses. The district will evaluate offering separate English and Spanish Title I meetings. Parents are involved in the site base committees (district, Elementary, and JH.HS) to review and revise the Parent and Family Engagement written policies, and develop CNA and DIP/CIPs. Increased involvement of parents to support the school and school staff and participate in parent-involved committees is needed. The district will evaluate the need and feasibility of offering adult ESL classes to our parents and community members.

The needs identified are to increase the parent's knowledge of the importance of education, regular attendance, and goals for the future.

Summary:

Based on the data, BISD's primary concern with Family and Community Involvement is to raise awareness of the importance of our educational system. Parents need to understand that regular, on-time attendance at school is vital for classroom success. We hope that by improving our interaction with parents through regular, multi-language communication, we can increase this awareness and help our students, parents, and community improvement.

Perceptions Strengths

Collaboration and cooperation between teachers

A safe and positive learning environment

Acknowledgment of student achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Improved communication across the district **Root Cause:** Change in leadership

Problem Statement 2: Emphasize a culture of professionalism and confidentiality **Root Cause:** Social media causes problems

Problem Statement 3: Increase parent involvement in school support and parent involved committees **Root Cause:** In most of our families, both parents work outside the home. Finding a time or finding the funds or finding the energy to come to a school event is hard.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity 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
- Study of best practices

Goals

Goal 1: Booker ISD will provide opportunities to cultivate academic success.

Performance Objective 1: Booker ISD will provide opportunities for learning for all students during the 2023-2024 school year.

High Priority

Evaluation Data Sources: STAAR results, TAPR, IXL Reports, DMAC Reports

Strategy 1 Details	Reviews			
Strategy 1: Continue to adjust schedule to better accommodate academics. (5.a.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR results Student participation in programs Personal Graduation Plan (PGP) **Staff Responsible for Monitoring:** Counselor, Curriculum Director, Principals **Title I:** 2.5 **Funding Sources:** - 199 General Fund	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Tutorial plans will be designed to meet academic needs of students with grade below 70, upon teacher recommendation, low EOC and STAAR test results, and failed subject in previous grade. (5.a.3)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Report cards Graduation rate STAAR/EOC results **Staff Responsible for Monitoring:** Counselor, Curriculum Director, Principals, Teachers **Title I:** 2.6 **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Continue to use DMAC as the instrument for teachers/staff to disaggregate student data for planning and instruction and TEKS Resource System/Performance indicators/quintile reports. (5.a.4)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Instruction design based on data Tutorial groups design and makeup based on data Reports Cards Assessment results **Staff Responsible for Monitoring:** Counselor, Curriculum Director, Principals, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Provide transition activities for students entering PK, PK to K, K to Elementary, Elementary to JH, JH to HS, and HS to post secondary college, career and military. (5.j.1)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lesson plans Program plans **Staff Responsible for Monitoring:** Counselor, Principals **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
Strategy 5: Recommend opportunities for student enrichment through video conferences, field trips, school wide programs and updated textbooks. (5.m.1)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher/Parent Surveys Student Products Student Academic Success Student Participation **Staff Responsible for Monitoring:** Campus Site Based Committee, Counselor, Curriculum Director, Principal, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Booker ISD will provide opportunities to cultivate academic success.

Performance Objective 2: Booker ISD will provide professional development opportunities for all teachers and paraprofessionals throughout the school year and summer.

High Priority

Evaluation Data Sources: Training certificates, Sign-in sheets, STAAR/EOC results, Observations

Strategy 1 Details	Reviews			
Strategy 1: Continue staff development trainings, curriculum meetings, and site based committee meetings. (5.a.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training certificates Sign in sheets, meeting documentation	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director, Principals **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Hold monthly staff meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign in sheets	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate training in DMAC use for teachers to disaggregate assessment data and offer targeted student instruction by campus, class, student and special populations. (5.a.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data disaggregated and disseminated, ongoing evaluation of student scores and benchmarks, staff development agendas, sign in sheets	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director **Title I:** 2.5 **Funding Sources:** - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Facilitate staff development through workshops and conferences, including paraprofessionals as appropriate, and program coordination. (5.a.4)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Certificates, Sign in sheets, student programs **Staff Responsible for Monitoring:** Superintendent, Principals **Funding Sources:** - 199 General Fund, Title II Contract - 211 Title I, Part A - $1,220				

Strategy 5 Details	Reviews			
Strategy 5: Encourage teachers to attend workshops and conferences and bring in recognized experts to district as needed to improve all student achievement and specifically addressing at-risk students, 504, ESL, migrant, special education, credit recovery, GT and dyslexia students. (5.a.4) (5.m.1)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Certificates, Sign in sheets, student programs **Staff Responsible for Monitoring:** Superintendent, Principals **Title I:** 2.6 **Funding Sources:** - 199 General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Booker ISD will provide opportunities for appropriate curriculum.

Performance Objective 1: Booker ISD will continue to provide an aligned curriculum for all students.

    High Priority

    Evaluation Data Sources: Lesson plans, Principal assessments, student progress

Strategy 1 Details				Reviews			
Strategy 1: Continue use of TEKS Resource System aligned for PK-12. (5.a.1)				**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans Curriculum Assessments Principal Observations VAD **Staff Responsible for Monitoring:** Core Subject Teachers, Curriculum Director, Department Heads, Foreign Language Teacher, Principals, Special Education Teachers, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund				**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Implement the TEKS for band, music and physical education. (5.a.1)				**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of TEKS covered **Staff Responsible for Monitoring:** Music Teacher, Principal, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund				**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Require teachers to attend workshops throughout the year in content specific areas. (Instructional Support Contract) (5.a.1)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Training certificates **Staff Responsible for Monitoring:** Curriculum Director **Title I:** 2.5 **Funding Sources:** - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Design local inservices to address specific instructional needs. (5.a.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Workshop attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director, Department Heads, District Site Based Committee, Principal, Superintendent **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
Strategy 5: Continue research-based programs for remediation and/or tutorials. (5.a.1) (5.a.4)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student progress	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent **Title I:** 2.6 **Funding Sources:** - 199 General Fund				

Strategy 6 Details	Reviews			
Strategy 6: Provide update for aligned fine arts, Spanish, technology, and physical education curriculum. (5.a.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completed curriculum	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund				

Strategy 7 Details	Reviews			
Strategy 7: At a minimum, students will have 135 minutes of structured physical activity weekly through opportunity for physical activity during the school day through PE classes and recess. (5.a.1)	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: School schedules, student transcript, sports rosters, and schedules
    Staff Responsible for Monitoring: Principal, Teachers
 	
    Title I:
    2.5
     - **Results Driven Accountability**
    Funding Sources: - 199 General Fund				

Strategy 8 Details	Reviews			
Strategy 8: Provide an aligned Career and Technology Education (CTE) curriculum. (5.l.1)	Formative			Summative
Strategy's Expected Result/Impact: CTE Curriculum document	Nov	Jan	Mar	June

Staff Responsible for Monitoring: CTE Director, Curriculum Director
 	
    Title I:
    2.5
    Funding Sources: - 199 General Fund				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 2: Booker ISD will provide opportunities for appropriate curriculum.

Performance Objective 2: Booker ISD will provide opportunities for cross-curricular activities for all students during the 2022-2023 school year.

High Priority

Evaluation Data Sources: Lesson plans, student progress, student products

Strategy 1 Details				Reviews			
Strategy 1: Use Cross-Curricular Communication between staff to create assignments across content areas, shared reading level information, and develop vocabulary.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans and projects Create a common vocabulary and terminology **Staff Responsible for Monitoring:** Curriculum Director, Principal, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund							
Strategy 2 Details				Reviews			
Strategy 2: Use writing across the core.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans and projects				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Core Subject Teachers, Curriculum Director, Principal **Title I:** 2.5 **Funding Sources:** - 199 General Fund							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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Goal 3: Booker ISD will provide opportunities for all students to meet or exceed state testing standards. (5.a.1)

Performance Objective 1: Booker ISD will provide Math, ELA, Science, and Social Studies curriculum and instruction to ensure student success for all students during the 2023-2024 school year.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Identify STAAR Math, ELA, Science, and Social Studies objectives that need improvement and design instructional strategies for each. (5.a.1)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: STAAR results
    Staff Responsible for Monitoring: Core Subject Teachers, Curriculum Director, Principals
 	
    Title I:
    2.5
    - Results Driven Accountability
    Funding Sources: - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Continue to update Science Lab materials and supplies as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Inventory	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Core Subject Teachers, Curriculum Director, Principal
 	
    Title I:
    2.5
    Funding Sources: - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Provide paraprofessionals to provide additional assistance in the classroom for more one-to-one student support. (5.a.3)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Master Schedule, STAAR reports
    Staff Responsible for Monitoring: Principals, Superintendent, Curriculum Director
 	
    Funding Sources: - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Provide small group instruction in critical areas with teacher and paraprofessionals for students not performing satisfactorily on a readiness test or assessment by offering reading with small group instruction with teachers and paraprofessionals. (5.a .3)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR scores, Readiness tests and assessment scores **Staff Responsible for Monitoring:** Curriculum Director, Principals **Title I:** 2.6 **Funding Sources:** - 199 General Fund, Teachers and Paraprofessionals Salaries - 199-PIC 24 State Comp Ed, Accelerated Ed - $284,575				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Booker ISD will provide opportunities for all students to meet or exceed state testing standards. (5.a.1)

Performance Objective 2: Booker ISD will provide opportunities for special population students, including SpEd, ESL, At-Risk, Economically Disadvantaged, Homeless, Foster Care, GT, and Dyslexia, to meet or exceed state testing standards during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Class rosters, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Ensure class offerings are open to all genders and ethnicity of students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Class rosters **Staff Responsible for Monitoring:** Counselor, Principals **Title I:** 2.4 **Funding Sources:** - 199 General Fund	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide training for Special Education teachers on programs, strategies and activities for addressing training on positive behavior interventions and supports. (5.k)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Training certificate for Texas Behavior Support Initiative, Positive Behavior Intervention and Supports, or Restorative Discipline Practices or equivalent program **Staff Responsible for Monitoring:** Special Education Teachers, Special Education Coordinator, Principals **Title I:** 2.4 **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Continue services with Perryton Special Education Shared Service Arrangement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Percentage of students testing on grade level **Staff Responsible for Monitoring:** Superintendent **Title I:** 2.4 **Funding Sources:** - 199 General Fund	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Special Education students will be included in regular education ELAR classes with a SPED paraprofessional available to provide extra support when needed. (5.a)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR scores and State reports **Staff Responsible for Monitoring:** Core Subject Teachers, Principals, Special Education Teachers **Title I:** 2.4					

Strategy 5 Details		Reviews			
Strategy 5: Provide assistance for ESL students in content classroom and continue to use the ELPS in the daily lessons. (Title III SSA) (5.a.1)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ESL Student Progress Reports TELPAS Results **Staff Responsible for Monitoring:** Principals, Teachers **Title I:** 2.4 **- Results Driven Accountability** **Funding Sources:** - 199 General Fund					

Strategy 6 Details		Reviews			
Strategy 6: Enforce a tutorial program for identified At-Risk students. (5.a.1)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Percentage of decrease of student failures		**Nov**	**Jan**	**Mar**	**June**
Sign in sheets for tutorials **Staff Responsible for Monitoring:** Counselor, Principals, Teachers **Title I:** 2.6 **Funding Sources:** - 199 General Fund					

Strategy 7 Details	Reviews			
Strategy 7: Use cooperative learning structures and other effective practices in the classroom to address At-Risk student learning styles. (5.a.1)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Walk-throughs Evidence of implementation in the classroom **Staff Responsible for Monitoring:** Principal, Teachers **Title I:** 2.5 **Funding Sources:** - 199 General Fund				

Strategy 8 Details	Reviews			
Strategy 8: Address the achievement gap between the percentage of At-Risk population and the percentage of other population students passing all portions of the STAAR. (5.b)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in percentage of at-risk students passing of STAAR **Staff Responsible for Monitoring:** Instructional Focus Group, Principals, Teachers **Title I:** 2.6 **Funding Sources:** - 199 General Fund				

Strategy 9 Details	Reviews			
Strategy 9: Provide paraprofessionals for additional assistance and one-on-one support with At-Risk students. (5.a.3)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: At-Risk identification process, STAAR reports **Staff Responsible for Monitoring:** Principals, Curriculum Director **Title I:** 2.6 **Funding Sources:** - 199 General Fund, - 199-PIC 24 State Comp Ed, Accelerated Ed				

Strategy 10 Details	Reviews			
Strategy 10: Customize research-based strategies to meet the needs of the economically disadvantaged student. (5.a.3)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans STAAR results **Staff Responsible for Monitoring:** Principals, Staff, Teachers **Title I:** 2.4 **Funding Sources:** - 199 General Fund				

Strategy 11 Details	Reviews			
Strategy 11: Identify students in homeless situations upon enrollment. (5.f)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Homeless Questionnaire **Staff Responsible for Monitoring:** Homeless Liaison, PEIMS Clerks **Title I:** 2.4 **- Results Driven Accountability** **Funding Sources:** - 199 General Fund	**Nov**	**Jan**	**Mar**	**June**

Strategy 12 Details	Reviews			
Strategy 12: Provide identified homeless students assistance with enrollment, lunch program, and other resources available to other students. (5.f) (5.a.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Service logs for homeless students **Staff Responsible for Monitoring:** Homeless Liaison, PEIMS Clerks, Teachers **Title I:** 2.4 **Funding Sources:** - 199 General Fund, Homeless Reservation - 211 Title I, Part A - $1,597				

Strategy 13 Details	Reviews			
Strategy 13: Identify students in foster care situations upon enrollment to ensure provision of services and support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment information Department of Family Protective Services 2085 Forms	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Foster Care Liaison, Teachers **Title I:** 2.4 **Funding Sources:** - 199 General Fund				

Strategy 14 Details	Reviews			
Strategy 14: Disseminate information to parents, students, and faculty for student nomination, assessment and identification into the Gifted and Talented (GT) program. (5.m.1)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Contact logs Returned Forms Five appropriate assessment criteria Formal assessment on entrance criteria **Staff Responsible for Monitoring:** Counselor, GT Coordinator **Title I:** 2.4 **- Results Driven Accountability** **Funding Sources:** - 199 General Fund				

Strategy 15 Details	Reviews			
Strategy 15: Determine student selection for GT program using a committee of at least three local district and campus educators who have received training in the nature and needs of gifted students. (5.m.1)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: GT list **Staff Responsible for Monitoring:** Counselor, GT Coordinator, Teachers **Title I:** 2.4 **Funding Sources:** - 199 General Fund				

Strategy 16 Details	Reviews			
Strategy 16: Provide research-based dyslexia treatment programs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student academic success **Staff Responsible for Monitoring:** Principals, Superintendent **Title I:** 2.4 **Funding Sources:** - 199 General Fund				

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 3: Booker ISD will provide opportunities for all students to meet or exceed state testing standards. (5.a.1)

Performance Objective 3: Booker ISD will provide 100% potential and/or dropout students with opportunities for success during the 2023-2024 school year.

High Priority

Evaluation Data Sources: TAPR Dropout Report, PEIMS Leaves Report

Strategy 1 Details				Reviews			
Strategy 1: Provide research-based programs for credit accrual and recovery. (5.a.4)				**Formative**			**Summative**
Strategy's Expected Result/Impact: TAPR Drop Out Report PEIMS Leavers Report				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, PEIMS Clerks, PEIMS Coordinator, Principal, Superintendent **Title I:** 2.6 **Funding Sources:** - 199 General Fund							

Strategy 2 Details				Reviews			
Strategy 2: Maintain a 1% or less drop out rate in each student subgroup.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Credits earned and PEIMS drop out report				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principal, Superintendent **Title I:** 2.6 **Funding Sources:** - 199 General Fund							

Strategy 3 Details				Reviews			
Strategy 3: Provide transition activities for students to promote the importance of staying in school. (5.j.2)				**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans Programs plans				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principal **Title I:** 2.6 **Funding Sources:** - 199 General Fund							

Strategy 4 Details	Reviews			
Strategy 4: Adhere to the Student Code of Conduct to make all DAEP placement and monitor to prevent dropout and recidivism. (5.k) **Strategy's Expected Result/Impact:** DAEP placement data **Staff Responsible for Monitoring:** Principals, Superintendent **Title I:** 2.6 **Funding Sources:** - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.

Performance Objective 1: Booker ISD will provide current technological tools to accomplish the functions of administrative and support staff throughout the school year.

High Priority

Evaluation Data Sources: Classroom inventories, Training Certificates, Master Schedules

Strategy 1 Details	Reviews			
Strategy 1: Continue providing technological equipment for classrooms to include wifi connectivity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom inventories Walk-throughs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Technology Director **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Provide computer instruction for PK-12. (5.a.1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Master Schedules **Staff Responsible for Monitoring:** Principals, Technology Director	**Nov**	**Jan**	**Mar**	**June**
  Funding Sources: - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on the use of new technology and incorporating technology into instructional programs and lesson planning. (5.a.4)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training certificates	**Nov**	**Jan**	**Mar**	**June**

Sign in sheets
Training:
Google
Istation
Inspire Learning (Think Through Math)
Accelerated Reader
DMAC

Staff Responsible for Monitoring: Principals, Curriculum Director, Technology Director

Funding Sources: - 199 General Fund

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 1: Booker ISD will provide opportunities for communication and cooperation between the school, community, and parents to aid in the improved progress of students throughout the school year.

    Evaluation Data Sources: Website, Site Based Committee

Strategy 1 Details		Reviews			
Strategy 1: Provide Parent Portal for access to student academic progress. (5.g)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent Portal use		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Technology Director					
Funding Sources: - 199 General Fund					

Strategy 2 Details		Reviews			
Strategy 2: Provide social networking updates of school activities through Remind and Facebook for the community and parents. (5.g)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Community/Parent participation					
Staff Responsible for Monitoring: Principal, Technology Director					
Funding Sources: - 199 General Fund					

Strategy 3 Details		Reviews			
Strategy 3: Continue to update school website. (5.g)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Website		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers					
Funding Sources: - 199 General Fund					

Strategy 4 Details		Reviews			
Strategy 4: Offer school sponsored activities and committees.(5.g)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign in sheets Minutes		**Nov**	**Jan**	**Mar**	**June**

Attendance at activites
Staff Responsible for Monitoring: Principals

Funding Sources: - 199 General Fund

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 2: Booker ISD will provide higher education information to students and parents throughout the 2023-2024 school year.

    High Priority

   **Evaluation Data Sources:** Counselor logs, agendas, sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide parents and students with higher education admissions and financial opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agenda, sign in sheets, and minutes	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Funding Sources: - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Provide guidance for student post-secondary curricular needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselor logs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Funding Sources: - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Provide information on high school accelerated graduation opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselor logs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Funding Sources: - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Coordinate with institutions of higher education and local employers to facilitate transition from high school to post secondary education and careers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Involvement of local colleges, universities and employers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principals, Superintendent				
Funding Sources: - 199 General Fund				

Strategy 5 Details	Reviews			
Strategy 5: Utilize career counseling to identify student interests and offer strategies for informed curriculum choices to facilitate transition to college, career or military options.	Formative			Summative
Strategy's Expected Result/Impact: Counseling services **Staff Responsible for Monitoring:** Counselor, Principals **Title I:** 2.5 **Funding Sources:** - 199 General Fund	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 3: Booker ISD will provide opportunities for active leadership for staff, students, parents and community leaders throughout the 2022-2023 school year.

    Evaluation Data Sources: Sign in sheets, organization attendance and membership

Strategy 1 Details			Reviews			
Strategy 1: Cultivate community leaders, staff leader, student leaders and parent leaders through programs such as National Honor Society, Student Council, class officers, teacher/mentor program, parent and family engagement committee, site-base committee and volunteering.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Sign in sheets, meeting minutes
    Staff Responsible for Monitoring: Superintendent, Principals
 	
    Funding Sources: - 199 General Fund						

Strategy 2 Details			Reviews			
Strategy 2: Support and encourage parents, teachers and community members to be involved in PTO and Kiowa Club.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Organization attendance/membership **Staff Responsible for Monitoring:** Principals, Site Base Committee, Parent and Family Engagement Committee			**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Booker Independent School District
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District #148901
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Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 4: During each school year, Booker ISD will provide for diversity within the district.

    Evaluation Data Sources: Demographic data

Strategy 1 Details				Reviews			
Strategy 1: Encourage participation by special population groups.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign in sheets Community participation group demographics				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Principals, Staff **Title I:** 2.4 **Funding Sources:** - 199 General Fund							
Strategy 2 Details				**Reviews**			
Strategy 2: Provide all district and campus information distributed to parents in English/Spanish, including the Parent and Family Engagement written policy.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documents in English/Spanish **Staff Responsible for Monitoring:** Principals **Title I:** 4.1 **Funding Sources:** - 199 General Fund, Postage for Newslettrs - 211 Title I, Part A - $400							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 5: Booker ISD will provide training and help with the social, emotional, and mental health needs of our students and staff members.

High Priority

Evaluation Data Sources: Character Strong Program

Strategy 1 Details		Reviews			
Strategy 1: Incorporate Character Strong into every grade level on a weekly basis.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved social, emotional, and mental health behaviors **Staff Responsible for Monitoring:** Campus principals and district counselor		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 6: Booker ISD will provide opportunities for a positive, safe, and orderly school culture.

Performance Objective 1: Booker ISD will provide safe and efficient facilities for all students and staff throughout the school year.

    High Priority

    Evaluation Data Sources: Emergency Management Procedures Plan, School Safety Plan

Strategy 1 Details	Reviews			
Strategy 1: Maintain security camera system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Purchase Orders	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Technology Director				
Funding Sources: - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Continue to provide a full time counselor. (5.j)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Payroll	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent				
Funding Sources: - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Maintain and update the Emergency Management Procedures Plan and School Safety Plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Emergency Management Procedures Plan School Safety Plan	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principals, Superintendent				
Funding Sources: - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Provide counseling services and other resources in the following areas: Suicide prevention, conflict resolution, bullying, child abuse, violence prevention and intervention, discipline management, harassment and dating violence.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Counselor logs, discipline referrals District website resources	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principals				
Funding Sources: - 199 General Fund				

Strategy 5 Details		Reviews			
Strategy 5: Provide pregnancy prevention curriculum and training for students and parents.		Formative			Summative
Strategy's Expected Result/Impact: Counselor logs **Staff Responsible for Monitoring:** Counselor, Principal **Funding Sources:** - 199 General Fund		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: 4) Provide safe and secure environment and communication for staff and students.		Formative			Summative
Strategy's Expected Result/Impact: Improved communication with 2-way radios and improved classroom security with interior door locks **Staff Responsible for Monitoring:** Principals. Superintendent, Staff **Funding Sources:** - School Safety and Security Grant - $25,000		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 6: Booker ISD will provide opportunities for a positive, safe, and orderly school culture.

Performance Objective 2: Booker ISD will provide opportunities to address the health needs of all students throughout the 2022-2023 school year, including social, emotional, and mental health needs.

High Priority

Evaluation Data Sources: Screening reports, audit reports,

Strategy 1 Details	Reviews			
Strategy 1: Continue FitnessGram	**Formative**			**Summative**
Strategy's Expected Result/Impact: Submission of data	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Music Teacher, PE Teachers, Technology Director				
Title I: 2.5				
Funding Sources: - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Maintain USDA compliant school lunch program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Audit results	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Food Services Supervisor, Superintendent				
Funding Sources: - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Provide vision, hearing and spinal screenings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Screening reports	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Staff				
Funding Sources: - 199 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: 4) Provide safety and secure classroom environments and communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 2-way radios to improve communication during emergency situations and interior classroom door locks for improved classroom security	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Superintendent, Staff				

Strategy 5 Details	Reviews			
Strategy 5: Incorporate Character Strong Program into every grade level on a weekly basis.	Formative			Summative
Strategy's Expected Result/Impact: Improved social, emotional, and mental health behaviors	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principals and District Counselor				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 7: Booker ISD will provide opportunities for staff to comply with federal and state guidelines.

Performance Objective 1: Provide 100% state certified teachers and highly qualified paraprofessionals in the classroom to be in compliance with federal and state expectations. (5.b)

High Priority

Evaluation Data Sources: Equity Data Survey, Teacher certificates, Employment records

Strategy 1 Details	Reviews			
Strategy 1: Maintain 100% state certified teachers in core academic areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TEA Equity Data Survey, Equity Plan **Staff Responsible for Monitoring:** Principal, Superintendent **Funding Sources:** - 199 General Fund	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Maintain 100% highly qualified and/or state certified paraprofessionals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TEA Equity Data Survey, Equity Plan **Staff Responsible for Monitoring:** Principals, Superintendent **Funding Sources:** - 199 General Fund	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide staff development opportunities for 100% administrative staff, teachers, and paraprofessionals pertaining to areas of assignment to ensure a high quality staff to meet BISD needs and objectives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training certificates, sign in sheets **Staff Responsible for Monitoring:** Curriculum Director, Principal, Superintendent **Funding Sources:** - 199 General Fund	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Comprehensive staff development will be provided to meet the needs of the staff and students. Staff development waivers will be used to provide intensive, effective targeted professional development Funds will be available to pay for training supplies and to bring in experts on reaching ESL and At-Risk students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Training certificates, sign in sheets **Staff Responsible for Monitoring:** Curriculum Director, Principals, Superintendent **Title I:** 2.4, 2.6 **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
Strategy 5: Assign or reassign teachers and paraprofessional to areas so that programs and student needs are met.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Master Schedule, Certification records	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Superintendent **Funding Sources:** - 199 General Fund				

Strategy 6 Details	Reviews			
Strategy 6: Recruit potential staff via face-to-face interviews, phone interviews, or video streaming in multiple states. Focus will be on recruiting teachers in areas of need at both campuses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Employment records **Staff Responsible for Monitoring:** Principals, Superintendent **Funding Sources:** - 199 General Fund				

Strategy 7 Details	Reviews			
Strategy 7: Maintain compliance with state and federal funding requirements and mandated reports and coordinate services with other federal programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Federal grant application requirements and state and federal compliance reports submitted **Staff Responsible for Monitoring:** Superintendent, Region 16 Federal Programs services, District federal programs support **Funding Sources:** Federal Programs Contract - 211 Title I, Part A - $4,935, District Federal Program Support FTE: 0.11 - 211 Title I, Part A - $5,200				

| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Booker ISD will provide opportunities for staff to comply with federal and state guidelines.

Performance Objective 2: Booker ISD will maintain a 95% or higher attendance rate. (5.a.4)

High Priority

Evaluation Data Sources: TAPR report, TxEIS reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TxEIS reports **Staff Responsible for Monitoring:** PEIMS Clerks, Principals, Superintendent	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 8: Booker ISD will provide a library to serve our students from PK-12 and will provide adequate reading and research information in the library.

Performance Objective 1: Booker ISD Library will provide students and opportunity to develop digital literacy skills and improve academic achievement.

    High Priority

    Evaluation Data Sources: Library Data

Strategy 1 Details			Reviews			
Strategy 1: Provide an opportunity for all students to visit the library on a daily basis. (5.m.2)			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading ability and improved digital literacy skills.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Librarian, Principals						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
2	1	7	At a minimum, students will have 135 minutes of structured physical activity weekly through opportunity for physical activity during the school day through PE classes and recess. (5.a.1)
3	1	1	Identify STAAR Math, ELA, Science, and Social Studies objectives that need improvement and design instructional strategies for each. (5.a.1)
3	2	5	Provide assistance for ESL students in content classroom and continue to use the ELPS in the daily lessons. (Title III SSA) (5.a.1)
3	2	11	Identify students in homeless situations upon enrollment. (5.f)
3	2	14	Disseminate information to parents, students, and faculty for student nomination, assessment and identification into the Gifted and Talented (GT) program. (5.m.1)

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $290,367.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Booker ISD funds a paraprofessional at the district level to manage our library. She offers services to our students from PK-12 by helping find appropriate books, helping with research projects, and having library programs. Many of our at-risk students go to the library before and after school to do homework and get additional help with assignments. On the campus level, SCE funds provide for teachers and paraprofessionals during the regular school year and during summer school.

Personnel for District Improvement Plan

Name	Position	FTE
Vanessa Lester	Librarian	1

Title I Personnel

Name	Position	Program	FTE
Wrobyn Lovins	Computer Lab Aide	Elementary	1.0
Yesnia Sanchez	Special Education Aide/ESL Aide	Booker JH/HS	1.0

District Shared Decision Making Committee

Committee Role	Name	Position
District-level Professional	Susie Wynn	Chairperson
Administrator	Kelli Cates	Kirksey Elementary Principal
Administrator	Gary Mills	BISD Superintendent
Parent	Darren Chisum	Booker HS Parent
Classroom Teacher	Monica Custer	BJH-BHS Teacher
Classroom Teacher	Roseli Ferguson	BHS Teacher
District-level Professional	Juana Flores	District Professional
Community Representative	Pam Sanders	Community Member
Business Representative	Joni Yara	Booker News Owner
Parent	Carla Rosales	Kirksey Elementary Parent
Classroom Teacher	Erica Hennigh	Kirksey Elementary Teacher
Paraprofessional	Kanda Martinez	Kirksey Elementary Secretary
District-level Professional	Jana Compean	BISD Counselor
Student	Charley Hoover	BHS Student
Student	Jared Rosales	BHS Student
District-level Professional	Melissa Smith	BISD Special Education Director
Classroom Teacher	Mary Ann Spurlock	BJH-BHS Band Director
Community Representative	Josh Clevenger	Booker Christian Church Minister
Business Representative	Stephen Skipper	Drifter Jerky/Meat Plant Owner
Classroom Teacher	Javon Hassler	BJH Teacher
Parent	Lupe Cervantes	BJH-BHS Parent
Paraprofessional	Yulissa Ventura	BJH-BHS Campus Secretary
Parent	Lori Hearon	Kirksey Elementary Parent
Classroom Teacher	Tracy Reagan	Kirksey Elementary Teacher

District Funding Summary

			199 General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	2	1			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	8			$0.00
2	2	1			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	5			$0.00

			199 General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	6			$0.00
3	2	7			$0.00
3	2	8			$0.00
3	2	9			$0.00
3	2	10			$0.00
3	2	11			$0.00
3	2	12			$0.00
3	2	13			$0.00
3	2	14			$0.00
3	2	15			$0.00
3	2	16			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	3	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
5	2	4			$0.00
5	2	5			$0.00
5	3	1			$0.00
5	4	1			$0.00
5	4	2			$0.00

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$0.00
6	1	2			$0.00
6	1	3			$0.00
6	1	4			$0.00
6	1	5			$0.00
6	2	1			$0.00
6	2	2			$0.00
6	2	3			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00
7	1	4			$0.00
7	1	5			$0.00
7	1	6			$0.00
				Sub-Total	$0.00

199-PIC 24 State Comp Ed, Accelerated Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Teachers and Paraprofessionals Salaries		$284,575.00
3	2	9			$0.00
				Sub-Total	$284,575.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Title II Contract		$1,220.00
3	2	12	Homeless Reservation		$1,597.00
5	4	2	Postage for Newslettrs		$400.00
7	1	7	Federal Programs Contract		$4,935.00
7	1	7	District Federal Program Support FTE: 0.11		$5,200.00
				Sub-Total	$13,352.00

School Safety and Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6			$25,000.00
				Sub-Total	$25,000.00

Addendums

Booker ISD
Translation Procedure

Purpose:

Booker ISD will take realistic steps to ensure that parents, guardians, and others with Limited English Proficiency (LEP) have access and equal opportunity to important school information. Information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, parent meetings, and other required correspondence will be provided in an understandable and uniform format, and to the extent practical, in a language that parents/guardians can understand [Section 1112(e)(4); 1114(b)(4); 1116(e)(5); 1116(f)].

Types of Translation Available:

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

Data Used to Determine Translation Needs:

Booker ISD reviews yearly the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests. The languages identified for translation are English and Spanish.

Documents/Information to be Translated:

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) are available in the district and campus administration offices and are available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Title I, Part A Parent Family Engagement Statewide Initiative are provided to parents/guardians in the identified language(s).

School Parent Compact written information is translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

Monitoring:

On an ongoing basis, Booker ISD will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, Booker ISD will regularly assess the effectiveness of these procedures used for the delivery of language assistance.

Region 16 Migrant SSA

Migrant Section for DIP 2021-2022

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

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.								
Strategy/Activity	**Staff Responsible**	**Resource/ Funding Source**	**Timeline**	**Documentation**	**Formative Review**	**Jan**	**Summative Review**	**June**
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
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* and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in *The Texas Data Management Requirements Manual for TX-NGS & MSIX* . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAC	LNA Toolkit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
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. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
ESSA Provisions and Assurances								
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. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
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. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS.(ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
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. (ESSA P&A 3gi)	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 ___		Accomplished? Yes ___ No ___	
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Preschool Children: 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 ,A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
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. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, 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. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. *Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)* (SDP 1-1, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)*	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide support services during the regular term and summer that address the identfied needs of migratory students. (PS3103 Pt. 4,SDP 4-1) *Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.*	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) *Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).*	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Other: Snacks and Meals for migrant students participating in off campus migrant activites-- When students participate in SSA sponsored activites 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. STAAR Burst, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	

Region 16 Migrant SSA

Priority for Services Action Plan 2021-2022

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Priority for Service (PFS) Action Plan
for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP* in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.

School District: MEP SSA Member District	Priority for Service (PFS) Action Plan	Filled Out By: K. Seymour
Region: 16	School Year: 2021 - 2022	Date: 09/01/2021

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

Goal(s): 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.	Objective(s): 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. Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
• Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.
• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			

Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards.	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

Susie Wynn   Digitally signed by Susie Wynn
Date: 2021.09.24 12:20:49 -05'00'

_____   _____
LEA Signature   **Date Completed**

_____   9/28/21
ESC Signature   **Date Received**

Region 16 Migrant SSA

Identification and Recruitment of Migrant Students

2021-2022

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

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review		Nov	Mar	June	Summative Review	Aug
A. District identified Recruiters and Eligiblity Reviewers will complete on-line Identifcation and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue		____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue		____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review		Nov	Mar	June	Summative Review	Aug
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue		____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue		____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue		____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue		____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____

Updated 8/1/21

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

OBJECTIVE II	Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.									
continued						**Formative Evaluation Review**			**Summative Review**	
Action	**Staff Responsible**	**Timeline**	**Resources**	**Documentation**		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
F. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and Coe Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~~~~~~~ ~~~~~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____

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

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review				Summative Review	
						Nov	Mar	June		Aug
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___	___ ___ ___	___ ___ ___	Accomplished Yes No	___
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___	___ ___ ___	___ ___ ___	Accomplished Yes No	___

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review				Summative Review	
						Nov	Mar	June		Aug
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___	___ ___ ___	___ ___ ___	Accomplished Yes No	___

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review				Summative Review	
						Nov	Mar	June		Aug
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___	___ ___ ___	___ ___ ___	Accomplished Yes No	___

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

OBJECTIVE V   Region 16 MEP SSA member districts will assure quality control.

continued

Action	Staff Responsible	Timeline	Resources	Documentation		Formative Evaluation Review			Summative Review	
						Nov	Mar	June		Aug
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____	____	____	Accomplished Yes No	____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligilbility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____	____	____	Accomplished Yes No	____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____	____	____	Accomplished Yes No	____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____	____	____	Accomplished Yes No	____

OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.

Action	Staff Responsible	Timeline	Resources	Documentation		Formative Evaluation Review			Summative Review	
						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	____

Updated 8/1/21

Region 16 Migrant SSA
ID&R Quality Control Written Procedures

1. SSA member districts will send at least one district designated Migrant recruiter to the annual Identification and Recruitment training conducted by Region 16 each year in August.

2. SSA member districts will receive and follow the Region 16 Migrant SSA ID&R Action Plan.

3. District Migrant Recruiters will actively identify and recruit migrant students according to the most current copy of the *Texas Manual for the Identification and Recruitment of Migrant Children.*

4. District Recruiters will forward all completed and signed COEs to Region 16 for review.

5. Upon receipt of district COEs, Region 16 Education Specialist or NGS Data Specialist will review and either:

   a. Identify corrections and send back to district with citations from ID&R manual for corrections, or

   b. Send forward for entry into NGS by NGS Data Specialist, or

   c. Send forward to ESC Reviewer for approval due to two or more required comments. Then ESC Reviewer will sign and forward for entry into NGS by NGS Data Specialist.

6. NGS Data Specialist will file and return appropriate copies of COE to district.

7. District Recruiter will send parent copy of COE upon receipt from Region 16 to parents.

8. District Recruiter will notify District PEIMS of migrant student's status for PEIMS data entry.

9. District Recruiter will file LEA copy of COE according to their record retention policy.

BOOKER ISD PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022

Statement of Purpose
Booker ISD is committed to providing a quality education for every child enrolled in the school. To achieve this goal, Booker ISD wants to work with parents and with the community. Everyone will gain if staff and parents work together to promote high achievement for all children. The expectations will be to have neither the parent nor the staff doing the job alone. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success.

Booker ISD recognizes that some students may require extra assistance that is available through the Title I Program and various other educational services offered throughout the district. Booker ISD intends to include parents in all aspects of the district's Title I Program. The goal is a school-home partnership that will help all students in the school to succeed.

Parent Involvement in Developing Program
An advisory committee consisting of parents, members of the community, school staff, and administration will meet to develop Booker ISD Parental Involvement Program. This committee will be chosen from volunteers at campus level, representative of the school's demographics.

Also, Booker ISD understands that the parental involvement policy is part of the larger district and campus improvement plans. The committee will help develop and revise the campus improvement plan.

Building Capacity
Booker ISD values the partnership of the parents in their children's education. There are many ways parents can make significant contributions to student success both at home and by volunteering at the school. Student achievement is the result of effective home-school-community partnerships.

Booker ISD:

(1) shall provide assistance to parents in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how

to monitor a child 's progress and work with teachers to improve the achievement of their children;

- Parent Portal
- STAAR Confidential Student Report (CSR)
- Fall Parent Meetings about TEKS and testing
- Invitations to attend child's class at any time
- After school assistance for parents
- Journals/Notebooks - information to complete assignments, examples, vocabulary, notes
- Instructions attached to homework
- Forms of communication (e-mail, phone calls, texting, face-to-face, web pages, Facebook)

(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- Parent meetings at the beginning of the year
- Athletic parent meetings at the beginning of the season
- Web pages – contact information and conference time
- Classroom syllabus and policies
- Kiowa Pride Band parents meeting (fall)
- Parent Portal (kept-up-to-date)
- Progress Reports
- E-mail
- Face to face contact
- Phone calls
- Texting
- Before school and after school help (parents may come ask questions)
- Invitations to attend child's class at any time
- After school assistance for parents
- Journals/Notebooks –information to complete assignments, examples, vocabulary, notes
- Instructions attached to homework
- Assignments and graded papers used for reference

(3) Shall educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- Parent Survey

- Site-Base Committee
- Parent Involvement
- Workshops
- Region 16 Training Videos

(4) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents in various forms of communication. Communication with parents will be provided through the following sources:
- Booker ISD website
- Booker Facebook page
- My Call Now
- Remind.com
- E-mails
- Written notices
- Phone calls
- Conferences
- Home visits as needed throughout the school year.

Parents are encouraged to take the initiative to call their child's teacher with concerns. They may also request translation services. All correspondence will be in English and Spanish;

(5) Shall involve parents and community in the development of training for teachers, principals, and staff to improve the effectiveness of such training:
- Curriculum Meetings
- Site-Base Committee
    o List of site-base members posted on district website and around the school
    o Agenda posted in advance for people to contact committee members with concerns and ideas
- Parent Involvement Committee
    o List of members posted on district website
    o Agenda posted in advance for people to attend or contact members with concerns and ideas
- Parent Survey

(6) Shall arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- Parent-Teacher Night

- Parent-Student Conferences
- Graduation Plan

(7) Shall establish a campus parent involvement committee to provide advice on all matters related to parental involvement in programs supported under this section

(8) Shall provide other reasonable support for parental involvement activities under this section as parents may request;

- Establishing more purposeful meetings for parent to share their concerns and ideas
- Group activities involving parent concerns

(9) Shall provide parents with information about Title I, Part A programs that includes a description and explanation of the school's curriculum, how they can access the on-line help, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;

- There are two meetings per year; fall Title 1 Part A meeting and spring Title 1 Part A meeting.

(10) Shall provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified;

- Requirement date is set by the state.
- This information is sent, by mail, to the parent, through the Federal Program Director's office.

(11) May provide necessary literacy training from funds received under this part if the local agency has exhausted all other reasonably available sources of funding for such training;

(12) May pay for reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(13) May train parents to enhance the involvement of other parents;

(14) May adopt and implement model approaches to improving parental involvement; and

(15) May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Coordination of Programs

Booker ISD will work cooperatively between campuses on the transition of the students. Parental involvement strategies will be coordinated to assist the transition from elementary into junior high.

Annually Booker ISD will assess the needs of the parents and children in the school community using a variety of tools including a survey. The findings will be used to revise the Title I program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs. Parents will be notified about training opportunities.

Reservation of Funds
The Title I Part A allocation is less than $500,000 so no money is required to be reserved for parental involvement. The district and campuses are still required to provide a parental involvement program and services.

Annual Meeting
Each campus will hold an annual meeting during the first six weeks of the new school year for all parents. At that meeting the Title I program will be described, the Parental Involvement Policy will be distributed and reviewed, and opportunities for parental participation will be explained. Parents will be offered a chance to become involved in revision and updating the policy. Parent volunteers will be recruited to serve on the campus parent involvement committee.

Translation will be available. Parents will be sent written notices about the meeting times and will also be contacted by texting, emails, and Booker ISD website.

Since the goal of Booker ISD is student success, the expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can understand.

Parents will be advised that the effectiveness of the Parental Involvement Program will be evaluated annually and the policy will be revised to meet the needs of the students, school, parents, and community.

School-Parent Compact
Booker ISD will consult with the parent involvement committee to annually develop, review, and revise the school-parent compact. The compact will identify the responsibilities of the staff to provide high-level curriculum and instruction, and the expectations of the parents to provide support in their children's learning.

The compact will address the best ways to maintain positive, timely communication between school and home. The compact will be available to all parents and families in the enrollment packet, in the student handbook, on the school website, and it will be discussed at parent-teacher conferences with the 6th grade.

Evaluation

Booker ISD Administrators, Campus Site Base Committees, and Parent Involvement Committees will work to evaluate the effectiveness of the Parental Involvement Program. Surveys, classroom observations, assessment data, curriculum meetings with staff, and other resources will be used to determine the needs and develop revised strategies for student success. Parental input will be sought. Revisions to the Title I Program and Parental Involvement Policy will be developed and agreed upon with parent input and will be communicated to the parents in the school.

Concluding Statement

Booker ISD is committed to the success of students. We will work together with parents to monitor the effectiveness of our Parental Involvement and Title I Programs and to provide excellence in education. This policy will be promoted by the administrators, principal, and other school staff as we seek active participation by our parents.

POLITICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS DE BOOKER ISD

2021-2022

Declaración de propósito

Booker ISD se compromete a proporcionar una educación de calidad para todos los niños inscritos en la escuela. Para lograr este objetivo, Booker ISD desea trabajar con los padres y con la comunidad. Todos ganarán si el personal y los padres trabajan juntos para promover un alto rendimiento para todos los niños. Las expectativas serán que ni el padre ni el personal hagan el trabajo solos. Los padres juegan un papel extremadamente importante como los primeros maestros de los niños. Su apoyo para sus hijos y para la escuela es fundamental para el éxito de sus hijos.

Booker ISD reconoce que algunos estudiantes pueden requerir asistencia adicional que está disponible a través del Programa Título I y otros servicios educativos que se ofrecen en todo el distrito. Booker ISD pretende incluir a los padres en todos los aspectos del Programa Título I del distrito. El objetivo es una asociación entre la escuela y el hogar que ayudará a todos los estudiantes de la escuela a tener éxito.

Participación de los padres en el programa de desarrollo

Un comité asesor compuesto por padres, miembros de la comunidad, personal escolar y administración se reunirá para desarrollar el Programa de Participación de Padres Booker ISD. Este comité se elegirá entre voluntarios a nivel del campus, representativos de los datos demográficos de la escuela.

Además, Booker ISD entiende que la política de participación de los padres es parte de los planes de mejoramiento del distrito y del campus. El comité ayudará a desarrollar y revisar el plan de mejora del campus.

Capacidad para construir

Booker ISD valora la colaboración de los padres en la educación de sus hijos. Hay muchas maneras en que los padres pueden hacer contribuciones significativas para el éxito de los estudiantes tanto en casa como haciendo trabajo voluntario en la escuela. El logro estudiantil es el resultado de asociaciones efectivas entre el hogar, la escuela y la comunidad.

Booker ISD:

(1) brindará asistencia a los padres para comprender temas como los estándares de contenido académico del estado y los estándares de rendimiento académico de los estudiantes estatales, las evaluaciones académicas estatales y locales, y cómo

monitorear el progreso de un niño y trabajar con los maestros para mejorar el rendimiento de sus hijos;

• Portal para padres

• Informe Confidencial de Estudiantes (CSR) de STAAR

• Reuniones de padres de otoño sobre TEKS y pruebas

• Invitaciones para asistir a la clase de niños en cualquier momento.

• Asistencia después de la escuela para los padres.

• Revistas / Cuadernos: información para completar tareas, ejemplos, vocabulario, notas

• Instrucciones adjuntas a la tarea.

• Formas de comunicación (correo electrónico, llamadas telefónicas, mensajes de texto, cara a cara, páginas web, Facebook)

(2) Deberá proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la capacitación en alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres;

• Reuniones de padres a principios de año.

• Reuniones atléticas de padres al comienzo de la temporada.

• Páginas web: información de contacto y tiempo de conferencia.

• Plan de estudios y políticas del aula.

• Reunión de padres de Kiowa Pride Band (otoño)

• Portal para padres (actualizado)

•   Reporte de progreso

•   Email

• Contacto cara a cara.

•   Llamadas telefónicas

• mensajes de texto

• Ayuda antes y después de la escuela (los padres pueden venir a hacer preguntas)

• Invitaciones para asistir a la clase de niños en cualquier momento.

• Asistencia después de la escuela para los padres.

• Revistas / Cuadernos: información para completar tareas, ejemplos, vocabulario, notas

• Instrucciones adjuntas a la tarea.

• Asignaciones y trabajos calificados utilizados como referencia.

(3) Deben educar a los maestros, directores y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse, comunicarse con los padres y trabajar con ellos como socios iguales, implementar y coordinar programas para padres y construir lazos entre los padres y la escuela;

• Encuesta para padres

• Comité de Sitio-Base

•   Participación de los padres

• Talleres

• Videos de entrenamiento de la Región 16

(4) Se asegurará de que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres en diversas formas de comunicación. La comunicación con los padres se proporcionará a través de las siguientes fuentes:

• El sitio web de Booker ISD

• Página de Facebook de Booker

• Mi llamada ahora

• Remind.com

• E-mails

• APP Booker ISD

• Avisos por escrito

•   Llamadas telefónicas

• Conferencias

• Visitas al hogar según sea necesario durante el año escolar.

Se alienta a los padres a tomar la iniciativa de llamar al maestro de sus hijos con inquietudes. También pueden solicitar servicios de traducción. Toda la correspondencia será en inglés y español;

(5) Deberá involucrar a los padres y la comunidad en el desarrollo de capacitación para maestros, directores y personal para mejorar la efectividad de dicha capacitación:

• Reuniones curriculares

• Comité de Sitio-Base

o Lista de miembros de la base del sitio publicada en el sitio web del distrito y alrededor de la escuela

o Agenda publicada con antelación para que las personas se comuniquen con los miembros del comité con inquietudes e ideas

• Comité de participación de los padres

o Lista de miembros publicados en el sitio web del distrito

o Agenda publicada con antelación para que las personas asistan o continúen