



# FRUITVALE JUNIOR HIGH

## 21<sup>ST</sup> CENTURY PLAN

### 2016-2019

# FRUITVALE INDEPENDENT SCHOOL DISTRICT

## **FJH Campus Improvement Team**



Beth Burton, Parent Representative  
Laniece Jones, Parent Representative  
Judy Woodrum Community Representative  
Bobby Taylor, Community Representative  
Bill Hunt, Business Representative  
Heath Yates, Business Representative  
Charles Harford, Principal  
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Liz Mince, Librarian  
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Fran Humphrey, Teacher  
Jennifer Sulc, paraprofessional



# **FRUITVALE ISD—21<sup>ST</sup> CENTURY PLAN 2016-2019**

**Mission Statement:**  
Learners Today – Leaders Tomorrow

## **Visioning Committee Belief Statements:**

The Partnership of families, community members, students, and Fruitvale Independent School District employees is critical to each student's growth and success.

We believe in the value of instilling work ethic, integrity, perseverance, and motivation in future generations.

We believe in providing a 21st century education interwoven with real world applications.

We believe in modeling and guiding students toward becoming good citizens.

We believe in unlocking each individual student's potential.

We believe in a supportive and collaborative school culture for students, teachers, and families.

# 2016-2019 FRUITVALE JUNIOR HIGH SCHOOL GOALS AND OBJECTIVES

## Goal 1

Fruitvale Junior High School will strive to develop and implement an environment of engaged digital learners as evidenced by all students engaged and using technology in instructional settings.

### (District) Objective 1:1

Fruitvale Junior High School will strive to provide each student and teacher with needed technology.

Activity/Strategy	Title 1 SWC	Person(s) Responsible	Timeline	Resources	Formative Review
Form technology committee to plan cross-curricular activities and organize technology program	2, 8	Superintendent Business Manager Principal Teachers Curriculum director	Aug-May	No additional costs	
Actively seek out grants for the purchase of technology	10	Superintendent Business Manager Curriculum Director Technology Director	Ongoing	No additional costs	
Educate community members, parents, school board members, and other stakeholders of the need to dedicate funding for technology	6	Superintendent Site based committee Principal	Ongoing	No additional costs	
Fruitvale Junior High School will purchase Chromebooks and carts, so that every classroom can have a set for student use		Principal Business Manager Technology Director	December	REAP grant	

## Goal 2:

Fruitvale Junior High School will evaluate student progress across multiple areas by using a variety of sources, such as individualized growth over time in academic skills, comparison to national rankings rather than state rankings, involvement in district/community activities, increase/decrease in functional skill acquisition such as interpersonal skill development, goal setting, or conflict resolution skills.

### (District) Objective 2:1

Each year, Fruitvale Junior High School students will track their own learning and growth over time in academic and interpersonal skills.

Activity/Strategy	Title 1 SWC	Person(s) Responsible	Timeline	Resources	Formative Review
Students at Fruitvale Junior High School will be provided the tools, training, and materials necessary to access, monitor and document personal progress	8	Curriculum Director Principal Teachers	Ongoing	Title I	
Fruitvale Junior High School teachers will track student progress using student portfolios in Google Drive		Principal Teachers	Ongoing		
Fruitvale Junior High School counselor will have 8 <sup>th</sup> grade students keep a portfolio to track their career exploration activities		Principal Counselor	Ongoing		

### Goal 3:

Fruitvale Junior High School will promote multiple assessment opportunities that integrate depth, complexity, and individualized concepts while providing collaborative opportunities for teacher planning and development

#### (District) Objective 3:1

Fruitvale Junior High School staff will have an opportunity to collaborate departmentally, as well as by grade level, each week in PLC's in order to discuss student achievement based data from the authentic assessments.

Activity/Strategy	Title 1 SWC	Person(s) Responsible	Timeline	Resources	Formative Review
Students at Fruitvale Junior High School will be provided the tools, training, and materials necessary to access, monitor and document personal progress	8	Curriculum Director Principal Teachers	Ongoing		
Core subject teachers will have input for weekly PLC agendas	8	Curriculum Director Principal Teachers	Weekly	No additional costs	
Staff will meet/discuss best practices and research-based strategies through vertical team PLC as demonstrated through classroom instruction	2, 4, 8	Curriculum Director Principal Teachers	Weekly	Learning walks Chromebooks	
Fruitvale Junior High School will abide with the minimum expectations for 9-week assessments (CBAs) as demonstrated through the Instructional Focus Document. The vast majority of questions will be at the advanced level. Principal will approve all tests submitted	8	Curriculum Director Principal	August; September; November; January	TEKS Resource system (Title I, \$1287)	
Staff will utilize DMAC to create the framework for managing student assessment data	8	Curriculum Director Principal Teachers	August; September; November; January	DMAC; ESC7 contracts for DMAC services (Title I, \$1457)	
Teachers will be given ample time to construct appropriate assessments for the course of instruction or grade level department. The district calendar will provide on-campus work days for collaboration with other staff each 9 weeks	8	Curriculum Director Principal Teachers	As scheduled each 9 weeks	Time during conference/planning periods; test bank resource through TRS and TAG (Title I, \$1457, Title I \$1287)	

## Goal 4:

Fruitvale Junior High School will foster meaningful student learning, utilizing local control for desirable outcomes and serving the needs of the whole student.

### (District) Objective 4:1

Fruitvale Junior High School students will receive daily instruction based upon state and local standards and community based accountability measures to serve the whole child.

Activity/Strategy	Title 1 SWC	Person(s) Responsible	Timeline	Resources	Formative Review
Teachers will develop a choice in tasks to promote student engagement with a focus on state standards	9	Principal Teachers Curriculum Director	Aug-May	District curriculum PBL activities Learning Walks Instructional Allotment	
Teachers will utilize state resources such as Apex, Compass, and Think Through math to assist in the development of proper cognitive thinking processes and intervention for struggling students	2,3, 9, 10	Teachers Curriculum Director	Aug-May	Apex Compass Think Through Math	
Teachers will utilize Project Based Learning as a way to engage students by means of investigating and responding to authentic, engaging and complex questions, problems or tasks.	2, 4	Principal Teachers Curriculum Director	Aug-May	PBL resources PLC planning time Professional Development Learning Walks	

## Goal 5:

Fruitvale Junior High School will provide professional development for staff to increase student technology usage in real world work applications.

### (District) Objective 5:1

Fruitvale Junior High School students will be able to utilize technology in a way that prepares them for work-place technology usage. The use of computer applications, presentation software, and shared documents will be a part of their learning environment each day at Fruitvale ISD.

Activity/Strategy	Title 1 SWC	Person(s) Responsible	Timeline	Resources	Formative Review
All instructional staff will be provided in district technology staff development twice per school year	2	Curriculum Director Principal Teachers	Ongoing	Time for PD	
The district will hire a technology specialist to assist teachers in implementing new technology into instruction, model technology lessons, and provide professional development for staff development days and on demand as needed for technology integration.	3	Superintendent	Summer 2017?		
The district will send 2 teachers per campus, and the instructional technology teacher to technology training or conferences, including TCEA, in order for them to train staff in district with what they learned		Curriculum Director Principal Teachers	Ongoing	TSTEM grant funds Local funds	



## Appendix A—FJH

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### Coordinated School Health Activities: FJH

Strategies	Resources	Staff Responsible	Evaluation
1. The Student Health Advisory Council (SHAC) will meet a minimum of 4 times per year: Dates TBA.	District funds Title 1, \$334, Region 7 health/nurse agreement	Co-Chairs: 1 Employee	Minutes recorded and filed for each meeting
2. Fruitvale ISD will review/amend the 2015-2016 Wellness Policy and include specific goals/strategies for implementation	District/campus policies and/or procedures	SHAC; nurse	Policy will be posted as required and available upon request
3. The council will provide the FISD Board a written report of their activities for the year.	Board meeting	Co-Chairs; curriculum director	Board Agenda
4. PE teachers will oversee the implementation of the FitnessGram and monitor needs of campus based programs.	Campus budget  Submission software	PE teachers	The FitnessGram will be scheduled with results submitted as required

## Appendix A—FJH

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### Attendance & Dropout Prevention Strategies: FJH

1. Campus committees and district/campus administrators will review and analyze annual dropout records and current/pending cases.	PEIMS records; PBMAS reports	District/campus administrators; homeless liaison; Teachers	Records will be maintained and reviewed in scheduled principal meetings
2. Attendance will be closely monitored with timely interventions for students with chronic absenteeism. Home visits will be conducted as needed.	Attendance records; truancy court	administration; counseling	Truancy intervention strategies will be documented as required, using the FISD truancy policy
3. FJH will be proactive with encouraging higher attendance rates by utilizing a variety of incentive programs, such as gift cards for perfect attendance, use of cell phone at lunch privileges, and trip in spring in which one indicator to go is high attendance percentage	Campus budget	Principal	Attendance rates and incentive programs will be reviewed during scheduled principal meetings
4. FJH will provide and help arrange transportation services, according to FISD board policy FCC (regulation) to students in foster care	Campus budget	Foster care liaison  Transportation director	Phone log  Foster care students' attendance rate
5. Encourage attendance by providing alternative setting in AEP for students who violate the Student Code of Conduct	TxEIS; student records	Principal	Monitor number of students participating

## Appendix A—FJH

6. Promote parent awareness of the importance of maintaining daily attendance by each principal sending a letter on attendance to all students	TxEIS; student records	Principals Campus secretary	Improved attendance rates; records of letters sent kept by principal/secretary
7. Continue DAEP on district grounds with core teachers	Budget—comp ed funds \$9500 (1FTE)	Administrative team teachers	Intervention Plans
8. Counselor provide guidance services for at-risk students	Campus budgets	Counselor Principal	Increased attendance, improved grades, decreased dropout rate
9. Tutoring provided to assist students struggling in academics	Comp Ed (\$26700, 1.4 FTE)	Teachers	Tutorial sign in sheets Report Cards
10. Students identified as pregnant will be offered services through the Pregnancy Related Services (PRS) once documentation has been completed and verified. It is not required that each student need or use each/every service.  Compensatory Education Home Instruction (CEHI) Counseling services if necessary Health services from the school nurse Schedules	Comp Ed	Counselor Principal Nurse	CEHI logs Counselor

## Appendix A—FJH

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### Higher-Ed Information Strategies: FJH

Strategies	Resources	Staff Responsible	Evaluation
1. HB 5 information will be posted on the district website	Fruitvale website; high school website	Admin	Information will be up to date and located on website
2. Counseling and career guidance will be available to help students with certificate and technical opportunities.	Campus budget	Counselor	Career pathway graduation plans
3. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance for all parents in 8 <sup>th</sup> gr	Reg 7 counseling agreement (Title I, \$250)	Principal Counselor	Participants attending the meetings, surveys
4. College and Career Day will be scheduled to offer opportunities for 8 <sup>th</sup> grade students to visit with college recruiters and businesses.	Campus budget	Counselor	Participants attending, surveys
5. Career Cruising Survey will be used with all 8 <sup>th</sup> gr. students	Reg. 7 guidance/counseling agreement Title 1, \$250)	Counselor	Surveys will be used to determine interest groups for mentors & career projects and to help guide students with HB 5

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			graduation requirements
6. Apply, utilize Walmart grant for college visits	Walmart grant funds	Principal Counselor	Student surveys Grant eval requirements

## Appendix A—FJH

### Safe Environments: FJH

Strategies	Resources	Staff Responsible	Evaluation
1. Staff will attend required Sexual Abuse and Prevention Training and Recognition of Maltreatment of Children and Child Abuse Reporting Training	PowerPoint training	Counselors	Curriculum Director will document all training and maintain records for all district personnel.  K-12 completed 8/24/16
2. Posters for students and staff on how to report abuse are displayed in high traffic areas around campus	District supplies	Principal Counselor	Visual observations
3. Staff members will ensure visitors check in at the office to sign visitor's log and receive visitor's pass	Local funds	Campus secretary staff	Monitor daily
4. Evaluate the use of surveillance cameras at all gates and entry ways.	District allocation	Campus administration  Maint. Dept	Regular review of videos
5. TxEIS discipline reports will be used to monitor discipline infractions	Local funds	Principal	9 week reports compiled and submitted to Superintendent
6. Results of discipline data will be used to	Local funds	Curriculum Director	PEIMS end of year reports –

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plan programs and training		Principal	to determine strengths and areas for improvement
7. All substitute teachers will be required to attend training in the area of safety and security.	None	Curriculum Director	Training will be required of all new substitute teachers prior to employment
8. Campus will comply with required safety drills and will also implement supervised lock-down drills	None	Campus personnel; Principal	Drills will be completed and documented; follow up will be provided to analyze steps taken and implement corrective action if needed.
9. Provide Dating Violence Awareness programs. Campus will inform and publicize information in hallways.	Campus budget	Counselor  Principal  Nurse	Visual observations; scheduled announcements
10. Evaluate School Facebook usage	Facebook	Superintendent	Parent surveys  Facebook admin page— activity, likes, messages, comments, shares
11. Campus will recognize October as Bullying Awareness Month with a variety of activities and instruction	Campus budget	counselor	Activities will be conducted and reported to campus administration

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12. Campus will participate in Red Ribbon Week and a variety of activities.	Campus budget	All campus personnel	Red Ribbon Week will be highly publicized and eventful.
13. Campus will provide staff and student training for the prevention, identification, and consequences of bullying	None	Campus administrators, counselor	Campus will maintain documentation of training.
14. District policies regarding bullying will be communicated and posted as required	None	Curriculum Director Principal Counselor	Posted policy
15. Sexual abuse and awareness will be taught through the school counselor	None	Counselor	Certificates obtained  Curriculum Director will document all training and maintain records for all district personnel.  K-12 completed 8/24/16
16. Early Mental Health Intervention and Suicide Prevention training provided to all staff annually	None	Counselor	Curriculum Director will document all training and maintain records for all district personnel.  K-12 completed 8/24/16



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17. Staff will be trained annually in Crisis Prevention Intervention	Training documents CPI Title I (\$530)	Curriculum director Teachers	Training documents; sign-in sheets, etc. will be maintained.  K-12 completed 8/24/16
18. Training on blood borne pathogens and annual CPR training, defibrillator	Local funds	Curriculum director nurse	Curriculum Director will document all training and maintain records for all district personnel.  K-12 completed 8/24/16

## FJH Appendix B - Compliance Rubric for a Schoolwide Plan

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
1. Comprehensive Needs Assessment	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	<p>The comprehensive needs assessment is part of each campus improvement plan, also known as the 21<sup>st</sup> Century Learning Plans. These are posted on the FISD website.</p> <p>The campus improvement plan is a summary of the campus needs assessment.</p>
2. Schoolwide reform strategies	<p>Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <ul style="list-style-type: none"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	<p>The campus have specific reform strategies based on the needs assessment. When similar reform is necessary across multiple campuses, then the reform becomes a district-level strategy. All strategies are found in the appropriate improvement plan, developed by the campus/district administration with guidance from the campus/district level site-based decision committees (SBDMs).</p> <p>Examples of services/strategies include: Accelerated Instruction for students not successful with state assessment; use of Think Through Math program; Mainstay Math; estar/mstar; Read 180; Compass, Apex; Content Mastery; tutorials, advisory time for core subjects. Fruitvale will use TPRI and Rigby leveled readers for elementary reading assessments and RTI intervention.</p>
3. Instruction by State Qualified Professional Staff	<p>Teachers meet the Texas qualified requirements and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all</p>	<p>FJH strive to ensure that all teachers meet the 5 state requirements for teaching in Texas: obtain a Bachelor's degree, complete an educator preparation program, pass certification exams, submit the state application, and complete fingerprinting. If, due to circumstances beyond the</p>

## FJH Appendix B - Compliance Rubric for a Schoolwide Plan

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	<p>teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	<p>district's control, staff were hired without meeting any of the 5 state requirements, then the district/campus personnel work to assist the staff member with acquisition of requirements. Currently, no staff lack any of the requirements. Required notification letters are mailed to parents of students if so.</p>
4. Ongoing, high-quality Professional Development	<p>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.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	<p>Professional development (PD) is a key component to meeting the needs of all students, especially select groups of students with specific needs. FMS /FHS budget annually for PD. All PD records are electronically documented and maintained by the Curriculum Director. Requested PD is prioritized and funded based on the goals of the district and needs of the students. Documentation of all PD is reported annually in the compliance submission for federal programs.</p>
5. Strategies to Attract Qualified Staff	<p>The School advertises small class sizes to attract qual. staff</p> <p>FJH provides a student environment and support structure conducive to attracting teachers</p> <p>New staff are provided strong mentoring support from the campus principal, mentor teacher, and curriculum director</p>	<p>FJH provides salaries above state-based requirements, including additional stipends for teaching in the critical areas. FJH also offers free lunches to staff. FJH provides an environment and support structure conducive to attracting teachers to the district. Administrators participate in job fairs, support student-teacher agreements, and participate in mentorship programs. Many new teachers were products of the student-teacher programs.</p>

## FJH Appendix B - Compliance Rubric for a Schoolwide Plan

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6. Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	<p>Parental involvement is critical to student success. FJH is committed to providing opportunities for parents to participate in school related activities. All campus provide multiple opportunities. These are recorded/documented (with sign in sheets) with the principal and curriculum director. Funding is allocated to assist with programs and increase parent attendance. Examples include: school supply night; open house; weekly parent contacts by teachers; and various meetings for special programs.</p>
7. Preschool Transition Strategies	NA	NA
8. Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p>	<p>Students who are unsuccessful with state assessments are targeted for assistance. Students are assigned to academic tutorials either before/after school or advisory. Computerized academic programs are also utilized to reinforce learning and teach new concepts. Communication between the classroom teacher and RTI teachers is seamless through the use of eSTAR RTI. Refer to examples listed under 'school-wide reform' for additional instructional assistance provided.</p>
9. Coordination and Integration of Federal, State and Local Programs and Resources	<p>The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.</p>	<p>FJH does not typically use one funding source for any one program. Federal, state, and local funding are used to provide materials, equipment, and professional development. This information is documented and reported in the compliance portion of federal programs.</p>

## FJH Appendix B - Compliance Rubric for a Schoolwide Plan

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10. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the curriculum based assessments.	The campus has appropriate measures to include staff in the development of local assessments, as well as in the use of data from such. PLC teams along with RTI personnel review pertinent data and make educational decisions based on individual student needs. FJH utilizes PLCs, DLT, and the SBDM to develop strategies for improvement.
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## Appendix C

### System Safeguards: FJH

The following were noted by TEA as possible areas of concern:

**FJH: all state safeguards met**

**Federal safeguard missed:** reading, eco disadv., 83%, target 87%

Strategies	Resources	Staff Responsible	Evaluation
1. Teachers will meet/discuss best practices and research-based strategies through vertical team PLC.	Learning Walks Chromebooks Lead4Ward Strategies implemented include but are not limited to: Marzano; Harvey comprehension strategies; Fundamental Five; Hattie	Curriculum Director Principal Teachers	Accountability measures Local CBA measures Learning Walks
2. Teachers will implement daily checks for understanding/formative assessment	PLC professional development	Curriculum Director Principal teachers	Learning walks Classroom wall Local CBA measures
3. Teachers will frame their lesson daily and refer to it frequently during the lesson	PLC professional development Fundamental Five	Curriculum Director Principal teachers	Learning walks Classroom wall Local CBA measures
4. ELA teachers will implement state resources, Apex and Compass, to assist with struggling students	Apex Compass	Curriculum Director Principal teachers	Learning walks Local CBA measures Log-ins to Apex/Compass
5. Teachers will incorporate use of high-	STAAR stem questions Bloom's Taxonomy/ stem starters	Curriculum Director Principal	Learning walks Local CBA measures

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level questioning daily during classroom instruction	DOK/ stem starters	teachers	Lesson plans
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## Appendix C

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### Performance-Based Monitoring Analysis System: FJH

Risk factors are assigned to special populations if there appears to be any significant disparities in data for a variety of indicators. Risk factors range from 0 to 3. If a risk factor of 3 is assigned, then it must be addressed along with any risk factors assigned a 2. The following must be addressed:

Title I Part A STAAR 3-8 Passing Rate	Performance Level 2	49%/65%
SPED STAAR Passing Rate, Math	Performance Level 2	46.9%/70%
SPED STAAR Passing Rate, Reading	Performance Level 2	50%/70%
SPED STAAR-Alt 2 Participation Rate	Performance Level 3	26.5%/10%
SPED Regular Class >=80%, ages 6-21	Performance Level 2	51.5%/70%

Strategies	Resources	Staff Responsible	Evaluation
1. STAAR-ALT participation is determined by the ARD committee. Decisions are based on individual needs of students.	None	ARD committee	Participation is based on individual need. ARD will have minutes of all meetings, including decisions regarding state assessment
2. PEIMS coding for special education students' classroom times will continue to be monitored and checked	Time	Director of Special Education  Campus Secretary	PEIMS
3. Special education staff will receive staff development in the area of	Time  PD funds from Sped (if	Sped teachers	Staff will receive training. Documentation and sign-in



## Appendix C

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direct teaching strategies and accommodations.	needed) Training materials	Inclusion teachers	sheets will be kept on file with the Dept. of Special Services.
4. Staff will review and implement TEA guidelines for STAAR Alternate participation and STAAR assessments.	TEA resources for state assessment	ARD committees Diagnosticians Administration Counselor	Staff will understand and implement appropriate testing assignments based on guidelines
5. Staff will meet/discuss best practices and research-based strategies through vertical team PLC.	Learning Walks Chromebooks Lead4Ward Strategies implemented include but are not limited to: Marzano; Harvey comprehension strategies; Fundamental Five; Hattie	Curriculum Director Principals Teachers	Accountability measures Local CBA measures Learning Walks

## Appendix D—FJH Migrant Priority for Service Action Plan

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

### 2016-2017 Priority Service Action Plan for FJH

Criteria for determining Priority for Service Students			
		<b>Grades 3-12</b> Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.	
Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Before the end of the month. July-June	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by <b>Migrant Contact</b>	<b>Migrant Contact/LEA MEP coordinator</b>	Letter to principal, dated PFS form
A completed PFS response from provides documentation of academic services provided to the migrant student. The PFS response form will	Within 5 days of receipt by <b>Migrant Contact</b>	Principal, teacher or district assigned personnel	

be returned to the <b><i>Migrant Coordinator.</i></b>			
Meet the instructional and social supplemental needs such as social workers and community social services/agencies	<b><i>Ongoing</i></b>	<b><i>ESC and District Migrant personnel</i></b>	NGS Supplemental Services Report
Provide Federal, State and Local programs and services for PFS students.	<b><i>Ongoing</i></b>	<b><i>ESC and District Migrant personnel</i></b>	PFS response form and NGS Supplemental Services Report
<b><i>The district's Title I Migrant Coordinator</i></b> will make home and/or community visits to update parents on the academic progress of their students.	End of each grading period	<b><i>LEA staff</i></b>	Documentation of home visits, phone calls, report cards, State Assessment letters
District reports State Assessment Data to <b><i>ESC/MEP Coordinator</i></b> for NGS entry	Within 5 days of request from <b><i>ESC/MEP Coordinator</i></b>	<b><i>Migrant Contact/ MEP Coordinator</i></b>	State Assessment entered into NGS/NGS report
<b><i>LEA</i></b> reports Late enrollment or early withdrawal to <b><i>ESC/ MEP Coordinator</i></b>	<b><i>Within 5 days of enrollment or withdrawal</i></b>	<b><i>Migrant contact/MEP</i></b>	Enrollment or withdrawal form, NGS report

The <b><i>district's Title I Migrant Coordinator</i></b> will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities			

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

<b>Needs Assessment Goal:</b> Promote the academic, social and inter-personal communication of enrolled migrant students from 6 <sup>th</sup> through 12 <sup>th</sup> Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.				
<b>Needs Assessment Objective:</b> 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.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Method of Evaluation</b>
<b>State Assessment</b> Number of students not passing state assessments Grades 6-8	Accelerated Instruction during the school day, extended day and/or summer school; Rtl Process and Interventions	Throughout the school year	Campus Administrators, Classroom Teachers, District Administrators, District Migrant Contact	Progress Monitoring Data, State Assessments, Data Disaggregation Reports, PBMAS
<b>Parental Support</b> At all levels of participation and communication for parents	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,
<b>Support</b>	Provide a Family Needs Assessment to determine the needs of the student-medical, school supplies or clothing	Ongoing throughout the school year	District Migrant Contact, Classroom Teacher, Campus Administrator	Completed Family Needs Assessment