

**Troy ISD
District Improvement Plan
2018-2019**



Mission Statement

Our district, as the educational center for excellence, provides the foundation for a safe, positive, and enjoyable learning experience. In partnership with the community, Troy ISD models exemplary practices to empower our students to maximize their potential for success.

Vision Statement

Our Students:

- Demonstrate integrity in citizenship by having high moral standards and being responsible, productive members of society.
- Demonstrate a life-long commitment to excellence in learning.
- Are self-motivated to achieve their highest individual potential.
- Demonstrate pride in self, school, community and nation as committed servant leaders.

Our district and community:

- Work as a team to instill passion, pride and purpose in our students.
- Share an active commitment for excellence in learning.

Our campuses and classrooms:

- Achieve continuous parent involvement through communication with all families and staff.
- Provide the best possible care and security for all students, staff and parents.
- Maintain and support a positive learning environment with highly qualified staff members.
- Provide for excellence in learning by utilizing high quality educational facilities and technology.

District Strategic Goals

Troy ISD has:

- State of the art technology, infrastructure, training, support, and integration empowering all learners to be technologically proficient.
- Parents and community members that are actively involved in promoting strong values, morals, and high academic expectations for our students.
- Highly qualified, motivated, innovative staff who utilize a variety of teaching styles, technology, and assessment tools to maximize student achievement.
- An annual comprehensive review of all student identification procedures to determine appropriate instructional services.
- Facilities which provide a safe and engaging environment for the pursuit of excellence in all aspects of learning.
- Taken action in all areas to meet the highest rating as set by the state and adequately prepare our students to excel in school as well as life.
- Appropriated funding through all available resources to provide quality facilities, technology, and personnel to educate all students.

TEA Strategic Priorities



District Educational Improvement Committee Members

Name	Position Parent, Business, Community, Teacher, etc	Name	Position Parent, Business, Community, Teacher, etc
Vicki Halfmann	Parent	Michelle Chandler	MES—Teacher
Jeffrey Thigpen	Parent	Kerry Baker	MES--Teacher
Christie Richter	Parent	Andrea Durbin	TES--Principal
Thomas Miller	Business	Cindy Hernandez	TES—Teacher
Rev. Leslie Byrd	Community	Sonja Ramirez	TES—Teacher
Rev. Harlan Haines	Community	Beth Ward	TES—Teacher
Neil Jeter	District--Superintendent	Michelle Jolliff	RMMS—Principal
Brad McMurtry	District	Christene Ortiz	RMMS—Teacher
Amy Roberts	District	Tiffany Peters	RMMS—Teacher
Darrell Becker	District—Chair	Jennifer Hilsinger	RMMS—Teacher
		Randy Hicks	THS—Principal
		Jody Cavanaugh	THS—Teacher
Kelli Frisch	MES--Principal	Robert Gabriele	THS—Teacher
Rhonda Sommer	MES—Teacher	Karen Lindberg	THS--Teacher

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on May 14, 2018.

Participants in Attendance	Data Sources Examined
Darrell Becker Sonja Ramirez	<div style="border: 1px solid black; padding: 5px;"> <p><i>Federal Accountability Data/System Safeguards</i></p> <p><i>STAAR Data—disaggregated</i></p> <p><i>TELPAS Data</i></p> <p><i>District PEIMS reports</i></p> <p><i>PBMAS reports</i></p> <p><i>Dropout and School Leaver data—disaggregated</i></p> <p><i>District retention data</i></p> <p><i>District discipline referral data</i></p> <p><i>Parent, Community, Teacher, and /or Student surveys</i></p> <p><i>Student attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>Referral percentages for students in Special Education</i></p> <p><i>STAR (Renaissance Learning) Assessment Data</i></p> <p><i>Texas Elementary Math Inventory (TEMI) Data</i></p> <p><i>Campus parent participation records</i></p> <p><i>Truancy data</i></p> <p><i>Homeless Student Numbers</i></p> <p><i>Teacher retention data</i></p> </div>
Brad McMurtry Karen Lindberg	
Neil Jeter Michelle Chandler	
Darrell Becker Jennifer Hilsinger	
Beth Ward Rhonda Sommer	
Jeffrey Thigpen Christene Ortiz	
Michelle Jolliff Rev. Harlan Haines	
Kelli Frisch Vicki Halfmann	
Karen Lindberg	
Kerry Baker	
Randy Hicks	
Andrea Durbin	
Jared Bryan	
Cindy Hernandez	
Vicki Halfmann	

Comprehensive Needs Assessment Summary of Findings

Introduction

This District Improvement Plan was written with the input of district personnel, District Educational Improvement Committee (DEIC) members, as well as central office staff. The purpose of the plan is to clearly outline the goals, strategies, and activities that will bring about the mission of the district: maximizing Troy ISD students' potential for success academically, and in their future college and career pursuits. All elements required by board policy BQ (LEGAL) are included in this plan. In addition, components required by Federal and State guidelines have also been included. A comprehensive needs assessment was conducted to collect relevant data to inform the contents of this plan. The major categories of data are listed and discussed below. Note that this plan is available on the district website, distributed in English. Parents were made aware of how to access the plan during the annual Parent Meetings.

Demographics

The following table shows a seven-year comparison of the demographics of Troy ISD:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Enrollment*	1342	1380	1434	1468	1485	1490	1534
African American	1.6%	0.87%	1.53%	1.29%	1.21%	1.1%	1.9%
Hispanic	23.9%	24.13%	23.76%	24.25%	26.53%	26.6%	27.6%
White	71.7%	72.46%	72.33%	71.59%	69.56%	69.5%	67.3%
Native American	0.9%	0.72%	0.49%	0.68%	0.47%	0.5%	0.4%
Asian/Pacific Islander	0.4%	0.51%	0.14%	0.41%	0.54%	0.1%	0.3%
Economically Disadvantaged	47.7%	47.1%	47.94%	47.96%	48.35%	48.4%	50.8%
Limited English Proficient	2.4%	2.68%	2.72%	2.72%	2.69%	2.7%	3.2%
At-Risk	28.7%	30.65%	37.1%	39.1%	30.3%	30.3	39.3%

The data show a 2.9% increase in enrollment over the previous year. Notable changes in demographic data this year were increases in both the Economically Disadvantaged and At-Risk populations of Troy ISD. *Note that the data used in the table above is fall snapshot data, used consistently for accurate year over year comparisons. Actual end-of-year enrollment was slightly lower.

State Assessment Data

The 2017-2018 school year marked the seventh year for the implementation of the State of Texas Assessments of Academic Readiness (STAAR) tests. An analysis of the data suggests that teachers have begun to understand the new, higher expectations for student performance levels at Approaches, Meets, and Masters. While “hot spots” remain, key improvements were noted in 7th grade writing, 4th math, 8th math, 8th grade science, and high school biology. Work is needed in elementary reading, writing, and science, and middle school social studies. Strategies and activities in this plan have been added to ensure that areas where the data show improvement is needed have been addressed. An examination of the data reveals the need to better target struggling students through a more focused Response to Intervention process on all campuses. This need is addressed in the strategies and activities that follow. In addition, teachers must increase their use of actionable data to adjust instruction and to guide interventions for struggling students. The data indicate a need for additional improvements in instruction in mathematics, and literacy in grades K-8. Mathematics at the Meets and Masters levels continue to be an area of focus across the district. Strategies for professional development in these target areas are listed in this plan.

District Accountability Ratings and Discussion

In this first year under the new A-F State Accountability System, the district scored a B, with an overall score of 84. All campuses in Troy ISD were rated “Met Standard” (the highest rating) by the Texas Education Agency. Troy High School earned distinctions in English Language Arts and Reading and Post-Secondary Readiness, Raymond Mays Middle School in Science Achievement, and Troy Elementary School for Top 25% in Academic Growth. The STAAR data were analyzed as part of the comprehensive needs assessment at both the district and campus levels, and strategies and activities in this plan address areas of need. Specifically, an emphasis on math instruction will continue this year. In addition, new supplemental curriculum resources were added to enhance literacy instruction K-8.

2017-2018 Troy ISD STAAR Assessment District Results with 2018-2019 Targets

TROY ISD	GRADE	Approaches	Meets	Masters	2018 District Trend	2019 Targets
MATH	3	65%	40%	16%	↓ ↑ ↔	77/46/23
	4	81%	47%	23%	↑ ↑ ↑	85/50/27
	5*	94%	51%	30%	↑ ↓ ↑	95/51/30
	6	74%	30%	6%	↓ ↓ ↑	76/43/17
	7	76%	43%	18%	↓ ↔ ↑	80/50/23
	8*	93%	66%	13%	↑ ↑ ↑	95/66/20
TROY ISD	GRADE	Approaches	Meets	Masters	2018 District Trend	2019 Targets
READING	3	78%	30%	16%	↑ ↓ ↓	85/45/24
	4	69%	45%	19%	↑ ↑ ↑	80/45/24
	5*	82%	37%	13%	↓ ↓ ↓	87/45/20
	6	73%	37%	12%	↓ ↓ ↓	80/42/22
	7	77%	48%	25%	↑ ↑ ↑	82/50/27
	8*	94%	51%	27%	↑ ↓ ↔	95/51/57
TROY ISD	GRADE	Approaches	Meets	Masters	2018 District Trend	2019 Targets
WRITING	4	57%	24%	3%	↑ ↑ ↑	77/45/15
	7	82%	59%	25%	↑ ↑ ↑	85/60/25

*Cumulative scores after third administration.

TROY ISD	GRADE	Approaches	Meets	Masters	2018 District Trend	2019 Targets
SCIENCE	5	56%	19%	8%	↓ ↓ ↓	80/45/20
	8	90%	70%	38%	↑ ↑ ↑	92/70/40
TROY ISD	GRADE	Approaches	Meets	Masters	2018 District Trend	2019 Targets
SOCIAL STUDIES	8	60%	30%	12%	↓ ↓ ↓	75/40/20

**2017-2018 Troy ISD STAAR EOC Assessments:
District Results with 2018-2019 Targets**

TROY ISD	TEST	Approaches	Meets	Masters	2018 District Trend	2019 Targets
EOC	Eng. I	75%	61%	12%	↓ ↓ ↑	80/61/20
EOC	Eng. II	85%	75%	15%	↑ ↑ ↑	88/75/20
EOC*	Alg. I	80%	37%	21%	↓ ↓ ↓	90/56/33
EOC	Biol	99%	82%	24%	↑ ↑ ↑	99/82/24
EOC	Soc.St.	95%	74%	27%	↑ ↑ ↑	95/75/42

*Includes Alg. I students at RMMS.

Prioritized Areas of Concern	
Area of Concern	Data Source
<i>Literacy Instruction, Specifically Reading</i>	<i>STAAR Data</i>
<i>Math Instruction, Specifically at the Meets/Masters Level</i>	<i>STAAR Data</i>
<i>Rtl and Data Analysis Processes</i>	<i>STAR Renaissance Data, CIC Meetings, Intervention Data</i>
<i>Writing Instruction—All Levels</i>	<i>STAAR Data, Observations, Writing Samples</i>
<i>Improved Assessment Practices</i>	<i>Observations, STAAR Data, Lesson Plans</i>

Because of the comprehensive needs assessment process, several prioritized areas of concern emerged and will become the targeted strategies for the 2018-2019 school year. These are listed above. District and campus resources will be coordinated in such a way as to effectively address these targeted strategies so that student achievement will increase in these areas.

State Compensatory Education

Troy ISD has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District: \$918,208

Total FTEs funded through SCE at this District: 16.6

The process we use to identify students at risk is:

The campus Rtl team considers student records along with teacher input, parent input and counselor recommendations to help identify students. Campuses utilize the 13 State criteria along with various pieces of data to help identify students at-risk including STAAR results, Renaissance Learning Math and Reading assessments, benchmarks, grades, and course failures. Other factors include attendance issues, discipline issues, placement at DAEP or students on probation are also considered at-risk. Students who are identified as ESL, homeless, in the custody of the state or who have been placed in a residential placement facility are also identified.

The process we use to exit students from the SCE program who no longer qualify is:

The campus Rtl teams meet every 6 weeks to discuss student progress and concerns. Students who are successful for a semester in all areas (behavior, academic, attendance) are exited with the understanding that we would re-evaluate their dismissal if their performance declines. The Rtl team would evaluate student data and consider input from teachers and parents. Students must also meet 100% of the met standard requirement of the State assessment. Other at-risk indicators may remain through graduation.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students. See Appendix C for a complete budget for Federal programs by budget code.

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title III, Part A (Shared Service Arrangement with ESC 12)</i>
<i>Title IV SSAEP</i>
<i>Carl Perkins CTE (Shared Service Arrangement with Area Districts)</i>
<i>IDEA/Special Education (Bell County Cooperative)</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Instructional Materials Allotment</i>
<i>Gifted/Talented</i>
<i>ESL Program</i>
Local Programs/Funding Source
<i>Local Budget</i>

Troy Independent School District District Improvement Plan

Goal 1: *Troy ISD students will reach high levels of academic achievement through rigorous classroom instruction, including success on local, state, and national assessments.*

Strategy 1: Response to Intervention (Rtl)

Response to Intervention is an umbrella term that is used to describe the processes that Troy ISD uses at the district and campus levels to identify students who are struggling behaviorally and/or academically. The goal is to provide quality instruction for all students in every classroom. When students are not successful, the Rtl process is started and interventions designed to address the specific needs of the student are implemented and monitored. Data are collected in the event Special Education, Section 504, Dyslexia or other services may be required.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Refine Rtl teams at each campus that review data and address students' academic and behavioral needs.	2	Principal, Counselor	September	Rtl Forms and Templates	Team formed and functioning, data collected and monitored
2. Use a three-part process for Rtl unique to the needs at each campus: 1) Identification and documentation, 2) Menu of interventions, 3) Progress monitoring	2	Principal, Counselor, Rtl Team	September	Rtl Forms and Templates	Written process completed and communicated to faculty and staff
3. Document Rtl plans, meeting minutes, and relevant student	2	Principal, Assistant Principal,	Monthly	Title I Funds SCE Funds	Plans with documentation available in DMAC

documentation in the DMAC system.		Counselor, District Crisis Intervention Counselor			
4. Use the Measures of Academic Progress (MAP) for Universal Screening in grades K-8.	2	Principal, Reading and Math Intervention Teachers	Once in September, and then every six weeks	Title I Funds SCE Funds	Data collected and reports analyzed and use for progress monitoring
5. Provide appropriate academic and/or behavioral interventions, including progress monitoring, to students who are not successful, to include STAAR tutorials and special advisory periods, accelerated instruction groups, STAAR classes, and intervention time built into the school day.	2	Principal, Reading and Math Intervention Teachers	Every three weeks or as appropriate	Local Funds Title I Funds SCE Funds	Interventions documented in DMAC and results monitored Increase in state assessment scores Campus master schedules
6. Refer students not responding to interventions to Special Education, Section 504, Dyslexia or other services.	2	Principal, Counselor	Monthly	Existing FTEs	Documentation of pre-referral and referral in the DMAC system
7. Use Edgenuity curriculum for intervention and enrichment for students at TES and THS.	2	Principals, Instructional Coaches Teachers	September-May	Title I Title IV (THS)	Edgenuity growth data, courses completed, STAAR data

Strategy 2: Data-Driven Instruction

All campuses will use data tools to access and manage student information. The data are used to inform instruction, create assessments, assign interventions, and identify areas of opportunity for enrichment for students.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Use the DMAC System to analyze TEKS Resource System unit assessment and benchmark data to identify instructional objectives in need of reteaching. This is done during PLC time.	2	Administrators, Counselors, Assistant Superintendent of Curriculum & Accountability	After Each Assessment	Title I Funds Local Funds	Reports generated Data analyzed Instructional adjustments made based on student needs
2. Teachers engage the Professional Learning Communities process to analyze data and make adjustments to instruction.	1	Teachers, Principals,	Weekly	Title I Funds Local Funds	Meeting minutes and notes
3. Provide goal-setting opportunities for students based on their MAP score, Interim Assessment score, etc.	2	Teachers	Each Marking Period	Title I Funds Local Funds	Improved student engagement in their own learning
4. Identify students at-risk of not meeting standard on a state assessment and/or of failing, disaggregating the data by subgroups.	2	Teachers, Counselors, Administrators	Weekly	Title I Funds Local Funds	Students identified and interventions provided State assessment scores
5. Use TEA's Interim Assessments in the fall and spring as diagnostic tools for tracking student progress and adjusting instruction.	1	Teachers, Principals	Fall, Spring	Provided Free from TEA	Individual student reports and aggregated student assessment data

Strategy 3: PK-12 Instructional Focus: Mathematics

State assessment results at certain grade levels in PK- grade 9 indicate a need to improve the instructional program in mathematics, specifically at the Meets and above levels. A continued focus on quality instruction in mathematics was identified as a priority focus for 2018-2019.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement GoMath instructional materials in grades 2-8, emphasizing fact fluency in the lower grades, and conceptual understanding of mathematics in all grades.	2	Assistant Superintendent of Curriculum & Accountability, Principals, Teachers	September-December	IMA Funds	State and local assessment data
2. Provide appropriate supplies and materials for math professional development for teachers.	2	Assistant Superintendent of Curriculum & Accountability, Principals	September-December	Title II-Part A	Supplies purchased and used to improve instruction
3. Provide instructional supplies for mathematics instruction such as manipulatives and technology resources.	2	Principals	September-December	Title I Title II-Part A	Student achievement on local and state mathematics assessments
4. Continue use of Bridges supplemental resources for mathematics in grades K-1.	2	Principal, Instructional Coach, Teachers	August-May	IMA Funds	Student achievement on local mathematics assessments, MAP data
5. Locate gaps in Algebra I readiness in 9 th grade using MAP, then specifically address them using the Comprehend supplemental curriculum.	2	Principals, Teachers	September-May	Title IV	MAP, Interim, and STAAR assessment data

Strategy 4: District Instructional Focus—Literacy Instruction with Emphasis on Writing

State assessment results at certain grade levels indicate a need to improve the literacy instructional program. Work was begun in balanced literacy professional development PK-8 during the 2012-2013 school year. That work will continue during 2018-2019. Writing is an area of focus for all grade levels.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Introduce Schoolwide supplemental instructional resources in grades 2-8. Continue Schoolwide in grades K-1.	2	ELAR Instructional Coaches, Principals	September-April	Title I Local Funds	Session sign-in sheets Walkthrough and T-TESS observation data Local and state assessment data
2. Provide monitoring and support for teachers by conducting frequent observation and feedback cycles.	1	Principals and Assistant Principals, Instructional Coaches	September-April	Local Funds	Walkthrough data, T-TESS data
3. Use the MAP Reading Fluency Assessment to assess student reading proficiency and comprehension levels in grades K-3.	2	Reading Interventionists	September-April	Title I Local Funds	Assessment data collected, monitored, and discussed with parents
4. Use Fountas and Pinnell's Leveled Literacy Intervention (LLI) system as the curriculum for students identified as in need of intervention in grades K-8.	2	Reading Interventionists	September-May	Title I Local Funds	Local and state assessment data, Number of students served Progress documented
6. Encourage quality student writing by using technology tools to publish student writing to the Internet.	2	Principals, Reading Instructional	October-May	Local Funds	Writing samples published to Web

		Coaches, Teachers, Assistant Superintendent			
7. Use Saxon Phonics lessons to systematically teach phonemic awareness in grades K-2	2	Teachers, Reading Instructional Coaches	September- April	Title I Funds	STAR Early Literacy Data, F&P Levels

Strategy 5: Curriculum and Assessment

Troy ISD will continue to use the TEKS Resource System curriculum management system to deliver the TEKS to teachers in a form that they can use to plan instruction. Teachers are expected to follow the Year-at-a-Glance, making adjustments to the pacing according to the needs of the students. Further, teachers are expected to understand their curriculum in such a way that they teach their content at the appropriate level of rigor as defined in the TEKS. Assessments assist both students and teachers in measuring student mastery of subject area content.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Use Measures of Academic Progress (MAP) assessments to target intervention and enrichment for all students. MAP will be the tool used to pilot student learning objectives at Troy Elementary School in 2018-2019.	2	Assistant Superintendent of Curriculum and Accountability, Principals	September-May	Title I Local Funds	Student data reports used to target instruction T-TESS goals and conference notes
2. Use Edgenuity PathBlazer curriculum to supplement teacher-created lessons during intervention time at TES. All students will engage Edgenuity curriculum, whether below, on level, or above grade level. MAP data will be used to target instruction.	2	Assistant Superintendent of Curriculum and Accountability, Principals, Teachers	September-May	Title I Local Funds	Edgenuity and MAP growth reports STAAR data
3. Provide the TEKS Resource System curriculum management system for all teachers, including the necessary technology access		Assistant Superintendent of Curriculum & Accountability, Principals	August	Title I Local Funds	Lesson plans reflect use of the TEKS Resource System system Training sign-in sheets and feedback

and training needed to be successful.					
4. Require teachers to use technology to plan their lessons and submit them electronically.		Principals and Assistant Principals	August	Local Funds	Plans submitted online
5. Require teachers to determine the average percent correct on last year's STAAR tests for each student expectation on the Instructional Focus Document prior to each unit of instruction.		Principals, Teachers	August-May	DMAC	Assessment results used to inform instruction as teachers plan lessons
6. Provide informational sessions during the year for teachers about components of the TEKS Resource System system and key points of future units.		Assistant Superintendent of Curriculum & Accountability	September-April	Title I Local Funds	Assessment data collected, monitored, and discussed with parents
7. Use teacher-selected TEKS Resource System unit assessments to measure student mastery of content. Disaggregate data at all three performance levels: approaches, meets, masters.		Teachers, Principals	September-May	Title I Local Funds	Local assessment data results and analysis
8. Use TEA's Interim Assessments as fall and spring benchmark assessments. Target "Meets Grade Level" for all students as appropriate.	2	Teachers, Principals	January	Local Funds	Local assessment data results and analysis

9. Implement the district's coordinated school health curriculum: CATCH.		Teachers, Principals	August-May	Local Funds	Lesson plans, Walkthrough observations
10. Meet with Instructional Coaches monthly over the course of the year to assist them in planning short professional development elements for their respective campuses.	1	Assistant Superintendent of Curriculum & Accountability	September-April	Local Funds	Meeting agendas, minutes
11. Establish a district-wide assessment calendar to include MAP, TEKS RS Unit Assessments, and Interim Assessments. Analyze the data to inform instruction and interventions. Require teachers to analyze data to include the number of students at "Meets Grade Level."	2	Campus Principals, Assistant Superintendent of Curriculum & Accountability, Instructional Technology Coach	September-March	Local Funds	Data reports and student intervention lists, Rtl records
12. Establish high expectations for quality lesson plans through targeted professional development followed by appropriate accountability.	1	Principals, Assistant Superintendent of Curriculum & Accountability	August-June	Local Funds	Lesson plans, instructional conversations with teachers, walkthroughs
13. Partner with the Children's Learning Institute (CLI) to provide specific professional development in reading and math instruction for all Pre-K teachers. Training provided through the CLI Engage online system.	1	Principal, Assistant Superintendent of Curriculum & Accountability	September-April	Title I Funds, State Provided	Lesson plans, Certificates, Classroom Observations

14. Launch the Ready, Set, Teach! Programs at THS, a new CTE initiative that will prepare future teachers. This includes work-based opportunities on campuses and in daycare facilities.	1	Principal	August-May	Local Funds	Lesson Plans, Classroom Observations, Observation Logs, MOU
15. Fund tuition for eligible students to attend either the Greater Waco Advanced Manufacturing Academy (GWAMA) or the Greater Waco Advanced Health Care Academy (GWAHCA). These programs provide opportunities for certification and career readiness.	3	Assistant Superintendent for Curriculum & Accountability, High School Counselor	August-June	Local Funds	Roster of students attending the Academies
16. Allocate district funds for the purpose of paying for certification exams for students in local CTE classes. These certificates provide opportunities for certification and career readiness.	3	Director of Business Operations, High School Principal	March-May	Local Funds	Number of certifications earned
17. Provide high school students with opportunities to explore possible college, careers, and/or military service as options for their future.	3	High School Counselor	January-May	Title IV Funds	Number of students participating
18. Allocate district funds to pay for certification exams for eligible high schools students to enhance college and career readiness.	3	High School Principal	March-May	Local Funds	Number of certificates earned

Strategy 6: Technology Integration for Student Learning

Troy ISD seeks to equip students for success in a technology-rich college and career environment. The district provides instructional technology resources for teachers and students for use in a variety of learning environments. The goal is to enhance student engagement, increase authentic student learning, and increase efficiency in campus and district processes.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Teachers in their first year at Troy ISD will complete Google Basic I. Year 2 teachers will take Google Basic II.	1	Director of Technology, Principals, Instructional Technology Coach	August-December	Local Funds	Lessons completed
2. Core academic teachers will assign each class at least one activity per semester in which students create a technology project.		Teachers	August-May	Local Funds	Rubrics utilized to assess projects Samples of student work
3. Increase student learning and engagement through integration of Chromebooks at TES, RMMS, and THS. Instructional Technology Coach	2	Campus administrators, Instructional Technology Coach	September-June	Local Funds	Student Work, Walkthrough Observations, Student Feedback

will assist with training teachers.					
4. Establish a clear district wide strategy for technology in the areas of: instruction, infrastructure, and security.		Director of Technology, Superintendent, Assistant Superintendent of Curriculum & Accountability, Instructional Technology Coach	December	Local Technology Funds e-Rate Funds	Strategy developed and reviewed by DEIC
5. Continue use of the Bright Bytes technology survey for students, teachers, and parents to collect data on technology proficiency, integration, and availability.		Instructional Technology Coach	April-May	Local Funds	Data used as part of the district and campus comprehensive needs assessment as well as the district technology plan
6. All teachers use technology tools for student presentations, including Internet resources for research and collaboration.		Principals, Teachers, Director of Technology	September-May	Local Technology Funds e-Rate Funds	Student technology proficiency enhanced, Student learning increased
7. Instructional Technology Coach will assist teachers at all campuses with training and support on curriculum, instruction, and assessment technology systems in the district.	1	Instructional Technology Coach, Assistant Superintendent of Curriculum & Accountability	December	Local Technology Funds e-Rate Funds	Coaching records and logs
8. Instructional Technology Coach will assist with implementation and support of the Middle School Writing Initiative. Technology will be	1	Instructional Technology Coach, Assistant Superintendent of Curriculum & Accountability	September-April	Local Funds	Student work published to the Web

used to increase engagement and to publish student work.					
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Strategy 7: Gifted and Talented/Advanced Academics

Gifted and Talented students have been identified as exceptional, and as such, require specific instructional strategies and methodologies to meet their needs. Troy ISD strives to present a coherent G/T program whereby students are given opportunities for enrichment and advanced academic learning. The G/T program is to be modeled after the Texas State Plan for Gifted Students.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Review and refine the written plan for serving G/T students in grades K-12. Identify goals, strategies, and activities designed to serve G/T students.		G/T Coordinator, Assistant Superintendent of Curriculum & Accountability, Principals	November	G/T Funds from Local Budget	Plan developed collaboratively with campuses Plan reviewed by DEIC Plan presented to Board
2. Refine the strategies for serving G/T students in grades 6-12. Explore the feasibility of G/T advisory groups to provide enrichment and extension activities.		G/T Coordinator, Assistant Superintendent of Curriculum & Accountability, Principals	January	G/T Funds from Local Budget	Master schedules Student activities/projects completed and presented
3. Ensure compliance with the 30 hour G/T training requirement. Initiate training for those who need it.	1	G/T Coordinator	January	G/T Professional Development Funds	Spreadsheet of all teachers indicating compliance status
4. Provide an opportunity for the 6 hour required annual G/T update during the summer, allowing for teacher choice.		G/T Coordinator	June-August	Local Budget	Eduphoria Workshop Professional Development Records

5. Provide parents of G/T students periodic communication regarding the G/T program. Teachers should also communication specific information about G/T enrichment activities to parents.		G/T Coordinator, Teachers	One per Semester, Minimum	G/T Budget	Copies of emails, web pages, letters, etc.
6. Evaluate the effectiveness of the G/T program by collecting input from G/T students and their parents, and also from teachers and administration. Consider the use of a survey of these groups.	1	G/T Coordinator	April	G/T Budget	Survey data Evaluation written then reviewed by administration and presented to board
7. Provide enrichment opportunities for G/T students such as field trips, experiences, college entrance test preparation, etc.		G/T Coordinator	March	G/T Budget	Trip plans, photos, student feedback

Goal 2: Troy ISD will attract and retain high quality administration, faculty, and staff and will enhance their respective skills with quality, ongoing professional development.

Strategy 1: High Quality Teachers and Paraprofessionals

Research consistently concludes that the most important factor affecting student achievement is the quality of the teacher. As such, Troy ISD seeks to hire and retain the highest quality faculty and staff possible.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement the T-TESS teacher appraisal system with fidelity. Use this as the key point of leverage for improving instruction. Use the Eduphoria Strive system to track progress and to provide feedback to teachers.	1	Principals Director of Student Services, Assistant Superintendent	August	Local Funds Title II Funds	Improved instruction through coaching conversations between T-TESS appraisers and teachers
2. Conduct a minimum of four observation and feedback cycles with every teacher. The T-TESS observation is in addition to these observations.	1	Principals	August-May	Local Funds	Observation and Feedback Cycles Tracked in a Shared Folder
3. Provide opportunities for professional development in areas of identified need, such as Special Education IEPs, 504 plans, or G/T Nature and Needs	1	Assistant Superintendent of Curriculum & Accountability Principals	August-July	Local Funds	Sign-in sheets Session notes

4. Recognize employees' years of service at the annual Staff Appreciation Banquet.	1	Director of Student Services Superintendent	May	Local Funds	Service pins awarded
5. Build teacher capacity by providing specific, additional professional development and leadership opportunities for teachers from each campus.	1	Assistant Superintendent of Curriculum & Accountability, Principals	Aug-May	Title II Funds	Quality teaching staff sought and retained
6. Conduct an annual staff development effectiveness survey. Additional feedback for staff development will be sought from each Campus Improvement Team.	1	Assistant Superintendent of Curriculum & Accountability	Spring	Local Funds	Feedback reviewed by DEIC Staff development plans selected based on faculty and staff needs
7. Identify high quality professional development opportunities for teachers and campus administration in areas of identified need, specifically writing instruction.	1	Assistant Superintendent of Curriculum & Accountability	September- July	Title II-A Local Funds	Increased faculty and administration professional learning as demonstrated by improved practice Student achievement Faculty/Staff Surveys
8. Provide specific training on SAMA restraint techniques and writing standards-based IEPs for Special Education teachers.	1	Special Education Co-op	August- December	Special Education Funds	Sign-in sheets and meeting notes Increased accuracy of IEPs as documented in ARDS
9. Annually evaluate how the district assigns teachers to campuses in classrooms so as to identify any disparities that result in low-income students and minority students being	1	Director of Student Services	July-August	Local Funds SCE Funds	Use data collected to complete the required Equity Plan. Make adjustments to assignments as indicated.

taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.					
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Strategy 2: Instructional Monitoring and Administrator Professional Development

After professional development is provided on the agreed upon curriculum for each subject and grade level, it is important to provide accountability and monitoring to ensure that the curriculum is being delivered and to provide support when teachers need assistance with either instructional or classroom management issues.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Conduct periodic Instructional Focus Meetings with principals and assistant principals to review T-TESS implementation and to review walkthrough data and progress.	1	Assistant Superintendent of Curriculum & Accountability Principals	September-April	Local Budget	Meeting notes, coaching conversations
2. Develop a process for tracking and observing classrooms and providing timely feedback for growth to teachers.	1	Principals, ESC 12 Coaches	August	Local Budget	Schedule created Number of walkthroughs completed and feedback given to teachers documented in Eduphoria
3. ESC 12 partners will assist campus administrators with supervision of teachers and paraprofessionals, including written documentation and growth plans, as needed.	1	Director of Student Services	August-May	Local Budget	Increased accuracy and effectiveness of written communication
4. Collaborate with principals and assistant principals on potential professional development activities.	1	Assistant Superintendent of Curriculum & Accountability	August-December	Title II-Part A Local Budget	Opportunities identified New learning shared at Curriculum Focus Meetings

5. Evaluate principals using the new T-PESS appraisal system. Focus on goal setting and areas of growth.	1	Superintendent, Assistant Superintendent of Curriculum & Accountability	August-May	Title II-Part A Local Budget	Increased collaboration and dialogue between central administration and campuses
6. Partner with ESC 12 to provide a comprehensive plan of support and professional development for principals and teachers.	1	Assistant Superintendent of Curriculum & Accountability, Campus Principals	September- April	Title II-Part A	Increased opportunities for leadership development for administrators.
7. Train staff on effective use of Eduphoria Strive, the professional development and appraisal management system.	1	Assistant Superintendent of Curriculum & Accountability, Campus Principals	August- December	None	Increase in quality observation and feedback, enhanced teacher effectiveness
8. Ensure teachers are planning based on a rigorous assessment. Check lesson plans and include feedback during observation and feedback cycles.	1	Assistant Superintendent of Curriculum & Accountability, Campus Principals	August-May	None	Improved planning will lead to better instruction

Goal 3: Troy ISD will provide a safe, positive, supportive, and disciplined learning environment.

Strategy 1: Student and Staff Culture Development

A key component of high-reliability schools is their ability to foster health student and staff cultures. Each campus will implement strategies to enhance the culture among their students and staff.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Invite Dr. Greg Dale to work with a Core Student Leader Group and all students in grades 6-12.	3	Assistant Superintendent of Curriculum & Accountability	August-March	Title II Funds	Focus group interviews with students
2. Use the half-day early release days for student culture-building activities, such as service, patriotism, and character development.	3	Campus Principals	October-March	Local Funds Title I Funds	Student participation and feedback; community engagement and feedback
3. Greg Dale will work with all faculty and staff four times throughout the year on "Becoming a Teacher Who Changes Lives."	3	Assistant Superintendent, Campus Principals	August-March	Title II Funds	Staff Development Feedback Survey, Student Engagement, Parent Feedback
4. Continue use of the anonymous bullying tip line and publish that information to students and parents.		Assistant Superintendent of Curriculum & Accountability	August-May	Title I Funds Local Funds	Tips received are investigated
5. Collaborate campus administration to celebrate successes and address challenges.		Assistant Superintendent of Curriculum & Accountability	August-May	Title I Funds Local Funds	Analyze observation and survey data to determine areas for improvement

6. Supplement PBIS with the use of Restorative Discipline techniques at Mays Elementary School		Principal	August-May	Title I Funds Local Funds	Discipline referrals, observations
7. Expand use of the CHAMPS model for classroom behavior management at TES and MES.		Principals, Assistant Superintendent of Curriculum & Accountability	August and January	Local Funds	Training records, Supervisor evaluations
8. Ensure those assigning discipline consequences are using accurate coding to ensure accurate PEIMS records.		Principals, Assistant Principals	January	Local Funds	PEIMS Records and PBMAS reports
9. Facilitate effective transitions for students moving from middle school to high school through parent and student orientation meetings, information sessions, and student-led tours and orientation sessions, partially led by high school students.	3	MS and HS Counselors	April-May	Local Funds	Parent and student meetings and tours held
10. Monitor discipline data to support efforts to reduce the overuse of discipline practices that remove students from the classroom. Support the development of strategies to address student behavior		Director of Student Services, Campus Administration	August-May	Local Funds	PEIMS and local discipline records

concerns that teach new patterns of behavior.					
11. Administer the Texas School Survey—a survey of students to determine levels of risky behaviors—and compare results to previous assessments. Design efforts to address areas of concerns.		District Crisis Intervention Counselor	April	Title IV Funds	Texas School Survey Reports Data analysis compared to state-level data

Strategy 2: Crisis and Safety Planning and Training

Troy ISD has developed a crisis management plan and is prepared to respond to an emergency situation. In addition, training, policies, and procedures for student safety and crisis prevention are established as required by the Texas Education Code.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Review emergency procedures annually with campus administration.		Director of Student Services	October	Local Funds	Meeting sign-in sheets and minutes
2. Provide information for awareness of sexual abuse of children and intervention responsibilities, to include methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children.		District Crisis Intervention Counselor, Principals	August-September	Local Funds	Handouts, agendas, sign-in sheets
3. Provide information for awareness of conflict resolution and suicide prevention.		District Crisis Intervention Counselor Principals, Counselors	August-December	Local Funds	Handouts, agendas, sign-in sheets
4. Maintain security cameras at strategic locations at district facilities.		Director of Student Services	August-June	Local Funds	Security cameras maintained

<p>5. Continue implementation of the district's drug testing policy for participants in extra-curricular activities. The district wide crisis counselor will provide support for students who test positive.</p>		<p>Director of Student Services, Principals, District Crisis Intervention Counselor</p>	<p>September</p>	<p>Local Funds</p>	<p>Decreased use of prohibited substances by students</p>
<p>6. Continue implementation of Scott and White's <i>Wellness and Sexual Health</i> curriculum, formerly known as Worth the Wait abstinence-based sex education program in grades 6-8.</p>		<p>Assistant Superintendent of Curriculum & Accountability Principals Teachers</p>	<p>November-April</p>	<p>Local Funds</p>	<p>Reinforce the Health TEKS that require the teaching of abstinence Reduction in early onset of sexual activity in teens</p>
<p>7. Implement a Teen Dating Violence Policy as required by State law, to include training for teachers, administrators, parents, and students.</p>		<p>District Crisis Intervention Counselor Counselors, Principals</p>	<p>January</p>	<p>Local Funds</p>	<p>Increased awareness of and strategies for prevention of dating violence</p>
<p>8. Provide information and training in the identification of unwanted physical or verbal aggression, sexual harassment and other forms of bullying, and how to address the issue. Equip students with strategies both to report and to appropriately respond to bullying.</p>		<p>District Crisis Intervention Counselor Counselors, Principals</p>	<p>December</p>	<p>Local Funds</p>	<p>Documentation of information and materials provided to faculty, staff, and students</p>

9. Provide a drug and tobacco education program including Red Ribbon Week and a school safety survey of students, parents, and faculty.	1	District Crisis Intervention Counselor, Assistant Superintendent of Curriculum & Accountability	March	Local Funds	Increased awareness of the dangers of drug and tobacco use among students
10. Hold two safety training meetings for all district bus drivers. Address bus safety issues including student discipline management.		Director of Student Services, Coordinator of Transportation	August, February	Local Funds	Increased safety awareness, reduced bus discipline referrals
11. Require all staff to complete the child abuse awareness training using the online SafeSchools system.	1	Director of Student Service, Assistant Superintendent of Curriculum & Accountability	August-September	Local Funds	Professional development records
12. Continue using the Raptor System for managing visitors to campuses as a tool for increasing security and safety for all students and staff.		Director of Student Services, Principals	August-June	Local Funds	System implemented, staff trained

Strategy 3: School Health Advisory Council and Student Health and Wellness

The Troy ISD School Health Advisory Council (SHAC) consists of students, parents, business, and community members along with faculty and staff representatives. The council is approved annually by the Board of Trustees. The SHAC meets at least four times a year to discuss and make policy and curriculum recommendations related to the health and wells of Troy ISD students, faculty, and staff.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Evaluate the medical needs of students in the District and make adjustments to services as needed.		Director of Student Services, District Nurse	August-September	Local Funds	LVN hired and providing services
2. Review the district's Coordinated School Health Program and provide recommendations.		Assistant Superintendent of Curriculum & Accountability, District Crisis Intervention Counselor	April	Local Funds	Meeting sign-in sheets and minutes
3. Research, discuss, and make recommendations for curricula and/or activities for the education and prevention of bullying and cyber bullying.		Assistant Superintendent of Curriculum & Accountability, District Crisis Intervention Counselor	February	Local Funds	Handouts, agendas, sign-in sheets
4. Research, discuss, and make recommendations for curricula and/or activities for the appropriate and safe use of social media, including texting.		Assistant Superintendent of Curriculum & Accountability, District Crisis Intervention Counselor	February	Local Funds	Handouts, agendas, sign-in sheets

		Intervention Counselor			
5. Meet at least four times per year and provide an update on SHAC activities to the board during the spring.		Assistant Superintendent of Curriculum & Accountability, District Crisis Intervention Counselor	April	Local Funds	Agendas and sign-in sheets, Board agendas and meeting minutes
6. Ensure compliance with HB 675, which requires districts to maintain records regarding the age of football helmets. Recondition helmets according to required timelines.		Athletic Director	August	Local Funds	Records maintained Helmets reconditioned as required
7. Provide opportunities for improving faculty and staff health and wellness through fitness challenges, seminars, and information about health and wellness.		SHAC	August-May	Local Funds	Number of participants, survey data, SHAC meeting minutes
8. Provide information and training required for all faculty and staff, including blood borne pathogens, CPR, and Unlicensed Diabetic Care Assistants (UDCAs).		District Nurse	October	Local Funds	Training records kept, Appropriate number of faculty trained

<p>9. Provide information about dating violence prevention to administrators, counselors, teachers, and paraprofessionals.</p>		<p>Assistant Superintendent of Curriculum & Accountability, District Crisis Intervention Counselor</p>	<p>November</p>	<p>Local Funds</p>	<p>Records of communication</p>
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Strategy 4: Transportation, Maintenance, and Human Resources

Troy ISD operations support the classroom by continually improving transportation, facilities, and human resources services.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Contract with Ideal Impact to install new HVAC controls throughout the district and to train staff on how to manage the system.		Director of Student Services	August-September	Local Funds	Dollar amount saved in utility bills over previous years
2. Use an online registration system form for bus riders to improve efficiency of registering riders to the bus.		Director of Student Services	August-September	Local Funds	Improved experience for parents and students getting signed up for transportation
3. Install irrigation system on the THS practice field to improve quality of field for athletic and band practices.		Director of Student Services	August	Local Funds	Quality of turf
4. Using salary data of school districts similar to Troy ISD, determine appropriate pay rates for all district employees and make necessary adjustments.	1	Director of Student Services, Director of Business Operations	August	Local Funds	Pay scales and pay grades increased to stay competitive

Goal 4: Troy ISD will promote cooperative relationships among students, faculty, parents, and community members.

Strategy 1: Parental Involvement

Troy ISD will engage parents in an effort to promote learning opportunities for parents that will help them support their children’s academic achievement, including working with parents to ensure children are in school.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Orientations and open houses will be held at the beginning of the school year for all students and their parents, to include distribution and discussion of the School-Parent Compact.		Principals, Teachers	August	Handouts	Attendance sign-in sheets
2. Provide transition activities for Pre-kindergarten to Kindergarten to assist students and parents with the adjustment to new expectations.		Principals, Counselor	August-May	Transition Plans	Increased awareness of school expectations and policies
3. Provide a variety of parent involvement opportunities at all campus such as: book fairs, luncheons, career days, and parent education sessions. Use current research on		Principals	August-May	Local Funds	Increased parent presence at school events and involvement in their child’s education

parental involvement that fosters achievement to high standards for all children.					
4. Maintain Web sites for all classroom teachers that include information about the teacher and how to contact him or her.		Principals, Teachers	August	Campus web sites	All teacher web pages available and updated
5. Engage parents in the development, implementation, and evaluation of the district Parents and Family Engagement Plan.		Assistant Superintendent of Curriculum & Accountability, Campus Principals	September	Title I Funds	Increased contact with all parents Improved parental involvement
6. Initiate a positive contact with parents prior to the end of the first grading period. This is a strategy to lower barriers to participation by parents in school planning, review, and improvement.		Teachers, Principals	October	District technology resources	Contacts documented in the DMAC Student Portfolios
7. Conduct an annual meeting on each Title I campus to inform parents of the Title I Part A program, solicit their input into program design, and inform them of their right to be involved in their child's education.		Assistant Superintendent of Curriculum & Accountability	April	Meeting facilities	Agendas, sign-in sheets, and meeting minutes

Strategy 2: District Educational Improvement Committee (DEIC)

The District Educational Improvement Committee meets periodically to review policy, discuss issues, and make recommendations to Troy ISD administration on issues important to parents, students, faculty, and staff. Members serve two year terms.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Convene the District Educational Improvement Committee (DEIC) at least four times a year as an opportunity for community, parent, faculty, and staff input into school district decisions.		Assistant Superintendent of Curriculum & Accountability	September-April	Meeting facilities District technology resources	Agendas and sign-in sheets Recommendations to administration
2. Review and update the Parent and Family Engagement Policy, and the ESL Program Handbook at DEIC meetings.		Assistant Superintendent of Curriculum & Accountability	November	Meeting facilities, District technology resources	Policies reviewed, approved, and published to the district web site
3. Coordinate with the SHAC to conduct a survey that includes questions about how parents might best be involved in their child's education and how they prefer to receive school news and information.		Assistant Superintendent of Curriculum & Accountability, Principals	March	District technology resources	Analysis of survey results
4. Conduct a district wide Comprehensive Needs Assessment to include data to inform the Federal programs planning process.		Assistant Superintendent of Curriculum & Accountability	March	Meeting facilities, District technology resources	Completed CNA, meeting agendas and minutes

Goal 5: Troy ISD will fully implement all required special programs, fulfilling all Federal, State, and local requirements.

Strategy 1: Federal Programs: Title I Part A, Title II Part A, Title III, Homeless Education

The components of the Every Student Succeeds Act are designed to provide supplemental resources to enhance the basic education program at eligible campuses so that all students meet state and federal achievement standards. Troy ISD expends Federal funds at Mays and Troy Elementary Schools and at Raymond Mays Middle School. Some activities related to Federal programs are described elsewhere in the plan. Required activities not listed under other goals are outlined here.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Conduct a comprehensive needs assessment to determine the areas of greatest need for supplemental instruction and resources.		Assistant Superintendent of Curriculum & Accountability	January	Student achievement data Survey data, Discipline data,	Annual meeting agendas and minutes Recommendations included in district and campus plans
2. Maintain documentation and submit required reports of funds expended under ESSA		Assistant Superintendent of Curriculum & Accountability	June	Title I Funds	100% compliance
3. Set aside funds for services to homeless students at Troy High School (not a Title I campus).		Assistant Superintendent of Curriculum & Accountability	September	Federal funds	Records of funds reserved and spent for homeless services

4. Provide supplemental teacher professional development and coaching support for all campuses through a partnership with ESC 12.	1	Assistant Superintendent of Curriculum & Accountability, Principals	September-December	Title II Part A Funds	Records of professional development Records of observations and coaching meetings Student achievement scores in mathematics
5. Provide supplemental professional development opportunities for teachers, principals, and assistant principals.	1	Assistant Superintendent of Curriculum & Accountability,	September-April	Title II Part A Funds	Certificates of attendance
6. Provide professional development supplies and materials.		Assistant Superintendent of Curriculum & Accountability	September-April	Title II Part A Funds	Records of purchases
7. Refine processes for the identification of English Learners (EL) students according to state criteria. The Language Proficiency Assessment Committee (LPAC) will meet to as required.		Assistant Superintendent of Curriculum & Accountability, ESL Campus Coordinators	August-May	Local funds Title III SSA with ESC 12	Home language surveys LPAC minutes
8. Provide ESL support and services to identified EL students at all campuses.	2	ESL Campus Coordinators, Principals	August-May	Local ESL Funds, Title III SSA with ESC 12	Students assigned to ESL Certified teachers TELPAS scores
9. Maintain appropriate number of ESL certified teachers at each campus to meet the needs of EL students.	2	Assistant Superintendent of Curriculum & Accountability, Principals	August	Local ESL Funds Title III SSA with ESC 12	All ELL students served by ESL Certified teachers

10. All teachers will incorporate the English Language Proficiency Standards (ELPS) into lessons as needed to serve identified ELL students.	2	Principals	August-May	Local ESL Funds	Lesson plans
11. Pay for ESL certification classes and the ESL TExES test for qualifying teachers.	1	Assistant Superintendent of Curriculum & Accountability	August-May	Local ESL Funds	Number of ESL Certified teachers
12. Use Imagine Learning software to support language development in ELL students at elementary campuses.	2	Campus ESL Teachers	September-May	Title II SSA Funds	Reports of student growth
13. Provide a migrant survey to students upon enrollment.		Principals	August	Local Funds	Surveys returned and data transmitted to ESC 12
14. Identify migrant students and ensure that they receive supplemental services through the Shared Services Arrangement with ESC 12.		Assistant Superintendent of Curriculum & Accountability	August-May	SSA with ESC 12	Monthly reports provided by ESC 12
15. Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are secured with assistance of campus personnel.		Campus Principal	Ongoing	Local funds	PEIMS coding

16. Use the Title I reserved district-level funds for services for homeless students at Troy High School.		Assistant Superintendent of Curriculum & Accountability, Director of Student Services	Ongoing	Federal Title I reserved funds	Records of expenditures, PEIMS coding
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Strategy 2: Special Programs: Dyslexia, State Compensatory Education, Section 504, Career and Technical Education, Special Education

Based on the needs of enrolled students, Troy ISD provides specific programs and interventions for students. These programs and interventions will be implemented according to Federal, State, or local policy, as applicable.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide a process for referral, testing, and identification of students needing dyslexia services.		Dyslexia Coordinator	Ongoing	Testing materials	Number of students tested, services provided
2. Schedule annual 504 meetings for students receiving dyslexia services.		Campus principal, Dyslexia Coordinator	Ongoing	District facilities	Meeting agendas and minutes
3. Identify students at-risk of dropping out of school using the State's 13 at-risk indicators. Students identified as at-risk will be coded to PEIMS. Students no longer qualifying as at-risk will be removed.		Campus Principal, Campus PEIMS personnel, teachers	October	District data systems	PEIMS reports

4. Coordinate SCE funding sources with other Federal and local funds in such a way that benefits to student achievement are enhanced.		Assistant Superintendent of Curriculum & Accountability, Campus Principals	August-May	Federal, State, and local funds	Comprehensive Needs Assessment, student achievement results
5. Train faculty and administration on the whereabouts and contents of the Section 504 Operational Guidelines.		Assistant Superintendent of Curriculum & Accountability	September	District data and communications systems	Copies of communication and/or meeting notes
6. Upon referral for 504 services, obtain parent permission for a 504 evaluation.		Campus 504 Coordinators	Ongoing	504 Operational Guidelines	Signed permission forms prior to evaluation
7. Each campus will convene a 504 committee charged with reviewing 504 evaluations and determining whether impairment exists.		Assistant Superintendent of Curriculum & Accountability, Campus 504 Coordinators	Ongoing	504 Operational Guidelines	Committee meeting agendas and minutes
8. Continue to provide funds to support the Alternative Education Program using Carl Perkins Federal Funding.		Assistant Superintendent of Curriculum & Accountability, SSA Administrator	August-May	Federal CTE grant application	Federal grant application and compliance reports
9. Implement the Achieve Texas initiative through Troy High School course sequence options, ensuring that students develop the knowledge, skills, and competencies necessary for		Campus Principal, High School Counselor	August-May	Existing faculty and staff	Documentation in the course catalog

a broad range of career opportunities.					
10. Ensure all CTE programs are available to all students, regardless of race, color, national origin, or disability.		Assistant Superintendent of Curriculum & Accountability	August-May	Existing faculty and staff	Nondiscrimination statements published in local paper and on district Web site
11. Train staff to participate in the ARD decision-making process.		Assistant Superintendent of Curriculum & Accountability, Campus Principals	Annually	District facilities	Meeting agendas and minutes
12. Provide specific training for teachers in writing standards-based IEPs based on appropriately written Present Level of Academic Achievement and Functional Performance (PLAAFP) statements.		Director of Special Education, Assistant Superintendent of Curriculum & Accountability	September	District facilities	Meeting agendas and minutes

Strategy 3: Migrant Education Priority for Services (PFS) Shared Service Arrangement with ESC 12

NCLB P.L. 107-110 §1304 (d) requires that “In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.” In their ESSA Consolidated Application for Funding, districts are required to target MEP services to “Priority for Services” students. These students must be identified through NGS by running a Priority for Services Report. Information regarding services provided to these students will be monitored through the Texas Education Agency’s monitoring system called the Performance-Based Monitoring Analysis System (PBMAS).

Criteria for Priority for Services:

Students are flagged who:

- o Have their education interrupted during the previous or current regular school year;

AND AT LEAST ONE OF THE FOLLOWING:

- o Are in Grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more of the state assessments (STAAR) or were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
- o Are in grades K-3 and have been designated as LEP in current or previous school year.
- o Are in grades K-2 and have been retained in the same grade during two subsequent years, or are over-age for their current grade level.

Objective: services and	Region 12 MEP SSA Districts will identify migrant children and youth who require priority access to MEP develop a plan for serving such students.
Goal: interventions	To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive in order to succeed in school.
Summative Results: grades.	Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.

Activity	TEA Strategic Priority	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Train District Staff and Parents on PFS criteria		MEP Coordinator, MSCs, PFS Instructor	May - August	PFS Action Plan, District Calendars	PAC Minutes, Superintendent Meetings Agendas, MEP Overview Session sign-in, agenda, handout
2. Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS Report will be mailed and also sent electronically to Superintendents by the second Friday of each month.		NGS Data Specialist	September - May	Texas MEP NGS Implementation Guidelines	Copies of e-mails with PFS Reports attached and sent to Superintendents
3. On a monthly basis, the ESC MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student.		MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	September – May Monthly	Texas Migrant Education Program Guidance – Section D	Progress Reports, State Assessment Results, Benchmark data, teacher observations

<p>4. The academic status of each PFS student will be reviewed after each six week grade reporting period. In consultation with campus administrator(s), counselor(s), and teacher(s) the MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.</p>		<p>Migrant Program Coordinator, Migrant Counselor, PFS Instructor, MSCs, Campus Staff</p>	<p>September – May During the first week following the next six week reporting period.</p>	<p>Federal, State, and local funds</p>	<p>Report Cards, Teacher Observations</p>
<p>5. Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student. This will allow ESC Region 12 to know that all services offered to migrant and PFS students are supplemental.</p>		<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers</p>	<p>September – May During the first week following the next six week reporting period.</p>	<p>Texas Migrant Education Program Guidance – Section D</p>	<p>Migrant Individualized Education Plan – Note other Fed. Programs: Title 1, A, Title III, A, State: State Comp Ed., OEY Local: Mentoring, Tutorials</p>
<p>6. Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.</p>		<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers</p>	<p>September – May During the first week following the next six week reporting period.</p>	<p>Texas Migrant Education Program Guidance – Section D</p>	<p>MSC and MEP Staff Logs, Time and Effort reflecting services/time spent with students.</p>

Appendix A Troy ISD Beginning-of-Year Professional Development Schedule

Monday, August 13		THS	RMMS	TES	MES	Tuesday, August 14		THS	RMMS	TES	MES								
7:30	Student Leaders	Troy ISD Convocation Troy High School Commons Breakfast and Staff Photos 7:30-8:30 (All Staff) Greg Dale 8:30-11:00 (Teachers and Paraprofessionals)				Dr. Dale Sessions		All Athletic Coaches The Art of Coaching Boardroom											
8:00																			
8:30																			
9:00																			
9:30																			
10:00																			
10:30																			
11:00																			
11:30												11:00 am School Board Greetings and Superintendent Welcome				Leaders' Huddle Planning with Greg Dale Boardroom			
12:00												11:30 am Catered Lunch--Theme: Football Tailgate (All Staff)							
12:30												Lunch On Your Own							
1:00	Student Leaders: Greg Dale Leading Your Peers or Leading Your Teammates	Campus	Campus	Campus	Campus	Dr. Dale Sessions		Campus	Campus	Campus	Campus								
1:30																			
2:00																			
2:30																			
3:00																			
4:00	Meet The Trojan: Parents with Greg Dale: Parents' Guide...Sports																		
4:30																			
5:30-7:00																			

Wed., August 15		THS	RMMS	TES	MES	Thursday, August 16		THS	RMMS	TES	MES	
7:30												
8:00	TEACH THE LEVERS! Teach the AAAS Data Analysis p.25		TEACH THE LEVERS! Teach the AAAS Data Analysis p.25		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Kristin Arturbury Campus Trainers: Hicks and Jones THS Library		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Keonna White Campus Trainers: Jolliff and Pritchett RMMS Library		Quality Lesson Plans: Process, Product, and Expectations ESC: Deena Cornblum Campus Trainers: Durbin, Westmoreland TES Library		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Christa Miller Campus Trainer: Frisch MES Library	
8:30	ESC 12 Partners Teach the "Levers" while principals establish expectations with teachers.		ESC 12 Partners Teach the "Levers" while principals establish expectations with teachers.									
9:00	RMMS Library		TES Library									
9:30	ESC Trainers: Kristen Arturbury Keonna White		ESC Trainers: Christa Miller and Deena Cornblum									
10:00	Teachers will need Chromebooks		Teachers will need Chromebooks									
10:30	Teachers: Lunch On Your Own Principals: Lunch 'n Learn (Provided)											
11:00	Lunch On Your Own Principals: Lunch 'n Learn (Bring Your Own Lunch)											
11:30	Continue from the morning with the seven levers.		Continue from the morning with the seven levers.		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Kristin Arturbury Campus Trainers: Hicks and Jones THS Library		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Keonna White Campus Trainers: Jolliff and Pritchett RMMS Library		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Deena Cornblum Campus Trainers: Durbin and Westmoreland TES Library		Quality Lesson Plans: Process, Product, and Expectations ESC Trainer: Christa Miller Campus Trainer: Frisch MES Library	
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												

Monday, August 20	THS	RMMS	TES	MES		Tuesday, August 21	THS	RMMS	TES	MES	
7:30						7:30					
8:00						8:00					
8:30	Content Area Meetings: STAAR Data Analysis TSI/SAT/ACT Planning and Analysis	Content Area Training	Content Area Training	Content Area Training		8:30	T-TESS Strive Goals/SGM Tech Update Trainers: Becker Ward Hicks Jones	STEMScopes RMMS Library	STEMScopes RMMS Library	STEMscopes RMMS Library	
9:00		Schoolwide ELAR TES Library	Schoolwide ELAR TES Library	Schoolwide ELAR TES Library		9:00					
9:30		GoMath Teachers RMMS Library	GoMath Training Admin			9:30					
10:00						10:00					
10:30		Social Studies RMMS Conf. Room				10:30					
11:00						11:00					
11:30	Lunch On Your Own					11:30	Lunch On Your Own				
12:00						12:00					
12:30						12:30					
1:00	Content Area Meetings: STAAR Data Analysis TSI/SAT/ACT Planning and Analysis	Content Area Training	Content Area Training	Content Area Training		1:00	Campus	Campus	Campus	Campus	Admin Meeting 1:00-4:00
1:30		Schoolwide ELAR TES Library	Schoolwide ELAR TES Library	Schoolwide ELAR TES Library		1:30		STEMScopes Lab and Equipment Setup	STEMScopes Lab and Equipment Setup	STEMScopes Lab and Equipment Setup	
2:00		GoMath Training Admin	GoMath Teachers Campus			2:00					
2:30						2:30					
3:00		Social Studies RMMS Conf. Room				3:00					
3:30						3:30					
4:00						4:00					
4:30	Meet the Teacher 6:00-7:30					4:30		Meet the Teacher 6:00-8:00		Meet the Teacher 5:30-7:00	
Wednesday, Aug. 22	THS	RMMS	TES	MES		Thursday, Aug. 23	THS	RMMS	TES	MES	Bus Physicals
7:30						7:30					
8:00						8:00					
8:30	Campus		T-TESS Strive Goals/SGM Tech Update Trainers: Becker Ward Durbin Westmoreland	Campus		8:30	Campus	Campus	Campus	T-TESS Strive Goals/SGM Tech Update Trainers: Becker Ward Frisch	Bus Physicals
9:00		Campus				9:00					
9:30	Benefits Signup			Benefits Signup		9:30	Benefits Signup	Benefits Signup			
10:00						10:00					
10:30						10:30					
11:00						11:00					
11:30	Lunch On Your Own					11:30	Lunch On Your Own				RMMS Athletic Locker Rooms
12:00						12:00					
12:30						12:30					
1:00	Campus	MAP Training RMMS Reading Math Teachers RMMS Lib.	Campus	MAP/MRF Training		1:00	Campus	T-TESS Strive Goals/SGM Tech Update Trainers: Becker Ward Jolliff Pritchett Benefits Signup	Campus	Campus	8:00 - 4:00
1:30						1:30					
2:00						2:00					
2:30	Benefits Signup			Benefits Signup		2:30					
3:00						3:00					
3:30						3:30					
4:00						4:00					

Appendix B
Troy Independent School District
 Federal and State Funding Sources
 2015-2016, 2016-2017, 2017-2018 and 2018-2019

FUNDING SOURCE CATEGORY (Federal Monies)		2015-2016	2016-2017	2017-2018 Estimated	2018-2019 Planning Amounts
211 – Title I, Part A Improving Basic Programs		\$165,561	\$182,841	\$182,258	\$175,429
6100	Payroll	\$0	\$0	\$0	\$0
6200	Professional and Contracted Services	\$11,672	\$6,271	\$17,065	\$10,800
6300	Supplies and Materials	\$153,519	\$174,590	\$164,802	\$164,629
6400	Other Operating Costs	\$370	\$1,980	\$391	\$0
255 – Title II, Part A Teacher, Principal Training		\$19,825	\$26,578	\$42,876	\$28,585
6100	Payroll	\$0	\$0	\$0	\$0
6200	Professional and Contracted Services	\$17,455	\$23,735	\$39,985	\$26,585
6300	Supplies and Materials	\$1,920	\$2,843	\$2,143	\$2,000
6400	Other Operating Costs	\$450	\$0	\$748	\$0

FUNDING SOURCE CATEGORY (State Monies)		2014-2015	2015-2016	2016-2017 Estimated	2017-2018 Budgeted
State Compensatory					
6100	Payroll	\$574,340	\$601,981	\$608,051	\$630,316
6200	Professional and Contracted Services	\$1,000	\$0	\$0	\$400
6300	Supplies and Materials	\$1,829	\$2,139	\$1,847	\$1,350
6400	Other Operating Costs	\$71,104	\$77,001	\$79,172	\$79,950
Special Education					
6100	Payroll	\$819,802	\$851,402	\$850,044	\$872,482
6200	Professional and Contracted Services	\$13,463	\$10,825	\$6,538	\$6,350
6300	Supplies and Materials	\$15,626	\$14,176	\$14,975	\$24,075
6400	Other Operating Costs	\$60,220	\$60,154	\$60,154	\$60,000
6600	Capital	\$0	\$94,999	\$0	\$0
ESL					
6100	Payroll	\$10,641	\$12,456	\$15,268	\$14,657
6200	Professional and Contracted Services	\$290	\$175	\$170	\$275
6300	Supplies and Materials	\$169	\$1,363	\$3,372	\$3,600
6400	Other Operating Costs	\$904	\$1,720	\$2,227	\$2,150
Gifted and Talented					
6100	Payroll	\$48,653	\$50,831	\$56,436	\$60,597
6200	Professional and Contracted Services	\$2,600	\$2,335	\$2,250	\$2,600
6300	Supplies and Materials	\$4,613	\$4,099	\$4,252	\$4,900
6400	Other Operating Costs	\$2,666	\$2,486	\$1,952	\$2,300
VOED/CATE					
6100	Payroll	\$243,859	\$286,221	\$249,607	\$267,812
6200	Professional and Contracted Services	\$1,482	\$16,903	\$49,500	\$71,685
6300	Supplies and Materials	\$77,063	\$74,241	\$64,824	\$85,615
6400	Other Operating Costs	\$13,790	\$16,381	\$17,938	\$18,600
6600	Capital Outlay	\$0	\$0	\$7,525	\$0
High School Allotment					
6100	Payroll	\$53,135	\$107,322	\$124,227	\$96,869
6200	Professional and Contracted Services	\$4,215	\$2,189	\$8,579	\$10,200
6300	Supplies and Materials	\$55,373	\$44,082	\$6,975	\$9,576
6400	Other Operating Costs	\$0	\$0	\$0	\$0

Appendix C—Migrant Student Education Identification and Recruitment Plan 2018-2019

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.</p>
II. IDENTIFICATION & RECRUITMENT		
<p>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.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>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.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>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.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> 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. <i>Currently Eligible Migrant Children:</i> 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.</p>	<p>Staff: MEP recruiters</p>	<p>By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p>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.</p>	<p>Staff: MEP recruiters</p>	<p>Within 3 days of parent signature</p>

<p>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 NGS Terminal Site after eligibility review is completed.</p>	<p>Staff: Designated SEA Reviewers</p>	<p>Within 5 days of parent signature.</p>
<p>G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.</p>

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within 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 November 1.
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 migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
V. QUALITY CONTROL		
A. <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 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: 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> Work with regional ESC to 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 (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June

VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30