

Charlotte Independent School District



District Improvement Plan 2021-2022

Charlotte District Site-Based Decision Making Committee

Name	Position
Mario Sotelo	Superintendent
Denise Yamashita	Director of Special Programs
Brianne Brock	Principal
Laura Mikolajczyk	Principal
Rick Luna	Business
Victoria Rodriguez	Parent
Pastor Duane Mayberry	Community
Cristela Duran	Campus Leadership Team
Monica Luna	Campus Leadership Team
Matthew Moreno	Campus Leadership Team
Norma Reyna	Campus Leadership Team
Stacy Kennedy	Campus Leadership Team

Comprehensive Needs Assessment Resources

Data Sources Examined for Comprehensive Needs:

TAPR

STAAR/EOC Data

Employee Retention

Dropout and School Leaver Data

Student Retention Data

Title and Coordinated Funds

Student Attendance Data

Graduation Rate

Focus Areas with Goals and Objectives
Curriculum and Instruction; ELA/Writing (all levels), Social Studies & Math (MS), Science (Elem)
Special Education Student Group (all levels)
Recruitment, Hiring and Retention of Highly Qualified Teacher (HQT)
Safe and Orderly Environment
Parental Involvement

Data Source
State Accountability (TAPR); State Accountability Summary 2019
State Accountability (TAPR); State Accountability Summary 2019
State Accountability (TAPR); State Accountability Summary 2019
Administration Professional Development, Observation and Subjective Evaluations
Student achievement and attendance; parent participation in district/campus programs and ongoing events for increased Choices for Career and College Readiness

Goal 1: Academic performance by Charlotte ISD students will continue to improve to meet or exceed state standards in all areas as reported in and Texas Accountability Summary and TAPR.

Objective: A 5% increase toward higher performance or achievement of 80% passing of state assessments in all academic core areas according to Texas Accountability, with a 10% increase in Meets and Masters student performance, as defined by Texas Accountability Phase-in Level, from PK through 12th grades.

Summative Evaluation: Improved percentage to 80% or more students will perform satisfactorily on summative STAAR/EOC and increase the 2021-2022 Meets and Masters achievement by 10% by monitoring district/campus scheduled formative testing throughout the school year. In addition, Continuous Improvement will require on-going monitoring additional required formative testing, classroom assessment; Response-to-Intervention, referral assessment, etc., targeting individual identified learner need(s) throughout the school year for increased student progress and achievement.

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
At least 80% of all students will perform successfully on the STAAR and EOC State Assessment Content areas-- specifically ELA/Writing (all levels), Social Studies & Math (MS), Science (Elem).	2,3, 8, 9	Principal Teachers	January through May	State Comp. And Federal Funds	STAAR Scores will meet state standards; Improvement on course based assessments and ongoing intervention reporting documents
Scheduled Professional Learning Communities (PLC) will meet to discuss, review, and plan instruction with rigor and relevance to meet the Texas Essential Knowledge and Skills (TEKS)	1,2,3,8,9	Principal Teachers	August through May	PLC Forms	STAAR Scores; formative materials; unit assessments and district benchmarks

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
All student groups will perform successfully on STAAR/EOC Core Content areas.	2,3,8,9	Principal Teachers	Monitor each three (3)weeks	Title Funds; Special Education Funds; ESL Funds; State Funds	Teachers monitor student performance and evaluate student progress; modification logs; unit assessment results; teacher service logs
Provide all students who perform unsuccessfully on STAAR Reading/ELA, Writing, Math, Science and Social Studies district wide with targeted STAAR/EOC/ECHS tutorials and Response to Interventions (Rtl) throughout the school year.	2,3,8,9	Principal, Teachers	August through May	State Comp. And Federal Funds	Teachers monitor student performance and evaluate student progress; display student work; review interactive notebooks, unit writing assessments, and teacher lesson plans
Planning of writing design and delivery opportunities for all teachers, focused upon strategies (TELPAS, and ELPS) appropriate for all students, but specifically for minority student and Eco Dis student group, for improved writing achievement for all students in all content areas.	2,3,8,9	Principal, Teachers, and Students	Monitor, at a minmum every three (3) weeks, but weekly if formative data suggests the need(s)	Coordinated Funds	Teachers monitor student performance and evaluate student progress; display student work; review Interactive Notebooks' unit writing assessments, and teacher lesson plans
Utilize TCMCP and supplemental curriculum and materials purchased to meet identified learner needs for traditional instruction & learning. Utilitze partnerships with Palo Alto College and Southwest Texas Junior College for advanced academics for dual credit.	2,3,8,9	Principal Teachers	Monitor each three weeks	Title Funds; Special Education Funds; ESL Funds; State Funds	Teachers monitor student performance and evaluate student progress; unit assessment results; teacher/student usage logs for supplemental online content
Provide a variety of learning opportunities to increase student success among identified 504, Dyslexia, Special Education, ELL, Economically Disadvantaged and At-Risk students	1,2,3,8,9	Principal, Teachers, and Students	Monitor each nine weeks	Title Funds; State Comp. Funds, and discretionary grants	Nine weeks grades; unit assessments and documents supporting intervention action

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
Provide students who are unsuccessful throughout nine weeks grading period with intensive tutorials during and after school before referring student for Response-to-Intervention (RtI) focused and targeted intervention(s) based upon data identified student need(s)	1,2,3,8,9	Principal Teachers	Monitor each nine weeks	Title Funds; State Comp. Funds	Progress/growth of academic achievement as documented in intervention reports/designs/monitoring; nine weeks grades
Provide students who are not progressing and achieving their potential in nine weeks grading period with RtI referral, RtI/tutoring intervention, and if necessary, class recovery in the summer	2	Principal Teachers Students	Monitor weekly and provide monitoring data	Title Funds	Progress/growth of academic achievement as documented in intervention reports/designs/monitoring; nine weeks grades
Utilize Professional Learning Communities (PLC) to review and analyze student achievement results and student work	1,2,3,8,9	Principal Teachers Students	Monitor bi monthly and summary document each nine weeks	Coordinated Funds	Progress/growth of academic achievement as documented in intervention reports/designs/monitoring; STAAR scores; materials; unit assessments
TTESS walkthrough resources, to observe the teaching and learning environment	1,2,7,9,10	Principal Teachers	Monitor weekly and summary document each nine weeks	Eduphoria	progress/growth of academic achievement as documented in intervention reports/designs/monitoring; STAAR scores; unit assessments
Utilize the TTESS and TPESS tools and resources to observe teaching and learning, leadership, and on-going, increased achievement through learner growth and progress; Texas Instructional Leadership Training and implementation	1,2,7,9,10	Superintendent Principal Teachers Students	Monitor when applied and summary document each nine weeks	Eduphoria, TTESS Forms	Progress/growth of academic achievement as documented in intervention reports/designs/monitoring; STAAR Scores; unit assessments

Goal 2: Charlotte Independent School District Student Groups will increase Progress to the state average.

Objective: Improve Student Group growth/progress in all grade levels, PreK through 12, to meet the state average or above

Summative Evaluation: Results of Student Group growth and progress Summative 2021-2022 will indicate improved student performance in all campuses, with a lowered dropout rate, increased completion rate within the four year graduation report, and improved STAAR/EOC scores.

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
Campus level campus attendance meetings for truant issue students and work cooperatively with local authorities to address attendance requirements	2,10	Principal, Support Staff, Teachers, School Resource Officer	August through May	Local funds	Achievement documentation letters sent to parents; call log; and home visits
Promote parent awareness of maintaining good attendance by phoning and/or home visits for absent students; verification through PEIMS	6,9	Principal, Secretary, Support and Professional Staff	Monitor every nine weeks	Local funds	Improved attendance rates; call log
6 weeks incentives for perfect attendance	1,2,6,7,9,10	Principals	Monthly report given at the Administrator's Meeting	Coordinate Funds	Attendance reports, call log
District PEIMS	1,2,10	District PEIMS & Principals	Monthly report and up-dates on PEIMS given to admin	Coordinate Funds	Improved PEIMS reporting; call and visit logs, and reports provided to Admin

Goal 3: Charlotte Independent School District facilities will accommodate the needs of our students through a safe teaching and learning environment for all.

Objective: Teachers and students will incorporate College Readiness expectations (Mastered knowledge and skills as identified in the TEKS/SE), higher order questioning strategies, and teaching and learning examples/resources to prepare for post secondary choices provided through interest documents, and endorsement selections for civic and post secondary education.

Summative Evaluation: Improved student performance on STAAR/EOC through College Readiness expectations, HB5 Endorsements selections, and alignment of Career and Technology Education (CTE) and College Exposure throughout the campuses (PreK-12).

Activity/Strategy	Title I Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
Improve technology resources	1,2,9	Principal; Teachers	September through June	Discretionary grant funds, e Rate funds, and other State funds	District/Campus formative assessment; STAAR/EOC results
HB5 Endorsements offered	1,2,9	Principal; Teachers	September through June	Coordinated Funds	District/Campus formative assessment; STAAR/EOC results
Expand Dual Credit offerings of sequential CTE courses	1,2,9	Principal; Staff	September through May	Coordinated Funds	District/Campus formative assessments; STAAR/EOC results; dual credit reports
Provide College Day events, College Night activities and community involvement	1,2,9	Campus Staff; Parents; and Students	June	Coordinated Funds	Documents provided/collected at post secondary opportunities; ACT results, and STARR/EOC increased achievement levels

Goal 4: Charlotte ISD will promote high quality, ongoing professional staff development and strategies to maintain high quality teachers, attract and increase the percentage of highly qualified teachers on each campus to meet 100%.

Objective: Provide ongoing staff development based upon learner data to ensure all student groups will progress toward Texas Accountability defined, assessment requirements as defined within district/campus formative data and state STAAR/EOC results.

Summative Evaluation: Improved current scores by 5% on STAAR/EOC Reading, Writing, Math, Science, and Social Studies.

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
Highly Qualified Teachers for 2021-2022	3	Superintendent Principal	August through May	Local funds	Highly qualified teacher reports; STAAR data
Expand college readiness opportunities through Dual Credit	4	Community College and On line courses	August	Discretionary grant funds, Local funds	Sign in sheets
CPR training for required staff and mandatory safety trainings for staff	4	Superintendent Principal Nurse District Leadership Team	January through May	Coordinated Funds	Review budget and staff development needs aligned to identified learner data needs
Evaluate the need for additional staff development days	4	Supt; Principal Teachers	August through May	Coordinated Funds	Completion certificates
Continued professional development opportunities through the GT coop for continued certification requirements for GT/ESL	4	Principal Teachers	August through May	Coordinated Funds	Completion certificates
TCMPC training for new and current teachers	4	Principal Teachers	August	Coordinated Funds	Completion certificates

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
ESL Certification support for teachers in areas of need	4	Principal Teachers	August	Coordinated Funds	Completion certificates
T-TESS; T-PESS; and any HQT needed Training	4	Superintendent; Principals; Teachers	August	Coordinated Funds	Completion certificates
Required TEC/TAC identified topic training	4	Superintendent; Principals; Teachers	August through May	Coordinated Funds	Completion certificates
Safety Training	4	Principal and Administrators	August	Coordinated Funds	Completion and implementation
Heggerty Phonemic Awareness Training	4	Principal and Teachers PK-2	August	Coordinated Funds	Completion and implementation
Wilson Phonics K-3, Just Words 4-5	4	Principal and Teachers	August	Coordinated Funds	Completion and implementation
Texas Instructional Leadership Training	4	Principal and Administrators	September	Coordinated Funds	Completion and implementation

Goal 5: Charlotte ISD will provide a safe, secure and orderly school environment at all campuses.

Objective: Develop a safe and orderly environment throughout the district/campuses to have staff, parents, and students feel safe according to data collected through surveys administered during the year. Accountability CaSE Report (A-F)

Summative Evaluation: Parents, students, and community members will be aware of the safe environment, resulting in decreased numbers of incident reports.

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
Review emergency response plan	10	Superintendent Principal Secretary Teachers	August through May	Local funds	Record of all drills and dates
All visitors will check in at the office (Raptor System)	10	Principal Secretary	Daily	Local funds	Record of logs maintained by campus offices
Provide character education/anti-bullying programs to student and staff	1,2,7	Counselors Principal Teachers	August through May	Local funds State comp funds	Decrease in discipline referrals
Schoolwide Classroom Management	1,2,6,7,9,10	Principal Teachers	September through May	Classroom Management Guidelines and Classroom Postings	Decrease in discipline referrals
Yearly compliance online training	10	Principal Teachers	August	online program	Certificates of completion
School Resource Officer on district premises	9, 10	Superintendent	August through May	local funds	yearly review of job responsibilities

Goal 6: Charlotte Independent School District will strengthen parental and community involvement.

Objective: Improve collaboration and partnerships with parents/community at all grade levels by 10%.

Summative Evaluation: Review sign-in and documented parent/community participation at school events/functions.

Activity/Strategy	Title 1 Schoolwide Component (1-10)	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
On-going parent/teacher communication	6,10	Teachers	August through May	None	Parent contact logs; social media; web page; calls
District wide parent contact and opportunity to participate in the District Site-Based Committee.	6,10	Principal Teachers	November through July	None	Parent sign in sheets; calendar of meetings; technology communication apps
Contacting parents of students with positive academic growth, attendance, and discipline referrals	6,10	Principal Teachers	August through May	None	Contact logs; discipline referral logs; number of discipline referrals
Invitations provided to students for parent/guardian participation	6,10	Principal Teachers	August	None	Number of attendees for planned activities

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2021-2022

Filled Out By: ESC-20 MEP Team
Date: 09/07/2021

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 disadvantaged).

<p><u>Goal(s):</u></p> <p>Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.</p>	<p><u>Objective(s):</u></p> <p>100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> 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. 	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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 TX-NGS Priority for Service reports. 	Monthly	<ul style="list-style-type: none"> -Educational Specialists -System Specialists -District Designee 	<ul style="list-style-type: none"> -Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annually PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
<ul style="list-style-type: none"> 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. 	Year Round Individual meetings/phone calls with parents as needed (case-by-case basis) PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Migrant Counselor -MEP Tutors -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis) 	<ul style="list-style-type: none"> -Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -Mail out list -PAC Sign-In Sheets -Tutor Logs
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselors -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor logs -Recruiter logs -Tutor logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> 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. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselor -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor Logs -Recruiter Logs -Tutor Logs

		-District Designee	-TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	-Migrant Coordinator -Educational Specialists	-Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). -PFS Student Review Forms

**2021-2022 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15, 2021
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by December 1.(ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	By February 1 and update on ongoing basis throughout the year (ongoing)
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent the ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		