

Mays Elementary School Campus 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

1. Recruiting, supporting, and retaining teachers and principals.
2. Building a foundation of math and reading.
3. Connecting high school to career and college.
4. Improving low-performing schools.

Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.
Kelli Frisch	Campus Administration
Tawana Nance	Instructional Coach – Reading
Marisa Ybarra	Counselor
Tina Locklin	Teaching Professional
Kerry Baker	Teaching Professional
Jessica Duskocil	Teaching Professional
Elaine Roberts	Instructional Coach - Math
Christine Ortiz	Parent
Melissa Mensch	Parent
Jessica Stermer	Parent
Erika Ramirez	Parent

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 04/25/2018.

Participants in Attendance		Data Sources Examined
Kelli Frisch	Michelle Chandler	<i>Parent Involvement Data</i> <i>Discipline Records</i> <i>Campus referral data</i> <i>Staff surveys</i> <i>Fountas & Pinnell benchmark data</i> <i>Istation data</i> <i>District Technology Plan</i> <i>Parent participation data</i> <i>Truancy data</i> <i>Attendance data</i> <i>Student retention data</i> <i>Student and Community Involvement data</i>
Tina Locklin	Brittany Burton	
Joann Galinsky	Elaine Roberts	
Kirsten Rauch	Susan Hunt	
Tawana Nance	Marisa Ybarra	
Rhonda Sommer	Karen Autry	
Jessica Doscocil	Brenda Herndon	
Candy Schulz	Melinda Wampler	
Melissa Thigpen		
Amy Cox		
Kerry Baker		

Comprehensive Needs Assessment: Summary of Findings

Facilities

Mays Elementary is an EE-1st grade campus that was built in 2001 and opened in the 2001-2002 school year. In the 2009-2010 school year, four new classrooms were added. Additional playground equipment was added in the 2008-2009 school year, with more equipment added during the spring of 2011. Mays Elementary was initially designed to open with a capacity of 300 students, but core facilities will support upwards of 600 students long-term.

Demographics

Mays Elementary is a school wide Title campus based on 61.73% of Economically Disadvantaged students. Campus demographics consist of a student population of 63.9% White, 30.32% Hispanic, 1% African American and 4.33% two or more ethnicities. We also have 5.78% students enrolled in our ESL program, 40.43% of our students are considered At-Risk and 13% of our students are in Special Education.

Attendance The average attendance rate for Mays Elementary School for 2017-18 was 95.28%. The Attendance Review Committee and the faculty members continue to take steps to maintain and/or improve the attendance rate by keeping contact logs and making phone calls to parents. Office staff and teachers contact parents by phone about absences. Administration addresses those students who have excessive absences according to Texas Attendance laws. We have implemented an incentive program to increase student attendance. The goal was to decrease student absences to five or less absences for the school year and to four or less per semester. In 2015-16 there were 186 students with more than five absences for the school year. In 2016-17 there were 142 students and in 2017-18 there were 124 students with more than five absences for the school year. In 2015-16 we held 33 attendance committee meetings for students with excessive absences (18 days or more), in 2016-17 we held 12 attendance committee

meetings for students with excessive absences (17 days or more) and in 2017-18 we held 14 attendance committee meetings for students with excessive absences (17 days or more).

Enrollment/Staffing Patterns

Enrollment at the end of the 2017-2018 school year was 266 students. Enrollment at the beginning of the 2017-2018 school year was 277 students. An additional ½ section of Pre-K was added this year because our Pre-K enrollment was at 66 students.

Benchmark Assessments

Mays Elementary School is paired with Troy Elementary School for accountability through the Texas Education Agency. Mays Elementary School conducted a comprehensive needs assessment based on TAPR data and STAAR performance of Troy Elementary School. Campus assessment information consisted of DMAC Benchmark Math Assessment data, MAP Growth Assessments, Fountas and Pinnell Reading Assessment scores, and Istation data. Other sources utilized in the comprehensive needs assessment were federal program guidelines, staff surveys, parent surveys, and district policies. In addition, the data was disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. Individual student strengths and weaknesses were identified by disaggregating data by grade level, subject area, and objectives.

Data

A Comprehensive Needs Assessment consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified using surveys were disseminated to entire staff and available to parents. The Campus

Improvement Plan from the 2017-2018 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2018-2019 Campus Improvement Plan includes all identified priority needs.

Instructional Strengths:

- Istation and F&P Benchmark Assessments: F&P benchmark assessments monitoring students 3 times during the year in ELA/Reading and Istation monthly assessments providing strategic monitoring for those students identified at-risk and for those students who are academically borderline for success.
- DMAC Benchmark Math Assessment and Istation assessments during the year in math, identifying and providing intervention for those students at-risk for failure.
- RTI intervention in ELA through LLI (Leveled Literacy Intervention) and Istation activities, provided to identified at-risk students twice weekly for a period of 30-40 minutes, focusing on areas of weakness
- Pull out groups for LLI in the mornings provided identified at-risk students instruction for 30 minutes daily
- RTI intervention in Math through intervention groups, Bridges Intervention Units and Istation, provided to identified at-risk students twice weekly for a period of 30-40 minutes, focusing on areas of weakness
- Targeted classroom strategies in ELA/Reading, using Saxon Phonics lessons to increase phonetic analysis, structural analysis, and comprehension strategies for all students and subgroups
- Targeted classroom strategies in math, using The Math Learning Center's Bridges and Number Corner, focusing on numeracy, patterns within math, and addition/subtraction skills

Reading Data

Disaggregation of data was taken from Istation Reading assessment, MAP Measures of Academic Progress assessment, and the Fountas & Pinnell Benchmark Assessment System (BAS) which links assessment to instruction along The Continuum of Literacy Learning.

Student Achievement Strengths -

- *Istation*
 - 66% of Kindergarten students at Tier 1
 - 66% of 1st grade students at Tier 1
- Overall reading levels from Fountas & Pinnell -
 - 68% of Kindergarten reading at or above grade level
 - 69% of 1st grade reading at or above grade level
- MAP Assessment
 - 65% of Kindergarten students are at the average or above level
 - 63% of 1st grade are at the average or above level

Student Achievement Targets

- *Istation*
 - 34% of Kindergarten students at Tier 2 or 3
 - 35% of 1st grade students at Tier 2 or 3
- Fountas & Pinnell fluency rates
 - 30% of Kindergarten reading at a rate of 30 wpm or more
 - 22% of 1st grade reading at a rate of 60 wpm or more
- MAP Assessment
 - 34% of Kindergarten are at the low to low average range
 - 37% of 1st grade are at the low to low average range

Math Data

Disaggregation of data was taken from the DMAC Benchmark Assessments, ESGI assessments and the Istation Assessment.

Student Achievement Strengths

- Istation
 - 90% of Kindergarten students at Tier 1
 - 88% of 1st grade students at Tier 1
- MAP Assessment
 - 51% of Kindergarten students are at or above grade level
 - 53% of 1st grade students are at or above grade level

Student Achievement Targets

- Istation
 - 11% of Kindergarten students are at Tier 2 or 3
 - 12% of 1st grade students are at Tier 2 or 3
- MAP Assessment
 - 35% of Kindergarten are at the low to low average range
 - 29% of 1st grade are at the low to low average range

The continuous analysis of student performance reinforces Mays Elementary's commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as at-risk and economically disadvantaged.

Curriculum and Assessment

Mays Elementary is using the district-wide adopted TEKS Resource System, a research based curriculum, which aligns core subjects from Kindergarten through grade twelve, to align their teaching objectives in the areas of Language Arts, Math, Science and Social Studies. In addition to the TEKS Resource System and the district adopted resources, we have also purchased School-Wide Reading and Writing, supplemental curriculums, to support classroom teachers in reading and writing instruction. We will continue to implement the Saxon Phonics program to enhance our reading instruction. We have also purchased the Number Corner from The Math Learning Center to assist teachers with our daily math routines and the Bridges Math Curriculum as a supplementary resource for our Math instruction. The TEKS Resource System includes opportunities and resources for the use of innovative technology as means to impact instructional practices and to improve student performance. In order to implement these technology resources, classrooms have overhead projection capabilities, digital presenters, and Smartboard technology. Istation online tools were made available for student instruction, practice and assessment in both reading and math. Teacher survey data and our student data indicates that we need to focus on Writing instruction, Reading fluency and Math fluency. Next year we will have a coach from Region 12 to assist us with writing and reading fluency. In addition, the campus will begin using Measures of Academic Progress (MAP) fluency assessment to measure reading growth instead of using the Fountas and Pinnell assessment in an effort to measure multiple skills within reading. MAP growth and fluency data will be used to assess the effectiveness of instruction and interventions. The data will also be shared with parents to assist with helping parents identify ways they can help their student at home.

Staff Development/Staff Issues

Staff Development needs have been identified for the campus through teacher and staff surveys.

Strengths

All grade level teachers participating in weekly team planning and weekly PLC meetings.

Targets

Identifying strategies to improve Reading and Math numerical fluency and Writing. We will meet three times with the coach from Region 12 to further improve our writing instruction. We will meet three times with the coach from Region 12 to improve our Reading fluency instruction. We will also have several professional development opportunities from Schoolwide Reading and Writing.

Technology

Strengths

In 2013-2014 the student computer lab was updated with new computers and existing computers were distributed to the classroom for student use. We have had multiple iPads in all classrooms. This year we increased the number of Chromebooks for each classroom and will be phasing out the iPads for next year. Wi-Fi is available in all of the classrooms.

Targets

Recommendations for 2018-19 are to begin replacing the Smartboards in the classrooms as they begin to fail. Purchase more enough Chromebooks to create a computer center for each classroom. Purchase a technology program to be utilized in the classroom to supplement the classroom instruction to be used as a center.

Parent Involvement

Strengths

Mays Elementary provides opportunities throughout the year for parents, community members, and educators to become active partners in the education of our students. This school year we had an active PTO for both Mays Elementary and

Troy Elementary. As a means to increase parent and community participation, Mays Elementary holds several interactive student/parent activity nights with subject based activities and games. This year we hosted a Math night and a Science night. We held a Pre-K and Kindergarten Round-up this year for students entering Pre-K or Kindergarten. During this evening student and parents were able to interact with the Pre-K and Kindergarten teachers while participating in activities. Parents were also able to complete enrollment paperwork.

Other parent involvement activities include:

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| Christmas Music Program | Field Day |
| Parent Teacher Conference Day | Grandparent's Day Breakfast |
| Thanksgiving Feast | Valentine's Day parties |
| Christmas parties | Veteran's Day Parade |
| Book parade | Award Ceremonies |
| Open House | Meet the Teacher |
| Pastries with Parents | Halloween Parties |
| Career Day | |

Targets

In 2018-2019 we plan to host the following events to encourage parent involvement throughout the school year:

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|---|-----------------------------|
| Meet the Teacher | Math Night |
| Reading Night | Open House |
| 1 st grade and Kindergarten music programs | Grandparent's Day Breakfast |
| Thanksgiving Feast | Halloween Parties |
| Christmas Parties | Valentine's Day Parties |

Veteran's Day Parade
Parent Teacher Conference Day
Career Day
Field Day

Book parade
Pre-K and Kindergarten Round-up
Award Ceremonies

Behavior/Discipline

Strengths

In 2010, Troy ISD implemented PBIS, Positive Behavior Intervention and Support system, district-wide. Mays Elementary has established a school-wide behavior program with a Superhero theme utilizing Super for acronym for Safe, Understanding, Positive, Encouraging, and Respectful behavior. We added the CHAMPS program to streamline our school wide expectations. School-wide rules are posted at various locations at the campus. Students are educated on the rules and teachers, staff, and administration reinforce positive behavior. In 2016 Mays Elementary implemented Restorative Discipline as our overarching discipline approach. We continue to use tools from PBIS and CHAMPS in addition to Restorative Discipline. At the end of 2018, Mays Elementary continued to reach the goal of having no more than 1 referral per week. Mays Elementary had 58 PEIMS reportable offenses in 2013-2014, 11 PEIMS reportable offenses for the 2014-2015 school year, 13 PEIMS reportable offenses for the 2015-2016 school year, 12 PEIMS reportable offenses for the 2016-2017 school year, and 18 PEIMS reportable offenses in 2017-2018. Mays Elementary had 89 bus referrals for the 2015-2016 school year, 89 bus referrals for the 2016-2017, and 62 bus referrals for the 2017-2018 school year.

Targets

Mays Elementary School will continue to implement strategies from PBIS and CHAMPS in addition to using Restorative Discipline as our school discipline approach. Mays will continue to have monthly counselor lessons for modeling positive

character traits. We will continue to implement Sharing the Blue Crayon and Restorative Discipline strategies to help student learn appropriate behaviors as well as teach corrective actions. We will continue to teach bus safety rules through our PE classes at the beginning of the school year in hopes of limiting bus referrals for minor incidents such as remaining seated and eating on the bus. As a campus we will continue to provide recess opportunities twice per day in order to increase student movement opportunities and hopefully increasing student on task time during learning periods.

School Culture and Climate

Strengths

There were no incidents impacting student safety during the 2017-2018 school year. Preparedness drills such as evacuation, severe weather, and violent threats are conducted each year. We purchased emergency backpacks for each classroom that are to be used in the event of an emergency as well as on all field trips.

Targets

Backpack tags will continue to be purchased and placed on students' backpacks in 2018-2019 to visually identify who should be in the car and bus line. Bus tags will have the number of the bus easily identifiable to teachers and bus drivers. We will also have car tags for parents so that staff can easily identify which students are being picked up. We will continue using a computer program to help streamline the dismissal process and offer parents a way to make changes in transportation without having to call the office.

Academic Targets

	Kindergarten	First Grade
MAP Assessments	80% of students reach a RIT score of 150 or higher in Reading and Math.	80% of students reach a RIT score of 175 or higher in Reading and Math.

Prioritized Areas of Concern	
Area of Concern	Data Source
<i>Math Instruction - Math Fluency</i>	<i>DMAC data, MAP Growth data, ESGI data</i>
<i>Literacy Instruction - Reading Fluency and Writing</i>	<i>MAP Growth data, MAP Fluency data, ESGI data, and School-Wide Writing Curriculum student writing samples</i>
<i>Counseling Program</i>	<i>Parent and staff surveys; administration evaluations, counselor notes and number of students served</i>
<i>Restorative Discipline</i>	<i>Student referral data, Counselor data</i>

State Compensatory Education

Mays Elementary 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- SCE-\$211,191, Pre-K \$168,289

Total FTEs funded through SCE at this District/Campus - SCE 4.5, Pre-K 2.6, PPCD 3.0

Students at-risk of dropping out of school are identified by using the State's 13 at-risk criteria (p.15). Identified students will be reported to PEIMS. Periodic review and updates will be entered. SCE students will be served through RTI strategies, LLI Reading Intervention, Scale-Up Math, flexible grouping, the ESL program, progress monitoring, and tutorials.

Students are exited from the SCE program when they demonstrate satisfactory performance on readiness tests and show competency in the core subjects of ELA, math, science and social studies and no longer meet the State 13- at risk criteria.

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.

Program/Funding Source
Federal Programs
Title 1, Part A
Title II, Part A (TPTR)
Title III, Part A (Shared Service Arrangement with ESC 12)
State Programs/Funding Source
State Compensatory Education
Gifted/Talented
Special Education
Bilingual/ESL Program
Local Programs/Funding Source
Grants

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: Math Instruction

Mays Elementary will provide all students with rigorous math instruction where teachers will be provided curriculum resources, instructional coaching, and computer applications to assist in them in delivering high quality math instruction.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement a math fluency program for Kindergarten and 1st grade.	2	Principal Math IC Classroom teachers	August - May	Title I Funds	ESGI data
2. Use DMAC and the online math test item bank for development of formative assessments each six weeks for 1st grade.	2	Principal Math IC	August - May	Title I Funds SCE Funds	Benchmark assessment data
3. Use the MAP benchmark assessment three times per year to monitor student progress in math.	2	Principal Math IC Classroom teachers	September December May	Local funds	Assessment data

4. Provide 90 minutes of math instruction per day to include direct instruction, computer application and hands-on learning activities.	2	Principal Classroom teachers	Daily	Local funds	Master Schedule Lesson plans
5. Purchase necessary resources to assist teachers in delivering high quality lessons, hands-on learning experiences and math stations during their daily math instruction.	2	Principal Classroom teachers Math IC	August - May	Local funds Title I Funds	Needs Assessment Benchmark assessment data PLC meetings
6. Provide teachers with access to the Math Instructional Coach on a daily basis. Instructional Coach will be utilized to assist teachers with lesson planning, modeling, mentoring, creating assessments and analyzing data.	1 2	Principal Classroom teachers Math IC	August - May	Local funds	Lesson plans Benchmark assessment data Teacher surveys
7. Provide classroom teachers with Math Learning Center Bridges and Number Corner supplemental resources and professional development to ensure that there is a rich learning environment that supports student centered learning and discovery.	1 2	Principal Classroom teachers Math IC	August – May	Title I funds	Lesson plans Benchmark assessments PLC meetings Classroom observations

Strategy 2: Balanced Literacy Program

Balanced Literacy is a framework designed to help all students read and write effectively. The program focuses on individualized teaching in the area of reading and writing, focusing on student strengths and needs in both areas. Mays Elementary will focus on creating a solid reading foundation at the primary level.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement a Reading Fluency program for Kindergarten and 1st grade.	2	Principal Reading IC Classroom teachers	August - May	Title I Funds	MAP Fluency data
2. Use MAP fluency program to benchmark test and progress monitor Kindergarten and 1st grade reading instruction.	2	Principal Reading IC Classroom teachers	August - May	Title I Funds	MAP Fluency data
3. Implement Balanced Literacy instruction as the delivery method for reading in grades K-5.	2	Principal Reading IC Classroom teachers	Daily	Title I Funds SCE Funds	PLC meetings Lesson Plans
4. Use Leveled Literacy Intervention to provide supplemental instruction for elementary students who are not responding to classroom instruction.	2	Principal Reading IC Classroom teachers	Weekly	Title I Funds SCE Funds	Progress reports Benchmark assessment Data Istation reading reports
5. Monitor student progress and review student data in PLC meetings.	2	Principal Reading IC Classroom teachers	Weekly	Local funds	Progress reports Benchmark assessment data Istation reports

6. Ensure classroom lessons reflect the Balanced Literacy framework. Instructional time will also align with the Balanced Literacy delivery concept.	2	Principal Reading IC Classroom teachers	August - May	Local funds	Lesson plans PLC meetings
7. Provide professional development opportunities and mentorship to teachers to provide support in the components of Balanced Literacy.	1	Principal Reading IC	August - May	Title I Funds SCE Funds	Staff Development PLC meetings
8. Ensure that teachers understand the district position on Balanced Literacy instruction and are working to fully implement each piece of the framework within their classroom.	1	Principal Reading IC	August - May	Local funds	PLC meetings Lesson plans Classroom walk through
9. Provide classroom teachers with the School Wide Writing supplemental curriculum and professional development to ensure that the resources are integrated into the balanced literacy framework.	1 2	Principal Reading IC Classroom teachers	August - May	Title I Funds	PLC meetings Lesson plans Classroom walk through
10. Provide classroom teachers with phonics curriculum and ensure that the curriculum is integrated into the balanced literacy	1 2	Principal Reading IC Classroom teachers	August - May	Title I Funds	PLC meetings Lesson plans Classroom walk through

framework.					
11. Purchase any necessary resources for teachers so that they can effectively implement each component of Balanced Literacy instruction.	2	Principal	August - May	Title I Funds SCE Funds Local funds	MES budget expenditures Benchmark assessments PLC meetings
12. Provide teachers with access to the Reading Instructional Coach on a daily basis. Instructional Coach will be utilized to assist teachers with lesson planning, modeling, mentoring, creating assessments and analyzing data.	1 2	Principal Classroom teachers Reading IC	August - May	Local funds	Lesson plans Benchmark assessment data Teacher surveys
13. Provide classroom teachers with School Wide Reading supplemental resources and professional development to ensure that there is a rich reading environment that supports the balanced literacy model.	1 2	Principal Reading IC Classroom teachers	August - May	Title I Funds	PLC meetings Lesson plans Classroom walk through Reading assessments
14. Utilize Chromebooks to implement handwriting instruction school wide.	2	Principal Classroom teachers Instructional aides	August - May	Local Funds	Student work samples PLC meetings

15. Provide Kindergarten and First grade teachers with coaching from the ESC 12 instructional coach to address Writing improvement and Reading fluency.	2	Principal Classroom teachers Instructional coaches	August - January	Local Funds	Student work samples PLC meetings
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Strategy 3: Supporting Curriculum Areas

All supporting curriculum areas will be enhanced to better support the core curriculum areas of Reading and Math.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide support and resources to the classroom teachers in the area of Science. Ensure that lessons are integrated to support Reading and Math instruction.	2	Principal Reading IC Math IC Classroom teachers	August - May	Title I Funds Local funds	PLC meetings Lesson Plans Classroom observations
2. Provide support and resources to the classroom teachers in the area of Social Studies. Ensure that lessons are integrated to support Reading and Math instruction.	2	Principal Reading IC Math IC Classroom teachers	August - May	Title I Funds Local funds	PLC meetings Lesson plans Classroom observations
3. Provide support and resources to the music classroom to support connections in Reading and Math.	2	Principal Reading IC Math IC Music teacher	August - May	Title I Funds Local funds	PLC meetings Lesson plans Classroom observations
4. Provide support and resources to the PE classroom to support the CATCH (Coordinated Approach To Child Health) program in making connections in Reading and	2	Principal Reading IC Math IC PE teacher	August - May	Title I Funds Local funds	PLC meetings Lesson plans Classroom observations

Math.					
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Strategy 4: Pre-Kindergarten Instruction

Mays Elementary will provide a High Quality Pre-K program.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide Pre-K teachers with high quality curriculum that supports the newly revised Pre-K guidelines.	1 2	Principal Reading IC Math IC Pre-K teachers	August - May	Title I Funds Local funds	CLI engage assessments Lesson plans
2. Provide Pre-K teachers with professional development opportunities through staff development and utilizing CLI Engage to fulfill certification requirements for highly qualified Pre-K teachers.	1	Principal Reading IC Math IC Pre-K teachers	August - May	Title I Funds Local funds	PLC meetings Professional Development certificates and sign in sheets
3. Collect data throughout the year utilizing the CLI engage program and submit data to TEA.	2	Principal Reading IC Math IC Pre-K teachers	August - May	Title I Funds Local funds	PLC meetings CLI engage assessments
4. Create and implement a Family Engagement Plan as outlined in the Pre-K grant program		Principal Reading IC Math IC Pre-K teachers	August - May	Title I Funds Local funds	Meeting sign in sheets Parent surveys

5. Create and distribute Pre-K grant evaluation survey to analyze grant effectiveness		Principal Reading IC Math IC Pre-K teachers	August - May	Title I Funds Local funds	Survey results CLI engage data
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Strategy 5: Response to Intervention (RTI)

Response to Intervention is a comprehensive framework for addressing the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state 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.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Establish campus RtI procedures for identifying and collecting data for students that are struggling.	2	Principal Reading IC Math IC Classroom teachers	Every 6 weeks	Title I Funds SCE Funds	Improved reading level/math level Reduced failure rate
2. Implement MAP assessment system as a universal screener in grades K-1 three times per year in both reading and math.	2	Principal Reading IC Math IC Classroom teachers	September December May	Title I Funds SCE Funds	Data collected, analyzed and used to monitor student progress
3. Schedule students in grades K-1 who are at-risk in the areas of reading and math into appropriate tiered interventions, which consist of LLI reading intervention, Bridges math intervention, and	2	Principal Reading IC Math IC Teachers	Each 6 weeks	Local funds	Intervention schedule

tutorials.					
4. Monitor student progress and review student data during interventions to ensure progress. Utilize the MAP Skills checks to track data.	2	Principal Reading IC Math IC Teachers	Each 6 weeks	Local funds	Benchmark data results Progress monitoring data
5. Incorporate a computer assisted program to provide reinforcement and practice in areas of student need.	2	Principal Reading IC Math IC Classroom Teachers	Daily	Title I Funds SCE Funds	Progress monitoring data
6. Benchmark student progress in math using the MAP assessment, DMAC benchmark assessments 1 st grade.	2	Principal Reading IC Math IC	September December May	Local funds	Benchmark data results
7. Implement a daily scheduled intervention period.	2	Principal Classroom Teachers	Daily	Local funds	Master schedule
8. Provide reading and math interventionists to provide supplemental reading and math instruction.	2	Principal Classroom Teachers Instructional Aides	September - May	Title I Funds SCE Funds	Lesson plans Intervention schedule
9. Provide two full day Pre-K classes with additional classes added as enrollment warrants.	2	Principal	August	Title I Funds SCE Funds Local funds	Improved Kinder assessment scores Master Schedule
10. Refer students who are not successful in Tier 2 and 3 interventions to special programs such as Special	2	Principal RTI team	Spring	Local funds	RTI data

Education, Dyslexia or Sec.504.					
11. Provide at-risk students with access to highly qualified staff in specialized areas to ensure student improvement: Crisis Intervention Counselor, Campus Counselor, Instructional Aides, Reading Interventionist, Math Interventionist	2	Principal	August - May	State and District SCE funds 2.43 FTEs Reading Interventionist - .35 FTE Intervention Aides 1.5 FTEs Crisis Intervention Counselor .25 FTE Campus Counselor .5 FTE Pre-K Teachers 2.7 FTEs Title 1 Funds	Improved student achievement
12. PreK will implement their own RTI time in which they will regroup students based on needs and utilize their instructional aide to create smaller groups for learning.	2	Principal Reading IC Math IC PreK teachers	August - May	Local Funds	Benchmark data results Progress monitoring data Intervention schedule
13. Utilize Nurture groups for students that struggle with behavior as a way to make connections and teach appropriate behaviors		Principal Counselor Special Ed Teacher Special Ed aide	August - May	Local Funds	Reduction in inappropriate behaviors Fewer disciplinary referrals Intervention schedule

Tiered Instructional Model for Mays Elementary

	Tier 1 Core Class Curriculum	Tier 2: Small Group Intervention	Tier 3: Intensive Intervention
Focus	All Students	All students receive Tier 2 Interventions during RTI 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.
Assessments	Universal Screener: MAP Growth MAP Fluency assessment CLI Engage - PreK	Progress Monitor: MAP growth and MAP skills assessment DRA - for 1st grade	Progress Monitor: MAP Growth and MAP skills assessment DRA - for 1st grade

Reading Program	Balanced Literacy Guided Reading Saxon Phonics Schoolwide Reading curriculum	Lessons provided the Instructional coach addressing specific needs Computer program practice	LLI - small groups using trained teachers LLI - pullout program during morning by a teacher or instructional aide
Writing Program	Schoolwide Writing curriculum		
Mathematics Program	Bridges curriculum The Number Corner	Bridges Intervention program Computer program practice MAP skills check	Bridges Intervention Program MAP skills check
Technology Program	Learning.com		
Additional Resources, Software, etc.		Imagine Learning - ELL	Imagine Learning - ELL

Strategy 6: Integrate Technology into Instruction

Technology will be integrated into the learning environment to support and enrich the curriculum and incorporate the Technology Application TEKS.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Update and maintain campus and classroom web pages to provide up to date information to parents and the community.		Principal Teachers	Each 6 weeks	Local funds	Campus/teacher web pages
2. Assign each classroom in grades K and 1 with at least one technology project per semester, using rubrics for assessment.		Principal Classroom Teachers	Each semester	Local funds	Lesson plans

3. Provide digital imaging and overhead projection capabilities for classrooms.		Principal	Annually	Title I Funds SCE Funds Local funds	Classroom inventories
4. Provide teachers with training and funds to purchase and create Smart Board lessons and activities to integrate into their daily lesson.	1	Principal	Annually	Title I Funds SCE Funds	Classroom inventories
5. Allocate and purchase hardware and software to support and implement the curriculum.	2	Principal	Annually	Title I Funds SCE Funds	Classroom inventories
6. Continue purchasing technology devices for the classrooms to allow increased differentiation during classroom stations.	2	Principal Classroom teachers	August - May	Title I Funds	Classroom inventories Classroom observations
7. Provide access to Education.com for teachers to use within the classroom to extend and remediate learning and to provide the teacher with feedback on the learning.	1	Principal Classroom teachers	August-May	Title I Funds	Reports from the program RTI testing results

Strategy 7: Student Attendance

Research confirms that attendance is linked to increased student achievement. Mays Elementary will maintain an attendance rate of 95% or above.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Utilize School Messenger to call and email parents when students are absent to encourage and promote good attendance.	2	Principal	Daily	Local funds	Increase in student attendance School Messenger logs
2. Contact parents of students who are absent for more than 3		Classroom Teachers	Each 6 weeks	Local funds	Communication logs

days.					
3. Recognize students for perfect attendance each 6 weeks	2	Principal	Each 6 weeks	Local funds	Perfect Attendance tags
4. Follow up from Principal to send letters to parents whose children are or are approaching excessive absences.		Principal	Each 6 weeks	Local funds	Attendance letters
5. Utilize Attendance Committee to determine grade level placement for students with excessive absences.		Principal Committee members	May	Local funds	Committee letters
6. Actively promote attendance goal of no more than five absences in one school year. Students meeting the goal will be rewarded with a trip to the Ralph Wilson Youth Club in May. Students with 4 or less absences per semester will be eligible for an inflatable fun day at the end of each semester.	2	Principal Counselor Classroom teachers	Each Semester	Local funds Activity funds Title I funds	Increase in student attendance

Strategy 8: Curriculum and Data Management Systems

Mays Elementary will use data management systems to access the district curriculum as well as manage student and personnel data in the areas of academics, behavior, and professional development.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Use an online discipline referral management system to track student referrals and gather data for the PLC team.		Principal PLC team	Each 6 weeks	Title I Funds SCE Funds	PLC referral data Counselor activity calendar
2. Use the Eduphoria program to manage and track teacher	1	Principal Classroom	September - May	Title I Funds SCE Funds	PDAS data

evaluation data and staff development data during the school year.		Teachers			
3. Use DMAC to manage assessments in math for first grade as a means to gather data and manage student progress each six weeks.	1 2	Principal Math IC Classroom Teachers	September - May	Title I Funds SCE Funds	Benchmark data results Report cards Progress reports
4. Use the CLI-Engage professional development platform for Pre-K to assist with lesson planning, professional development and assessments for Pre-K students.	1 2	Principal Reading IC Math IC Pre-K teachers	August - May	Local Funds	Progress monitoring reports Teacher survey
5. Use ESGI data management system to streamline weekly assessments in an online system.	1 2	Principal Reading IC Math IC Classroom teachers	August -May	Title I Funds	Progress monitor reports Benchmark data results

Strategy 9: Measures of Academic Progress (MAP)

Measures of Academic Progress assessments are computer-adaptive diagnostic assessments that track student progress throughout the year as well as year to year.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Use MAP assessment as a universal screener three times per year to evaluate the effectiveness of instructional strategies and benchmark student performance.	2	Principal Reading IC Classroom Teachers	September December May	Title I Funds SCE Funds	Benchmark data

2. Review MAP assessment data to identify students at risk for reading and math difficulties.	2	Principal Reading IC Classroom Teachers	September December May	Title I Funds SCE Funds	Benchmark data
3. Determine intervention placement for students using MAP benchmark data, MAP Fluency, teacher documentation, and Rtl data.	2	Principal Reading IC Classroom Teachers	Each 6 weeks	Title I Funds SCE Funds	Benchmark data Teacher observation Running Records
4. Monitor students monthly using MAP Skills Check data to evaluate the effectiveness of instructional strategies.	2	Principal Reading IC Classroom Teachers	Monthly	Title I Funds SCE Funds	Benchmark data Running records Intervention data

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 Instructional Staff

100% of core academic classes will be taught by highly qualified teachers; 100% of paraprofessionals with instructional duties will meet all state and federal certified teaching requirements.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
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1. Actively recruit highly qualified teachers, professionals, and paraprofessionals.	1	Principal Human Resources Dept.	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet all state and federal certified teaching requirements.
2. Develop and implement HQ strategies/activities to maintain HQ staff.	1	Principal Human Resources Dept.	Beginning and end of each semester	ESC 12 Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet all state and federal certified teaching requirements.
3. Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	1	Principal Human Resources Dept.	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers
4. Provide professional development opportunities through Eduphoria Workshop for teachers to discuss, share and provide feedback on district initiatives.	1	Principal Assistant Supt. of Curriculum and Accountability	Annually	Local Funds State Funds Title II Funds	Sign-in sheets Blogs Eduphoria Workshop data
5. Utilize Professional Learning Communities to enhance teacher learning, student learning and academic improvement.	1 2	Principal Classroom teachers Math IC Reading IC	Weekly	Local Funds	Teacher surveys Benchmark assessment data Lesson plans Classroom observations

6. Use the CLI-Engage professional development platform for Pre-K to assist with lesson planning, professional development and assessments for Pre-K students.	1 2	Principal Reading IC Math IC Pre-K teachers	August - May	Local Funds	Progress monitoring reports Teacher survey
7. Provide professional development opportunities targeting writing instruction and reading fluency utilizing coaching from Region 12 Service Center.	1 2	Principal Reading IC Math IC Classroom Teachers	August - May	Title I Funds	Benchmark assessment data Classroom observations Lesson Plans Teacher surveys
8. Provide professional development opportunities given by Schoolwide trainers targeting Reading and Writing instruction.	1 2	Principal Reading IC Math IC Classroom Teachers	August - May	Local Funds	Benchmark assessment data Classroom observations Lesson Plans Teacher surveys
9. Coaching observations every three weeks with a face to face conference and a follow-up observation.	1 2	Principal Reading IC Math IC Classroom Teachers	August - May	Local Funds	Observation notes

Strategy 6: T-TESS

Mays Elementary will provide teachers with professional development opportunities throughout the year that support the goals of collaboration to increase teacher effectiveness and support.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide weekly focus on T-TESS dimensions during PLC meetings to increase staff understanding of the new appraisal system.	1	Principal Reading IC Math IC Classroom teachers	August - May	Title I Funds Local funds	PLC meetings Classroom observations Professional development sign in sheets
2. Complete a minimum of one observation per teacher per year with a pre-conference and a post-conference.	1	Principal Classroom teachers	August - May	Title 1 Funds Local Funds	Classroom observations documentation
3. Complete a minimum of five walkthrough observations including T-TESS observations per teacher per year with written feedback.	1	Principal Classroom teachers Instructional coaches	August - May	Title 1 Funds Local Funds	Documentation of classroom walkthroughs Improvement of classroom instruction based on benchmark scores

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

Strategy 1: Character Education

Mays Elementary will provide students with a foundation in character education, providing them with standards of conduct necessary in order to become responsible and productive members of society.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide monthly emphasis on good character through Counselor lessons.		Principal Classroom Teachers Counselor	August - May	Title I Funds Local Funds	Reduction in discipline referrals Reduction in Behavior RTI
2. Provide incentives for good character by recognizing students in weekly morning assembly and monthly teacher nominations for the character trait luncheons.		Principal Classroom teachers Counselor	August - May	Title I Funds SCE Funds Local Funds	Reduction in discipline referrals Reduction in Behavior RTI
3. Display monthly character trait on hallway bulletin board in the foyer.		Principal Counselor	August - May	Title I Funds SCE Funds Local Funds	Reduction in discipline referrals Reduction in Behavior RTI
4. Recognize students daily with nominations for good choices by teachers, office staff, cafeteria workers and paraprofessionals.		Principal Classroom teachers Counselor Staff	August - May	Title I Funds SCE Funds Local Funds	Reduction in discipline referrals Reduction in Behavior RTI

5. Reinforce character traits with lessons in the classrooms through our classroom meetings and utilizing the <u>Sharing the Blue Crayon</u> strategies.		Principal Classroom teachers Counselor	August - May	Title I Funds SCE Funds Local Funds	Reduction in discipline referrals Reduction in Behavior RTI
6. Promote PBIS theme of Superheroes by incorporating the theme into school decorations, counseling lessons within the classrooms and by having a Superhero days throughout the year.		Principal Classroom teachers Counselor	August - May	Title I Funds SCE Funds Local Funds	Reduction in discipline referrals Reduction in Behavior RTI

Strategy 2: Behavior Response to Intervention (RtI)

Behavior Response to Intervention is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Maintain established school-wide behavior expectations. Teachers will promote awareness among all students using common vocabulary for clarifying expectations.	1	Principal Classroom teachers	Daily	Title I Funds SCE Funds Local funds	Decreased discipline referrals Increased instructional time
2. Reinforce school-wide rules through monthly lessons related to social skills and character traits.	1	Principal Classroom teachers	Daily	Title I Funds SCE Funds Local funds	Decreased discipline referrals Increased instructional time
3. Exhibit school-wide expectations in common areas to ensure that rules are provided in a clear and consistent manner.	1	Principal Classroom teachers Instructional aides	Daily	Title I Funds SCE Funds Local funds	Decreased discipline referrals Increased instructional time
4. Review monthly behavior referral data with PLC Team to determine students that may require Tier 2 behavior intervention strategies. Schedule Behavior RTI	1	Principal PLC team Counselor	Monthly	Title I Funds SCE Funds Local funds	Decreased discipline referrals Increased instructional time

meeting and begin behavior intervention strategies for these students.					
5. Provide security measures to promote school safety such as cameras at various locations, electronic door release at front entrance and electronic sign-in at front entrance.		Principal	Annually	Title I Funds SCE Funds Local funds	Security survey results Reduction in safety incidents
6. Offer training for teachers with at-risk students who demonstrate behavior problems and are not successful with school-wide behavior expectations.	1	Principal Counselor	Annually	Title I Funds SCE Funds Local funds	Staff Development sign-in sheets
7. Implement a social skills curriculum for students who are not successful with school-wide behavior expectations.	1	Principal Counselor	Each 6 weeks	Title I Funds SCE Funds Local funds	Counselor lesson plans
8. Maintain the number of discipline referrals to less than one per week.		Principal Counselor Classroom Staff	Each 6 weeks	Title I Funds SCE Funds Local funds	PLC referral data

9. Implement Safe and Drug Free Schools activities such as Red Ribbon Week, character education, and bullying education.		Principal Counselor	Annually	Title I Funds SCE Funds Local funds	Campus activity calendar PLC referral data
10. Visually identify students who are car and bus riders with tags to identify their location for after school pick-up.		Principal Classroom Teachers	Fall	Local funds	Security survey results
11. Implement the Restorative Discipline and Sharing the Blue Crayon strategies to teach appropriate behaviors as well as to reinforce desired behaviors.	1	Principal Counselor Classroom teachers Instructional aides	Daily	Local funds	Decreased discipline referrals Increased instructional time
12. Utilize an electronic Dismissal program to assist with tracking daily changes in transportation and to inform staff each afternoon of all transportation changes.		Principal Office staff Classroom teachers	Daily	Title I funds	Decrease in number of transportation mistakes Decrease in the amount of time office staff dedicated to tracking and recording changes Parent survey results
13. Implement common discipline plans per grade level to create consistency for each classroom within a grade level. This will also help instructional aides during lunch and RTI times.	1	Principal Classroom teachers Instructional aides	Daily	Local funds	Decreased discipline referrals Increased instructional time

Strategy 3: Guidance Program

The counseling department will offer guidance and counseling to all students and will coordinate various support services and special events to assist in providing a safe and secure atmosphere for all students through addressing their academic, social and emotional needs.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Assist RTI teams with monitoring students and providing input on appropriate interventions when students exhibit academic or behavior problems.	1	Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Benchmark data PLC referral data
2. Conduct regularly scheduled classroom guidance lessons in coordination with the PBIS initiative.		Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar
3. Provide group social skills counseling with activities designed to provide additional support for those students who are not successful following school-wide rules.	1	Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar
4. Inform parents of opportunities available through the school guidance program, including programs on drug and		Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar

violence prevention and career choices through letters to parents, campus newsletters and other media.					
5. Train teachers in ways to identify and address instances of bullying while also providing students with tools to deal with the issue as instructional opportunities arise in classrooms.	1	Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar Staff sign-in sheets
6. Serve as a member of the campus PLC team, assisting with school-wide implementation.		Principal Counselor	August - May	Title I Funds SCE Funds Local funds	PLC team minutes

Strategy 4: Career Education

Mays Elementary will provide students with the opportunity to develop goal setting skills and encourage students to further their education and investigate career choices.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Organize a career opportunities day for students to gain awareness of career choices and educational requirements.		Principal Counselor	Spring	Local budget	Counselor Career opportunities schedule
2. Encourage college awareness through college days and college fair		Principal Counselor	August - May	Local budget	Participation in activities
3. Provide health career opportunities in collaboration with the school nurse in the area of dentistry or health.		Principal School nurse	Spring	Local Budget	Schedule of activities Sample of parent communication

Strategy 5: Drug and Violence Prevention Activities

Instruction for drug and violence prevention at the primary level is a combination of guidance lessons through the CATCH Program and Red Ribbon Week activities. Decision making lessons will be provided through the character education curriculum in the regular classrooms and the counselor will provide specific information to students regarding substance abuse during Red Ribbon Week activities.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide a Drug and Tobacco Education program using the CATCH Program and Red Ribbon Week activities, focusing substance use and abuse, personal mental and physical health, nutrition, and decision making skills.		Principal Counselor PE teacher	August - May	Local funds	Lesson plans PLC referral data Counselor contacts
2. Implement the District's Comprehensive Guidance Plan that includes child sexual abuse awareness and prevention, decision making, self-esteem, private and group counseling.		Principal Counselor	August - May	Local funds	Counselor activity calendar
3. Implement a values curriculum focusing on a school-wide monthly character trait.		Principal Counselor Classroom Teachers	August - May	Title I Funds SCE Funds Local funds	Lesson plans Activity calendar

4. Provide staff development for teachers and administrators on strategies to prevent bullying.	1	Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Staff sign-in sheets Counselor activity calendar
5. Enforce the Troy ISD Student Code of Conduct in order to maintain a safe environment.		Principal Counselor Classroom Teachers	August - May	Local funds	PLC referral data Security survey results
6. Implement conflict resolution techniques as needed to reinforce conflict resolution efforts in the classroom.	1	Principal Counselor Classroom	August - May	Local funds	Counselor activity calendar
7. Implement a Consolidated School Health Program using the CATCH (Coordinated Approach To Child Health) Program		Principal Counselor Physical Education teacher	August - May	Title I Funds SCE Funds Local funds	Improved fitness results Lesson plans

Strategy 6: Campus Emergency and Crisis Management Planning

Proactive planning will facilitate a rapid, coordinated, effective response when a crisis situation occurs. Staff and students will follow a coordinated emergency plan and crisis management strategies which are practiced during the school year to increase school security and safety.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Practice Crisis Intervention through fire, tornado and security drills on a regular basis.		Principal	August - May	Local funds	Drill documentation list
2. Provide security devices such as entrance and exit cameras, electronic door release and sign-in at front entrance of school.		Principal	August - May	Local funds	Reduction in number of safety incidents
3. Conduct campus based training on the District's Emergency Operations/Crisis Management Plan.		Principal	August	Local funds	Faculty meeting minutes Sign-in sheets

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

Strategy 1: Parent and Family Engagement

Mays Elementary will provide opportunities for all parents, community members and educators to be active partners in the education of our students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Use technology to encourage communication through email, campus webpage, Remind, web surveys, weekly electronic newsletters, and Parent Portal.		Principal Classroom Teachers	August - May	Local funds	Communication logs Survey results
2. Contact all parents during the first six weeks of school.		Principal Classroom Teachers	September	Local funds	100% of all parents contacted in the first 6-wks.
3. Conduct an annual informational meeting to inform parents of the Title I Part A program requirements and their right to participate in the SBDM process.		Principal Classroom Teachers	August - May	Title I Funds SCE Funds	Sign-in sheets Flyer from meeting

4. Ensure that parents are able to communicate with teachers regularly and that parents are informed if their child is struggling.		Principal Classroom Teachers	August - May	Local funds	Sign-in sheets Communication logs
5. Provide school information for parents in their native language. Remind messages can be translated to native language.		Principal Classroom Teachers	August - May	Local funds	Copies of parent communication
6. Parent surveys throughout the school year to receive feedback and determine parent needs.		Principal	August - May	Local funds	Results from parent surveys
7. Include parents in the Title I campus planning process. This process will include opportunities to participate in the SBDM process, collaborating in the planning, implementation and review of the Campus Plan. Parents will also provide input and feedback on the campus Family Engagement Policy and Plan.		Principal	August - May	Title I Funds SCE Funds Local funds	Sign-in sheets Newsletter Flyers

<p>8. Host events such as Math night, Science night or Reading night to engage students and parents in appropriate academic activities. Other family engagement activities include Veteran’s Day Parade, Book Parade, Field Day, Grandparent’s Breakfast, Thanksgiving Luncheon, Music programs, and classroom parties.</p>		<p>Principal Classroom teachers</p>	<p>August - May</p>	<p>Title I Funds SCE Funds Local Funds</p>	<p>Sign in sheets Parent surveys</p>
<p>9. PreK Buddy Backpack program - a few times during the year, parents will receive a backpack that includes activities that reinforce the learning from school to home, craft ideas and newsletters that give parents more insight into the developmental progress for PreK students. It will also include the access codes to our online portion of our curriculum so that parents have access to games and information from the textbook provider.</p>		<p>Prinicpal PreK teachers</p>	<p>August - May</p>	<p>Title I Funds SCE Funds Local Funds</p>	<p>Parent Surveys</p>

Strategy 2: Interactive Parent Participation

Mays Elementary will provide activities to allow parents to participate with their child in curriculum related and socially relevant activities.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Encourage students, parents and staff to participate in service and charitable activities throughout the school year. These activities may include food and toy drives, recycling and fundraising for charity.		Principal Counselor Classroom Teachers	August - May	Local funds	Flyers Signs Sign-in sheets
2. Schedule a Pre-K and K Round-up Night to include stations of age appropriate activities for parent/children to complete together.		Principal Classroom Teachers	May	Title I Funds SCE Funds Local funds	Flyers Sign-in sheets newsletters
4. Provide parent involvement opportunities in the fall and spring after school hours to include stations that require parent/student collaboration on grade level learning concepts in literacy, math science or social studies.	2	Principal Classroom Teachers	August - May	Title I Funds SCE Funds Local funds	Flyers Sign-in sheets Newsletters

Strategy 3: Student Recognition

Mays Elementary will recognize students for growth in social, emotional and academic achievement.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Recognize students daily for demonstrating the school-wide character traits from the PBIS initiative.		Principal Counselor Classroom Teachers	Daily	Local Funds Activity Account Title I funds	100% of students are recognized Reduction in discipline referrals
2. Recognize students at Awards Day for their individual skills and citizenship.		Principal Counselor Classroom Teachers	May	Local Funds Activity Account	Number of students recognized
3. Recognize MES students with monthly luncheon for students nominated for practicing monthly character traits.		Principal Counselor Classroom Teachers	Monthly	Local Funds Activity Account	Number of students attending the lunch

Strategy 4: Business and Community Involvement

Mays Elementary will continue to implement strategies and activities designed to increase and enhance communication between the school and community.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Encourage students and staff to participate in service activities during the year such as fundraisers for charity, recycling, and food drives.		Principal Classroom Teachers Counselor	August - May	Local funds	Number of participants Number of events
2. Partner with the school nurse to bring in local health care organizations to conduct presentations to promote student health.		Principal School Nurse	Spring	Local funds	Number of events
3. Collaborate with local Police and Fire Dept. to conduct safety demonstrations.		Principal Counselor	August - May	Local funds	Number of events

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

Strategy 1: Title I Program

The purpose of Title I Part A is to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education which will enable all children to meet the state and district performance standards. Mays Elementary, as a school-wide Title I campus, will serve all students in order to close the achievement gap for economically disadvantaged students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Maintain documentation of teachers' Highly Qualified status.		Principal	August - May	Title I Part A Funds	Staff HR files
2. Collaborate with general classroom teachers and participate in parental involvement and staff development activities.		Principal Classroom Teachers	August - May	Title I Part A Funds	Sign-in sheets Flyers Newsletters
3. Conduct a comprehensive needs assessment in order to determine areas of strengths and weaknesses		Principal	Spring	Title I Part A Funds	CIP Benchmark data Assessment results

4. Identify students who need additional support and provide interventions so they are able to graduate on time.	2	Principal Classroom Teachers Counselor	August - May	Title I Part A Funds	Benchmark data Assessment results
5. Ensure that parents are involved by providing information to parents in their native language, reviewing the Parent Compact, reviewing the Title I program, and providing parents with achievement data.		Principal Classroom Teachers	August - May	Title I Part A Funds	Communication logs Parent communication Sign-in sheets Parent Compact Parent Involvement Policy
6. Set aside funds for services to students who are classified as homeless and not attending Title I campuses.		Principal	August - May	Title I Part A Funds	Local Budget
7. Review campus initiatives and adjust as needed to ensure that students are meeting performance standards.		Principal Classroom Teachers	August - May	Title I Part A Funds	Summative Campus Planning meeting minutes
8. Provide early childhood transition upon entering school and from Pre-K to Kindergarten with Kindergarten Roundup, and Head Start visit.		Principal Classroom Teachers	August - May	Title I Part A Funds	Head Start Contract Sign-in sheets

Strategy 2: Special Education Referral Process

Procedures and policies will be in place to streamline the process of identifying, placing and providing services to those students who do not respond to the RTI Tier interventions and need Special Education services.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Identify needs in Special Education based on the Comprehensive Analysis Process (CAP) components.		Principal Sp. Ed. teacher	August - May	Regular Ed. and Sp. Ed. Teachers Bell County Co-op for Exceptional Children Campus Fund IDEA funds Preschool funds 3.75 FTE's	Increased academic achievement at the student's' learning level pace and style
2. Provide staff development for Sp. Ed. teachers on writing of goal based IEPs and PLAAFPs.	1	Principal Bell County Co-Op.	August - May	IDEA-B Funds State Special Education Funds Local Budget	Increased academic achievement

3. Track processes and procedures to ensure that all state and federal timelines are met regarding special education referrals.		Principal Bell County Co-Op.	August - May	IDEA-B Funds State Special Education Funds Local Budget	Special Education students will meet or exceed state assessment standards in reading, writing, math, science and social studies
4. Implement strategies to ensure the academic needs of students with disabilities are met by providing instruction to all students at the appropriate grade level in the least restrictive environment.	2	Principal Sp. Ed. teacher Classroom Teachers	August - May	IDEA-B Funds, State Special Education Funds, Local Budget	Special Education students will meet or exceed state assessment standards in reading, writing, math, science and social studies

Strategy 3: Title III Part A Language Instruction for Limited English Proficient and Immigrant Students

The purpose of the Title III Part A program is to provide supplemental funding to be used for instruction for limited English proficient (LEP) and immigrant students so that they will attain English proficiency, develop high levels of academic competence in English, and meet the same challenging State academic content and academic achievement standards as native English speaking students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Identify students as LEP according to state criteria and approved Oral Language Proficiency Test (OLPT).	2	Principal Classroom Teachers ESL teacher	August - May	Local Funds	LEP and immigrant students will meet or exceed state standards in reading, writing, math, science and social studies
2. Identify LEP student needs through a needs assessment and notify parents of the language program placement.	2	Principal Classroom Teachers ESL teacher	August - May	Local Funds	Lesson plans, Rtl documentation, progress monitoring data
3. Provide professional development opportunities targeting language proficiency and addressing	1	Principal Classroom Teachers ESL teacher	August - May	Local Funds	Lesson plans, Rtl documentation, progress monitoring data

speaking, listening, reading, and writing.					
4. Ensure participation of an LPAC representative for all ARD meetings for LEP students, helping to make decisions that ensure that the language needs of the student are met.		Principal Classroom Teachers ESL teacher Sped teacher	August - May	Local Funds	Lesson plans progress monitoring data ARD meeting minutes
5. Provide inclusion support in grades Pre-K-1 to focus on English to Spanish language transition strategies. Ensure that all ESL students are enrolled in a classroom with an ESL certified teacher.	2	Principal Classroom Teachers ESL teacher	August - May	Title III Part A Funds	Lesson plans progress monitoring data
6. Provide extended learning opportunities and summer acceleration courses for students who are at a beginning or intermediate level of proficiency according to TELPAS.	2	Principal Classroom Teachers ESL teacher	August - May	Title III Part A Funds	Lesson plans progress monitoring data
7. Communicate student progress through the ESL progress report, report cards, LPAC meetings,		Principal Classroom Teachers ESL teacher	August - May	Title III Part A Funds	Lesson plans Report cards Meeting minutes

and TELPAS reports.					
8. Assist parents in helping their children improve their academic achievement by becoming active participants in the educational process.		Principal Classroom Teachers ESL teacher	August - May	Title III Part A Funds	Sign in sheets Parent conferences
9. Allocate funds to provide supplemental materials according to the campus LEP numbers.	2	Principal Classroom Teachers ESL teacher	August - May	Title III Part A Funds	LEP student enrollment
10. Provide a migrant survey to all students upon registration.		Principal Classroom Teacher	August - May	Title III Part A Funds	Survey results
11. Identify students who are migrant through family status qualifications.		Principal Classroom Teacher	August - May	Title I Part C Funds	Survey results
12. Ensure migratory children receive high quality, comprehensive instructional and support services which will enable them to meet state performance standards.	2	Principals, Classroom Teachers	August - May	Title I Part C Funds	Lesson plans RTI data Benchmark assessments

Strategy 4: State Compensatory Education

State funds are provided for the purpose of reducing the disparity in academic achievement and graduation rates between at-risk and not at-risk students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported to PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be entered.	2	Classroom Teacher PEIMS Staff Intervention Specialists	August - May	SCE Funds	At-risk students will meet or exceed state standards in reading, writing, math, science and social studies PEIMS reports Readiness test data
2. Remove students from the State Compensatory Education program when they no longer meet eligibility throughout the year.		Classroom Teacher PEIMS Staff Intervention Specialists	August - May	SCE Funds	PEIMS at-risk report, completed at-risk student profile sheets

3. Coordinate funding sources (local, state and federal) to meet students' needs in order to increase achievement.	2	Classroom Teacher PEIMS Staff Intervention Specialists	August - May	SCE Funds	Increased student achievement
4. Review assessment data and grade prior to grade level promotion.		Classroom Teacher PEIMS Staff Instructional Coaches	May	SCE Funds	Readiness test results, report cards
5. Communicate student progress to parents through formative information (progress reports, report cards, benchmark data).		Classroom Teachers	August - May	SCE Funds	Assessment documentation
6. Provide funding for Response to Intervention strategies.	2	Principal	August - May	SCE Funds	Campus budget

Strategy 5: Gifted and Talented Education

The goal of Gifted and Talented Education is to provide identified students with appropriate opportunities for access and service in order to meet unique GT needs and in accordance with the State Plan for Gifted and Talented Students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Ensure all teachers complete appropriate training (30 clock hours of Gifted and Talented training and 6 hours of update training annually).	1	Principal GT Coordinator	Spring	Core Teachers ESC 12 G/T funds	Staff development documentation
2. Conduct a GT screener for all kindergarten students to create a talent pool of students which will receive enrichment activities throughout the school year.		Principal GT Coordinator	Spring	Core Teachers ESC 12 G/T funds	Differentiated instruction fostering increased individual academic achievement
3. Serve talent pool identified students using the Texas Performance Standards Project.	2	Principal GT Coordinator	Spring	Core Teachers ESC 12 G/T funds	Differentiated instruction fostering increased individual academic achievement

Strategy 6: Section 504

Section 504 is a federal law to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to nondisabled students. Under Section 504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially-limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive, special education services.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Evaluate students for Section 504 services after sending and receiving signed parent permission (Notice and Consent for Evaluation).		Principal 504 Committee	August - May	Local Funds	Section 504 evaluation Paperwork Supporting documentation/evidence
2. Evaluate students because of referrals made by administrators, RtI Committees, teachers, counselors, parents or students any time an academic, behavioral, or medical issue is recognized.		Principal 504 Committee	August - May	Local Funds	Section 504 evaluation Paperwork Supporting documentation/evidence
3. Identify students for services based on eligibility as determined by four committee questions regarding the student impairment and substantial		Principal 504 Committee	August - May	Local Funds	504 eligibility documentation

limitation(s) in the classroom.					
4. Review student individual academic plans at least tri-annually. The level of services and accommodations needed will be determined at that time. If student progress indicates a need for review, the 504 Committee will reconvene to revise the individual academic plan.		Principal 504 Committee	August - May	Local Funds	Section 504 annual meeting documentation
5. Provide training on 504 law for district and campus level administrators as well as teachers.	1	Principal 504 Committee	August - May	Local Funds	Trainings held; sign-in sheets and agendas

Strategy 7: Homeless Education

The McKinney-Vento Homeless Education Assistance Improvement Act and Texas state law protect the rights of homeless children and youth to receive a free and appropriate public education.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Ensure that homeless students are enrolled immediately and records, certificates, and immunizations are requested.		Principal	August - May	Title I Part A funds	PEIMS records, case management files, family reports
2. Provide the federal meal program for homeless students.		Principal	August - May	Title I Part A funds	PEIMS records, case management files, family reports
3. Use Title I funds to provide services for homeless students on all campuses.		Principal	August - May	Title I Part A funds	PEIMS records, case management files, family reports
4. Coordinate additional services for homeless students. These services may include transportation, medical, dental or mental health needs.		Principal	August - May	Title I Part A funds	Attendance records, doctor notes, discipline referrals, family reports

Strategy 8: 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 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:	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.
Goal:	To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.
Summative Results:	Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Train District Staff and Parents on PFS criteria	1	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 Additional Migrant Education Requirements

Parent Notice

By the date required by the Texas Education Agency, all parents will be informed of individual student academic assessment results and accountability status via letters sent home in both English and Spanish. Assistance to families seeking choice and/or SES options will be provided. Student assessment results will be shared with parents in both English and Spanish whenever possible.

Support

This Campus Improvement Plan was developed collaboratively with Campus Improvement Committee members and central office support. The district is committed to providing the campus support in school improvement efforts. Support includes but is not limited to:

Guidance, Leadership, and Monitoring Compliance and Fiscal Monitoring as per Section 1120A Data Analysis Curriculum and Benchmark Data, Professional Development Professional Development and Support in Determining Student Needs Dropout Recovery Parental Involvement Planning and Training Opportunities	Superintendent, Dir. of Student Services Asst. Supt. of Curriculum and Account. Asst. Supt. of Curriculum and Account. Asst. Supt. of Curriculum and Account. Asst. Supt. of Curriculum and Account. District Crisis Intervention Counselor Asst. Supt. of Curriculum and Account.
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As evidenced throughout this plan, the campus, in working with central office support, is implementing policies and practices that have the greatest likelihood of ensuring that all groups of students will meet proficiency levels of achievement as set by the state by no later than 2018-2019. Programs and practices are based on current scientifically based research.

Evaluation and Outcomes

The ultimate goal for this plan is to significantly improve student achievement for all students, including those served in special programs. The principal, CIC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and the effectiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student groups. Strategies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curriculum, based on the TEKS.

Appendix B—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>
<p>II. IDENTIFICATION & RECRUITMENT</p>		
<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>

The Mays Elementary School Campus Improvement Plan was made available to all parents by way of the District’s website. The plan was published in English; however, parents were offered translation services as needed. Copies of the plan were also made available in the campus office.