

District Improvement Plan 2015-16

Mission of Collinsville ISD:

A student-centered learning environment which celebrates cross-curriculum instruction, high educational standards, integrated technology, and a caring atmosphere to ensure independent and knowledgeable thinkers who are ready to succeed in any forum they may choose.

We believe:

- Learning can take place anywhere.
- Students learn best when a variety of learning methods are provided.
- Students need to be lifelong learners in order to be productive members of society.
- Parents are a fundamental part of a child's education.
- Every child should be safe at school.
- All students should be given the tools to excel to their greatest potential.
- Students must have core knowledge of classical curriculum including math, reading, social studies and science.
- Students should be prepared for their future.

Parameters for Collinsville ISD:

- All staff will do everything possible to help a student succeed.
- Nothing takes precedence over the education, safety, and well-being of students.
- Students must learn to be good citizens of both the physical and digital world.
- Students must learn citizenship, history, and lessons that instill pride, patriotism and love of state and country.
- Students must learn responsibility and be responsible for their own actions.
- Students will leave ready to succeed after high school.

Desired Graduate Characteristics for Collinsville ISD:

- Person of High Moral Character
- Sound Academic Foundation
- Skills to Work Collaboratively
- Critical Thinker/Learner
- Hunger for Learning

Collinsville Independent School District

Academic Goals & Objectives – 2015-16

Goal 1 – Digital Learning

To improve our learning environment, Collinsville ISD will provide competent instructors producing creative lesson designs emphasizing critical thinking and application, while also meeting the social and emotional needs of all students.

- Objective 1.1: Lesson designs incorporating digital technologies will be documented in the lesson plan to aid students in research and real world problem solving.

Goal 2 – Learning Standards

To transform students into creative thinkers with appropriate personal soft-skills, Collinsville ISD will provide meaningful and enjoyable learning experiences throughout the entire year that are aligned to standards and include student choice, interest, and real-world relevancy.

- Objective 2.1: Students will be engaged in weekly activities that incorporate choice and personal interest that is relevant to the real-world, while developing soft-skills needed for tomorrow's job market. These soft skills include:
 - Positive Attitude
 - Communication Skills
 - Problem Solving Skills
 - Acting as a Team Player
 - Self Confidence
 - Ability to Accept and Learn from Constructive Criticism
 - Flexibility/Adaptability

Goal 3 – Assessments for Learning

Collinsville ISD will create assessment guidelines that will be continuous and informative reflecting student needs, learning styles and individual growth.

- Objective 3.1: Assessment practices will be used each 6-week period that indicates a student's strengths/weaknesses with plans for intervention and/or extension of their learning.
- Objective 3.2: Teachers will give students feedback from 2 authentic assessments during the 2015-16 school years that help the student self-monitor and understand learning progress.
- Objective 3.3: At least one assessment each semester will include a component that measures student growth, as related to soft-skills and appropriate communication.

Goal 4 – Accountability

CISD will partner with all stakeholders to create a value-added educational system that creates an atmosphere of learning and an environment in which all students can flourish.

- Objective 4.1: Campuses will foster environments that showcase student success in innovative ways and encourage students to take pride and ownership in their education as observed in showcase activities.

Goal 5 – Organizational Transformation

CISD will empower staff and students to be productive 21st century members by focusing on students' interests and encouraging self-directed learners.

- District administrators will begin to implement flexible schedule planning throughout the 2015-16 school year.

Digital Learning

| Strategic Objective/Goal 1: Digital Learning | | To improve our learning environment, Collinsville ISD will provide competent instructors producing creative lesson designs emphasizing critical thinking and application, while also meeting the social and emotional needs of all students. | | | | |
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| Performance Objective 1: | | Lesson designs incorporating digital technologies will be documented in the lesson plan to aid students in research and real world problem solving. | | | | |
| Summative Evaluation: | | | | | | |
| Action/Strategies | Person(s) Responsible | Resources Human/Material/Fiscal | Special Population | Timeline Start | Timeline End | Formative Evaluation |
| Collinsville ISD will perform a thorough assessment of current technology and infrastructure, focusing on the limits of the current system. | Director of Technology | C-DOT personnel | All | Nov 2015 | Jan 2016 | Compiled data of all district technology |
| Collinsville ISD will develop a time line and plan to upgrade infrastructure, hardware, and software based on the assessment. | Director of Technology | C-DOT personnel | All | Aug 2015 | March 2016 | Time line and plan complete; presentation to tech committee |
| Each campus will develop a needs assessment specific to 21st Century technology hardware, software, etc. | Campus Principals; Director of Technology | Campus principals; C-DOT; Assessment plan | All | Nov 2015 | Jan 2016 | Campus needs assessment for technology |
| A district level technology committee will be created to review campus needs assessments, review requested purchases, and prioritize funding associated with those requests. | Supt; Director of Technology; Campus Staff | Committee; local/state/federal funding | All | Nov 2015 | July 2016 | Committee meeting minutes/agenda and prioritize spending plan; purchase orders |

Digital Learning

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| Collinsville ISD will create a listing of suggested/best practice applications for various technology tools with a system of internal professional feedback to better communicate and share instructional practices. | Director of Technology; Campus Principals | CISD Website; Application rating system | All | Dec 2015 | July 2016 | Suggested/research based app listing on website |
| Collinsville ISD will organize staffing in Collinsville's Dept. of Technology, assigning specific personnel to each campus for trouble-shooting, concerns, and assistance. | Supt; Director of Technology | C-DOT; Cell phone/email contacts for assigned personnel | All | Oct 2015 | July 2016 | Reorganization assignments |

Learning Standards

| Strategic Objective/Goal 2: Learning Standards | | To transform students into creative thinkers with appropriate personal soft-skills, Collinsville ISD will provide meaningful and enjoyable learning experiences throughout the entire year that are aligned to standards and include student choice, interest, and real-world relevancy. | | | | |
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| Performance Objective 1: | | Students will be engaged in weekly activities that incorporate choice and personal interest that is relevant to the real-world, while developing soft-skills needed for tomorrow's job market. These soft skills include Positive Attitude, Communication Skills, Problem Solving Skills, Acting as a Team Player, Self Confidence, Ability to Accept and Learn from Constructive Criticism, and Flexibility/Adaptability | | | | |
| Summative Evaluation: | | | | | | |
| Action/Strategies | Person(s) Responsible | Resources Human/Material/Fiscal | Special Population | Timeline Start | Timeline End | Formative Evaluation |
| Teachers will attend training on use of rubrics and implement routinely in assessing standards. | Campus Principals; Teachers | ESC 10 contract; facility use; staff development local/federal funding | All | July 2015 | July 2016 | Staff development records |
| Teachers will be provided training on modifications of new standards as they pertain to needs of students in special education. | Spec. Ed. Director; Teachers | Special Education staff; student IEPs; modification/ accommodation forms | Spec Ed | Nov 2015 | April 2016 | Staff development records; agenda/ sign-in sheets |
| CISD will create an alignment of standards (pre/post) for core academic areas, listing specific skills needed from one grade to another. | Curriculum Director | TEKS RESOURCE SYSTEM documents; local curriculum plan | All | Oct 2015 | July 2016 | Alignment document; district curriculum plan |
| CISD will focus on the awareness and articulation of performance standards by both teachers and students. | Campus Admin | Lesson plans; learning walk data | All | Sept 2015 | May 2016 | Instructional Effectiveness data |

Assessments for Learning

| Strategic Objective/Goal 3: Assessments for Learning | | Collinsville ISD will create assessment guidelines that will be continuous and informative reflecting student needs, learning styles and individual growth. | | | | |
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| Performance Objective 1: | | Assessment practices will be used each 6-week period that indicates a student's strengths/weaknesses with plans for intervention and/or extension of their learning. | | | | |
| Performance Objective 2: | | Teachers will give students feedback from 2 authentic assessments during the 2015-16 school years that help the student self-monitor and understand learning progress. | | | | |
| Performance Objective 3: | | At least one assessment each semester will include a component that measures student growth, as related to soft-skills and appropriate communication. | | | | |
| Summative Evaluation: | | | | | | |
| Action/Strategies | Person(s) Responsible | Resources Human/Material/Fiscal | Special Population | Timeline Start | Timeline End | Formative Evaluation |
| Each campus will administer 6-week assessments in core and elective academic areas; assessments will be approved by administration and include higher order/level 3 questioning. | Campus Principals; Teachers | Paper/ink costs associated with assessment | All | Aug 2015 | May 2016 | Assessment data reports; principal meetings |
| Teachers will utilize authentic assessments provided by CURRICULUM SERVICES, other sources, or self-created. | Teachers | CURRICULUM SERVICES; other instructional sources | All | Oct 2015 | May 2016 | Lesson Plans |

Accountability

| Strategic Objective/Goal 4: Accountability | | CISD will partner with all stakeholders to create a value-added educational system that creates an atmosphere of learning and an environment in which all students can flourish. | | | | |
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| Performance Objective 1: | | Campuses will foster environments that showcase student success in innovative ways and encourage students to take pride and ownership in their education as observed in monthly showcase activities. | | | | |
| Summative Evaluation: | | | | | | |
| Action/Strategies | Person(s) Responsible | Resources Human/Material/Fiscal | Special Population | Timeline Start | Timeline End | Formative Evaluation |
| Collinsville ISD will embrace a mission statement and communicate with community and other state partners a new vision for public education. | Supt; All District Admin. | Website; facility for meetings | All | Aug 2015 | July 2016 | Focus group meetings; presentation data |
| Collinsville ISD will partner with area LEAs to establish a local accountability system that complies with state requirements, yet provides meaningful feedback to students, parents, and other stakeholders of what is truly important for 21st Century learners. | Superintendent | Facility for meetings; survey information | All | Aug 2015 | July 2016 | Accountability Matrix; Implementation plan |
| CISD will continue partnerships with businesses to expand and integrate strategies to prepare learners for desired outcomes. | Supt | Chamber of Commerce; Facility for meetings | All | TBA | TBA | Sign-in sheets; Implementation Plans; Community/Business Needs Assessment |

Organizational Transformation

| Strategic Objective/Goal 5: Organizational Transformation | | CISD will empower staff and students to be productive 21st century members by focusing on students' interests and encouraging self-directed learners. | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------|--------------|------------------------------------------------|
| Performance Objective 1: | | District administrators will begin to implement flexible schedule planning throughout the 2015-16 school year. | | | | |
| Summative Evaluation: | | | | | | |
| Action/Strategies | Person(s) Responsible | Resources Human/Material/Fiscal | Special Population | Timeline Start | Timeline End | Formative Evaluation |
| Build the capacity of staff to effectively implement blended and flipped classrooms. | Supt; Campus Principals; Director of Technology | Staff development funds for travel | All (grades K-12) | Nov 2015 | July 2016 | Compiled research reports; implementation plan |
| CISD will explore options of looping grade levels and leveling instructional settings. | Superintendent; Campus Admin, Director of Technology | Staff development funds for travel | All (grades K-12) | Nov 2015 | July 2016 | Compiled research reports; implementation plan |
| CISD will gather data using Walkthroughs to establish baselines and needs assessment to design an instructional transformation plan for each campus. | All Campus Admin | Eduphoria; | All | August 2015 | June 2016 | Instructional data |

APPENDIX A

Coordinated Health - SHAC Council

| Strategies | Resources | Staff Responsible | Evaluation |
|-----------------------------------------------------------------------------------------------|-----------|--------------------------------------------|---------------------------------------------|
| 1. The SHAC Council will meet a minimum of 4 times per year | | Co-Chairs: 1 Non-employee 1 Employee | Minutes recorded and filed for each meeting |
| 2. The council will provide the CISD Board a written report of their activities for the year. | | Co-Chairs | Board Agenda – Presentation by SHAC Chairs |

Discipline Management – Safe Environment

| Strategies | Resources | Staff Responsible | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1. TXEIS will be used to monitor discipline infractions | Title 1, Part A | Principals, ISS Instructor | Semester reports compiled and submitted to Superintendent |
| 2. Results of TXEIS data will be used to plan programs and training | Title 1, Part A | Superintendent | TXEIS end of year reports – to determine strengths and areas for improvement |
| 3. Students that are highly at risk of dropping out of school will be monitored and offered credit recovery and/or accelerated instruction | Compensatory Funds | Counselor, High School Principal | 6 week reports monitoring the attendance and status of students participating in credit recovery/accelerated instruction. |

Dating Violence Awareness

| Strategies | Resources | Staff Responsible | Evaluation |
|----------------------------------------------------------------------------------------------|----------------|-------------------|-----------------------------------------------------|
| 1. Informative posters will decorate Collinsville High School hallways. | Campus budgets | Campus Counselor | Visual observations TXEIS Reports, PEIMS 425 data |
| 2. Group counseling sessions will provide students with dating violence signs and behaviors. | Campus budgets | Campus Counselor | Schedules of sessions TXEIS Reports, PEIMS 425 data |

Sexual Abuse and Maltreatment of Children

| Strategies | Resources | Staff Responsible | Evaluation |
|--------------------------------------------------------------------------------------|-----------------------|--------------------------|---------------------------------|
| 1. Local Law Enforcement Officers will speak to every campus | Title 1, Part A funds | Counselors | Decrease in number of CPS cases |
| 3. Counselors on all campuses will address sexual abuse/maltreatment during guidance | Title 1, Part A | Counselors | Decrease in reports |

Post-Secondary Preparedness: Admissions & Financial Aid Information

| Strategies | Resources | Staff Responsible | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------|
| 1. Go Center Coordinator will provide college and post high school information all students. | CTE Funds, Campus budget | Go Center Coordinator | Graduation Plans, Acceptance letters to post-secondary institutions |
| 2. Students will complete financial aid packets in the Go Center | Campus budgets | Go Center Coordinator | 100% of students will have completed a PELL application |
| 3. AP courses will be open-enrollment | Campus budget | Counselors | Number of students completing AP course Number of students passing AP exams |
| 4. Concurrent credit will be available to all eligible students | High School budget , High School allotment | Counselors | Number of students enrolled in dual credit courses Number of students passing dual credit courses |
| 5. Counseling and career guidance will be available to help students with certificate and technical opportunities. | High School budget | Counselors | Career pathway graduation plans |
| 6. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance for all parents. | High School budget | High School Principal | Participants attending the meetings |
| 7. College and Career Field Trips will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses. | CTE budget, High School budget | CTE Director | Participants attending, surveys |
| 8. Career Cruising Survey will be used with all 9th grade students | Middle School budget | 8th Grade Counselor | Surveys will be used to determine interest groups for mentors & career projects |
| 9. Student groups will present programs about careers | No cost | Applicable teachers | Student projects |
| 10. Career awareness will begin in kindergarten. Two career clusters will be researched per grade level – guest speakers will be invited throughout the year. | Campus budgets | Classroom teachers | Teacher lesson plans |

Migrant Education Program 2015-2016

| REQUIRED ACTIVITIES | AFFECTED INDIVIDUALS | TIMELINE |
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| I. TRAINING FOR RECRUITERS AND ELIGIBILITY REVIEWERS | | |
| A. Attend Identification and Recruitment (ID&R) training offered by ESC-Recruiters Attend ID&R and NGS training offered by ESC-Eligibility Reviewers COES for new year cannot be completed until training has occurred. | Staff: All recruiters and eligibility reviewers for the Migrant Education Program | By Sept. 1 or before recruitment begins for school year. Before Oct.1 for NGS training |
| II. IDENTIFICATION AND RECRUITMENT | | |
| A. Meet with all ID&R Staff. Meet with eligibility reviewers; recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan | Staff: All recruiters and eligibility reviewers for the MEP | By Aug. 31 |
| B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. That will be used by MEP ID&R staff | Staff: MEP administrators, recruiters and eligibility reviewers for the MEP | By Aug 31 |
| C. Make Recruiter Assignments Assign recruiters, 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. | Staff: All recruiters and eligibility reviewers for the MEP | By Aug. 31 |
| D. Conduct ID&R 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. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. | Staff: MEP Recruiters | By Aug. 31 for currently eligible children: continue recruitment efforts throughout year . Potentially eligible children: Make initial outreach efforts by Sept. 30 |
| E. Complete COEs 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. | Staff: MEP Recruiters | Within 3 days of parent signature |
| F. Review of COEs. 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. | Staff: MEP eligibility reviewers | Within 5 days of parent signature |
| G. 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. | Staff: MEP Recruiters | Between Sept. 1 and November 1. For 2 yrs old turning 3—on or after 3 rd birthday. |
| III. STATE MEP AGRICULTURAL MAP | | |
| A. Make contact with potential growers. Make recruiter assignments for contacting growers within district boundaries regarding hiring practices, crops and growing seasons | Staff: All recruiters and eligibility reviewers for the MEP | Contact all growers within district boundaries by Nov. 1. |
| B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside. | Staff: MEP administrators and recruiters | By December 1 and update on ongoing basis throughout the year |

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| IV. INTERAGENCY COORDINATION | | |
| 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 listed on the back of the COE. | Staff: MEP administrators and recruiters | Make initial outreach efforts by September 30 and continue on-going efforts throughout the year. |
| V. QUALITY CONTROL | | |
| A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC | Staff: MEP administrators, recruiters, eligibility reviews and other MEP staff | By Aug. 31. |
| B. Eligibility review. Forward COEs with more than one 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. | Staff: Eligibility reviewers, MEP administrators, and ESC MEP contacts when appropriate | Ongoing throughout the year |
| C. Monitor and address ongoing training needs for ID&R Districts will work with Region 10 ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff members as specific needs are observed throughout the year. | Staff: All MEP staff | As needed throughout the year. |
| 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 for the date eligibility ends. | Staff: All MEP staff | Ongoing throughout the year. |
| E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instructions set forth by TEA | Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP | January-June |
| VI. EVALUATION | | |
| A. Evaluate ID&R efforts for subsequent planning Gather and analyze data and input from various MEP stakeholders to incorporated appropriate changes into subsequent ID&R plan for continuous improvement | Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC) etc. | By June 30 |

APPENDIX B

| Components of a Schoolwide Plan | Standard | Evidence of Standard Completion and/or Progress Toward Completion |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1. Comprehensive Needs Assessment | Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs. | |
| 2. Schoolwide reform strategies | Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement Use effective methods and instructional strategies that are based on scientifically based research: i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations | |
| 3. Instruction by Highly Qualified Professional Staff | Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach. | |
| 4. Highly-qualified and Ongoing Professional Development | All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the improvement plan. | |
| 5. Strategies to Increase Parental Involvement | Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions. | |
| 6. Preschool Transition Strategies | Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented. | |

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| <p>7. Timely and additional Assistance to Students Having Difficulty Mastering the Standards</p> | <p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p> | |
| <p>8. Coordination and Integration of Federal, State and Local Programs and Resources</p> | <p>The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.</p> | |

Appendix C: Required School District/ESC Activities for the New Generation System

Year-round

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. NGS Training (p.11) ^{***} | All personnel sharing responsibility for implementing NGS activities | | Before October 1 |
| B. Enrollments | | | |
| (1) Enrollment for Children with Existing COEs (p.13) | All continuing enrollees and non-enrollees who do <u>not</u> have a new QAD | By October 1 | Within 5 working days after receipt of enrollment data |
| (2) Enrollment for Children with New COEs (p.13) | All enrollees and non-enrollees who have a new QAD | Within 5 working days of parent signature date for new COEs | Within 5 working days after receipt of new COEs NOTE: There is an extension in place for data entry of new COEs until October 7, 2015 |
| C. Residency Verification (p.19) | All identified migrant enrollees and non-enrollees | By November 3 for existing COEs with Section H completed; For new COEs completed during the 2015-2016 school year, within 5 working days of parent signature date | Within 5 working days after receipt |
| D. Priority for Service ^{***} (PFS) (p. 21) | Migrant students who appear on the Priority for Service Report. | Request and print Priority for Service Report for school year 2015-2016 on a monthly basis beginning July 1 | Deliver report to MEP Coordinator for dissemination to appropriate personnel |
| E. Continuation of Services (p. 23) | Migrant students who appear on the Continuation of Services Report | Request and print Continuation of Services Report before end of school year | Deliver report to MEP Coordinator for review to ensure that only those students who are eligible under the provision are listed and file with appropriate documentation |
| F. NGS Quality Control (p. 25) | ESC Migrant Contact/ ESC and District NGS Data Specialist(s) | | Before May 29 |
| G. Withdrawals and At Risk of Non-Promotion Indicator (p. 37) | For withdrawals: Migrant students enrolled in grades P3-12; For the At Risk of Non-Promotion Indicator: Migrant students enrolled in grades K-12 | Within 2 working days after early withdrawal including, if available, the At Risk of Non-Promotion data; or within 5 working days after end of school year | Within 1 working day after receipt of early withdrawal data and if available, the At Risk of Non-Promotion data; or within 5 working days after receipt of end of school year withdrawal data and the At-Risk of Non-Promotion data |
| H. Termination Reasons and Drop Out Indicator (p. 41) | Migrant children of any age | Within 10 working days after notification | Within 5 working days after receipt |

^{***} NCLB Initial Compliance Review Indicator

September

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|---------------------------------------------|------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|
| I. Limited English Proficient (LEP) (p. 45) | Migrant students enrolled in grades K-12 | By September 30 or 5 working days after initial enrollment | Within 5 working days after receipt of LEP information |
| J. Graduation Plans*** (p. 47) | Migrant students enrolled in grades 9-12 | By September 30 or 10 working days after initial enrollment | Within 5 working days after receipt of graduation plan information |

January – February

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|-------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| K. Secondary Credit – <u>Fall</u> Semester Grades (p. 49) | Migrant students enrolled in grades 9-12 | Within 2 working days after early withdrawal; or within 5 working days after end of semester for fall grades | Within 1 working day after receipt of early withdrawal data; or by February 27 for fall grades |
| L. Missing Credits and Partial Grades Consolidation (p. 57) | Migrant students enrolled in grades 9-12 | Within 5 working days after enrollment, receipt of updated records or completed partial work in designated school of graduation. Request Partial Credit Report by January 13 | Within 5 working days after receipt. Update all missing credits and partial grades by January 27 |
| N. Alternate Student ID Number*** (p. 63) | Migrant students enrolled in grades K-12 | Request Alternate Student ID Number Report by February 10 | Update all student records without a PEIMS number by February 24 |

March

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|-----------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| O. Facility Updates and Contact Information (p. 65) | NGS Data Specialists | Submit completed Campus Designation forms and the “Migrant” and “Summer Migrant” contact information for the 2015-2016 school year after March 1, 2016, but before June 2, 2016 | Update all facilities with migrant enrollments within 5 working days after receipt |
| P. Medical Alert and Immunization Data (p. 69) | Migrant students enrolled in grades P3-12 | Within 2 working days after early withdrawal or by March 2 | Within 1 working day after receipt of early withdrawal data; or by April 15 |

*** NCLB Initial Compliance Review Indicator

May through August

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|-------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K. Secondary Credit – Spring Semester Grades (p. 49) | Migrant students enrolled in grades 9-12 | Within 2 working days after early withdrawal; or within 5 working days after end of semester for spring grades | Within 1 working day after receipt of early withdrawal data; within 10 working days after receipt of spring grades |
| M. Not On Time for Graduation Indicator (p. 61) | Migrant students enrolled in grades 9-12 | Within 2 working days after early withdrawal; or within 5 working days after end of school year. (For 12th grade students, submit data only for those who did not graduate.) | Within 1 working day after receipt of the Not On Time for Graduation data for early withdrawals; or within 10 working days after receipt of the Not On Time for Graduation data. Required Report: Request and print the On Time for Graduation Report at the end of the school year and deliver report to MEP Coordinator. |
| Q. TAKS (p. 75) | Migrant students enrolled in grades 3-12 | Request TAKS results by June 1; For ESCs with SSA member districts: Request TAKS results by July 13 | For all districts: within 10 working days after receipt of TAKS results |
| R. Regular Term Coursework for Grades 6-8 (p. 81) | Migrant students enrolled in grades 6-8 | Within 2 working days after early withdrawal; or within 5 working days after end of school year | Within 1 working day after receipt of early withdrawal data or within 10 working days after receipt of end of school year data |
| S. Supplemental Program Data (p. 87) | All migrant children, P0-grade12 and non-enrollees | For regular and year-round terms by June 30 or as soon as services are provided | For regular and year-round terms by July 27 or as soon as supplemental data is provided |
| T. Special Needs and IEP On File Indicator (p. 95) | All migrant children who have a special need | Within 2 working days after early withdrawal; or by May 1 | Within 1 working day after receipt for early withdrawals or within 5 working days after receipt of Special Needs and IEP data |

Summer/Intersession Program Data

| Required Activities | Affected Staff/Students | Submission to Terminal Site/Time Requirements | Entry into NGS/Time Requirements |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| U. Summer/Intersession Enrollments*** (p. 99) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 5 working days of parent signature date on new COE; or within 2 working days after initial summer/intersession enrollment | Within 5 working days after receipt of new COE; or within 2 working days after receipt of initial summer/ intersession multiple enrollment worksheet |
| V. Summer/Intersession Withdrawals (p. 99) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 2 working days after early withdrawal; or within 5 working days after completion of summer/intersession services | Within 1 working day after receipt of early withdrawal data; or within 5 working days after receipt of withdrawal data |
| W. Summer/Intersession Program Assessments (Project Smart) (p.99) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 2 working days after early withdrawal; or within 5 working days after completion of summer/intersession services | Within 1 working day after receipt of early withdrawal data; or within 5 working days after receipt of withdrawal data |
| X. Summer/Intersession Supplemental Program Data (p. 99) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 5 working days after end of summer/intersession services | Within 2 working days after receipt of supplemental program data |
| Y. Summer/Intersession Academic and Health Data (p. 99) | All migrant students in grades P3-12 and non-enrollees receiving MEP-funded summer/ intersession services | Within 5 working days after end of summer/intersession services; and for secondary students taking credit courses, within 2 working days after early withdrawal | Within 2 working days after receipt of academic and health data |

*** NCLB Initial Compliance Review Indicator