



**Plano ISD
2016-2017
District Based
Improvement Plan**

Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

2015-2016 District Based Improvement Committee

Elementary Schools

Martha Pursley, Sigler
Kelly Froemming, Wells
Patti McAlpin, Rasor
Amy Hicks, Davis
Kathryn Foster, Christie
Elyse Rimmer, Barksdale
Lilly Jensby, Christie
Alisa Meli, Schell

Middle Schools

David Prater, Robinson
Lisa Arriaga, Robinson
Kim Hicks, Haggard
Judi Alstatt, Wilson

High/Sr. High Schools

Rianna Turner, Shepton
Cristine Jordan, Clark
Lisa Carrigan, PESH
Natalie Bauerkemper, Clark
Mark Marshall, PSHS

Campus Principals + Non-Teaching Professional (Counselors)

Bryan Bird, Bethany
Wendy Prater, Carpenter
Janis Williams, Clark
Michele Austin, Beverly

Non-Teaching District Based Professionals

Kathy Kuddes, Secondary Curriculum
Joanna Chandler, Elementary Academic Services
Mary Swinton, Elementary Academic Services
Susan Lenox, Distribution Services

Community/Business

Parents

Amy Nelson, Council of PTA's

Staff Chairs + 2 Facilitators

Jim Wussow,
Assistant Superintendent for Academic Services
Lisa Thibodeaux,
Executive Director for Secondary Academic Services
Susan Modisette,
Assistant Superintendent for Campus Services
Dash Weerasinghe,
Executive Director of Assessment & Accountability
Paul Dabbs,
Assistant Director of Assessment & Accountability
Laurie Taylor,
Executive Director for Elementary Academic Services
Joana Sorrels, Assessment & Accountability

Introduction

The STAAR assessment measures a student's proficiency at multiple standards to varying degrees of readiness for post-secondary success.

- a) **Phase-in-2 Satisfactory** Academic Performance Standard (Level II). This phase of the Satisfactory Academic Performance Standard is currently in effect and continues through academic year 2017-2018. The third phase will be in effect beginning 2018-2019 and will continue through 2020-2021.
- b) **Recommended Satisfactory** Academic Performance Standard (Level II). This level of performance is an indication that students are sufficiently prepared for College and Career Readiness.
- c) **Advanced** Academic Performance Standard (Level III). This level of performance is an indication that students are well prepared for College and Career Readiness.

The current state accountability system is designed to measure student proficiency around each of these three standards under 4 overall goals.

Index 1:

Student Achievement is a snapshot of performance across subjects, on both general and alternative assessments, at the *Satisfactory Performance Standard*.

Index 2:

Student Progress separates measures of student progress from measures of student achievement to provide an opportunity for diverse campuses to show the improvements they are making independent of overall achievement levels.

Index 3:

Closing Performance Gaps emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus and district. This index measures the performance at the Satisfactory and Advanced Standards.

Index 4:

Postsecondary Readiness includes measures of high school completion and STAAR performance at the Post-Secondary Readiness Standard. This index emphasizes the importance of attaining a high school diploma that prepares students with the foundation necessary for success in college, the workforce, job training programs, or the military. This measures the performance at the Recommended Satisfactory Standard.

Student Learning Expectation 1: Maintain high expectations for all students through creative and effective instructional delivery, rigorous learning outcomes and a focus on eliminating opportunity and achievement gaps

Student Proficiency in Grades 3-11

1. Improve students' performance at Phase-in-2 Satisfactory Standard, Recommended Satisfactory Standard, and Advanced Standard for all students.
2. Continue with the transition plan to align curriculum with STAAR Readiness Standards to ensure students' mastery of curriculum standards.

Student Achievement Gaps

3. Improve the performance of Economically Disadvantaged and lower performing race/ethnicity groups to close STAAR assessment achievement gaps in the district aligned with Index 3 (as measured by the Satisfactory and Advanced standards).

Student Growth

4. The district will ensure that students will meet STAAR growth standards such that students are on track to be "sufficiently prepared" for college and career standards when they graduate aligned with Index 2.
5. The district will guide campuses to meet and maintain student growth levels as measured by the Plano Effect Score for each of the measured subject areas and grade levels – Reading and Mathematics in Grades KN to 8 and Science in Grades 3 to 8.

Opportunity Gaps

Research on factors affecting college success indicates that students who enrolled in rigorous coursework in high school are more likely to succeed in college. Rigorous coursework, in that context, is described as honors, AP, or IB courses. The course-taking path that leads to these rigorous high school courses begins in middle school or late elementary school. To enable access to these course opportunities or to affect change in these programs the district will develop a longitudinal plan to meet the needs of all students.

6. The district will study the processes, programs, and professional practices that are currently implemented in PISD and those implemented in other school systems to increase participation and ensure success in honors, AP/IB courses. In addition, district staff will review relevant research literature to evaluate alignment with

evidence based practices. To measure implementation the district will review available data sources and evidence-based measurement methods that provide reasonable evidence of how well the district accomplishes program objectives for content, participation, and performance.

The district's goal is to improve the participation and performance of the following groups:

- a. Hispanic student participation will increase to 30% in 2017, 35% in 2018; the percentage of Hispanic students meeting performance standard (≥ 3) will increase to 75% in 2017, 80% in 2018;
- b. African American student participation will increase to 25% in 2017, 30% in 2018; the percentage of African American students meeting performance standard (≥ 3) will increase to 70% in 2017, 75% in 2018.

Instructional Coaching

Research suggests that among school-related factors, teachers have the greatest impact on student's academic performance and overall achievement. Additionally, a teacher's on-the-job performance is a stronger indicator of student's expected performance than the teacher's college experience or licensure route.

Instructional coaches are used to increase the capacity for teacher performance; additionally, they are able to create greater opportunities for cross-district collaboration, to raise the understanding of high expectations for teachers, to facilitate on the job training for teachers in need, and to ensure that all teachers are aware of the current research and trends in the field.

7. Instructional coaching model to continuously improve instructional practice.

Student Learning Expectation 2: Foster student acquisition of 21st century skills

College and Career Readiness

Plano ISD recognizes the variety of educational and career paths available to students after completion of secondary education. To address the needs of all students the district will continue to develop opportunities and access to programs for preparing students with the foundation necessary for success in the workforce, in the military, and in job training.

- 8. The district will study the processes, programs, and professional practices that are currently implemented in PISD and those implemented in other school systems. District staff will review relevant research literature to evaluate alignment with evidence based practices. To measure implementation the district will review available data sources and evidence-based measurement methods that provide reasonable evidence of how well the district accomplishes program objectives for content, participation, and performance.

Student Learning Expectation 3: Provide quality, diverse programming that maximizes choice and provides students with a personalized, well-rounded education

Graduation Rates and Dropout Prevention

- 9. Continue to manage student drop-outs to maintain and increase graduation rates to above 90% for all student groups.

Diverse Programming

Plano ISD seeks to create a culture of high expectations and success for our students as they pursue college and career opportunities. The foundation for these expectations is in the classroom; however access to many college opportunities is influenced by college entrance exams. To ensure that all students have access to college opportunities the district will provide the capacity and professional skill to support students in increasing participation and achieving success in college entrance examinations.

- 10. The district will study the processes, programs, and professional practices that are currently implemented in PISD and those implemented in other school systems to increase participation and ensure success in taking college entrance examinations.

In addition, district staff will review relevant research literature to evaluate alignment with evidence based practices. To measure implementation the district will review available data sources and evidence-based measurement methods that provide reasonable evidence of how well the district accomplishes program objectives for content, participation, and performance.

The district's goal is to improve the participation and performance of the following groups:

- a. Hispanic student participation will increase to 60% in 2017 with the goal of attaining 70% in 2018; the percentage of Hispanic students meeting performance standard (1,100 on SAT, 24 in ACT) will increase to 50% in 2017, 55% in 2018;
- b. African American student participation will increase to 85% in 2017, 90% in 2018; the percentage of African American students meeting performance standard (1,100 on SAT, 24 in ACT) will increase to 30% in 2017, 35% in 2018.

Migrant Education Program (TEA Requirement, Title I Part C)

Region 10 ESC Migrant Education Program PFS (See attached addendum)

State Compensatory Education Program (TEA Requirement, TEC Chapter 11)

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In 2016-17 Plano was allocated \$18,434,021.00 for allowable supplemental resources and staff. Plano budgeted \$12,146,346.67 primarily for staffing positions such as:

- a. Secondary ESL Teachers;
- b. Elementary ESL Specialists that support the acquisition and acceleration of the English language;
- c. Elementary Bilingual Education Specialists that support the acquisition and acceleration of the English language;
- d. Teachers at Bird and Guinn Special Program Center serving students placed in the Disciplinary Alternative Education Program (DAEP) and Accelerated Education Program (AEP);
- e. Pre-K Teachers serving Bilingual Education students, ESL students and Economically Disadvantaged students who have been identified as meeting the at risk criteria;
- f. Summer School Teachers serving elementary and secondary students who did not pass a course or did not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) tests; and
- g. Plano Family Literacy Teachers serving age-appropriate education to prepare children for success in school and life experiences.



PROGRAM AREA: Migrant Education Program

Planning Committee Members	Data Sources (Reporting Instruments or Tools, etc.)	Data Findings	Expected Results/Goals (Performance Indicators)	Activities and Person Responsible	Timeline	Resources Needed (Funds, Materials, Time, Personnel, etc.)	Evaluation (Formative and Summative or Performance Indicators)	
ESC 10 MEP Coordinator and Consultants	Texas Statewide Service Delivery Plan	Educational Continuity: As migrant students move outside school district or state during the school year, they often experience differences in curriculum, academic standards, policies or expectations. This lack of continuity presents barriers to academic achievement.	Maintain and identify resources that are adaptable to the highly mobile lifestyle migrant students, particularly PFS students	ESC 10 NGS Specialist will identify PFS students by generating monthly NGS PFS reports. ESC 10 MEP Consultants and District MEP Contacts will review the NGS PFS report on a monthly basis.	9/1/16-8/31/17	NGS PFS report Retention Report	100% of PFS students will be identified and 100% of District Migrant Coordinators will receive the report.	
	Office of Migrant Education 7 Areas of Concern			ESC 10 MEP staff with input from District MEP Contacts as appropriate will develop a Priority for Service Plan of Action for identified Priority for Service students and include OSYs, as appropriate.	Prior to 8/26/2016	Local Needs Assessment including OSYs identified needs Program Evaluation Student Performance Logs		Priority for Service Action Plan completed/distributed Compliance reports Completion of needs assessment for OSYs, as appropriate
	NGS Drop Out Report and OSY Report, as appropriate			ESC 10 MEP Consultants, during Migrant Quarterly Meetings and/or during consultations, will provide information to District	9/1/16-8/31/17	NGS Priority for Service Report Coordinated Meetings PFS Criteria		
MSIX Report	Attendance Reports	Grades	NGS Graduation Plan Report	NGS Retention Report NGS Partial Credit Report				

	<p>PEIMS Reports</p> <p>Home Visits</p> <p>School Visits</p> <p>Local Needs Assessment</p>			<p>MEP Contacts regarding PFS criteria and discuss the utilization of PFS reports in order to accurately serve PFS students.</p> <p>ESC 10 MEP Consultants, District MEP Contacts, and/or District Counselors will review NGS reports to determine migrant students who are entering late and withdrawing early and communicate with appropriate personnel in order to provide students an opportunity to maintain credits (particularly from other districts).</p> <p>ESC 10 MEP Consultants, District MEP Contacts, and /or District Counselors will facilitate access for migrant students to TMIP-Texas Migrant Interstate Program, a special project of the TEA Division of ESSA program that coordinates state assessments and provides assistance with credit accrual issues.</p>	<p>9/1/16-8/31/17</p> <p>9/1/16-8/31/17</p>	<p>NGS report, student transcripts</p> <p>TMIP Program contact information</p> <p>Unique Student Report</p> <p>PFS Report</p>	<p>Program evaluation</p> <p>Student Performance Logs</p> <p>NGS Grade/credits reports</p> <p>NGS Graduation Plan reports</p> <p>NGS Retention report</p> <p>Student Performance Logs/Follow-up Logs</p> <p>PFS Intervention Plan and Logs</p> <p>Student grade reports and /or and testing results</p> <p>Student Performance Logs/PFS Performance and Follow-up Logs</p>
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				ESC 10 MEP Consultants in collaboration with District Contacts will complete a PFS Intervention Plan for PFS students to determine specific academic needs.	9/1/16-8/31/17	PFS Intervention Plan	PFS Intervention Plan implemented services documented by ESC 10 MEP Consultants/District Contacts Student Performance Logs/PFS Performance Logs and Follow up Logs
	<p>Texas Statewide Service Delivery Plan</p> <p>Office of Migrant Education 7Areas of Concern</p> <p>MSIX Report</p> <p>NGS Drop Out and <i>OSY Reports</i></p> <p>Attendance Reports</p> <p>Grades</p> <p>NGS Graduation Plan Report</p> <p>NGS Retention Report NGS Partial Credit Report</p> <p>PEIMS Reports</p>	Instructional Time: Migrant children's mobility impact the amount of time they spend receiving instruction and their attendance patterns.	Maintain and identify resources that are adaptable to the mobile lifestyle and resulting attendance patterns of migrant students and/or OSYs, as appropriate	<p>ESC 10 MEP Consultants and District MEP Coordinators will facilitate access by PFS students (and if funds remain, by all migrant students) to appropriate programs designed for students not meeting the state content standards and mastering TEKS objectives such as:</p> <ul style="list-style-type: none"> • Tutorials and other RTI opportunities offered by a district and/or campus • Additional software and/or hardware • Home-based tutoring • On line tutorials • Individual tutoring on campus 	9/1/16-8/31/17	<p>Software and/or hardware and/or tutor based on individual needs assessment</p> <p>PFS Report</p> <p>Unique Student Report</p> <p>Retention Report</p> <p>Report on Assessment Results</p> <p>Identified needs of OSYs, as appropriate</p>	<p>PFS Intervention Plan implemented services documented by ESC 10 MEP Consultants or District Contact</p> <p>Student Performance Logs</p> <p>NGS State Assessment History with Scores</p> <p>Student Performance Logs</p> <p>PFS Intervention Plans</p> <p>Report On-time For Graduation</p> <p>Completion of needs assessment for OSYs, as appropriate</p>

	Home Visits School Visits Needs Assessment			<ul style="list-style-type: none"> Migrant summer programs or services <p>Identified school personnel will make school, community, and /or home visits to update parents of PFS students on the academic progress of their children and to identify specific needs. ESC 10 MEP Consultants will provide support as needed.</p>	9/1/16-8/31/16	<p>Calendar of school and/or community meetings for parents</p> <p>PFS Intervention Plan</p> <p>NGS reports, academic reports</p>	PFS Intervention Plan implemented services documented by ESC 10 MEP Consultants or District Contact
	<p>Texas Statewide Service Delivery Plan</p> <p>Federal Office of Migrant Education</p> <p>7Areas of Concern</p> <p>MSIX report</p> <p>NGS Drop Out and OSY Reports</p> <p>Attendance Reports</p> <p>Grades</p>	<p>School Engagement: With frequent adjustments to new school settings, migrant students often face difficulty making new friends and gaining social acceptance, which can inhibit their ability to do well in school. A student's school engagement can be affected by three types of factors, which can be grouped according to behavioral, emotional and cognitive</p>	Maintain and identify resources that meet the behavioral, emotional and/or cognitive needs of migrant students including OSYs, as appropriate as well as PFS students that result from their highly mobile lifestyle.	ESC 10 MEP Consultants and/or District MEP Contacts, and/or District Counselors will provide families of all MEP students with information regarding school-based services or social agencies available to them when a need for those services has been identified.	9/1/16-8/31/17	<p>Area lists of social agencies and services</p> <p>Unique Student Report</p> <p>PFS Report</p> <p>Identified needs of the OSYs, as appropriate</p>	<p>Graduation and promotion rates</p> <p>NGS reports</p> <p>School Club Rosters</p> <p>Completion of the needs assessment for OSYs</p>

	<p>NGS Graduation Plan Report</p> <p>NGS Retention Report</p> <p>NGS Partial Credit Report</p> <p>PEIMS reports</p> <p>Home Visits</p> <p>School Visits</p> <p>Needs Assessment</p>	<p>engagement.</p>		<p>ESC 10 MEP Consultants and/or District MEP Contacts and Counselors will complete and/or review a completed PFS Intervention plan for PFS student to determine specific behavioral, emotional and cognitive engagement needs in order to meet those needs with additional software, hardware, tutoring and/or other services.</p> <p>ESC 10 MEP Consultants will coordinate with District MEP Contacts and/or district counselors, as appropriate, to facilitate the Migrant Education Student Alliance (MESA) program for Middle/High School students to promote leadership skills and sponsor leadership activities for MEP youth.</p>	<p>9/1/16-8/31/17</p> <p>9/1/16-8/31/17</p>	<p>Area lists of social agencies and services</p> <p>PFS Intervention plan</p> <p>PFS report</p> <p>PFS Intervention Plan</p> <p>Unique Student Report</p>	<p>PFS Intervention Plan implemented services documented by ESC 10 MEP Consultants and/or District Contacts</p> <p>Attendance rosters</p> <p>Flyers</p> <p>Correspondence</p> <p>Agendas</p> <p>Student Performance Logs/PFS Performance Logs and Follow-up Logs</p>
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				ESC 10 MEP Consultants will coordinate with District MEP Contacts to support PFS involvement (and all migrant students as resources remain available) in existing school/social activities.	9/1/16-8/31/17	PFS Report PFS Intervention Plan Unique Student Report	Student Performance logs/PFS Performance and Follow-up Logs Correspondence
	<p>Texas Statewide Service Delivery Plan</p> <p>Office of Migrant Education 7 Areas of Concern</p> <p>MSIX Report</p> <p>NGS Drop Out Report</p> <p>Attendance Reports</p> <p>Grades</p> <p>Home Visits</p> <p>School Visits</p> <p>Needs Assessment</p>	<p>Education Support in the Home: While many migrant parents value education for their children, they may not be able to support their children as the school expects or may not have the means to offer an educationally rich home environment.</p>	<p>Improve communication with parents of migrant school aged and early childhood children particularly PFS students, so that parents will be informed of resources/services available to them to support the academic needs of their children.</p>	<p>ESC 10 MEP Consultants and/or District MEP Contacts will provide opportunities for parents to learn about expectations and how to help their students at home during Migrant PAC meetings. ESC staff will send notices of meeting times by mail to parents of PFS students.</p> <p>ESC 10 MEP Consultants and/or District MEP Contacts, and/or District Counselors will provide information to parents of PFS and all migrant students about local and state requirements for promotion and graduation during parent meetings throughout the year.</p>	<p>9/1/16-8/31/17</p> <p>9/1/16-8/31/17</p>	<p>Migrant Parent Advisory Council meetings dates and times</p> <p>Local and state graduation and promotion requirements</p>	<p>Meeting attendance rosters</p> <p>Agendas</p> <p>Flyers</p> <p>Meeting attendance records and agendas</p>

				<p>Identified school personal and/or ESC 10 MEP Consultants will facilitate communication of academic progress of students as needed between school and parents of PFS migrant students.</p> <p>ESC 10 MEP Consultants will provide opportunities for parent/student involvement through activities held at Region 10 ESC</p> <p>ESC 10 MEP Consultants and District MEP staff will coordinate services or provide home-based educational services to 3 and 4 year old migrant children.</p>	<p>9/1/16-8/31/17</p> <p>9/1/2016-8/31/2017</p> <p>9/1/2016-8/31/2017</p>	<p>Parent/teacher conference dates</p> <p>PFS Reports</p> <p>ESC 10 offerings for parents</p> <p>Bright Beginnings Early Childhood Program, or coordinate with Local Head Start and other Early Childhood programs</p> <p>Unique Student Report</p>	<p>Conference attendance records</p> <p>Student Performance Logs/PFS Performance Logs and Follow-up Logs</p> <p>Flyers, agendas and attendance rosters</p> <p>Phone logs</p> <p>Consultation logs</p> <p>Home visit logs</p> <p>Number of students attending Early Childhood programs including Bright Beginnings</p>
	<p>Statewide Service Delivery Plan</p> <p>Office of Migrant Education 7 Areas of Concern</p>	<p>Health: Migrant students have higher proportions of acute and chronic health problems. They are at greater risk due to pesticide poisoning, farm injuries, heat-related illness and</p>	<p>Maintain and improve access to health services to OSYs, as appropriate and parents of migrant students to address the health related needs of their children.</p>	<p>District MEP Contacts, District Counselors, and/or District nurses, and/or ESC 10 MEP Consultants/Recruiter will provide OSYs, as appropriate, and parents of migrant</p>	<p>9/1/16-8/31/17</p>	<p>List of area providers</p> <p>Unique Student Report</p> <p>PFS Report</p> <p>Identified needs of OSYs, as appropriate</p>	<p>Attendance records</p> <p>NGS Referred Services Reports</p> <p>NGS Medical Alert and Immunization data received from districts</p>

	MSIX Report Attendance Reports Grades Home Visits School Visits Needs Assessment	poverty. Migrant families are less likely to have health insurance and more likely to have difficulty accessing services to address health-related needs.		students with list of supplemental health services and assistance with acquiring those services as needed.			Completion of the needs assessment for OSYs, as appropriate
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<p>Texas Statewide Service Delivery Plan</p> <p>Office of Migrant Education 7 Areas of Concern</p> <p>Attendance Reports</p> <p>Grades</p> <p>Home Visits</p> <p>School Visits</p> <p>Needs Assessment</p>	<p>Access to Services: Migrant families often have a newcomer status and a home language other than English. These factors often limit their access to educational and educationally-related services available in the school and community</p>	<p>Maintain and improve access to educationally-related services available for OSYs, as appropriate as well as migrant students, particularly PFS students, in school and in the community.</p>	<p>District MEP Contacts, District Counselors and/or ESC 10 MEP Consultants will facilitate communication of educationally- related services between the school and the parent of the PFS students as well as OSYs, as appropriate.</p> <p>ESC 10 MEP Consultants, District MEP Contacts, and/or District Counselors will provide OSYs, as appropriate as well as parents with a list of educationally-related services available to migrant students as needed such as:</p> <p>TMIP-Texas Migrant Interstate Program coordinates out of state assessment and provides assistance with credit recovery and accrual issues, etc.</p> <p>Migrant Student Graduation Enhancement assists migrant students including PFS and OSYs, as appropriate to graduate from high school by providing opportunities to earn credit, etc.</p>	<p>9/1/15-8/31/16</p>	<p>Calendar of conference times between school and PFS students' parents</p> <p>List of area providers including work force information, as appropriate and school related services, as needed</p> <p>PFS report</p> <p>NGS Grade report</p> <p>NGS On time for Graduation Report</p> <p>NGS health records</p> <p>PFS Intervention Plan</p> <p>Identified needs of OSYs, as appropriate</p>	<p>PFS Intervention Plan documentation by ESC 10 MEP Consultants</p> <p>Graduation and promotion reports including HSE reports and other business and industrial achievements</p> <p>PFS Intervention Plans</p> <p>NGS Grade Reports</p> <p>Student Logs</p> <p>Completion of the needs assessment for the OSYs</p>
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