

# Alba Golden Independent School District

## District Improvement Plan

### 2018-2019

**Accountability Rating: B**



# Mission Statement

The mission of Alba-Golden Independent School District is to provide a quality education for every student with the knowledge, skills, and principles to succeed and contribute in a competitive and technologically advancing world by providing rigorous and engaging learning opportunities that promote diversity; create an environment of integrity and respect; and establish a commitment to continued improvement with families and community members.

# Vision

Our community (the Board, the educators, the staff, the students, and the citizens) is unified, informed, and involved. We are dedicated to providing new ideas and encouraging change for the betterment of education and the future of our children.

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# Comprehensive Needs Assessment

Revised/Approved: January 14, 2019

## Demographics

### Demographics Summary

Alba-Golden ISD is a designated 3A school serving approximately 883 students Prekindergarten through Grade 12 and is located between the rural communities of Alba and Golden. Student ethnic populations consists of 88% White, 10% Hispanic, and 2% are other ethnicity (African American, American Indian, Asian, Pacific Islander, Two or More Races). 52% of our student population is economically-disadvantaged, 1.7% are English learners. 43% are considered at-risk, and 11% have special education placement.

The district employs 87 professional staff, 16 educational aides, and 30 auxiliary staff. Of our 58 female teachers and 18 male teachers. 61 hold bachelor's degrees while 15 possess a master's degree. The overall average years of teaching experience of our professional staff is 12.1 years. The average years of experience teaching within our district is 7.8 years. Our teacher ethnicity is made up of 96% White and 4% African American.

The local communities served by the district are small with very few large businesses. Many residents commute to larger towns and cities to work while others farm or have a small local business. English is the predominant language spoken. Growth in population has been slight but steady over the last 10 years with expected increases due to new major employment opportunities opening in surrounding areas.

### Demographics Strengths

- Alba-Golden ISD maintains local class size averages that fall below the state average. The district averages 11.7 students per teacher compared to the state average of 15.1 students per teacher.
- 67% of professional teaching staff have at least six years of teaching experience with over 50% having 11 years of experience or more.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Teacher ethnicity does not wholly reflect student ethnicity. **Root Cause:** With 73 White and 3 African American teachers, our Hispanic and other minority students do not have cultural role models in our teacher base.

# Student Academic Achievement

## Student Academic Achievement Summary

In TEA's new A-F Accountability rating system, the state has established three domains for measuring the academic performance of districts and campuses: *Student Achievement*, *School Progress*, and *Closing the Gaps*. Alba-Golden ISD received an overall rating of B for the 2017-2018 year based on the district ratings of B given in each of the three domains. A Distinction Designation for Postsecondary Readiness was not earned.

The *Student Achievement* domain indicates how much students know and are able to do at the end of the school year. It includes STAAR Performance, CCMR (College, Career, and Military Readiness), and Graduation Rate in the calculation of its ratings using a 40%, 40%, 20% split between the three components. In regard to STAAR performance, overall District STAAR results reflected slight improvements in ELA/Reading and Social Studies scores from previous years with slight drops in Math, Writing, and Science. The same performance trends were seen within the Economically Disadvantaged subset. FERPA (Family Educational Rights and Privacy Act) laws require masking of data for less than 5 students; therefore, due to our smaller number of students in Special Education, only combined data is available. Most all data is consequently masked for our EL students.

2017-2018 District STAAR Performance Grades 3-8 Reading <i>*numbers masked due to FERPA confidentiality laws</i>												
Grade	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Disadvantaged	English Learners
3	77%	75%	-	*	76%	-	*	-	*	*	77%	-
4	73%	78%	*	*	84%	-	-	-	*	*	*	*
5	84%	97%	-	*	96%	-	-	-	*	*	*	*
6	69%	76%	-	*	74%	-	-	-	-	*	74%	-
7	74%	81%	-	*	81%	*	-	*	*	*	74%	-
8	86%	86%	-	*	86%	-	-	-	-	*	83%	*

**2017-2018 District STAAR Performance  
Grades 3-8 Math**

*\*numbers masked due to FERPA confidentiality laws*

Grade	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Dis-advantaged	English Learners
<b>3</b>	78%	78%	-	*	77%	-	*	-	*	*	*	-
<b>4</b>	78%	81%	*	*	86%	-	-	-	*	*	73%	*
<b>5</b>	91%	92%	-	*	92%	-	-	-	*	*	*	*
<b>6</b>	77%	85%	-	*	84%	-	-	-	-	*	*	-
<b>7</b>	72%	70%	-	*	73%	*	-	*	*	*	*	-
<b>8</b>	86%	81%	-	*	81%	-	-	-		*	*	*

**2017-2018 District STAAR Performance  
End-of-Course**

*\*numbers masked due to FERPA confidentiality laws*

Subject	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Dis-advantaged	English Learners
<b>English I</b>	65%	66%	-	*	67%	-	*	-	*	*	*	-
<b>English II</b>	67%	*	-	*	*	-	*	*	*	*	*	*
<b>Algebra I</b>	83%	76%	-	*	78%	-	*	*	*	*	63%	*
<b>Biology</b>	87%	85%	-	*	88%	-	-	*	*	*	*	*
<b>U.S. History</b>	92%	88%	-	*	91%	-	*	*	*	*	77%	*

2017-2018 District STAAR Performance District Writing - "At Approaches" <i>*numbers masked due to FERPA confidentiality laws</i>												
Grade	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Dis-advantaged	English Learners
4	63%	56%	-	*	*	-	-	-	*	*	*	*
7	69%	75%	-	*	76%	*	-	*	*	*	*	-

2017-2018 District STAAR Performance District Sciences - "At Approaches" <i>*numbers masked due to FERPA confidentiality laws</i>												
Grade and/or Subject	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Dis-advantaged	English Learners
5	76%	55%	-	*	*	-	-	-	*	*	*	*
8	76%	75%	-	*	76%	-	-	-	-	*	67%	*
<b>EOC Biology</b>	87%	85%	-	*	88%	-	-	*	*	*	*	*

2017-2018 District STAAR Performance District Social Studies - "At Approaches" <i>*numbers masked due to FERPA confidentiality laws</i>												
Grade and/or Subject	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Dis-advantaged	English Learners
8	65%	64%	-	*	65%	-	-	-	-	*	*	*
<b>EOC US History</b>	92%	88%	-	*	91%	-	*	*	*	*	77%	*

**2017-2018 District Combined STAAR Performance  
Comparative Results – All Students  
(100% of student population)**

<b>Subject</b>	<i>At Approaches or Above 2017</i>	<b>At Approaches or Above 2018</b>	<i>At Meets or Above 2017</i>	<b>At Meets or Above 2018</b>	<i>At Masters 2017</i>	<b>At Masters 2018</b>
<b>ELA/Reading</b>	76%	<b>79%</b>	47%	<b>50%</b>	20%	<b>22%</b>
<b>Math</b>	79%	<b>80%</b>	42%	<b>38%</b>	17%	<b>14%</b>
<b>Writing</b>	74%	<b>66%</b>	50%	<b>32%</b>	18%	<b>12%</b>
<b>Science</b>	78%	<b>72%</b>	41%	<b>37%</b>	12%	<b>14%</b>
<b>Social Studies</b>	73%	<b>78%</b>	36%	<b>41%</b>	15%	<b>14%</b>

**2017-2018 District Combined STAAR Performance  
Comparative Results – All Economically Disadvantaged Students  
(52% of student population)**

<b>Subject</b>	<i>At Approaches or Above 2017</i>	<b>At Approaches or Above 2018</b>	<i>At Meets or Above 2017</i>	<b>At Meets or Above 2018</b>	<i>At Masters 2017</i>	<b>At Masters 2018</b>
<b>ELA/Reading</b>	69%	<b>73%</b>	42%	<b>41%</b>	17%	<b>17%</b>
<b>Math</b>	74%	<b>72%</b>	35%	<b>31%</b>	15%	<b>11%</b>
<b>Writing</b>	68%	<b>60%</b>	48%	<b>23%</b>	8%	<b>8%</b>
<b>Science</b>	71%	<b>64%</b>	35%	<b>29%</b>	9%	<b>10%</b>
<b>Social Studies</b>	66%	<b>69%</b>	31%	<b>30%</b>	13%	<b>12%</b>



**2017-2018 District Combined STAAR Performance  
Comparative Results – All Special Education Students  
(10.6% of student population)**

Subject	<i>At Approaches or Above 2017</i>	<b>At Approaches or Above 2018</b>	<i>At Meets or Above 2017</i>	<b>At Meets or Above 2018</b>	<i>At Masters 2017</i>	<b>At Masters 2018</b>
<b>All Subjects</b>	40%	<b>38%</b>	18%	<b>19%</b>	9%	<b>7%</b>

***Subset Group of English Learners - 1.5% of student population (data not available)***

The most recent District Graduation Profile shows a 100% graduation rate with the majority (53.3%) of the 2017 seniors graduating under the Recommended H.S. Program/Distinguished Achievement Program. 50% of our graduates have completed either nine or more hours of dual credit or three or more hours of ELA or Math compared to the 19.9% average of the state. Our College, Career, and Military Ready (CCMR) graduates show a higher 59.2% achievement rate compared to the 54.2% achievement rate of the state's annual graduates.

The *School Progress* domain shows A) how students are performing over time in reading and mathematics and B) compares that progress to similar schools. In District STAAR performance, our academic growth score of 71 for all grades in ELA/Reading is slightly above the state average score of 69. Our academic growth score for all grades in Math is 64, falling below the state score of 70. Our overall academic growth score for all grades and both subjects is 68, one point lower than the state average score of 69.

**2017-2018 District Progress**

**School Progress Domain**

**Academic Growth Score by Grade and Subject**

*\*numbers masked due to FERPA confidentiality laws*

Grade and/or Subject	State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Dis-advantaged	English Learners
<b>4 ELAR</b>	63	62	*	*	60	-	-	-	*	*	50	*
<b>4 Math</b>	65	50	*	*	51	-	-	-	*	*	50	*
<b>5 ELAR</b>	80	83	-	*	83	-	-	-	*	*	74	*
<b>5 Math</b>	81	79	-	100	76	-	-	-	*	*	85	*
<b>6 ELAR</b>	47	45	-	*	45	-	-	-	-	*	46	-
<b>6 Math</b>	56	68	-	*	67	-	-	-	-	*	71	-
<b>7 ELAR</b>	76	85	-	*	83	*	-	-	*	*	76	-
<b>7 Math</b>	67	37	-	*	37	*	-	-	*	*	35	-
<b>8 ELAR</b>	79	77	-	*	79	-	-	-	-	78	81	*
<b>8 Math</b>	81	87	-	100	85	-	-	-	-	82	92	*
<b>EOC Eng II</b>	67	68	-	*	70	-	*	-	*	*	66	-
<b>EOC Alg I</b>	72	64	-	*	65	-	-	-	-	*	55	-
<b>All Grades Both Subjects</b>	<b>69</b>	<b>68</b>	*	<b>73</b>	<b>67</b>	*	*	-	<b>67</b>	<b>58</b>	<b>66</b>	<b>68</b>
<b>All Grades ELAR</b>	<b>69</b>	<b>71</b>	*	<b>73</b>	<b>71</b>	*	*	-	*	<b>67</b>	<b>66</b>	*
<b>All Grades Math</b>	<b>70</b>	<b>64</b>	*	<b>72</b>	<b>63</b>	*	-	-	*	<b>53</b>	<b>65</b>	<b>79</b>

In the *School Progress* domain, Alba-Golden ISD received a final score of 76 for Part A: Academic Growth and a final score of 81 for Part B: Relative Performance. The better score of the two (81) is used for determining the district's rating of B in *School Progress*.

The final domain of *Closing the Gaps* represents how well different populations of students in a district are performing in four areas: grade level performance, academic growth, English language proficiency, and student achievement. In our district, this would include the sub-populations of White (87.7%) and Hispanic (9.5%) ethnicity groups, economically disadvantaged (52%), special education (10.6%), and English learners (1.5%).

Through the year, the district analyzed a variety of local data sources, including 9-week benchmarks, Renaissance STAR Math/Reading Assessments, Rigby Reading Assessment, Istation, IXL, and the TPRI, to monitor student progress and draw conclusions regarding student achievement and progress. Response-to-Intervention (RtI) was utilized to target interventions for low-performing and at-risk students. In addition, all STAAR tested grade levels in Math and Reading/English participated in the optional STAAR Interim Assessment developed by the state and piloted in the spring of 2018. The Interim gave students an opportunity to experience a STAAR-based online practice test while giving teachers immediate instructional data results which they then used to evaluate students' progress and explicitly target instruction for the remainder of the year.

### **Student Academic Achievement Strengths**

- ELA/Reading STAAR combined district scores improved 3% at approaches, 3% at meets, and 2% at masters from 2017 scores with our economically disadvantaged subset improving 4% at approaches standard.
- ELA/Reading STAAR passing scores for Grades 4, 5, 6, 7, and 8 were at or above state averages.
- Grade 5 Reading STAAR passing scores increased from 80% to 97%, Grade 7 Reading increased from 78% to 82%, and Grade 8 Reading increased from 79% to 86%.
- Math STAAR passing scores for Grades 3, 4, 5, and 6 were at or above state averages.
- Grade 4 Math STAAR passing scores increased from 61% to 81%, Grade 5 Math increased from 86% to 92%, and Grade 7 Math increased from 69% to 71%.
- Social Studies STAAR combined district scores improved by 5% at approaches standard from 2017 scores with our economically disadvantaged subset improving by 3%.
- STAAR Reading scores for Grades 5, 6, 7, 8 and English I had positive gains in the percentage of students meeting or mastering grade level standards.
- STAAR Math scores for Grades 5, 8, and Algebra I had positive gains in the percentage of students meeting or mastering grade level standards.
- Grade 8 STAAR for Science and Social Studies had positive gains in the percentage of students meeting or mastering grade level standards.
- The district and both campuses Met Standard on TEA Accountability Ratings.
- The secondary campus earned a Distinction Designation for Science.
- AGISD high school graduation rate is 100%.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 45% of our STAAR tested content areas (10 of 22) scored below state averages. **Root Cause:** Teacher turnover and lack of classroom continuity hampers instructional effectiveness.

# District Processes & Programs

## District Processes & Programs Summary

Alba-Golden ISD has a dedicated staff that makes a conscious effort to provide a relaxed, family-like and welcoming atmosphere to all students and community members. The administration and school board welcome teacher and staff input and encourage open communication concerning the needs of the district and campuses. Efforts to recruit and retain high-quality professional staff are a main priority along with providing available monetary incentives to all district employees. Our teacher turnover rate of 17.1% is slightly higher than the state rate of 16.6%. Most professional development training is arranged for the convenience of staff to attend on-campus during the workday and the content is selected based on its maximum benefit to the majority of teachers, such as Gifted/Talented training to target instructional strategies when working with higher level thinking skills of students.

Pertaining to instruction, the district utilizes the TEKS Resource System as a curriculum and scope and sequence tool along with state-adopted instructional materials. Efforts to align curriculum, horizontally and vertically, has been a major focus of the district to address identified areas of weakness. Scheduled planning time is provided to teachers throughout the year in order to achieve progress on content and instructional alignment. Professional development towards targeted areas of weakness as well as training for newly implemented programs have also been provided. PLC's (Professional Learning Communities) have been introduced into the district and meetings are regularly scheduled each grading period in our district mission to align curriculum. The district participated in the state's pilot program of the online STAAR Interim Assessment given during the spring of 2018 to assist in its development. The new Interim Assessment is optional and is now available for any district to use in the fall and spring semester. Data generated from the assessment provides teachers valuable insight as they plan instruction based on student results. Student progress is also measured regularly through the year by use of local and state/national assessment resources.

DMAC is a web-based software tool used for data sharing across the district. Student portfolios, progress monitoring data, interventions, 504 information, RtI documentation, LPAC, local assessments, STAAR, TELPAS, and SSI informational components are included for teachers and administrators to utilize in planning, preparing, and documenting instruction for students.

Alba-Golden ISD maintains a district website and app with up-to-date news and events pertinent to our students and community. A social media page (Facebook) is also maintained. The Remind 101 platform is utilized as a communication tool between teachers and students/parents, principals and teachers/staff, administration and employees. A new initiative that is being introduced to facilitate better communication between school and home is an online student enrollment process. Plans and initial preparations have been made to streamline the implementation of this new initiative for our students, families and community beginning with spring 2019 enrollment.

## District Processes & Programs Strengths

- Online TEKS Resource System available to everyone district wide as a curriculum and scope and sequence instructional planning resource.
- Teachers continue work on our district mission to target alignment of curriculum ensuring there are no gaps in instruction.
- Additional paraprofessional support staff hired to assist with student academic interventions at secondary and elementary.
- All district employees received a generous financial retention incentive which boosted employee morale.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Teacher turnover rate of 17.1% has impacted instructional continuity in some of our critical academic areas. **Root Cause:** Staff retention is a concern as some teachers have left the district to pursue better financial opportunities in neighboring districts.

**Problem Statement 2:** Our Professional Learning Communities only meet together once every nine weeks' grading period. **Root Cause:** To have maximum effectiveness in our alignment process, more opportunities need to be provided for our PLC's to meet and plan together.

# Perceptions

## Perceptions Summary

Parent and community engagement with the school district is high. School athletic events are well-attended, and special events, such as Meet the Teacher, Homecoming, Fall Festival, Thanksgiving Lunch, Veteran's Day Program, and Open House draw huge crowds to our campus. Parking during events that bring large numbers of people to our campus is a challenge. Board members are also present at many of these events throughout the year. Multiple generations of families usually participate in special activities at the school as alumni parents reminisce of their days spent at Alba-Golden. These events contribute to our family-like atmosphere.

Additionally, there are multiple opportunities for engagement through choir and band concerts, theatrical productions, agricultural activities, and sports contests. Students also reach out to the community through nursing home visits, Special Kids Farm and Ranch Day, canned food and toy drives, and special fundraisers benefiting community members or classmates in need.

District attendance at Alba-Golden ISD is consistent at a fairly high percentage of 96.0%. This is slightly lower than last year's rate of 96.1%. The annual dropout rate (Gr. 9-12) is low at 0.4% with sub-population rates of 0.5% for White and 0.9% for our economically disadvantaged. All other race/ethnicity and student groups were at 0.0%. The district had only 0.7% of students with disciplinary placements which is almost half of the state's average at 1.3%.

Alba-Golden ISD maintains a district website and app with up-to-date news and events to communicate to our students and community. A social media page (Facebook) is also maintained for the public. The Remind 101 platform is utilized as a communication tool between teachers and students/parents, principals and teachers/staff, administration and employees. A new facet of our district that is being introduced to facilitate better communication between school and home is an online student enrollment process. Plans and initial preparations were made with families of currently enrolled students during our first report card pickup in October 2018 to streamline the implementation of this new initiative for our students, families and community beginning with our spring 2019 enrollment process.

## Perceptions Strengths

- The student attendance rate at AGISD is high.
- There are many generational ties to Alba-Golden schools.
- Special school-related events are well-attended.
- Communication between school and home is a leading priority.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Current student enrollment process is outdated, ineffective and time consuming. **Root Cause:** Traditional paper enrollment packets are not efficient and take much time and manpower to handle multiple papers required of each student for legal documentation.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: January 14, 2019

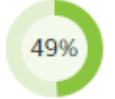
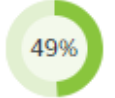
**Goal 1: Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.**






**Performance Objective 1:** Provide exemplary educational services in all areas of the curriculum to include the sub-populations of Special Education, Gifted/Talented, Dyslexia, LEP, At-Risk, and Title I.

**Evaluation Data Source(s) 1:** Grade level tracking of STAAR/EOC state assessment scores, local and statewide data, DMAC data, grade reporting, T-TESS evaluations

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide staff training and access to resources to appropriately accommodate curriculum for special population students.	District Administrators	Improvement in academic performance of sub-population groups in local and state assessments and grade reporting				
2) All campuses will have access to resources supporting the Texas Success program such as Imagine Math, Istation, IXL, Study Island, etc.	Technology Director	Increase the number of students improving in academic performance on local and state assessments				
3) Continue Student Success Initiative (SSI) services for grades 5 & 8 and high school EOC students by providing accelerated instruction to those students who did not meet the passing standard on STAAR Reading, STAAR Math, and/or designated STAAR EOC exams.	Campus Administrators	Increase the number of grades 5 & 8 and high school EOC students who meet passing standard on STAAR Reading, STAAR Math, and designated STAAR EOC exams.				

4) Provide credit recovery and acceleration for students at risk of dropping out.	Campus Administrators	Increase number of students receiving credits and decrease number of dropouts.				
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**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 2:** Create an aligned instructional program focused on acceleration and intervention.

**Evaluation Data Source(s) 2:** DMAC data, RtI data, local and statewide data, benchmark assessments, district curriculum documents and teacher lesson plans

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Ensure delivery of TEKS-based instruction through continual development and use of vertically and horizontally aligned curriculum in core content areas	Curriculum Directors	District curriculum documents updated to include consistent strategies, common academic language, and content specific alignment transitioning seamlessly from grades K through 12.				
2) Offer rigorous levels of advanced educational opportunities including college preparatory and dual credit courses, and career and technical education	Campus Administrators	Increase in class enrollment numbers				
3) Provide staff training and access to resources to appropriately accommodate curriculum for special population students.	Curriculum Directors	Improvement in student academic performance				
4) Provide tutorials before, during, and after school as needed	Principals	Improvement in student academic performance				
5) Strengthen use of Response-to-Intervention (RtI) process on all campuses	District RtI Coordinator	Improved academic performance of special population students				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 3:** Increase the performance of each district sub-population group with intentional focus on "closing the gaps".

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Eligible students will receive instruction by highly qualified personnel in an inclusive environment	Principals	Improved academic performance of sub-population students				
2) Provide supplemental services targeting at-risk students including dyslexia .	Campus Administration	Improved academic performance of all sub-population groups				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

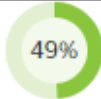





**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 4:** Increase the percentage of students at "meets standard" or above as measured by STAAR Reading assessment.

**Evaluation Data Source(s) 4:** STAAR state assessment scores

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide reading tutorials before, during, and/or after school as needed	Principals	Improved student academic performance on reading assessments and grade reporting				
2) Participate in online Interim STAAR assessments to gather student data for planning individualized targeted instruction	Curriculum Directors	Improved student academic performance on STAAR assessment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



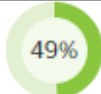





**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 5:** Increase the percentage of students at "meets standard" or above as measured by STAAR Math assessment.

**Evaluation Data Source(s) 5:** STAAR state assessment scores

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide math tutorials before, during, and/or after school as needed.	Principals	Improved student academic performance in math assessments and grade reporting				
2) Participate in online Interim STAAR assessments to gather student data for planning individualized targeted instruction	Curriculum Directors	Improved student academic performance on STAAR assessment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

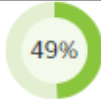





**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 6:** Increase the percentage of students at "approaches standard" or above as measured by STAAR Science assessment.

**Evaluation Data Source(s) 6:** STAAR state assessment scores

**Summative Evaluation 6:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Disaggregate data from previous STAAR science assessments, nine weeks' benchmarks, curriculum-based assessments and grade reporting	Curriculum Directors	Improved student academic performance in STAAR Science and local assessments				
2) Ensure alignment of science instruction and curriculum resources	Curriculum Directors	Improved student academic performance in STAAR Science assessment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

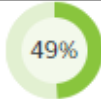





**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 7:** Increase the percentage of students at "approaches standard" or above as measured by STAAR Writing assessment.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Disaggregate data from previous STAAR writing assessments, nine weeks' benchmarks, curriculum based assessments, and grade reporting	Curriculum Directors	Improved student academic performance in STAAR Writing and local assessments				
2) Ensure alignment of writing instruction and curriculum resources	Curriculum Directors	Improved student academic performance in STAAR Writing assessment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** Alba-Golden ISD will provide exemplary instructional opportunities and maintain high expectations to ensure all students are prepared to achieve success in post-secondary college and career readiness.

**Performance Objective 8:** Increase the percentage of students at "approaches standard" or above as measured by STAAR Social Studies assessment.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Disaggregate data from previous STAAR Social Studies assessments, nine weeks' benchmarks, curriculum based assessments, and grade reporting	Curriculum Directors	Improved student academic performance in STAAR Social Studies assessment and local assessments				
2) Ensure alignment of social studies instruction and curriculum resources	Curriculum Directors	Improved student academic performance in STAAR Social Studies assessment				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

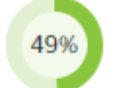


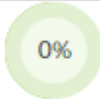

# Goal 2: Alba-Golden ISD will provide optimal resources to ensure students have educational and technological opportunities that support 21st century learning in alignment with the TEA Strategic Plan.

**Performance Objective 1:** Ensure adaptive and individualized learning based on student needs and abilities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide opportunities and resources for students to develop advanced technological skills	Principals	Student mastery of tech skills at progressive levels of difficulty in core curriculum areas and specialized classes such as robotics, coding and programming.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

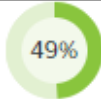




**Goal 2:** Alba-Golden ISD will provide optimal resources to ensure students have educational and technological opportunities that support 21st century learning in alignment with the TEA Strategic Plan.

**Performance Objective 2:** Implement a one-to-one (1:1) initiative to provide each student and staff member with a connected device on campus.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Increase the current computer-to-student ratio in conjunction with campus and district technology plans	Technology Director	1:1 device ratio achieved				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

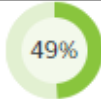





**Goal 2:** Alba-Golden ISD will provide optimal resources to ensure students have educational and technological opportunities that support 21st century learning in alignment with the TEA Strategic Plan.

**Performance Objective 3:** Provide timely resources for students and families regarding post-secondary college and career opportunities and requirements

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**TEA Priorities:** 3. Connect high school to career and college.






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide career education to assist students in developing needed knowledge, skills and competencies appropriate for their career goals	Campus Administrators	Attainment of student career goals after graduation				
2) Provide information and guidance to students and families regarding informed curriculum choices for higher education admissions and financial aid opportunities	Campus Administrators	Promotion of post-secondary learning for all students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 3: Alba-Golden ISD will ensure that a safe, orderly, positive, high-quality learning and working environment will be provided to support the social, emotional and physical well-being of all students and staff.**

**Performance Objective 1:** In partnership with staff and community stakeholders, develop a comprehensive strategic plan with short and long-term facility goals.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify current and future campus facility needs	Principals	Campus facilities provide ample space to accommodate all students and activities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						



**Goal 3:** Alba-Golden ISD will ensure that a safe, orderly, positive, high-quality learning and working environment will be provided to support the social, emotional and physical well-being of all students and staff.

**Performance Objective 2:** Provide effective learning spaces in district facilities to meet the educational needs of students and staff.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math.






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Designate campus space for early childhood classrooms that meet state guidelines	Superintendent	Classroom space available to accommodate all elements of early childhood development and learning to form the solid educational foundation to begin reading with comprehension and understanding mathematical processes				
2) Provide sufficient classroom space to develop an advanced robotics program for our Gifted/Talented students, CATE program and other interested students	Principals	Ample storage and work space areas available to provide opportunities for students to create and develop tech projects with the goal of participating in regional robotic competitions and fostering future career engagement				
3) Create an on-site sensory room for designated students	Principals	Sensory room available to serve as a therapeutic emotional and behavioral outlet retreat for our autistic and special needs students				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 3:** Alba-Golden ISD will ensure that a safe, orderly, positive, high-quality learning and working environment will be provided to support the social, emotional and physical well-being of all students and staff.

**Performance Objective 3:** Ensure all facilities meet safety and security guidelines recommended by TEA's School Safety Resource, the Texas School Safety Center and local law enforcement.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

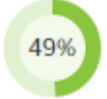




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Coordinate regularly scheduled safety and security checks with district and campus administrators, and local law enforcement.	Superintendent	Students and staff assured of a safe and secure learning environment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 3:** Alba-Golden ISD will ensure that a safe, orderly, positive, high-quality learning and working environment will be provided to support the social, emotional and physical well-being of all students and staff.

**Performance Objective 4:** Provide methods for addressing needs of all student groups.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide student and/or staff training with programs on suicide prevention, conflict resolution, bullying, violence prevention, dating violence, sexual harassment, trafficking and abuse, and discipline management	District Administrators	Decrease in number of incidents relating to negative behaviors				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						






# Goal 4: Alba-Golden ISD will strive to recruit, develop, and retain high quality and effective personnel to optimize successful student engagement and learning.

**Performance Objective 1:** Improve professional staff retention with a competitive salary base.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review state, regional, and local salary schedules and stipends and recommend adjustments as needed to remain competitive	District Administrators	Reduction in district's teacher turnover rate and increased morale of staff				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 4:** Alba-Golden ISD will strive to recruit, develop, and retain high quality and effective personnel to optimize successful student engagement and learning.

**Performance Objective 2:** Provide opportunities for staff to receive on-going, targeted professional development based on staff surveys, collaborative input, and student performance data.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Gather staff input through online surveys, Professional Learning Communities (PLCs), leadership meetings, etc., to determine their thoughts on district and campus instructional strengths and weaknesses.	Principals	Strengthening and targeting instructional focus and abilities of professional staff results in improved student academic performance				
2) Utilize Educational Service Center (ESC) 7 and other high-quality training resources to provide targeted professional development to address low performance areas	District Administrators	Improvement in student performance of targeted content areas				

= Accomplished  
 = Continue/Modify  
 = No Progress  
 = Discontinue

# Goal 5: Alba-Golden ISD will exercise fiscal responsibility and provide stewardship to maintain financial strength and allocate the financial resources necessary for educational and district growth, support, and needs.

**Performance Objective 1:** Evaluate district processes and create procedural guidelines for budget alignment and resource allocation.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Maintain projection data for student enrollment, budget and finance	District Administrators	All needed services are provided and available for students and student learning				
2) Follow financial operating procedures as outlined in the AGISD Business Operating Manual in compliance with all state/federal guidelines (EDGAR)	District Administrators	District maintains financial integrity and transparency				
3) Conduct an annual financial audit following all outlined policies and procedures	District Administrators	District maintains financial integrity and transparency				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cara Gibson	Teacher	Title I	1
Deanna Reynolds	Teacher	Title I	1
Judy Thompson	HS Aide	Title I	1
Rachelle Tennyson	Teacher	Title I	1
Shelley Backer	Teacher	Title I	1

# District Planning and Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dwayne Ellis	Superintendent
Administrator	Jennifer Wigington	Special Programs Director
District-level Professional	Michael Scott	Technology Director
Administrator	Starla Bryant	District Testing Coordinator
Administrator	Rachelle Tennyson	District RtI Coordinator
Administrator	Michele Glidewell	Director of Curriculum, Instruction & Assessment
Administrator	Deitra Bizzell	Secondary Curriculum Director
Administrator	Kevin Wright	Principal - Elementary
Administrator	Brandon Bohannan	Principal - Junior High
Administrator	Michael Mize	Principal - High School
Classroom Teacher	Katie Richardson	Teacher (SpEd) - Elementary
Classroom Teacher	Shanna Wilkinson	Teacher - Elementary
Classroom Teacher	Reed Starnes	Teacher - Secondary
Classroom Teacher	Stacy Rolan	Teacher (CATE) - Secondary
Parent	Stephanie Sitar	Committee Member
Business Representative	Sue Jones	Committee Member
Community Representative	Jeannette Peel	Committee Member



# Addendums

**Identification and Recruitment  
Action Plan 2018-2019**

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Alba-Golden ISD and ESC Migrant Contacts	September, 2018 and April, 2019	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Alba-Golden ISD and ESC Migrant Contacts	September, 2018 and April, 2019	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

**Identification and Recruitment  
Action Plan 2018-2019**

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Alba-Golden ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Alba-Golden ISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Alba-Golden ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

**Identification and Recruitment  
Action Plan 2018-2019**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2018- November 1, 2018. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

**Identification and Recruitment  
Action Plan 2018-2019**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	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. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2019	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2019	COEs, TEA guidance	TEA report

**Identification and Recruitment  
Action Plan 2018-2019**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	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.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

**Identification and Recruitment  
Action Plan 2018-2019**

**Strategy 3: Family and Community Relations and Coordination** Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Alba-Golden ISD	September - October 2018	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Alba-Golden ISD	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Alba-Golden ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Alba-Golden ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

**Needs Assessment Goal:**

**Promote the academic, social and inter-personal communication of enrolled migrant students from PK through 12th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.**

**Needs Assessment Objective:**

**Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.**

Evidence of Need	Activity	Timeline	Staff Responsible	Method of Evaluation
Pre-School (age 3-5)	Enrolled students or home based contact (A Bright Beginning, books, parent involvement)	Within the first 60 days of school for enrolled students. Serve as of DOB for 2 yr olds turning 3.	District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact	A Bright Beginning evaluation form, Teacher Formative Evaluations, Early Childhood checklists
Assessment of readiness skills				
1 <sup>st</sup> to 2 <sup>nd</sup> Grade	EOY Assessment and/or checklists	End of School Year	Classroom Teacher, Campus Administrator, District Migrant Contact	TPRI, Tejas Lee, DRA, Reading Assessment, STAR Assessments, Universal Screeners, or Local Rubrics
Academic Mastery of Basic Skills				
State Assessment	Accelerated Instruction during the school day, extended day and/or summer school; RtI	Throughout the school year	Campus Administrators, Classroom Teachers, District Administrators, District Migrant Contact	Progress Monitoring Data, State Assessments, Data Disaggregation Reports
Number of students not passing State Assessments Grades 3-11				
Secondary Students	Increased awareness of staff regarding migrant student academic and non-academic needs	Beginning of school year or upon enrollment of migrant students and ongoing throughout the school year	District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact, Counselor, Social Workers	Student Data, Report Cards, Test Scores, Benchmarks, Progress Monitoring Discipline Reports, Parent Contacts RtI
Academic and Non-Academic Challenges				
Secondary Students	Parent Involvement Conference, increased awareness of parents regarding migrant student academic and non-academic needs	Ongoing throughout the school year and summer home visits	District Migrant Contacts, Campus Administrators, Parent Liaison (PAC-ESC 7)	Phone log, home visit log, PAC Agenda and Sign - in sheets
Parents of Secondary Migrant Students				
Parent Support	Utilize electronic communication, Information meetings, local organizations, and/or school facilities	Ongoing throughout the school year	District Migrant Contact, Counselors, Campus Administrators, Social Workers, Classroom Teachers, Translators	Increased parental involvement, sign-in sheets, activity rosters
AT all levels of participation and communication for parents				



## 2018-2019 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:

<b>Priority for Service Criteria</b>	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are over age for their current grade level.</li> </ul>

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

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

<b>School District: Alba-Golden ISD</b>
<b>Region: 7</b>

## Priority for Service (PFS) Action Plan

**School Year: 2018 - 2019**

<b>Filled Out By: Jennifer Wigington</b>
<b>Date:</b>

***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).*

<p><b><u>Goal(s):</u></b></p> <p>100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.</p>	<p><b><u>Objective(s):</u></b></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Before the end of each month, August 2018-July 2019	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> <li>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.</li> </ul>	Before 1 <sup>st</sup> Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	ongoing	MEP staff	calendars, meeting notes
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
<ul style="list-style-type: none"> <li>The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	ongoing	MEP staff	PFS student review forms
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li></li> </ul>			

\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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<b>Bullying Prohibited</b>	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
<b>Retaliation</b>	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
<b>Confidentiality</b>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or



- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*