

Troy High 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.

Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc...
Kyle Allred	Teacher
Aaron Baker	Teacher
Robert Baker	Aide
Lana Bennett	Teacher
Christy Berg	Teacher
Tim Berg	Teacher
Camille Bowser	Aide
Robert Campbell	Teacher
Benny Carr	Teacher
Jody Cavanaugh	Teacher
Holly Cobb	Aide
Lisa DeHart	Teacher
Amanda Garcia	Teacher
Amber Guin	Teacher
Cynthia Guin	Teacher

Name	Position Parent, Business, Community, Teacher, etc...
Kathy Haines	Teacher
Rustin Honeycutt	Teacher
Mindy Howard	Teacher
Aimee LaFevers	Teacher
Chris Lancaster	Teacher
Karen Lindberg	Teacher
Shelley Martinez	Teacher
Quincy McMurtry	Teacher
Terri McMurtry	Teacher
Rachel Melancon	Teacher
Hunter Parrott	Teacher
Jennifer Reeves	Teacher
Scott Robinson	Teacher
Autumn Russell	Aide
Steve Sebesta	Teacher
Brad Sepulveda	Teacher

Name	Position Parent, Business, Community, Teacher, etc...
Chris Sommerfield	Teacher
Scott Uptmore	Teacher
Jose Velazquez	Teacher
Leigh Welch	Teacher
Randy Hicks	Principal
Mike Jones	AP
Mollie Huber	Counselor
Timmy Saxon	Parent
Kevin Jarolik	Business

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on July 12, 2018

Participants in Attendance	Data Sources Examined
Darrell Becker	State Assessment Performance Data Texas Academic Progress Report Adequate Yearly Progress Report (AYP) Attendance Rates Dropout Rates SAT/ACT Data Campus Discipline Referral Data Parent Surveys
Jody Cavanaugh	
Cynthia Guin	
Randy Hicks	
Mike Jones	

Comprehensive Needs Assessment: Summary of Findings

Troy High School has need for continued improvement in all state assessed areas for all sub-populations along with college readiness, parental involvement and overall attendance. There has been an increase in total student numbers from an average of 380 students just five years ago, to approximately 450 students while only adding one History teacher for the 2018-2019 school year. This number will continue to increase for the next several years according to student populations in the upcoming grade levels, along with predicted growth from new housing developments within the school district boundaries. An additional Science teacher would allow us to offer an even greater number of course sections and options to adequately accommodate our growing population needs while additionally helping to satisfy State Endorsement requirements as set up by House Bill 5. Adding an English/Social Studies Instructional Coach and a Math/Science Instructional Coach would provide teachers with one on one guidance, training, and other resources as needed in an effort to engage students and improve their learning. Adding a half time Truancy Officer to complete necessary paperwork, student/parent meetings, in home visits, court filing and court appearances would assist in assuring our attendance rate remains at an acceptable level. Additional classrooms, science labs, restrooms, office and storage space is needed to accommodate expected growth within the next several years. We will continue our focus on cross-curriculum

writing activities in all content areas to further improve state assessment results in English I and II, as well as increase College Readiness. THS teachers, staff and administration will continue working to increase the number of students which receive the Meets and Masters Standard on their state assessments. Additional areas for focus at THS will be to increase Dual/Honors Enrollment Course performance rates, increase AP Exam scores, and TSI Performance scores. Troy High School will continue to encourage and increase the number of parents who are actively engaged in their student's academic performance.

Prioritized Areas of Concern	
Area of Concern	Data Source
Algebra I Instruction	STAAR EOC Data
Reading and Writing Instruction	STAAR EOC Data
Increase Students to Meets and Masters Standard on STAAR in All Assessed Content Areas	STAAR EOC Data
Increase Dual/Honors Performance Rate in All Assessed Content Areas	STAAR EOC Data
Increase ACT/SAT Participation, Preparation, and Performance	State/National Data
Increase AP Exam Scores	AP Exam Data
Student Growth and Need for More Classroom Space	Attendance Reports
Parental Involvement	Parent Participation Records
Increase TSI Scores	TSI Reports
Increase Attendance Rate	Attendance Reports

State Compensatory Education

Troy High 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 \$79,223

Total FTEs funded through SCE at this District/Campus \$2.03

The process we use to identify students at risk is:

Troy High School's Rtl team gathers student data from several sources before identifying the student as at-risk: the SCE state criteria, teacher and parent input, grades, benchmarks and STAAR results. Other factors that are included in the process include attendance and discipline. Students who are identified as ESL, homeless, in the custody of the state or who have been placed in the residential placement facility are also identified.

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

Troy High School's Rtl team meets every six weeks or earlier if needed to evaluate the student's progress and concerns. Students that are successful in all areas (grades, attendance and discipline) can be exited from the program at this time, but will be re-evaluated if their performance declines.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – 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 10 percent above 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
<i>Title III, Part A (Shared Service Arrangement with ESC 12)</i>
State Programs/Funding Source
<i>Student Success Initiative Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Local 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: Student Achievement

All student groups taking State Assessments in English, Math, Social Studies and Science will meet or master the 2018-2019 performance standards.

Troy High School was identified in the 2018 accountability rating system as needing Additional Targeted Support in the following areas: Special Education ELA Reading.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Disaggregated state assessment results by content area for ALL student groups including Special Education.	Campus Improvement Team, All Teachers, and Administrative Team	July 2018	Local Funds	State Assessment Data, Benchmark Testing and Classroom Assessments
Implement benchmark assessments in math, science, social Studies and ELA. Use data to determine intervention groups and/or assignments to specific advisory periods.	Campus Improvement Team	August 2018 - March 2019	Local Funds	Benchmark Testing
Provide remedial instruction to all students who do not achieve mastery on benchmark or state assessments.	Campus Improvement Team and Administrative Team	August 2018 – June 2019	Local Funds	State Assessment Data and Benchmark Testing

Continue utilizing the Response to Intervention process at Troy High School whereby students needing academic and/or behavioral interventions receive them on a timely basis. Progress is monitored and additional support is provided as needed.	Campus Rtl Team, Administrative Team	August 2018 – June 2019	Local Funds	Increased individual student passing rate on STAAR over previous year
Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Correlate in World History, world historical events as they relate to US History to provide a stronger foundation in US History prior to the state assessment.	Teachers	August 2018 - 2019	Local Funds	State and classroom assessments
Correlate in IPC content as it relates to Biology to provide a stronger foundation in Biology prior to the state assessment.	Teachers	August 2018 - 2019	Local Funds	State and classroom assessments
Use Advisory Periods to assist students with tracking their own academic progress. Advisory teachers will monitor their students and provide support, accountability, and encouragement.	Campus Administrative Team, Teachers	February 2018 – June 2019	Local Funds	Advisory schedules and rosters, State and local assessment data
Continue “STAAR Attack” intervention groups to address needs of students at-risk of not passing the State assessment.	Campus Administrative Team, Counselor, Teachers	November 2018 – April 2019	Local Funds	Student rosters, Progress monitoring data
Include writing activities into all teacher lessons once a six-weeks. The students will be graded based on content, sentence structure and spelling.	Teachers	August 2018 – June 2019	Local Funds	State assessment and ELA report cards
Incorporate social studies into all teachers lesson at least once a semester.	Teachers	August 2018 – June 2019	Local Funds	State assessment and Social Studies report cards
Continue to utilize TEKS RS and add TEKS RS Unit Assessments to the teacher’s curriculum.	Teachers	August 2018 – June 2019	Local Funds	State assessments

Continue to increase ACT/SAT/TSI/AP assessment participation, preparation and performance.	Campus Administrative Team, Counselor, Teachers	August 2018 – June 2019	Local Funds	Texas Academic Performance Report
Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Increase Dual/Honors Enrollment, Courses and Completion Rate.	Campus Administrative Team, Counselor, Teachers	August 2018 – June 2019	Local Funds	Texas Academic Performance Report
Include Special Education teachers and aides as inclusion help in core content classrooms.	Administrative Team Special Education Team	August 2018 - June 2019	Local Funds Federal Funds	State assessment data
Involve special needs students in tutorials both during and after school to address the student's needs in state assessed areas.	Administrative Team Special Education Team	August 2018 – June 2019	Local Funds Federal Funds	State assessment data

Strategy 2: TEKS RS, Instructional Strategies, and Integration of Technology

All teachers and instructional aides will implement teaching strategies that are rigorous and meaningful for student success on local and state assessments. To prepare students for 21st Century careers, technology will be integrated into classroom instruction.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide staff development to facilitate the implementation of instructional strategies that focus on improving the achievement of all students, including special programs students.	Administrative Team	September 2018 – June 2019	Local Funds	Staff development agendas, minutes, attendance, goals, surveys and evaluations. SBDM Committee meetings,

				agendas, minutes, attendance
Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide paraprofessional training to ensure high quality instruction that supports high levels of student learning.	Administrative Team	Each Semester	Local Funds	Training evaluation and documentation
Use the TEKS RS management system to design rigorous lessons that meet the level of assessment expected on STAAR EOC tests.	Administrative Team, Teachers	August 2018 – June 2019	Local Funds	Lesson plans, walkthroughs
Use TEKS RS unit assessments on select units to gauge the rigor of lessons taught and to determine level of student mastery of the TEKS for the course.	Teachers	September 2018 – April 2019	Local Funds, DMAC	Reports generated of student results, instruction adjusted to address low performing areas
Plan specific staff development for the effective use of TEKS RS components. Include short presentations in select faculty meetings.	Teachers, Administrative Team	August 2018	Local Funds	Meeting agendas and minutes
Utilize, by all teachers, techniques and resources necessary to increase the number of students receiving a Masters in state assessed areas.	Teachers	August 2018 – June 2019	Local Funds	State Assessment reports, walkthroughs, T-TESS observations and lesson plans
Require all core content area teachers to design at least one project or assignment for students using technology per semester.	Teachers	September 2018 – April 2019	Local Funds	Walkthroughs, T-TESS observations, student work and lesson plans
Require all teachers to use technology tools for student presentations, including Internet resources for research and collaboration.	Principals, Teachers	September 2018 – June 2019	Local Funds	Walkthroughs, T-TESS observations, student work and lesson plans

Continue to outfit additional classrooms with SMART Board to enhance technology integration into instruction.	Principal, GT Coordinator / Instructional Coach	September-December 2018	Local Funds	SMART Boards installed, lesson plans
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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	Person(s) Responsible	Timeframe	Resources	Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals.	Administrative Team	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet state requirements.
Develop and implement HQ strategies/activities to maintain HQ staff.	Administrative Team	Beginning and end of each semester	ESC 12 Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet state requirements.
Ensure that all students from every background receive equal educational opportunities from Highly Qualified personnel.	Administrative Team	Beginning of each semester	Local Funds State Funds Title II Funds	All students from every background are taught by HQ teachers.

Research the possibility of attendance stipends for state and local days not utilized within the academic school year.	Administrative Team	End of academic school year	Local Funds State Funds Title II Funds	Teacher attendance records. Evidence of success in other districts with similar policies.
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Strategy 2: Professional Development

Troy High School will provide teachers and staff members' opportunities throughout the school year and summer to ensure professional growth.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Require staff to attend GT, ESL, Dyslexia, 504, Special Education laws and expectations.	Director of Curriculum and Accountability	August 2018 – June 2019	Local Funds	Compliance with all federal, state and local laws
Make available professional development training through Education Service Centers and District.	Administrative Team	August 2018 – June 2019	Local Funds	Increase in student success in Local and State Assessments
Provide a mentor for new to district staff members to aid in staff development training and other district and campus procedures and policies.	Administrative Team and Lead Teachers	September 2018 – May 2019	Local Funds	Teacher confidence in the classroom which leads to student success
Arrange opportunities for staff to attend professional development that focuses on cross-curriculum writing in all content areas and on techniques to raise student's state assessment scores to the highest level.	Administrative Team and Teachers	August 2018 – May 2019	Local Funds	Increase in student success on State Assessments
Require staff to attend professional development that focuses on ACT/SAT/TSI/AP assessments.	Administrative Team and Teachers	August 2018 – May 2019	Local Funds	Increase in student success on college readiness assessments

Strategy 3: Texas Teacher Evaluation and Support System (T-TESS)

Troy High School will evaluate teachers comprising of multiple informal observations and walk-throughs, and at least a single formal observation annually.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Required training for all teachers currently not trained in T-TESS.	Administrative Team	August 2018	Local Funds	Compliance with all federal, state and local laws
Provide continue training and support throughout the year.	Administrative Team	August 2018 – June 2019	Local Funds	Increase in student success in Local and State Assessments
Conduct a total of four observations with feedback and coaching points per teacher, to include follow-up for verifying implementation of coaching points. The T-TESS observation is in addition, for a total of five observations per teacher over the school year.	Administrative Team	September 2018 – May 2019	Local Funds	Teacher confidence in the classroom which leads to student success
Utilize Region 12 to guide T-TESS evaluators throughout the evaluation process.	Administrative Team	June 2018 – June 2019	Local Fund	Feedback to the teachers and improve the learning in the classroom

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

Strategy 1: Guidance Program, Including Bullying and Violence Prevention

Troy High School campus counselor and the District Crisis Intervention Counselor will provide support for students, teachers and parents.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide guidance to students and parents who are struggling with drug, bullying, academic, or social concerns.	Administrative Team	August 2018 – September 2019	Local Funds	Reduced number of failures, discipline referrals and attendance concerns
Train teachers on what constitutes bullying and how to properly report and/or intervene to prevent the behavior.	Counselor, Local Probation Officer	September 2018 and February 2019	Local Funds	Reduced number of bullying incidents
Arrange times for the Crisis Intervention counselor and students to discuss their academic, behavioral or attendance performance on a regular basis.	Crisis Counselor	August 2018 – June 2019	Local Funds	Reduced number of failures, discipline referrals and attendance concerns
Ensure conferences of at-risk students to discuss their academic, behavioral or attendance performance on a regular basis.	Principal, Assist. Principal, Counselor, District Crisis Counselor, Teachers and other staff	August 2018 – June 2019	Local Funds	Reduced number of failures, discipline referrals and attendance concerns

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Assist students in making positive life choices in regard to the decisions about the use of drugs, alcohol, and tobacco.	Administrative Team, Crisis Counselor	August 2018 – June 2019	Local Funds	Discipline referral data, attendance data
Implement a Teen Dating Violence Policy as required by State law, to include training for teachers, administrators, parents, and students.	Crisis Counselor	September – November 2018	Local Funds	Training agenda and sign-in sheets
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.	Counselor	August 2018 – June 2019	Local Funds, ESC 12	Increased student awareness and prevention
Continue implementation of the district's drug testing policy for participants in extra-curricular activities. The Crisis Intervention Counselor will provide support for students who test positive.	Principal, Crisis Intervention Counselor	August 2018 – June 2019	Local Funds	Decreased use of prohibited substances by students
Enhance student culture and engagement through multiple sessions with Dr. Greg Dale.	Administrative Team	August 2018 – June 2019	Local Funds	Certificates of completion

Strategy 2: School Security

Troy High School will provide ensure the safety of students through effective safety and security procedures.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Track visitor check in/out and location with a computer system and visitor badges.	Office Staff	August 2018 – June 2019	Local Funds	Increased security and safety for staff and students
Track all students throughout the day with a computer attendance system.	Teachers and Office Staff	August 2018 – June 2019	Local Funds	Decrease in students leaving campus
Assure Post Emergency Plans are in all classrooms.	Administration Team, Teachers and Staff	August 2018 – June 2019	Local Funds	Increased student and staff safety
Practice and rehearse all emergency drills with teachers and staff prior to the beginning of each school year.	Administrative Team	August 2018	Local Funds	Increase staff preparedness
Practice emergency drills with students for fire, tornado and lockdown throughout the year.	Administration Team, Teachers and Staff	August 2018 – June 2019	Local Funds	Increased student and staff safety

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

Strategy 1: Parent Involvement

Troy High School will engage parents in an effort to promote learning opportunities for parents that will help support their children’s academic achievement.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide opportunities for parental and community involvement: Meet the Teacher Night, Parent Conferences, Volunteers, etc.	Administrative Team, Campus Improvements Team	August 2018 – June 2019	Local Funds	Parent sign-in sheets and visibility at events
Coordinate with the District Crisis Intervention Counselor to make contact with parents of students who are struggling academically or behaviorally.	Principal	August 2018 – June 2019	Local Funds	Increase parent involvement including teacher/parent conferences
Promote business/community involvement through career day activities.	Administrative Team	January – April 2019	Local Funds	Number of business and community members involved
Nominate parents to serve on the District Educational Improvement Committee and the School Health Advisory Council.	Principal	September 2018	Local Funds	Committee rosters
Provide intervention for seniors and parents not meeting graduation requirements.	Teachers, Administrative Team	December 2018 – June 2019	Local Funds	Graduation Rate

Strategy 2: Communication

Troy High School will provide various methods of communication with parents.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Utilize “Remind” system to communicate with parents, students, teachers and staff.	Administrative Team	August 2018 – 2019	Local Funds	Increased parent communication and involvement
Maintain and improve campus link to the district website to distribute timely information to promote public awareness.	Administrative Team	August 2018 – June 2019	Local Funds	Increased parent communication and involvement; Website hit counter
Update the campus marquee to communicate upcoming events and celebrations.	Administrative Team	August 208 – June 2019	Local Funds	Increased parent involvement at events
Require teachers to make an initial positive contact with their students’ parents during the first grading period.	Teachers	August 2018 – June 2019	Local Funds	Documentation in student portfolios and contact sheets
Make available Parent Portal to all parents and students to access current student grades and attendance, as well as receive automatic update messages.	Administrative Team, Teachers and Office Staff.	August 2018 – June 2019	Local Funds	Increased numbers signed up for Parent Portal System

Strategy 3: Post-Secondary Planning/College Readiness

Troy High School seeks to equip students for a successful transition to college and careers.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide information to students, parents and teachers about the college and career readiness standards and how they are designed to prepare students for the future.	Counselor, Teachers	October – December 2018	Local Funds	Materials provided to parents in print and/or online
Provide opportunities for students to earn college credit through dual enrollment at Temple College, UTPB, and the Texas Bioscience Institute.	Administrative Team	August 2018 – June 2019	Local Funds	Enrollment records
Explore how to facilitate the acquisition of certifications and licensures through the Career and Technical Education classes offered at THS and Waco Academy.	Administrative Team	November – December 2018	Local Funds	Recommendations made to central administration and/or the school board
Provide sessions to educate parents and students about the new House Bill 5 law regarding assessment and graduation requirements, including the new diploma plans.	Counselor	October 2018 – April 2019	Local Funds	Meeting agenda, notes, and sign-in sheets

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

Strategy 1: Special Education and Section 504

Troy High School personnel will ensure that the needs of students are met by following the procedural requirements for Individual Education Plans and Section 504 Accommodations plans. Appropriate steps will be taken to identify students needing 504, Special Education and At-Risk services.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Identify needs in special education based on the Comprehensive Analysis Process (CAP) components.	Administrative Team, Special Education Teachers and District Diagnostician	Each six weeks or as needed	Local Funds	IEP Progress Reports, ARD minutes, Alternative assessments and Campus Plans
Ensure identification and services for 504 and Dyslexia students.	Administrative Team, Teachers and Staff	Each six weeks or as needed	Local Funds	Progress reports, reports cards, committee meeting documentation and LPAC documentation.
Comply with Federal, State, and district Special Education guidelines.	Administrative Team, Diagnostician	August 2018 – June 2019	Local Funds, Bell County Coop	100% of all requirements and timelines met
Ensure teaching staff is aware of and can locate their copy of the 504 Operational Guidelines.	Administrative Team	September 2018	Local Funds	Meeting notes, records of communication

Strategy 2: State Compensatory Education, Career and Technical Education, Gifted and Talented, English as a Second Language, and Homeless Student Services

Troy High School will ensure all students are identified and served to meet each student’s unique needs.

Activity	Person(s) Responsible	Timeframe	Resources	Evaluation
Use the State’s 13 at-risk indicators to identify students needing additional support. At-Risk students will be provided services to ensure academic improvement.	Administrative Team, Teacher, Staff and Campus Improvement Team	Each three weeks or as needed	Local Funds and SCE Funds	Progress reports, Report cards and State Assessments
Implement dropout prevention strategies.	Administrative Team and At-Risk Counselor	Daily or as needed.	Local and SEC Funds	Student Attendance Report and AYP Report
Provide a quality Career and Technology Education program.	Administrative Team and Campus Improvement Team	Each six weeks and as needed.	Local and CTE Funds	Program evaluation, State assessment data, PAS data and Student report cards.
Ensure quality Gifted and Talented services.	GT Coordinator, Administrative Team	Each semester	Local and GT Funds	AP Exam Scores
Ensure identification, placement and services for ESL students.	Administrative Team and ESL Instructors	Each six weeks or as needed	Local Funds	PAS/DAS Report, LPAC documentation, progress reports and report cards
Ensure identification of all homeless students upon enrollment into school. Access district Title I set-aside funds for supplies and materials for homeless students as needed.	Administrative Team	August 2018 – June 2019	Local Funds	Services Provided

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

ESSA 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	Title I School Wide Component	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Train District Staff and Parents on PFS criteria.	9, 10	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.	9, 10	NGS Data Specialist	September - May	Texas MEP NGS Implementation Guidelines	Copies of e-mails with PFS Reports attached and sent to Superintendents
3. Review by the ESC MEP Staff on a monthly basis, 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.	9, 10	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. Review the academic status of each PFS student after each six week grade reporting period. In consultation with campus administrator(s),	9, 10	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.	9,10	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.	9,10	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

Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

APPENDIX B - Migrant Student Education Identification and Recruitment Plan

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
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.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
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.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
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.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30

**2018 Troy ISD STAAR EOC Assessments:
District, State Results and 2019 Target**

STAAR EOC	2018 Approaches	2018 Meets	2018 Masters	2018 State	2019 Target Approaches	2019 Target Meets	2019 Target Masters
Eng. I	75%	61%	12%	60/44/7	80	65	15
Eng. II	85%	75%	15%	66/50/8	80	65	15
Alg. I	80%	37%	21%	83/56/33	85	60	35
Biol	99%	82%	24%	87/60/24	100	85	30
Soc. St.	95%	74%	27%	92/72/42	100	80	45