Plano ISD

2017-2018

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.

2017-2018 District Based Improvement Committee

Elementary Schools

Amy Hicks, Davis (2018)

Kathryn Foster, Christie (2018)

Elyse Daly, Barksdale (2018)

Lilly Jensby, Christie (2018)

Alisa Meli, Schell (2018)

Alicia Brown, Mendenhall (2019)

Chad Hurst, Centennial (2019)

Heather Schmitt, (2019)

Ana Gurrola, Thomas (2019)

Middle Schools

Lisa Arriaga, Robinson2018)

Kim Hicks, Haggard (2018)

Judi Altstatt, Haggard (2018)

Austen Heatherly, Bowman (2019)

Anoushe' Blatz, Schimelpfenig (2020)

High/Sr. High Schools

Mark Marshall, PSHS (2018)

Candace Neal, PSHS (2019)

Debbie O'Reilly, PSHS (2020)

Robyn Shipley Gerko, PSHS (2020)

Phyllis Mabbit, PSHS (2020)

Campus Principals + Non-Teaching Professional (Counselors)

Bryan Bird, Bethany (2018)

Jill Engelking, Renner (2019)

Janis Williams, Clark (2018)

Natalie Bauerkemper, Clark (2018)

Lisa Carrigan, PWSH (2018)

Ammon Talbot, PWSH (2018)

Christine Lynd, (2019) Clark

Kim Peake, (2019) Frankford

Non-Teaching District Based Professionals

Kathy Kuddes, Fine Arts (2018)

Mary Swinton, Elem Academics (2018)

Susan Lenox, Distribution Services (2018)

Kathy Perkins, Staff Auditor (2019)

Saul Laredo, Campus Services (2020)

Community/Business

Four positions nominated by the superintendent

Parents

Penny Chapman, Council of PTAs (2019)

Chairperson of the Presidents' Council of the PTAs

Staff Chairs + 2 Facilitators

Katrina Hasley,
    Asst. Superintendent for Academic Services

Susan Modisette,
    Asst. Superintendent for Campus Services

Dash Weerasinghe,
    Sr. Executive Director Assessment,
    Research, & Program Evaluation

Laurie Taylor, Executive Director,
    Elementary Academic Services

Lisa Thibodeaux, Executive Director,
    Secondary Academic Services

Paul Dabbs, Assistant Director,
    Assessment, Research, & Program Evaluation

Joana Sorrels, Assessment,
    Assessment, Research, & Program Evaluation

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Core Beliefs

Student Learning:
Today's classroom, community and global environments demand new learning standards for students, so that they will have the ability to successfully live in, learn in, lead and contribute to a world that is truly global, connected and increasingly competitive in scope and character. Successful learning is created by developing and maximizing each individual's:
- Essential academic, creative, communication, collaboration and thinking skills.
- Strong appreciation of arts and culture.
- Responsible citizenship and character traits of integrity and ethics.
- Mental and physical well-being.

Community Connectedness:
Successful learning is best achieved through engagement and collaborative partnerships with parents, families, positive adult and student role models and all sectors of the broader community. These partnerships include:
- Continuous engagement to strengthen relationships, establish trust and unity to better serve students.
- Collective accountability including shared vision, cooperative effort, and responsible action among families, students, staff and the community.
- More vigorous corporate/local/state partnerships that generate the public involvement and community support needed to meet the demands of learning standards essential to the success of today's learner.
- Schools that are accountable to the local community. Accountability systems should reflect the performance of teachers and students in achieving successful student learning.

Capacity Development:

We believe that a learning community must create the conditions and capacities most conducive for students, teachers, and leaders to perform at high levels and meet the expectations of Plano ISD learning standards. Ensuring high levels of student learning requires constant capacity development of the entire learning community. Such capacity development includes:

- Attracting, training, and retaining a highly qualified staff that is reflective of our student population.
- Cultivating continuous innovation to improve organizational systems and processes.
- Integrating all systems to focus on improving teaching and learning.
- Implementing classroom strategies and technology tools to create personalized learning, and effective and efficient systems of management.
- Leveraging technology's potential to enrich and deepen the understanding of our students, so that the work designed for them is more engaging and respects their interactions with digital education of families.
- Improving school infrastructures to support the Plano ISD learning standards and classroom environments.
- Understanding the global climate of competition for a highly educated work force.

Data-Informed Decisions

Continuous improvement of both student and system performance is essential and must be shaped through data-informed decision making.

- Continuous improvement means the use of relevant and readily available data to improve learning and organizational effectiveness.
- Measuring the growth of student achievement, including critical thinking, communication, collaboration, creativity and problem-solving skills, is accomplished using multiple measures.
- Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers, so that more personalized learning experiences may be provided in a timely way.

2017-2018 District Initiatives

A collaborative research and planning process involving stakeholders from board of trustees to classroom teachers, designed the district initiatives for 2017-18 school year. Aligned with the district's long-term plan, the strategic process resulted in the following three initiatives.

> **A. Innovative, Learning and Mission-Driven Culture**
> Build, support and value an innovative, learning and mission-driven organizational culture.

This initiative has been a significant focus for several departments within the organization. The commitment is to be a learning organization with a mission-driven culture that feeds a common continuous improvement methodology. In this type of high-performing culture, innovation can occur in both a top-down or bottom-up process with support for scaling effective practice to other classrooms, campuses and departments.

Campus Improvement Planning
Campus Improvement Planning serves as the blueprint for how district's campuses will identify and address areas of need. An effective plan can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability. The plan is developed with the involvement of parents and other members of the community, and individuals who will implement the plan, including teachers, principals, and administrators.

1. The district will implement a comprehensive campus improvement planning process and provide ongoing support to campuses to design, review, and evaluate, the plan and implementation.

Student Proficiency in Grades 3-11
2. Improve students' performance at Approaches Grade Level standard, Meets Grade Level standard, and Masters Grade Level standard for all students.
3. Continue with targeted plans to improve performance of students participating in special education program and English Language Learner programs to meet state expectations.

Student Achievement Gaps

4. Improve the performance of Economically Disadvantaged and lower performing race/ethnicity groups to close STAAR assessment achievement gaps at Approaches, Meets, and Masters grade level standards.

Student Growth

5. The district will ensure that students will meet required growth standards on STAAR such that students are on track to be at Meets Grade Level standard or higher.
6. The district will guide campuses to meet and maintain student growth levels as measured by the Plano Effect Score – Reading and Mathematics in Grades KN to 8 and Science in Grades 3 to 8.

Professional learning

Professional Learning is a reflective and continuous growth process where learning extends into practice and positively impacting student success. The vision of the professional learning is to cultivate a culture that empowers and supports all staff through collaborative, innovative, reflective learning.

7. Professional Learning Commission through reflection and revision will intentionally create a learning culture by designing systems that equip and empower all employees to provide each student with an excellent education.

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.

8. Instructional coaching model to continuously improve instructional practice.

> **B. Commitment to Equity**
> Close opportunity and achievement gaps through pervasive learner-focused support.

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.

9. The efforts to close opportunity and achievement gaps fall within three significant domains. The first is equity resourcing. This is the concept that the district do need to extend additional resources to schools and students that face greater challenges to their successful learning and achievement. The second relates to differentiated or additional programming options that are specifically designed to lift students. The third would fall into adult learning that seeks to improve our methodologies, strategies, and/or practices, specifically those that better allow us to support and challenge students that have typically sought less rigor and/or achieved at lower levels than their more advantaged peers.

College, Career Readiness, and Military 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 military, in job training, in the workforce, and certification programs leading to career readiness.

10. 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.

Graduation Rates and Dropout Prevention

11. Continue to manage student drop-outs to maintain and increase graduation rates to above 90% for all student groups, including students receiving Special Education services.

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, including SAT, ACT, and TSIA.

12. 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 and

   b. African American.

C. Special Education
Provide specially designed programs and services in order to provide an excellent and equitable education to each student served by special education.

In the 2016-2017 school year, an in-depth review of the district's special education program was carried out. The review covered the following areas: staff training, district and campus roles and responsibilities, support system for sped personnel, hiring practices and processes, intensive behavior classrooms, staffing and scheduling, investigative procedures, and long-range strategic planning.

13. The recommendations made by the review, based on campus needs, will be implemented in the 2017-2018 school year.

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

Region 10 ESC - PFS Action Plan for Migrant Students

Plano ISD did not have any migrant students enrolled in the 2016-17 school year. As of November 10, 2017 Plano ISD does not have any migrant students enrolled. Districts that receive Title I funding are required under ESSA to have a plan in place to meet the needs of migrant students who may enroll in a district through the school year. Attached at the end of this plan is the Priority for Service (PFS) Action Plan for Migrant Students.

District Improvement Plan

Critical Actions

Critical Action 1

Critical Action (Goal): For Social Studies we will meet the state target performance of 60% for the student subgroups; Economic Disadvantage, LEP, and Special Ed.

Problem Statement:	In PISD the performance in social studies of two out of nine eligible student groups did not meet the state performance target (60% at Approaches Grade Level). Student groups not meeting the target are: Grade 8 – Hispanic 52%, Economic Disadvantage 52%, LEP 24%, Special Ed 26%
Root Cause and Strategy:	We will address the need to increase student performance by identifying causes and determining effective strategies at the district level that will be implemented with fidelity.
Project Lead:	District Coordinator of School Improvement (DCSI), Secondary Social Studies Coordinator, Special Education Coordinators, Multilingual Coordinators
Staff:	District Social Studies Coaches, Secondary Campus Social Studies Department/Team leaders
Materials and Resources:	District curriculum, Various Data sources

Targeted Area:	☐ ELA	☐ Mathematics	☐ Science	☑ Social Studies	☐ Writing	☑ Targeted Student Group(s): Economic Disadvantage, LEP, and Special Ed

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
1. Conduct a Data Analysis to determine the specific problem area and draft a problem statement that will be further examined and addressed in the improvement plan. 2. District will establish a Social Studies Needs Assessment Team comprised of District C&I team members and secondary department/team leaders. 3. Social Studies Needs Assessment team will conduct a district level Root Cause Analysis a. Conduct a 10,5,5 Protocol to determine possible reason(s) why the problem might be occurring. As part of the protocol, continue to narrow the list of	1. Data analysis completed October 2017 2. October 2017 3. Pullout day November 2017 4. Various district level meetings	1. Drafted Problem Statement 2. Member list of the Social Studies Needs Assessment team, Meeting date for the Root Cause Analysis Meeting 3. MLP log, sign in sheet, meeting agenda, materials, meeting minutes, various protocol notes and documentation	**Expected Outcome** – Ensure district support systems are in place by conducting a root causes analysis to determine effective strategies. **Short Term Status**: Select Status –Conduct a district level data analysis and begin to identify problem areas and possible reasons why the problem is occurring. **Intermediate Status**: Select Status –Identify effective strategies that will be examined further at the district level to determine capacity, resources, processes and procedures**.** **Long Term Status**: Select Status

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
possible reasons a problem is occurring by consolidating similar reasons into groups. b. Use the consolidated list of possible reasons why the problem is occurring and identify the sphere of control or influence the campus or district has for each possible reason. The team will need to identify the reason(s) that can be directly controlled thus allowing for greater impact of desired results. c. The team will select a possible reason from the "control" and conduct the 5 WHYS protocol which will result in a Root Cause to the problem. The 5 WHYs protocol will consist of a dialogue around processes surrounding the identified problem statement and gaps. Through the dialog potential strategies and actions may be identified. 4. Using the identified Root Cause(s), the Needs Assessment Team and District leadership team will identify strategies, actions, resources (i.e. staff, materials, funds, etc.) that will be used to develop the district improvement plan. The leadership teams will: a. set annual goals; b. set interim status result checkpoints to track progress; c. determine who will be monitoring the status of the plan and identified strategies; and d. consider the data that will need to be collected to track the progress of the improvement plan as well as data to enhance the needs assessment process.		4. Meeting minutes and documentation, drafted district-level improvement plan	–Develop and implement a district-wide targeted plan of action that will increase student achievement by ensuring that support systems are effectively in place. **Results**: **Next Steps**:

Critical Action 2

Critical Action (Goal): For 7th grade Writing we will meet the state target performance of 60% for the student subgroups; Economic Disadvantage, LEP, and Special Ed.

Problem Statement:	In PISD the performance in writing of four out of ten eligible student groups did not meet the state performance target (60% at Approaches Grade Level). Student groups not meeting the target are: Grade 7 – Economic Disadvantage 58%, LEP 34%, Special Ed 25%
Root Cause and Strategy:	We will address the need to increase student performance by identifying causes and determining effective strategies at the district level that will be implemented with fidelity.
Project Lead:	District Coordinator of School Improvement (DCSI), Secondary ELA Coordinator, Special Education Coordinators, Multilingual Coordinators
Staff:	District ELA Coaches, Secondary Campus ELA Department/Team leaders
Materials and Resources:	District curriculum, Various Data sources

Targeted Area:	☑ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☑ Writing	☑ Targeted Student Group(s): Economic Disadvantage, LEP, and Special Ed

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
1. Conduct a Data Analysis to determine the specific problem area and draft a problem statement that will be further examined and addressed in the improvement plan. 2. District will establish a Secondary ELA Needs Assessment Team comprised of District C&I team members and secondary department/team leaders. 3. Secondary ELA Needs Assessment team will conduct a district level Root Cause Analysis a. Conduct a 10,5,5 Protocol to determine possible reason(s) why the problem might be occurring. As part of the protocol, continue to narrow the list of	1. Data analysis completed October 2017 2. October 2017 3. Pullout day November 2017 4. Various district level meetings	1. Drafted Problem Statement 2. Member list of the Secondary ELA Needs Assessment team, Meeting date for the Root Cause Analysis Meeting 3. MLP log, sign in sheet, meeting agenda, materials, meeting minutes, various protocol	**Expected Outcome –** Ensure district support systems are in place by conducting a root causes analysis to determine effective strategies. **Short Term Status**: Select Status –Conduct a district level data analysis and begin to identify problem areas and possible reasons why the problem is occurring. **Intermediate Status**: Select Status –Identify effective strategies that will be examined further at the district level to determine capacity, resources, processes and procedures**.** **Long Term Status**: Select Status

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
possible reasons a problem is occurring by consolidating similar reasons into groups. b. Use the consolidated list of possible reasons why the problem is occurring and identify the sphere of control or influence the campus or district has for each possible reason. The team will need to identify the reason(s) that can be directly controlled thus allowing for greater impact of desired results. c. The team will select a possible reason from the "control" and conduct the 5 WHYS protocol which will result in a Root Cause to the problem. The 5 WHYs protocol will consist of a dialogue around processes surrounding the identified problem statement and gaps. Through the dialog potential strategies and actions may be identified. 4. Using the identified Root Cause(s), the Needs Assessment Team and District leadership team will identify strategies, actions, resources (i.e. staff, materials, funds, etc.) that will be used to develop the district improvement plan. The leadership teams will: a. set annual goals; b. set interim status result checkpoints to track progress; c. determine who will be monitoring the status of the plan and identified strategies; and d. consider the data that will need to be collected to track the progress of the improvement plan as well as data to enhance the needs assessment process.		notes and documentation 4. Meeting minutes and documentation, drafted district-level improvement plan	–Develop and implement a district-wide targeted plan of action that will increase student achievement by ensuring that support systems are effectively in place. **Results**: **Next Steps**:

Critical Action 3

Critical Action (Goal): For 4th grade Writing we will meet the state target performance of 60% for the student subgroups; Economic Disadvantage, LEP, and Special Ed.

Problem Statement:	In PISD the performance in writing of four out of ten eligible student groups did not meet the state performance target (60% at Approaches Grade Level). Student groups not meeting the target are: Grade 4 – Hispanic 54%, Black/AA 59%, Economic Disadvantage 51%, LEP 41%, Special Ed 35%
Root Cause and Strategy:	We will address the need to increase student performance by identifying causes and determining effective strategies at the district level that will be implemented with fidelity.
Project Lead:	District Coordinator of School Improvement (DCSI), Elementary ELA Coordinator, Special Education Coordinators, Multilingual Coordinators
Staff:	District ELA Coaches, Elementary Campus Bilingual and Monolingual ELA Grade Level Team leaders
Materials and Resources:	District curriculum, Various Data sources

Targeted Area:	☑ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☑ Writing	☑ Targeted Student Group(s): Economic Disadvantage, LEP, and Special Ed

Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
1. Conduct a Data Analysis to determine the specific problem area and draft a problem statement that will be further examined and addressed in the improvement plan. 2. District will establish two Elementary ELA Needs Assessment Teams comprised of District C&I team members. One team will include <u>bilingual</u> grade level team leaders and the second team will include <u>monolingual</u> grade level team leaders. 3. Elementary ELA Needs Assessment teams will conduct two district level Root Cause Analysis. One will be conducted with the bilingual ELA Needs Assessment	1. Data analysis completed October 2017 2. October 2017 3. Pullout day November 2017 4. Various district level meetings	1. Drafted Problem Statement 2. Member list of the Secondary ELA Needs Assessment team, Meeting date for the Root Cause Analysis Meeting 3. MLP log, sign in sheet, meeting agenda, materials, meeting minutes, various protocol	**Expected Outcome** – Ensure district support systems are in place by conducting a root causes analysis to determine effective strategies. **Short Term Status**: Select Status –<u>Conduct</u> a district level data analysis and begin to identify problem areas and possible reasons why the problem is occurring. **Intermediate Status**: Select Status –<u>Identify</u> effective strategies that will be examined further at the district level to determine capacity, resources, processes and procedures**.** **Long Term Status**: Select Status

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Team and the second will be conducted with the monolingual ELA Needs Assessment Team. a. Conduct a 10,5,5 Protocol to determine possible reason(s) why the problem might be occurring. As part of the protocol, continue to narrow the list of possible reasons a problem is occurring by consolidating similar reasons into groups. b. Use the consolidated list of possible reasons why the problem is occurring and identify the sphere of control or influence the campus or district has for each possible reason. The team will need to identify the reason(s) that can be directly controlled thus allowing for greater impact of desired results. c. The team will select a possible reason from the "control" and conduct the 5 WHYS protocol which will result in a Root Cause to the problem. The 5 WHYs protocol will consist of a dialogue around processes surrounding the identified problem statement and gaps. Through the dialog potential strategies and actions may be identified. 4. Using the identified Root Cause(s), the Needs Assessment Team and District leadership team will identify strategies for both bilingual and monolingual areas, actions, resources (i.e. staff, materials, funds, etc.) that will be used to develop the district improvement plan. The leadership teams will: a. set annual goals; b. set interim status result checkpoints to track progress;		notes and documentation 4. Meeting minutes and documentation, drafted district-level improvement plan	–Develop and implement a district-wide targeted plan of action that will increase student achievement by ensuring that support systems are effectively in place. **Results**: **Next Steps**:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
c. determine who will be monitoring the status of the plan and identified strategies; and d. consider the data that will need to be collected to track the progress of the improvement plan as well as data to enhance the needs assessment process.			

Critical Action 4

Critical Action (Goal): PISD will meet the state target graduation rates for all student groups, including students receiving special education services.

Problem Statement:	Special Education graduation rates for 4-year (79.6%) and/or 5-year (83.8%) did not meet the Federal Safeguard standard of 88.5% and 91% respectively.
Root Cause and Strategy:	We will address the need to increase the graduation rate for Special Education students by: a) ensuring that there are adequate structures and systems in place to identify and track failure rates of special education students in grades 9-12 b) ensuring that there are adequate structures and systems in place to ensure consistent grading practices for students served by special education c) ensuring that there are structures in place to support the students participating in the Adult Transition program
Project Lead:	Special Education Leadership
Staff:	Campus Administration, Campus Special Education Leadership and Staff, Itinerant Special Education Staff
Materials and Resources:	District data, Region 20 Grading Best Practices document published by the Texas Education Agency

Targeted Area:	☐ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☐ Writing	☑ Targeted Student Group(s): Special Ed

Strategies for Accomplishing Critical Action 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a): Failure rate of special education students 1. Determine failure rates and baseline for data collection. a. Develop a system to distribute campus based failure reports specifically for special education students through Google Survey. b. Distribute reports per principal directives c. Determine validity and continued need for the reports provided. d. Define additional needs and analysis of failure rates 2. Clarify Credit Recovery options for students served by special education.	1. October - May 2. October - November	1. Data analysis, failure rate summary (baseline), Survey, and final analysis 2. Updated Flow Chart for credit recovery, Meeting Minutes, Data analysis	**Expected Outcome -** Decrease failure rates for special education students in grade 6-12 **Short Term Status**: Select Status - Develop a system to distribute campus based failure reports specifically for special education students through Google Survey. **Intermediate Status**: Select Status - Distribute failure reports per principal directives Define modifications for credit recovery and revise through collaborative meetings with key stakeholders. **Long Term Status**: Select Status - Define additional needs and analysis of failure rates

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
a. Define modifications for credit recovery and revise through collaborative meetings with key stakeholders. b. Determine continued needs for Credit Recovery and plan summer programing.			Determine continued needs for Credit Recovery and plan summer programing. **Results:** **Next Steps:**
Root Cause (b): Inconsistent grading practices 1. Develop grading best practices training for all 6-12 special education teachers through an online module: referencing district and state policies regarding grading. 2. Share module and purpose with Special Education Leadership and determine the extent the module will be utilized. 3. Analyze the module's effectiveness through feedback provided by special education teachers	1. October 2. November - May 3. May	1. Module, Teacher Feedback	**Expected Outcome -** Develop teacher capacity through the implementation of grading best practices. **Short Term Status**: Select Status - Create Module in alignment with state and district guidelines **Intermediate Status**: Select Status - Share module and purpose with Special Education Leadership and determine the extent the module will be utilized. **Long Term Status**: Select Status - Analyze the module's effectiveness through feedback provided by special education teachers. **Results:** **Next Steps:**
Root Cause (c): Number of students participating in the ATS program 1. Investigate eligibility and graduation plans for students participating in the ATS program. 2. Develop plan for pilot school (Shepton) to increase functional skills in the classroom. a. Train the use of the AFLS assessment of functional living skills	1. October - November 2. November - May 3. May	Graduation requirements for students served by special education, AFLS Assessment, Access to Shepton High School and student data, Data Analysis of Assessment and Student Data	**Expected Outcome -** Embed functional living skills throughout the curriculum to increase postsecondary success **Short Term Status**: Select Status - Develop plan for pilot school. Train on the use of AFLS. **Intermediate Status**: Select Status - Define specific alignment documents needed to redefine the alternate curriculum in grade 6-12

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
b. Define specific alignment documents needed to redefine the alternate curriculum in grades 6-12 3. Plan and define training needs for basic and developmental classrooms and implementation of new structure.			**Long Term Status**: Select Status - Define future training needs and develop draft implementation plan **Results:** **Next Steps:**

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 failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• 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 template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: N/A	**Priority for Service (PFS) Action Plan**	Filled Out By: Myra Scrabeck
Region: 10	School Year: 2017- 2018	Date: 7/2017

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)	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.	To advance student success the following will be implemented: 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Progress will be determined by the grading system of the school district and will be monitored using the PFS Progress Review Sheets. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas.

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.	September 1- August 31 of program year	NGS Specialist	PFS Tracking Report
▪ 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.	Beginning of each academic school year	Migrant Administrator, migrant program consultant(s), other ESC MEP staff and district program contacts	Completed Action Plan, Monthly PFS Report, Individual PFS Progress Review Sheets, Quarterly Reports, PFS Evaluation Sheet,
Additional Activities			
▪ See Attachment			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant program consultant(s), other ESC MEP staff, district program contacts	Agendas, sign-in sheets, and PFS Tracking Report
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will provide parents of PFS information on the Priority for Service criteria.	September 1- August 31 of the program year	NGS specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Agendas and sign-in sheets for PAC meetings, telephone and mail logs, parent signatures of home visits

▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will make individualized home and/or community visits to update parents on the academic progress of their children.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Telephone and mail logs, parent signatures of home visits
Additional Activities			
▪ See Attachment			

Provide services to PFS migrant students.

▪ The district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will use the PFS reports to give priority placement to these students in migrant education program activities.	September 1- August 31 of the program year	Migrant Administrator, migrant consultant(s),other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets, agendas, sign-in sheets, telephone and mail logs
▪ The district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
▪ The district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will determine what federal, state, or local programs serve PFS students.	September 1- August 31 of program year	Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
Additional Activities			
▪ See Attachment			

Sara M. Bonser   8/23/2017

LEA Signature   **Date Completed**   **ESC Signature**   **Date Received**