

# **Raymond Mays Middle School Campus Improvement Plan**

**2018-2019**



Troy Independent School District

## **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**

1. Recruit, support, and retain teachers and principals
2. Build a foundation of reading and math
3. Connect high school to career and college
4. Improve low-performing schools

## Campus Planning and Decision Making Committee Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on May 9, 2018.

Participants in Attendance	Data Sources Examined
<i>Benny Carr- Teacher</i>	STAAR Data STAAR Phase-In Summary Reports District retention data District discipline referral data Student discipline data Student attendance data Benchmark testing data Campus parent participation records Teacher retention data Master schedule analysis Special programs data Fine Art program information Wellness and Physical Education information Community and Parental Involvement information 21 <sup>st</sup> Century Workforce data ESL program GT program At-risk data Professional development data Community/Student Engagement Rating data
<i>Stephanie Rauch- Teacher</i>	
<i>Rebecca Cantu- Teacher</i>	
<i>Leslie Rose- Teacher</i>	
<i>Pat Lackey- Teacher</i>	
<i>Sara Wiley- Teacher</i>	
<i>Amanda Rurup- Teacher</i>	
<i>Stacey Golden- Teacher</i>	
<i>Tiffany Peters- Teacher</i>	
<i>Michele DuBois- Teacher</i>	
<i>Jennifer Hilsinger- Teacher</i>	
<i>Terri McMurtry- Teacher</i>	

Participants in Attendance	Data Sources Examined
<i>Lori Hobbs- Teacher</i>	<div data-bbox="711 695 1208 1262" style="border: 1px solid black; padding: 5px;"> <p><i>Teacher input:  Length of WIN class  Student exposure with career opportunities  Expanding college day activities  WIN class- Maker space, STEM activities, Ozobots  STEAM Day activities  Student Survey- campus incentives</i></p> </div>
<i>Michelle Jolliff- Principal</i>	
<i>Eddie Dewbre- Teacher</i>	
<i>Bethany Tucker- Teacher</i>	
<i>Stephanie Galford- Teacher</i>	
<i>Kasi Jackson- Teacher</i>	
<i>Rocky Reddehase- ParaProfessional</i>	
<i>Craig Pritchett-Assistant Principal</i>	
<i>Kasi Jackson- Teacher</i>	
<i>Theresa Pitts- Parent</i>	
<i>Christin Ivey- Parent</i>	
<i>Joey Gresham- Community Member</i>	
<i>Carla Downing- Business representative</i>	
<i>Tiffany Williams- Parent</i>	
<i>Belinda Garcia- Parent</i>	

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**CAMPUS: RAYMOND MAYS MIDDLE SCHOOL SCHOOL YEAR:2018-2019**

Data Sources reviewed: CNA 2017, STAAR scores 2018, Community & Student Involvement Ratings			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus?
<b>Goal 1 Student Achievement</b>	<ul style="list-style-type: none"> <li>Student performance on 8<sup>th</sup> grade STAAR Reading, Math, &amp; Science tests, 7<sup>th</sup> grade writing</li> <li>WIN- Student opportunities for intervention &amp; enrichment</li> <li>Assessments/Data collection</li> </ul>	<ul style="list-style-type: none"> <li>Student performance on STAAR 6<sup>th</sup> Math, Special Education, 8<sup>th</sup> Social Studies</li> <li>Increased rigor through focus on lesson planning, teacher feedback, in-depth data analysis, WIN reorganization</li> <li>Student ownership &amp; pride in success</li> </ul>	<ol style="list-style-type: none"> <li>Restructure WIN (1:1)</li> <li>MAP Assessments &amp; Interim Assessments (1:2)</li> <li>Math instruction (1:4)</li> <li>Reading instruction ( 1: 4)</li> <li>Student goal setting/ monitoring (1.2)</li> </ol>
<b>Goal 2 High Performing Staff</b>	<ul style="list-style-type: none"> <li>100% Appropriate State Certificates for staff/paraprofessionals</li> <li>Region 12 Reading Coach</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for math, reading &amp; social studies teachers</li> <li>Ongoing, teacher focused, subject specific professional learning- PLC's</li> </ul>	<ol style="list-style-type: none"> <li>Coaching Teachers (2.4 )</li> <li>Region 12 Professional Development (2:2)</li> <li>Region 12 Leadership Coaching (2:2 )</li> <li>Professional Learning Communities (2:2)</li> </ol>
<b>Goal 3 Safe and Supportive Learning Environment</b>	<ul style="list-style-type: none"> <li>At-Risk Counselor contributions academically &amp; behaviorally</li> <li>Counselor lessons &amp; focus groups</li> </ul>	<ul style="list-style-type: none"> <li>Safety of students with substitute teachers</li> <li>Additional cyberbullying educational opportunities</li> <li>Appropriate student interactions</li> </ul>	<ol style="list-style-type: none"> <li>Substitutes- key to classroom (3.3)</li> <li>Cyberbullying information (3:1)</li> <li>Monthly guidance lessons(3.1)</li> <li>Fall &amp; Spring Anti-bullying sessions (3.1)</li> </ol>
<b>Goal 4 Community Partnerships/Parent Involvement</b>	<ul style="list-style-type: none"> <li>Campus communication- newsletters, website, phone calls, emails, marque, Remind message system, Save the Dates, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Increase parental involvement to promote academic achievement</li> </ul>	<ol style="list-style-type: none"> <li>Parent conversations about learning (4:1)</li> <li>Contacting parents of Rtl students (4:1)</li> <li>Fine Arts Celebration (4.1)</li> </ol>

	<ul style="list-style-type: none"> <li>• Parent trainings and Q &amp; A opportunities</li> </ul>		
<b>Goal 5 Special Programs, Federal, State and Local requirements</b>	<ul style="list-style-type: none"> <li>• Student supports and interventions</li> <li>• WIN- Student opportunities for enrichment (5:3)</li> <li>• Pre AP 8<sup>th</sup> grade ELA class offering and Alg 1(5:3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading instruction for student 2 years or more below grade level</li> </ul>	<ol style="list-style-type: none"> <li>1. Guidance Lessons for Sp. Ed. students (5:4)</li> <li>2. LLI during WIN (5.1)</li> </ol>

Comprehensive Needs Assessment:  
**Summary of Findings**

*The CIC meet on May 8, 2018 to complete the CNA and revise the 2017-2018 CIP. Raymond Mays Middle School has need for improvement in the area of math in the 6<sup>th</sup> grade and 8<sup>th</sup> grade social studies based on local benchmark scores and STAAR scores. Our focus in the math and reading departments will include a higher overall passing percentage as well as increasing the "Met" and "Masters" student performance percentages.(See Appendix B) Through the continued implementation of PLC's and professional development we believe our students success will improve. We are*

also implementing a new curriculum resource, Schoolwide. The addition of several Leveled Literacy Instruction (LLI) small groups during WIN will positively impact the struggling reader's performance in all academic areas.

In the area Special Education our focus will be meet or exceed the state passing percentages in reading and math. (See Appendix B) More focused instruction, higher expectations and challenging materials will be utilized to improve student performance.

All students will be responsible of setting academic performance goals in their core classes. The students will be expected to monitor their performance with each unit assessment and benchmark. Student ownership and pride in their academic performance will enhance their focus, learning and performance.

The RMMS CIP is available at [www.TROYISD.org](http://www.TROYISD.org), in the RMMS office and upon request.

<b>Prioritized Areas of Concern</b>	
<b>Area of Concern</b>	<b>Data Source</b>
<b>Math scores in grade 6</b>	<b>STAAR data, Benchmark data, Renaissance Learning scores, Unit Assessments, PLC's, Region 12 TRC</b>
<b>Reading scores in grades 6<sup>th</sup> &amp; 7<sup>th</sup></b>	<b>STAAR data, Benchmark data, Renaissance Learning scores, Unit Assessments,</b>
<b>Social Studies in grade 8</b>	<b>Lesson Plans, SS Benchmark data, STAAR data, Walkthroughs</b>
<b>Special Education student's STAAR Reading &amp; Math performance</b>	<b>Benchmark data, STAAR data,</b>

### **State Compensatory Education**

Raymond Mays Middle School 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/Campus \$81,044

Total FTEs funded through SCE at this District/Campus 2.5

The process we use to identify students at risk is:

The campus RtI team considers student records along with teacher input, parent input and counselor recommendations to help identify students. RMMS utilizes various pieces of data to help identify student at-risk including STAAR results, unit assessments, Renaissance Learning Math and Reading assessments, work samples, benchmarks, grades, and course failures. Other factors include attendance issues, discipline issues, placement at DAEP or 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 RtI team meets 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 RtI team would evaluate student data and consider input from teachers and parents.

## 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 that will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Program/Funding Source</b>
<b>Federal Programs</b>

<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>
<b>State Programs/Funding Source</b>
<i>Instructional Materials Allotment</i>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>IDEA/Special Education</i>
<i>ESL Program</i>
<b>Local Programs/Funding Source</b>
<i>General Revenue Budget</i>
<i>Grants</i>

**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 (RtI)**

Response to Intervention is a comprehensive framework for addressing the needs of all students, including each of the subgroups of students, to meet the challenging State academic standards. Multiple sources of data are used to monitor student achievement in an effort to prevent failure. Students struggling academically or behaviorally receive specific interventions with progress monitoring.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Restructure WIN classes to provide enrichment and academic focused learning activities. WIN classes serve to increase the amount and quality of learning time and provide accelerated instruction for students at all performance levels.	2	Principal, Teachers	September-May	Local Funds	Improve six weeks grades Increase STAAR score performances at the Meets and Masters levels.
Utilize various online programs for remediation and acceleration- Study Island, Edgenuity	2	Principal, Teachers	September-May	Title 1 Funds	Improve six weeks grades Reduce failure rate
Provide additional learning opportunities for students through teacher tutorials and intervention groups. Target the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners.	2	Principal, Teachers	October- April	Title 1 Funds SCE Funds	Pre/Post tests Reduce failure rate
Conference with students regarding their performance in the classroom along with attendance and behavior.	2	Principal, Counselor, Assistant Principal	Every 3 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate

Identify and serve eligible Title I and SCE students through various programs including tutorials, interventions, RtI process, and SSI plans.	2	Principal, Counselor, Teachers	August-September	Title 1 Funds, SCE Funds	Improved six weeks grades Reduced failure rate
Use DMAC to create and manage the RtI process and individual student RtI documentation.	2	Principal, Counselor, Teachers	August-May	Local Funds	Improved progress monitoring of students receiving interventions
WIN- Designated time during day for intervention for struggling students and enrichment activities for other students.	2	Principal, Counselor, Teachers	August-May	Local Funds	Provide timely interventions for struggling students
Recognize individual students through "IT Matters" celebrations focusing on completed assignments and attendance.		Principal, Counselors	August- June *6 weeks celebrations *Semester celebrations	Local Funds	Increased student awareness and encouragement for strong work ethic and attendance
Recognize individual students with "I Caught You" postcards, announcements and pictures.		Principal, Counselors	August- June	Local Funds	Increased student awareness and encouragement for positive behaviors
Build, maintain and expand the outdoor learning lab to provide additional learning opportunities for students.		Principal, GT Coordinator	August- June	Grant Funds, Local Funds	Increase student access to real world application of the math and science curriculum.
Provide Leveled Literacy Instruction (LLI) during WIN for identified struggling readers	2	Principal, Teachers	September-June	Title 1, Local Funds	Provide intensive instruction in the area of reading
Implement "Academic Lunch Detention" for students who have missing grades	2	Principal, Teachers	August- June	Local Funds	Reduce failure rate. Increase student learning.

"Motivation Students" focused on relationships and reward system for our most struggling students in the areas of grades, discipline and attendance.		Principal, Assistant Principal, and Counselor	August- June	Local Funds	Improve academic performance, behavior and attendance of struggling students
Establish campus RtI Teams that follow the process for review of student needs.	2	Principal, Counselor, Assistant Principal	Every 3 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate

**Strategy 2: Data-Driven Instruction**

Raymond Mays Middle School will analyze and disaggregate student and walk through data to make focused instructional changes to meet the needs of our students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Administer benchmark tests or Interim Assessments in all STAAR tested subjects in 6 <sup>th</sup> grade, 7 <sup>th</sup> grade and 8 <sup>th</sup> grade. Disaggregate data using DMAC and adjust instruction to target student expectations where students need re-teaching.	2	Principal, Counselor, Teachers	February	Title 1 Funds, Local Funds	100% of student are assessed
Utilize Renaissance Learning Star and Measures of Academic Progress (MAP) as pre/post tests and for progress monitoring for interventions.	2	Principal, Teachers	September-April	Title 1 Funds, Local Funds, SCE Funds	Increased student performance on STAAR tests
Analyze 2018 STAAR data to determine which students will need interventions, such as a STAAR class. Instructional adjustments will be made specifically for our Special Education, Hispanic and Economically Disadvantaged students.	2	Principal, Counselor	August	Local Funds	Reduce the number of students who fail STAAR

8 <sup>th</sup> grade students will take the PSAT during the Fall semester. Student will review their scores with the technology course.	3	Principal, Counselor, Teachers	Sept. – May	Title 1 Funds, Local Funds	Increase student responsibility and knowledge of their academic performance.
Student goal setting and personal tracking of performance of unit assessments and benchmarks.	2	Principal, Teachers	September-May	Local Funds	Increased student responsibility and knowledge of their academic performance

**Strategy 3: Technology**



Raymond Mays Middle School will integrate technology throughout the instructional program at all grade levels and in all subject areas to prepare our students for the 21<sup>st</sup> century.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
6 <sup>th</sup> and 7 <sup>th</sup> grade students will complete the required Learning.com modules each school year to develop students' technology skills.	3	Teachers	August - June	Local Funds,	Increased student performance on Learning.com assessments
Teachers will assign one activity each semester in which students create a technology project.	3	Teachers	August - June	Local Funds	Increased student performance on Learning.com assessments.
Campus technology liaisons will assist teachers with implementation, instruction and support of technology tools and projects.		Teachers	August - June	Local Funds	Increased student engagement and learning.
Provide various tools and programs for student technology usage including: Smart boards, document cameras, software programs, and Chromebooks.	3	Principal, Technology Department	August - June	Title I Funds, Local Funds,	Increased student engagement, learning and success on STAAR tests
Teachers will utilize Google Apps for Education to improve instruction and communication with students and parents.	2	Principal, Technology Department	August - May	Title 1 Funds Local Funds	Increase student engagement, learning and 21 <sup>st</sup> century skills

All three science classrooms will implementing the blended learning model which incorporates face-to-face and online learning.	3	Principal, Technology Department, Teachers	August- May	Title 1 Funds, Local Funds	Increase student engagement, learning and 21st century skills
8 <sup>th</sup> grade students will complete a technology course incorporating college/career readiness, technology TEKS, writing/presenting skills, and PSAT prep.	3	Principal, Teacher	August-May	Title 1 Funds, Local Funds	Student knowledge and performance in the areas address

**Strategy 4: Quality Curriculum Resources**

Raymond Mays Middle School will provide teachers an enriched, TEKS-based curriculum that is vertically and horizontally aligned will be utilized to meet the needs of all students. The TEKS RS curriculum management system provides teachers

in the core content areas with a guaranteed and viable curriculum for use in planning their own lessons for student learning.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Implement the use of new reading curriculum, Schoolwide, in all grade levels.	2	Principal, Teachers	August- May	Title 1 Funds, Local Funds	Increased student engagement, learning and performance on STAAR Reading tests
Implement the use of new science resources including STEMscopes.	2	Principal, Teachers	August- May	Title 1 Funds, Local Funds	Increased student engagement, learning and performance on STAAR Reading tests
Implement the use of new math resources including Go Math.	2	Principal, Teachers	August- May	Title 1 Funds, Local Funds	Increased student engagement, learning and performance on STAAR Reading tests
Instructional Technology Coach will assist teachers with the use of TEKS Resource System.		TEKS RS Liaisons	August – September	Local Funds	Increased student learning and performance on STAAR tests
Campus members will attend TEKS Resource System professional development opportunities.		Principal, Teacher	August	Title I Funds, Local Funds	Increased student learning and performance on STAAR tests
Instructional Technology Coach will provide professional development to the campus staff.		Principal, Teacher	September	Local Funds	Increased student learning and performance on STAAR tests

Utilize Leveled Literacy Instruction for small group reading instruction with our Special Education students.		Principal, Teacher	September	Title 1 Funds	Increased student learning and performance on STAAR Reading tests
Math and Science teachers will participate in the Region 12 Collaborative.		Principal, Teacher	September-May	Local Funds	Increased student learning and performance on STAAR Math tests
Providing supplemental curriculum resources for writing instruction from Schoolwide.					
Utilize the TEKS Resource System to provide a vertical alignment of the four core subject areas.		Principal, Teachers	August-September	Local Funds	Increased student learning and success on STAAR tests
Utilize materials and initiatives including Renaissance Learning, DMAC, Study Island, Khan Academy and Google Classroom.		Teachers,	August-September	Title I Funds, Local Funds, SCE Funds	Increased student engagement and learning
Library resources will support the classroom learning including Accelerated Reading, Renaissance Learning programs.	2	Librarian, Teachers	August-September	Title I Funds, Local Funds	Increased student learning and performance on STAAR Reading tests

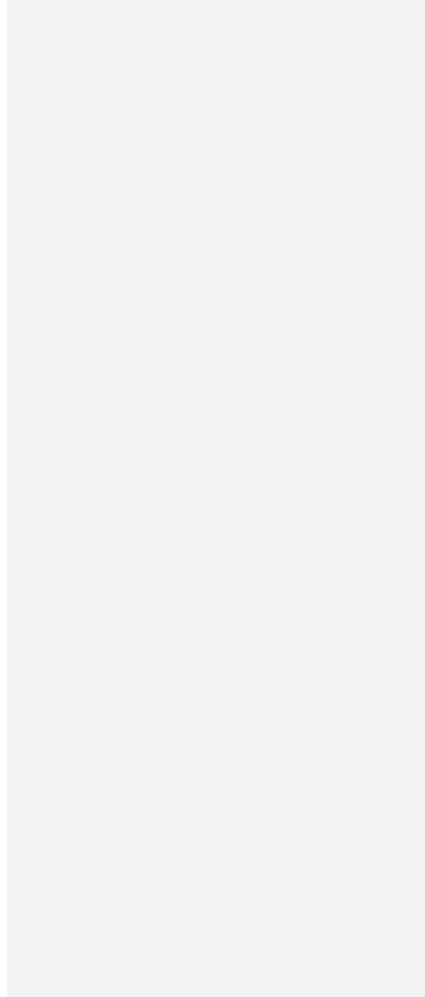
**Strategy 5: Special Programs**

Raymond Mays Middle School will provide supplemental services to ensure quality instruction for all students including Special Programs (G/T, Dyslexia, SPED, ESL, At-Risk, SSI).

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Provide ongoing opportunities for students to participate in enrichment activities: Student Council, UIL contests, video conferences, guest speakers, and pep rallies.		Principal, Teachers	August- June	Local Funds	Increased student engagement and learning
Ensure all stakeholders are informed regarding the 8 <sup>th</sup> grade Student Success Initiative.		Principal, Counselor	August-June	Local Funds, SSI Funds	Increased student performance
G/T and ESL W.I.N. groups meet on a regular basis for enrichment and remediation.		Principal, Teacher	August- June	Local Funds, G/T Funds, ESL Funds	Increased student learning and success on STAAR tests
Provide supplemental support for student learning: Study Island, GCS, supplemental instructional resources.		Principal, Teachers	August – June	Title I Funds, Local Funds	Increased student learning and success on STAAR tests
Utilize the Texas Performance Standards Project to enrich G/T learning opportunities for students.		Principal, Teachers	August- June	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests
Provide student opportunities to learn about career and college options through field trips and guest speakers.	<sup>3</sup>	Principal,	September-May	Local Funds	Increase student knowledge about college and careers.

**Strategy 6: Comprehensive Needs Assessment and Parent Engagement Policy**

Raymond Mays Middle School will conduct a Comprehensive Needs Assessment to evaluate program effectiveness and determine areas of need. The campus leadership will engage parents for the purpose of revising the Parent and Family Engagement Policy.



<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Staff and faculty will evaluate data to determine areas of need regarding student achievement.		Principal, Teachers	April	STAAR data, Benchmark data, Title I Funds, Local Funds	Implementation of selected suggestions/needs
Staff and faculty will evaluate data to determine areas of need regarding professional development.		Principal, Teachers	April	STAAR data, Benchmark data, Title I Funds, Local Funds	Implementation of some of the suggestions/needs
Staff and faculty will evaluate data to determine areas of need regarding family and community involvement.		Principal, Teachers	April	Attendance logs, Survey data	Implementation of some of the suggestions/needs

**Strategy 7: Instructional Monitoring and Data Analysis**

Raymond Mays Middle School will continuously monitor classroom planning and instruction as well as student assessment data to ensure high quality instruction for all students.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
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Administer measures of Academic Progress (MAP) assessments three times a year in all grades for reading and math. Teachers will disaggregate data and use target instruction and interventions. Students will set goals based on their beginning of year results.		Principal, Teachers	September-May	Title 1 Funds	Increased student ownership of their learning. Increased student success on STAAR tests.
Teachers and Administrator will analyze data, identify areas of reteach and identify targeted student production behaviors.		Principal, Teachers	September-May	Local Funds	Increased student learning and performance on STAAR tests.
Disaggregate unit assessments and Interim Assessments in 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade math and reading classes and adjust instruction and interventions to improve student learning with focused attention to Special Education, Hispanic and Economically Disadvantaged populations. Data worksheet will be utilized.		Principal, Teachers	September – May	Local Funds Title 1 Funds	Increased student performance on STAAR tests
Administer benchmark or Interim Assessments in all STAAR tested subjects in 6 <sup>th</sup> grade, 7 <sup>th</sup> grade and 8 <sup>th</sup> grade. Disaggregate data using DMAC and adjust instruction to target student expectations where students need re-teaching.		Principal, Counselor, Teachers	February	Title 1 Funds, Local Funds	100% of student are assessed



Increase the use of writing assignments in all subjects and grade levels.		Principal, Teachers	August – May	Local Funds	Increased student success on STAAR tests
Implementation of Math Tutorial and Reading Tutorial WIN classes to provide more focused teacher led assistance.		Principal, Teachers	September – May	Local Funds	Increase student success on STAAR tests
Implement student goal setting and data monitoring of assessments in all core subjects		Principal, Teachers	September-May	Local Funds	Increase student ownership of their learning. Increased student success on STAAR tests.
Disaggregate walkthrough data (minimum 4 per teacher) to create teacher awareness and adjust instruction to improve level of rigor.		Principal, Teachers	September – May	Local Funds	Increased student performance on STAAR tests
Monitor lesson plans to ensure the TEKS Resource System is utilized and implemented.		Principal, Teachers	August – May	Local Funds	Increased student performance on STAAR tests

**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: Highly Qualified Staff**

100% of core academic classes will be taught by highly qualified teachers; 100% of paraprofessionals with instructional duties will meet NCLB requirements, and 100% Highly Qualified staff will be maintained.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Actively recruit appropriate state certificated professionals, and paraprofessionals		Principal, Director of Student Services	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff		Principal, Director of Student Services.	Beginning and end of each semester	ESC 12 Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.		Principal, Director of Student Services	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers
Mentor new staff members to provide staff development training in DMAC, AR, TEKS Resource System, Study Island, and other campus - procedures/expectations.		Principal, Teachers	Beginning of school year	Local Funds	Increase effectiveness of technology tools for student success.

**Strategy 2: Professional Development**

Raymond Mays Middle School teachers and staff will be provided opportunities throughout the school year to ensure professional growth.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Region 12 Leadership Coaching will provide guidance, support and resources for campus administrators		Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Increased student scores on STAAR Social Studies
Schoolwide curriculum training will meet 3 times during the year to provide guidance and support.		Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Increased student scores on STAAR Social Studies
GoMath curriculum resource training will be provided to math teachers throughout the school year.	2	Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Increased student scores on STAAR Social Studies
STEMscopes curriculum resource trainings will be provided to science teachers throughout the school year.		Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Increased student scores on STAAR Social Studies
Region 12 Reading Coach will work with all reading teachers to improve instruction and student learning.		Principal, Asst Supt. of Curriculum and Accountability	September-April	Title 1 Funds	Increased student scores on STAAR Reading

8 <sup>th</sup> grade Social Studies teachers will attend a Region 12 STAAR workshops to improve instruction and student learning		Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Increased student scores on STAAR Social Studies
All math teachers will participate in TRC professional development throughout the school year.		Principal, Asst. Supt. of Curriculum and Accountability	August-April	Title 1 Funds	Increased student scores on STAAR Math
Utilize Professional Learning Communities to enhance teacher learning, student learning and academic improvement		Principal, Asst. Supt. of Curriculum and Accountability	August - June	Local Funds Title 1 Funds	Increased professional learning opportunities and professional growth
Data discussions with a campus principal regarding unit assessment results in all core subject departments and adjustments in classroom instruction.		Principal, Asst. Supt. of Curriculum and Accountability	August - June	Local Funds Title 1 Funds	Increased professional learning opportunities and professional growth
Technology sessions will be provided on campus by the technology liaisons.		Principal, Tech. Liaisons	September-February	Local Funds	Increased use of campus technology for authentic student learning

Staff will attend professional development workshops through ESC Region 12 and the district.		Principal, Teachers	August - June	Title I Funds, Local Funds, Title II, Part A	Increased student learning and performance on STAAR tests
Staff will attend updates on GT, ESL, Dyslexia, 504, Sp. Ed. laws and expectations.		Asst. Supt. of Curriculum and Accountability	August- June	Title I Funds, Local Funds	Compliance with all federal, state and local laws.
Conduct monthly Team Walkthroughs with the Asst. Supt. Of Curriculum and Accountability.		Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Walkthroughs conducted with feedback provided to teachers
Lesson plan template adjusted to include preplanned questions and student product or evaluation of their learning.		Principal, Teachers	September-April	Local Funds	Improved classroom instruction

**Strategy 3: T-TESS**

Raymond Mays Middle School teachers will be provided professional development opportunities throughout the year to support the goals of the new appraisal system including collaboration and professional growth.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Complete a minimum of four walkthrough observations per teacher per year. This includes follow-up conversations and revisits.		Principal, Assistant Principal	September-May	Local Funds	Classroom walkthrough documentation. Improvement of classroom instruction based on benchmark scores.
Complete a minimum of one observation per teacher per year including a pre-conference and post-conference.		Principal, Assistant Principal	September - May	Local Funds	Classroom observation documentation
Provide continued focus on T-TESS dimensions through PLC and faculty meetings to increase staff understanding.		Principal, Assistant Principal	September-May	Local Funds	Increased teacher understanding of the T-TESS. PLC meetings.

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

**Strategy 1: Guidance Program**

Raymond Mays Middle School's campus counselor and At-Risk counselor will provide support for students, teachers and parents.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Campus counselor will provide guidance to students and parents who are struggling with drugs, bullying, academic, or social concerns.		Counselors	August - September	Title I Funds, Local Funds	Reduce the number of failures, discipline referrals and attendance concerns
A fall and spring anti-bullying training will be presented to students.		Counselor, Local Probation Officer	September & February	Title I Funds Local Funds	Reduce the number of bullying incidents
At-Risk counselor will meet with students to discuss their academic, behavioral or attendance performance on a regular basis.		Counselor	August - June		Reduced the number of failures, discipline referrals and attendance concerns
The administrative team will meet with at-risk students to discuss their academic, behavioral or attendance performance every 3 weeks.		Principal, Assist. Principal, Counselor	August - June		Reduced the number of failures, discipline referrals and attendance concerns

One parent training will be provided during the school year.		Principal, Teachers	February	Local Funds	Increased parent participation from previous school year
Student will be provided an opportunity to participate in transitioning activities to the high school.		Teachers, Counselors	May	Local Funds	100% participation in transition activities
Students will be provided an opportunity to participate in transitioning activities from the elementary school.		Teachers, Counselors	May	Local Funds	100% participation in transition activities
Students (8 <sup>th</sup> grade) will be provided an opportunity to participate in a college readiness assessment.		Teachers, Counselors	January	Title 1 Funds	Provide guidance information to counselors, parents and students
Students will be provided additional cyberbullying training.		Teachers, Counselors	October	Title 1 Funds	Reduce the number of cyberbullying incidents
Campus Counselor will provide monthly guidance lessons to students. Ex: organization, hygiene, study tips, etc.		Counselors	September - April	Local Funds	Provide additional information and support for all students
Student communication box is available for anonymously sharing comments, concerns or suggestions to the counselor.		Counselors	August - May	Local Funds	Increase communication with counselor
Student transition meetings will be provided for		Teachers, Counselors	May	Local Funds	100% participation in transition activities



incoming 6 <sup>th</sup> & 9 <sup>th</sup> grade Special Education students.					
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**Strategy 2: Coordinated School Health/Student Health and Wellness**

Raymond Mays Middle School will provide for the safety and security of all students, staff and parents. The required coordinated school health curriculum will be taught.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Promote a drug free school through drug testing, drug dog visits and drug awareness/prevention.		Principal, Counselor,	August- June	Local Funds, ESC 12, Troy PD	Reduce number of student drug usage
Implement a Teen Dating Violence Policy as required by State law, to include training for teachers, administrators, parents, and students.		Principal, Counselor	August- June	Local Funds	Increased student awareness and prevention
Campus representatives will participate on the School Health Advisory Committee (SHAC).		Teacher	August- June		Increased student safety and health
Analyze and review the Fitness Gram results along with communicating this information with parents.		Teacher	March - May	Local Funds	Increased student performance on Fitness Gram and health
Worth the Wait curriculum will be taught to all students grades 6 <sup>th</sup> through 8 <sup>th</sup> .		Teacher	August- June	Title 1 Funds Local Funds, Scott & White	Increased student awareness
Red Ribbon week activities will include drug, alcohol, and tobacco awareness and available resource for students and parents.		Counselors	October	Title 1 Funds Local Funds	Increased student awareness and prevention of drug usage

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.		Counselors	August- June	Local Funds, ESC 12	Increased student awareness and prevention
Dr. Greg Dale will be providing professional development for all staff, building leadership skills with students and providing parents with guidance on their role.		Principal, Counselor,	August- June	Local Funds,	Improve the culture with our school.

**Strategy 3: Safety and Security**

Raymond Mays Middle School will utilize security measures to ensure a safe and secure learning environment for our students and teachers.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Provide a classroom door key to all substitutes while on campus.		Principal, Office Staff	August- June	Local Funds	Increased security and safety for staff and students.
Use a Raptor visitor check in/out system along with visitor badges.		Principal, Office Staff	August - June	Title 1 Funds, Local Funds	Increased security and safety for staff and students.
Post Emergency Plans in all classrooms.		Principal, Assist Principal	August - June	Local Funds	Increased staff and student safety
Practice emergency drills for fire, tornado and lockdown throughout the school year.		Principal, Assist Principal	August - June		Increased staff and student safety
Grade level discussions will occur one time per year to answer student questions regarding the campus emergency drills.		Principal, Assist. Principal	September		Increased staff and student safety
Review the District Crisis Plan to ensure all staff is aware and informed of the plan.		Principal, Assist Principal, Counselor	August	Local Funds	Increased staff and student safety

Online discipline referral system will be utilized to monitor student discipline.		Principal, Assist. Principal, Teachers	August - June	Local Funds	Increased efficiency of referral process
Discipline and attendance data will be reviewed every 6 weeks.		Principal, Assist. Principal, Counselor	August - June	Local Funds	Increased awareness of attendance and discipline concerns by the office, parents and students.
Use electronic attendance system to track the whereabouts of students during the school day.		Principal, Office Staff	August - June	Local Funds	Decreased risk of students leaving campus

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

**Strategy 1: Parent Involvement**

Raymond Mays Middle School will engage parents in an effort to promote learning opportunities for parents that will help them support their children's academic achievement.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
All teachers will have a positive parent contact with their students by the end of the first grading period.		Teachers	August-September	Local Funds	100% of parents will have a positive contact from all their student's teachers
Teachers will schedule parent conferences as needed as well as on the Parent/Teacher Conference district wide day.		Teachers	August - June	Local Funds	Increased parent academic involvement including the Parent/Teacher Conference Day
Parent training regarding the STAAR tests and student data will be presented at our annual STAARy Night event.		Principal, Teachers	February	Title 1 Funds, Local Funds	Increased parent awareness of the rigorous STAAR tests
Celebrations throughout the year regarding student success- attendance, academics, athletics and UIL competitions.		Principal, Counselor, Teachers	August-September	Title 1 Funds, Local Funds	Increased student performance academically, behaviorally and with attendance.
Teachers will utilize STAR Renaissance, MAP or unit assessment reports to involve parents in conversations about learning.		Teachers	August - June	Local Funds	Increased parent academic involvement

Personal conversations with parents of RtI students regarding their student's progress.		Principals, Counselor, Teachers	August - June	Local Funds	Increased parent academic involvement
One Parent Training will be provided during the school year.		Principals, Counselor	August- June	Local Funds	Increased parent education and involvement opportunities
Provide two parent Q & A Sessions		Principals, Counselor	August- June	Local Funds	Increase parent involvement and communication
Outdoor Learning Lab work days with students and parents		Principal, GT Coordinator	September- June	Local Funds	Increase parent involvement and communication

**Strategy 2: Communication**

Raymond Mays Middle School will provide various resources and methods of communication with our parents.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Provide "Save the Date" campus activity lists to parents.		Principal	August - June	Local Funds	Increased parent communication and involvement
Campus website, district website, and marquee will communicate upcoming events, celebrations and other important information to parents.		Principal, Assist. Principal Librarian,	August- June	Local Funds	Increased parent communication and involvement
School Messenger system will be utilized to communicate emergency information to parents.		Principal	August- June	Local Funds	Increased parent communication and involvement
Six weeks newsletters will be sent with report cards.		Principal	September- June	Local Funds	Increased parent communication and involvement
Teachers and staff will utilize phone calls, emails, postcards and notes to communicate with parents.		Teachers	August- June	Local Funds	Increased parent communication and involvement



Campus wide "Remind" message system utilized to communicate weekly events		Principal, Teachers	August- June	Local Funds	Increase parent communication and involvement
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**Strategy 3: Parent and Community Involvement**

Troy Independent School District

Raymond Mays Middle School will provide various involvement opportunities during the school year for parents and community members.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Hold fundraisers and food drives during the school year to support local charities and community members.		Teachers	August - September	Local Funds	Increased our student's understanding of the importance of helping others
Provide parent and community volunteer opportunities including: picture day, pep rallies, athletic events, field trips, incentive trips, guest speakers, and booster organizations.		Principal	August - September		Increased parent involvement and participation in school events
Parents and community members will participate on campus committees including CIP, SHAC, DEIC, and LPAC.		Principal, Asst. Supt. of Curriculum & Account., ESL Coordinator	August - September		Increased parent involvement and participation in school events
Teachers will develop a grade level parent volunteer system and list of involvement opportunities.		Principals, Counselor, Teachers	August - June	Local Funds	Increased parent academic involvement

Snack Buddy (UMC) and Backpack Buddy (CTLC) collaboration providing food for needy students		Principal, Counselor	August- June		Community partnership to help students in need
Parents and community will be invited to celebrate "Fine Arts" projects including art, band, theatre arts, gadgets, building trades, computer technology and GT two times during the school year.		Principal, Teachers	December & May	Local Funds	Increase parent and community involvement

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

**Strategy 1: Title I Part A, No Child Left Behind**

Raymond Mays Middle School will provide all students with a fair and equal opportunity for a high-quality education meeting the needs of low-achieving students, ESL students, migrant students and students with disabilities.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Identify and serve Title 1 students through RtI committee utilizing various data sources and teacher input.		Principal, Teachers, Interventionists	September-June	Title I Funds, SCE, Local Funds, Pre/Post tests	Increased student learning and performance on STAAR tests
Provide additional supports and interventions for at-risk students including STAAR classes, pull-out interventions, tutorials, Think Through Math, iStation, Study Island and GCS.		Principal, Teachers, Interventionists	September-June	Title I Funds, SCE, Local Funds, Pre/Post Tests	Increased student learning and performance on STAAR tests
Update and then make available to parents the 2018-2019 Parent Involvement Policy and the School-Parent Compact. These are provided in the Parent-Student Handbook.		Principal	September	Title I Funds, Local Funds	Updated policy provided in handbook

Hold an annual Title I campus meeting to provide an opportunity for parents to provide input on the design of the RMMS Title I program. Evaluate the effectiveness of the Parent Involvement Policy.		Principal	February	Title I Funds, Local Funds	Meeting agenda, notes, and sign-in sheets
Provide Leveled Literacy Instruction for struggling readers.		Principal, Teachers	September-May	Title 1 Funds Local Funds	Provide intensive instruction in the area of reading

**Strategy 2: Title III—English Learners**

Raymond Mays Middle School will ensure English Learners are provided support to ensure their transition to English and their academic success.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Ensure identification, placement and services for ESL students.		Principal, Counselor, ESL Coordinator	August- June	Bilingual/ESL Funds	Increased ESL student learning and success on STAAR tests
ESL Advisory class will meet daily with an ESL teacher for additional support.		ESL Coordinator	August- June	Local Funds, Bilingual/ESL Funds	Increased ESL student support for academics and attendance
Comply with federal, state and district ESL guidelines.		Principal, Counselor, Teachers	August- June	Local Funds	100% of all federal, state and local guidelines are met
Ensure ESL students are monitored on a regular basis regarding attendance, behavior and academic performance.		Principal, ESL Coordinator	August- June	Local Funds	Reduce the percentage of ESL student failures due to grades, behavior or attendance
Increase the number of teachers who are ESL certified.		Principal	August- June	Local Funds	Increased total number of teacher who are ESL certified

Provide time for ESL students to work on the Imagine learning online program.		Principal, ESL teachers	August- June	Local Funds	Increased ESL student support for academics
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**Strategy 3: Gifted and Talented Services**

Raymond Mays Middle School will ensure Gifted and Talented students are identified and served to meet their unique needs. (NCLB Goal 1 and 5)

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Ensure identification, placement and services for G/T students.		Principal, G/T Coordinator, Counselor, Teachers	Principal, G/T Coordinator, Counselor,	Local Funds, G/T Funds	Increased G/T student support and challenging academic learning opportunities
G/T advisory will meet weekly for extended activities.		Principal, Teacher	August- June	Local Funds, G/T Funds	Increased G/T student support and challenging academic learning opportunities
Comply with federal, state and district G/T guidelines.		Principal, G/T Coordinator, Teachers	August - June	Local Funds	100% of all federal, state and local guidelines are met
Ensure all staff participates in a G/T professional development update.		Principal, G/T Coordinator	August	Local Funds	100% of staff attends professional development
Ensure all GT students create a professional quality project in one core class.		Principal, G/T Coordinator	August - June	Local Funds	100% of GT students participate
Utilize the Texas Performance Standards Project		Principal, Teachers	August- June	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests



WIN- Designated time to provide enrichment opportunities for students		Principal, Teachers	August- June	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests
Provide opportunities for advanced courses. Ex. Pre-Alg, Alg1, PreAP ELA		Principal, Teachers	August- June	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests

**Strategy 4: Special Education, Section 504, Personal Graduation Plans, and Homeless Student Services**

Raymond Mays Middle School will ensure Special Education and 504 students are identified and served to meet their unique and varied needs. PGPs and services for homeless students will also be provided.

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Ensure identification, placement and services for Sp. Ed. and 504 students.		Principal, Counselor Teachers, Campus Diagnostician	August - June	Local Funds IDEA Funds, Bell County Coop	Increased Sp. Ed. student learning and success on STAAR tests
Ensure Sp. Ed. and 504 students are monitored on a regular basis regarding attendance, behavior and academic performance.		Principal, Teachers	August- June	Local Funds	Increased Sp. Ed. student learning and success on STAAR tests
Comply with federal, state and district Sp. Ed. and 504 guidelines.		Principal, Campus Diagnostician	August- June	Local Funds, Bell County Coop	100% of all federal, state and local guidelines are met
Ensure all staff participates in professional development focused on Sp. Ed. and 504 laws, compliance requirements, paperwork, documentation and working with various student behaviors.		Principal	August	Local Funds	100% of staff attends professional development
Students who were not successful on a previous STAAR test or who are at-risk for not graduating from high school will be provided		Counselor	September-December	Local Funds	Plan created and maintained in the DMAC system

a Personal Graduation Plan (PGP).					
Students identified as homeless will be immediately enrolled and appropriate paperwork will be sought while the student is attending school. Appropriate services and supplies will be provided.		Principal, Counselor, District Crisis Intervention Counselor	August-May	Title I Funds	Students identified upon registration; services provided
"Team Building" group guidance lessons focused on appropriate students behaviors at school including ID and Autistic students.		Counselor	September-May	Local Funds	Reduced number of 504 and Special Education student discipline referrals.

**Strategy 5: Migrant Education Priority for Services (PFS) Shared Service Arrangement with ESC 12**

ESSA 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 NCLB 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.

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

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
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
4. The academic status of each PFS student will be reviewed after each six week grade reporting period. In consultation with campus administrator(s),		Migrant Program Coordinator, Migrant Counselor, PFS Instructor,	September – May During the first week following the next six	Federal, State, and local funds	Report Cards, Teacher Observations

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.		MSCs, Campus Staff	week reporting period.		
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.		MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	Migrant Individualized Education Plan – Note other Fed. Programs: Title 1, A, Title III, A, State: State Comp Ed., OEY Local: Mentoring, Tutorials
6. Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.		MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	MSC and MEP Staff Logs, Time and Effort reflecting services/time spent with students.

**APPENDIX A  
2018 STAAR Data and 2019 Goals**

At or above state avg														
Below state avg														
	Grade	RMMS 2016	State 2016	RMMS 2017	State 2017	Approaches	State %	Met	State %	Masters	State %	2019 Approaches Goal	2019 Met Goal	2019 Masters Goal
Math	6th	76%	75%	74%	76%	74%	76%	30%	43%	6%	17%	80%	40%	10%
	7th	77%	68%	76%	71%	76%	71%	43%	38%	18%	17%	80%	40%	10%
	8th (1st & 2nd Admin)	86%	74%	93%	78%	93%	78%	66%	49%	13%	15%	80%	40%	10%
	Alg 1	100%	82%	100%	83%	100%	83%	100%	56%	100%	33%	100%	100%	85%
Reading	Grade	RMMS 2016	State 2016	RMMS 2017	State 2017	Approaches	State %	Met	State %	Masters	State %	2019 Approaches Goal	2019 Met Goal	2019 Masters Goal
	6th	76%	67%	72%	66%	72%	66%	35%	36%	12%	18%	80%	45%	25%
	7th	74%	72%	77%	72%	77%	72%	46%	45%	25%	27%	80%	45%	25%
	8th (1st & 2nd Admin)	89%	76%	94%	76%	94%	76%	51%	46%	27%	25%	85%	50%	25%
Writing	Grade	RMMS 2016	State 2016	RMMS 2017	State 2017	Approaches	State %	Met	State %	Masters	State %	2019 Approaches Goal	2019 Met Goal	2019 Masters Goal
	7th	69%	68%	82%	67%	82%	67%	58%	41%	25%	14%	85%	45%	30%
Science	Grade	RMMS 2016	State 2016	RMMS 2017	State 2017	Approaches	State %	Met	State %	Masters	State %	2019 Approaches Goal	2019 Met Goal	2019 Masters Goal
	8th	86%	74%	89%	74%	89%	74%	68%	50%	37%	27%	85%	55%	25%
Social Studies	Grade	RMMS 2016	State 2016	RMMS 2017	State 2017	Approaches	State %	Met	State %	Masters	State %	2019 Approaches Goal	2019 Met Goal	2019 Masters Goal
	8th	68%	62%	58%	64%	58%	64%	27%	34%	12%	20%	70%	35%	25%

At or above state avg									
Below state avg									
	Grade	Hispanic	State %	Eco Dis	State %	ESL	State %	SpEd	State %
<b>Math</b>	6th	59%	72%	59%	69%	---	61%	33%	43%
	7th	84%	67%	71%	63%	67%	52%	8%	34%
	8th (1st & 2nd Admin)	85%	76%	89%	72%	---	62%	25%	37%
	Alg 1	----	80%	----	77%	----	63%	----	42%
<b>Reading</b>	Grade	Hispanic	State %	Eco Dis	State %	ESL	State %	SpEd	State %
	6th	60%	60%	63%	56%	----	40%	11%	23%
	7th	82%	66%	66%	63%	83%	41%	36%	26%
	8th (1st & 2nd Admin)	83%	71%	87%	68%	---	42%	50%	29%
Red= state average from 1st admin ONLY									
<b>Writing</b>	Grade	Hispanic	State %	Eco Dis	State %	ESL	State %	SpEd	State %
	7th	82%	60%	72%	57%	50%	32%	29%	18%
<b>Science</b>	Grade	Hispanic	State %	Eco Dis	State %	ESL	State %	SpEd	State %
	8th	82%	31%	87%	34%	---	55%	50%	70%
<b>Social Studies</b>	Grade	Hispanic	State %	Eco Dis	State %	ESL	State %	SpEd	State %
	8th	41%	57%	50%	54%	---	32%	13%	24%




**Appendix C—Migrant Student Education Identification and Recruitment Plan 2015-2016**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters. Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs for new school year cannot be completed until training has occurred.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 31
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
<b>C. <u>Make recruiter assignments.</u></b> 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.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 31
<b>D. <u>Conduct ID&amp;R.</u></b> <b>Potentially Eligible Migrant Children:</b> 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. <b>Currently Eligible Migrant Children:</b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.	<b>Staff:</b> MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs.</u></b>	<b>Staff:</b> MEP recruiters	Within 3 days of parent signature

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.		
<b>F. Review of COEs.</b> 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.	<b>Staff:</b> Designated SEA Reviewers	Within 5 days of parent signature.
<b>G. Conduct residency verification.</b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 <sup>rd</sup> birthday.
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b> <i>Appendix D 1</i>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. Make contact with potential growers.</b> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
<b>B. Develop calendar and maps.</b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. Network with agencies that serve migrant families.</b> 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.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
<b>V. QUALITY CONTROL</b>		
<b>A. Written quality control procedures.</b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	<b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31

<b>B. Eligibility review.</b> 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.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. Monitor and address ongoing training needs for ID&amp;R.</b> 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.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. Maintain up-to-date records on file.</b> 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.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. Coordinate with ESC for annual eligibility validation.</b> Validate eligibility through re-interview process according to instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff <b>Children:</b> Previously-identified children selected by State MEP	January – June
<b>VI. EVALUATION</b>		
<b>A. Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.	By June 30

**Commented [1]:** This needs updating—given what we decide to do for online interventions.

	Tier 1: Core Class Curriculum	Tier 2: Small Group Intervention	Tier 3: Intensive Intervention
<b>Student Focus</b>	All Students	All students receive Tier 2 Interventions during WIN time. The emphasis is on growth for all students through personalized instruction.	Identified students with marked difficulties who have not responded to Tier 1 and 2 efforts.
<b>Assessments</b>	Universal Screener: <ul style="list-style-type: none"> <li>Renaissance Learning- Math &amp; Reading</li> </ul>	Progress Monitor: <ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Spring Benchmark</li> <li>Formal &amp; Informal Classroom Assessments</li> <li>Imagine Learning (ESL)</li> </ul>	Progress Monitor: <ul style="list-style-type: none"> <li>LLI Assessments</li> <li>Dyslexia Screening</li> <li>Special Education Testing</li> </ul>
<b>Reading Program</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Quality Classroom Instruction</li> </ul>	<ul style="list-style-type: none"> <li>STAAR WIN class</li> <li>Dyslexia Interventions</li> <li>Istation ( 7<sup>th</sup> STAAR Failures only)</li> </ul>	<ul style="list-style-type: none"> <li>LLI: Small groups of students are pulled for LLI from trained teachers.</li> <li>Focused tutoring groups in Spring</li> </ul>
<b>Writing Program</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Quality Classroom Instruction</li> </ul>	<ul style="list-style-type: none"> <li>WIN Tutorials</li> </ul>	<ul style="list-style-type: none"> <li>Focused WIN tutoring groups in Spring</li> <li>Focused tutoring groups after school in Spring</li> </ul>
<b>Mathematics Program</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Quality Classroom Instruction</li> </ul>	<ul style="list-style-type: none"> <li>STAAR WIN class</li> </ul>	<ul style="list-style-type: none"> <li>Focused tutoring groups in Spring</li> </ul>
<b>Technology Program</b>	<ul style="list-style-type: none"> <li>Google Classroom</li> <li>6<sup>th</sup> grade Edgenuity</li> <li>6<sup>th</sup> grade MAP</li> </ul>	<ul style="list-style-type: none"> <li>Khan Academy (math)</li> </ul>	<ul style="list-style-type: none"> <li>Think Thru Math</li> </ul>

<b>Additional Resources, Software, etc.</b>			
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