Troy Elementary School Campus Improvement Plan

2018-2019

Troy Independent School District

Mission Statement

ur district, as the educational center for excellence, provides the foundation for a safe, positiv 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

ur 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.

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

ur 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 appropriately state certified staff members.

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- Provide for excellence in learning by utilizing high quality educational facilities and technology.

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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.
- Appropriately state certified, 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 appropriat 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 o 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.

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TEA - Four 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.

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Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Staff
Andrea Durbin	Principal
Kenny Westmoreland	Assistant Principal
Dawn Robinson	Counselor
Tiffany Pirtle	2nd Grade Teacher
Julie Hall	3rd Grade Teacher
Kelly Hosch	4th Grade Teacher
Cynthia Hernandez	5th Grade Teacher
Brandi Jackson	Special Programs Teacher
Elizabeth Gregory	Business Member
Kay Hirrill	Parent Member
Phyllis Lynch	Community Member

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Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on May 31, 2018.

Participants in Attendance	Data Sources Examined
Andrea Durbin, Principal	*Preliminary STAAR data for 5th grade math and reading
Kenny Westmoreland, A.P.	*Benchmark Data from spring
Dawn Robinson, Counselor	*MAP Data from beg, middle and end of yr
Kelly Hosch, 4th grade teacher	*PBIS, Incentives, referrals, procedures
Julie Hall, 3rd grade teacher	*Student attendance data
Tiffany Pirtle, 2nd grade teacher	*Programs/Strategies/Activities to keep, add, tweek, or delete for the 18-19 school year
Lori Negron, 4th grade teacher	*New Initiatives for the upcoming year – Schoolwide Reading and Writing, Go Math
Cindy Hernandez, 5th grade teacher	*Special Programs Data
Brandi Jackson, Special Ed Teacher	*Professional Development Data
Kathy Popelka, Inst. Coach	
Kay Hirrill, Parent	

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Comprehensive Needs Assessment:
<u>Summary of Findings</u>

y Elementary School (TES) encompasses 2nd – 5th grades and is located in the Troy Independent School District. The
ff conducted a comprehensive needs assessment based on the MAP data from 2017-2018, attendance data, parental
olvement records, Campus Improvement Committee feedback, Bell County Coop Special Education feedback, staff
veys, parent surveys, student feedback, federal program guidelines, discipline records, and district policies. Meetin
h the TES staff, PBIS committee, and Campus Improvement Committee were held. The CIP from 2017-2018 was
iewed and revised based on the achievement of specified goals and objectives. As a result the 2018-2019 Campus
provement Plan includes all identified priority needs. The CIP for 2018-2019 is made available on the District websit
ents were informed of where and how to access the CIP in written communication as well as during parent
olvement events and Campus Improvement Committee meetings. The CIP was distributed in English, and support
ents whose first language is not English was made available.

mpus Demographics:
y Elementary is a Title I Schoolwide campus with a total school population this year of <u>511</u> students. The
mographic makeup of our school is as follows: African American =2.93%; Hispanic = 25.44%; Native American = <1%
l White =68.3%. The average class size in grades two through four was 20 students to one teacher. In fifth grade the
rage class size was 23 students to one teacher.   This year 14 students, or 2.7% of our population, were reported as
meless. The economically disadvantaged rate was 56.4%.   The attendance rate was 96.2%.

ecial Programs:
e following chart shows students enrolled in Special Programs:

Grade Level	Special Ed	Dyslexia	ESL	G/T
2	22	9	3	5

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3	16	7	5	2
4	20	10	2	9
5	22	13	8	5
Total Students	80	39	18	21

scipline:
 referrals 130, Out of School Suspension - 1, Bus Referrals – 140, Bus Suspensions – 90

ffing:
ffing at Troy Elementary exhibited low turnover. Six staff members left this year. Reasons: 2 retirees, 2 moving to a
ferent school , 1 staying home to dedicate more time to her family, and 1 leaving for personal reasons. 2 staff membe
 changing positions on campus to fill vacancies.

ental/Community Involvement:
ental/Community Involvement this year consisted of several well attended events.   Parents signed in for each event. The
vities and the months in which they occurred are below.
● Twice a year – PTO Meetings
● August – Meet the Teacher Night
● September – Grandparents' lunch
● October - Parent Conferences
● November –Thanksgiving Feast, Reading Night, Chick-fil-A Spirit Night
● December – Winter Wonderland, Class Christmas Parties, UIL Meet, Book Fair
● January – Movie Night for LLS
● February –Valentine's Class Parties
● March - Book Fair

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- May – Field Day, Field Trips, Science Fair, Career Day, End of Year Grade Level Awards' Assemblies

ccessful program implementations/continuations for 2017- 2018:
- Balanced Literacy continued to be implemented in classrooms. The Reading Intervention teacher supported teachers in the endeavors to provide literacy lessons at students' levels. This will be continued for the upcoming year.
- Daily 5/CAFE
- Our Literacy Library continues to grow. Our Reading Intervention teacher and one volunteer continue to organize the boc available to teachers for checkout with their classes.
- Scheduled Parent Conference day in October was well attended. Teachers and parents met to discuss their child's progres Teachers made multiple contacts with parents in order to schedule a conference that would be convenient to the parent. Phone conferences were held with parents that were unable to come to the school.
- TEKS RS components continue to be utilized to plan and carry out instruction in the classroom. Components used regular by the staff are: VAD (Vertical Alignment Document), YAG (Year at a Glance), and IFD (Instructional Focus Documents)

- The Math and Reading Intervention Teachers continued to screen and work with students in inclusion and small group settings.
- Our ELAR collaboration with Region 12 continued. Teachers attended several meetings where they worked with Christa Miller (ELAR Coach from ESC 12) on selected topics. Christa was on campus five days this year working with teachers modeling, coaching, and providing feedback on instruction.
- Fifth grade held their annual Science Fair in May.
- We held our first ever Career Day and the outcome was extraordinary! We will continue each year.
- DMAC was used this year as a tool to benchmark test students and receive feedback in a timely manner.
- The PBIS initiative continued with few changes. Common procedures/expectations made a huge difference in our student behavior.

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- The Student Council with 25 students was led by Mrs. Olejnik and Mrs. McMurtry. Student Council members were responsible for raising and lowering the flags daily, helping keep our grounds litter free, and assisting other students and staff. They also participated in many service projects this year.
- Red Ribbon Week activities were conducted this year to emphasize the importance of being drug free. Our counselor organized several activities throughout the week. Students enjoyed the theme days.
- Our Academic UIL meet was held in McGregor this year.
- Parental involvement events continued to be advertised via notes home, website posting, Remind messages, monthly calendar, and the TV monitor located in the lobby.
- 4th grade Writing and 5th grade Science scores were low this year on STAAR testing. We are analyzing our data and continuing our collaboration with Region 12 and revamping our science lab and STEMscopes.
- Emergency procedures continue to be updated. Emergency evacuation drills were conducted to include Fire, Tornado, an Intruder drills.

AAR Testing

res were not as good as we had anticipated. We will be implementing many different initiatives this year in order to prove our scoress.   Our targets will cover the three levels approaches, meets, and masters.. Based on preliminary AAR Results, the following was noted:

***A/M/M = Approaches, Meets, Masters Grade Level

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Grade 3 Reading	2014	2015	2016	2017	2018	Gain/Loss	2019 Target A/M/M
All Students	80	70	69	70	78/30/18	+8	88/40/
Hispanic	74	44	57	65	75/13/4	+10	80/20/
White	83	79	75	70	81/36/22	+11	90/45/
Econ. Disadv.	68	58	59	59	69/19/14	+10	75/25/

Grade 3 Mathematics	2016	2017	2018	Gain/Loss	2019 Target
All Students	70	69	65/39/15	-4	75/49/25
Hispanic	62	58	67/38/4	+9	75/45/10
White	72	71	65/40/19	-6	75/50/27
Econ. Disadv.	53	56	59/31/10	+3	65/40/15

Grade 4 Reading	2014	2015	2016	2017	2018	Gain/Loss	2019 Target
All Students	79	87	71	56	69/45/18	+13	79/55/
Hispanic	58	81	57	44	67/47/20	+23	77/55/
White	81	91	77	62	72/45/19	+10	82/53/
Econ. Disadv.	58	79	63	49	56/30/13	+7	63/35/

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Grade 4 Mathematics	2016	2017	2018	Gain/Loss	2019 Target
All Students	56	71	80/44/22	+9	90/54/32
Hispanic	54	56	73/33/23	+17	80/40/30
White	57	76	65/40/19	-11	75/50/25
Economically Disadvantaged	44	60	70/32/13	+10	75/36/20

Grade 4 Writing	2014	2015	2016	2017	2018	Gain/Loss	2019 Target
All Students	68	66	61	49	57/23/3	+8	70/31/
Hispanic	64	57	43	44	70/30/0	+26	53/27/1
White	67	69	67	49	54/21/4	+5	59/31/1
Econ. Disad.	53	52	55	43	45/18/0	+2	53/27/1

Grade 5 Reading	2014	2015	2016	2017	2018	Gain/Loss	2019 Target
All Students	94	90	81	83	81/35/11	-2	95/60/3
Hispanic	91	60	71	69	78/28/11	+9	89/44/2
White	95	90	85	88	78/35/11	-10	98/66/3

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Econ. Disad.	93	73	78	66	67/17/6	+1	77/27/1

Grade 5 Mathematics	2016	2017	2018	Gain/Loss	2019 Targe
All Students	92	87	93/47/28	+6	98/57/38
Hispanic	91	83	81/36/17	-2	96/51/24
White	92	88	86/57/37	-2	98/71/32
Economically Disadvantaged	95	77	85/28/17	+8	90/35/27

Grade 5 Science	2014	2015	2016	2017	2018	Gain/Loss	2019 Targe
All Students	75	77	72	69	55/16/7	-14	65/26/1
Hispanic	70	71	56	48	38/8/0	-10	58/38/2
White	78	77	81	77	66/19/8	-11	88/46/2
Econ. Disad.	69	68	66	61	37/12/4	-24	42/17/

LPAS Testing

port will be available this fall…….

	Listening	Speaking	Reading	Writing

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Grade 2	Advanced High	Advanced High	Advanced High	Advanced High
	Advanced	Advanced	Advanced	Advanced
	Intermediate	Intermediate	Intermediate	Intermediate
	Beginning	Beginning	Beginning	Beginning
Grade 3	Advanced High	Advanced High	Advanced High	Advanced High
	Advanced	Advanced	Advanced	Advanced
	Intermediate	Intermediate	Intermediate	Intermediate
	Beginning	Beginning	Beginning	Beginning
Grade 4	Advanced High	Advanced High	Advanced High	Advanced High
	Advanced	Advanced	Advanced	Advanced
	Intermediate	Intermediate	Intermediate	Intermediate
	Beginning	Beginning	Beginning	Beginning
Grade 5	Advanced High	Advanced High	Advanced High	Advanced High
	Advanced	Advanced	Advanced	Advanced
	Intermediate	Intermediate	Intermediate	Intermediate
	Beginning	Beginning	Beginning	Beginning

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Prioritized Areas of Concern

Area of Concern	Data Source
er 1 Instruction - Every Classroom	Benchmark, MAP (Measures of Academic Progress STAAR, Unit Tests, Walk-throughs
ience scores, grade 5– All students and sub populations	Benchmark, MAP, STAAR Data, Unit Tests
riting scores, grade 4– All students and sub populations	Benchmark, MAP, STAAR Data, Formative Assess Unit Tests
uality Literacy Instruction grades 2, 3, 4, 5 – All students and b populations	Benchmark, STAAR, MAP, Formative Assessments Daily 5/CAFÉ, Unit Tests
uality Math Instruction grades 2, 3, 4, 5 – All students and sub opulations	Benchmark, STAAR, MAP, Formative Assessments Tests
uality Writing Instruction grades 2, 3, 4, 5 – All students and b populations	Benchmark, STAAR Data, MAP grade 4, Daily 5/CA Formative Assessments, Unit tests
uality Science instruction in grades 2, 3, 4, 5 – All students and b populations	Benchmark, STAAR Data, MAP grade 5, Formative Assessments

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State Compensatory Education

oy 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

tal SCE funds allotted to this District/Campus**: $241,268**

tal FTEs funded through SCE at this District/Campus ___3.05_____

e process we use to identify students at risk is:
e looked at the State Compensatory Education At-Risk criteria list. We use the following criteria from
t list to qualify students as At-Risk:
1. The student fails to meet grade level scores for F&P assessments in 1st and 2nd grades.
2. The student was retained in a grade level during a previous school year.
3. The student failed a state assessment given during the current or previous school year.
4. In the custody, care of the Department of Protective and Regulatory Services.
5. Homeless according to 42 USC11302.

e process we use to exit students from the SCE program who no longer qualify is:
1. Student meets grade level scores for F&P assessments at the end of 2nd grade.
2. The student scores at least 110% of the state's passing standard for the subtest previously failed

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3. The student is no longer in custody/care of the Department of Protective and Regulatory Service
    at the end of the current school year.
4. The student is no longer Homeless according to 42 USC11302 at the end of the school year.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:
- Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- 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.
- Was not advanced from one grade to the next for one or more school years
- 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 at least 110 percent of the level of satisfactory performance on that instrument
- Is pregnant or is a parent
- Has been placed in an AEP during the preceding or current school year
- Has been expelled during the preceding or current school year
- Is currently on parole, probation, deferred prosecution, or other conditional release
- Was previously reported through PEIMS to have dropped out of school
- Is a student of limited English proficiency
- Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
- Is homeless

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. Resided in the preceding school year or resides in the current school year in a residential placeme
cility in the district, including a detention facility, substance abuse treatment facility, emergency shelt
ychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

deral funding sources that will be integrated and coordinated with State and Local funds to meet the
eds 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
Dyslexia
Gifted/Talented
Special Education
Bilingual/ESL Program

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Troy Elementary School was identified in the 2018 accountability rating system as needing Additional Targeted Support in the following areas: Closing the Gaps for African American Students and English Learners Students. The campus engaged in a data analysis and continuous improvement process. Activities to address the missed indicators are highlighted below in yellow.

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

Strategy 1: Response to Intervention (RtI)—Response to Intervention is a comprehensive framework for addressing the needs of all students, and particularly the needs of those at risk of not meeting the challenging State academic standards. Multiple sources of data are used to monitor student achievement in an effort to prevent failure. Students struggling academically or behaviorally receive specific interventions with progress monitoring. (ESSA Goal 1 and 5)

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
Promote PLC Culture (Professional Learning Communities) to focus on results, quality Tier 1 instruction, collaboration, students first, problem solving/finding solutions.	2	All Staff	2 meetings per week	Title I Funds SCE Funds Campus Budget	Improved six weeks grades Reduced failure rate Increased scores on STAAR W.I.N. groups

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					Lesson plans and deli...
...lopt and maintain a "...rowth Mindset" for each ...ld instead of a pass/fail ...ncept. (John Wink ...orkshop)	2	Teachers, Administrators	Daily	Campus budget	Growth on MAP and STAAR
...onitor curriculum by ...nducting 15-minute ...servations followed by ...dividual coaching meetings ...d checks for ...plementation of coaching ...ints.	1, 2	Administration, Instructional Coaches	Weekly	Campus Budget	Improved teaching an... learning.
...in staff on Dr. Vern Minor's ...fective Student Engagement ...ategies (P.I.E.S., structured ...oup work, active learning ...each student.)	2	Admin, Teachers	August, then once a month	Campus funds	Improved learning fo... students, improved performance on assessments
...plement MAP (Measures of ...ademic Progress) testing ...all grade levels.	2	All staff	September, December, and April	Title 1 Budget	Growth for all studen...
...sing MAP assessment data ...guide, place all students	2	Computer lab aides, classroom teachers, admin	Weekly	Title 1 Budget	Improved test scores ... performance levels:

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Activity						
<mark>o an appropriate learning gram in Edgenuity hblazer. Computer-based truction is for all students.</mark>						approaches, meets, an masters
rain staff on LeAnn kelsen's Maximizing Your pact on your Students in verty.	2	Admin, Classroom Teachers	August, then once a month	Campus funds		Improved teaching an learning

rategy 2: Math Instruction – Troy Elementary School will implement a rigorous program of mathematics truction to increase student understanding and application of math concepts.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
Implement math strategies at each grade level that support the NCTM (National Council of Teachers of Mathematics) Standards	2	Grade level teachers, Math Coach, administrators	Daily	Title 1 Funds SCE Funds Campus Budget	Increased scores on st and local testing Improved six weeks grades Reduced failure rate Improved teaching/learning

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Collaboratively study standards and curriculum guides to ensure teachers are focusing on readiness standards.	2	Math classroom teachers, administrators, Math Instructional Coach	Weekly	Title 1 Funds SCE Funds Campus Budget	Increased scores on st and local assessments Improved instruction
Continue a "Back to basics" program during WIN to improve math fluency and pre-requisites for new units of study	1, 2	Math teachers and Math Instructional Coach Admin	1st six weeks during WIN	Time	Reduced failure rate Improved teaching/learning
<mark>Using MAP assessment data as a guide, place all students into an appropriate learning program in Edgenuity Pathblazer. Computer-based instruction is for all students.</mark>	2	Computer lab aides, classroom teachers, admin	Weekly	Title 1 Budget	Improved test scores a performance levels: approaches, meets, an masters
<mark>Implement Texas GoMath! (Engaging and interactive approach to covering the Texas Standards (TEKS), Student Edition is write-in with embedded practice pages so student record their strategies,</mark>	2	Admin, ICs, Teachers	Daily	IMA funds	Improved test scores o all assessments

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| explanations, solutions, <mark>practice and test prep</mark> right in their books.) | | | | | |

Strategy 3: **Balanced Literacy Instruction – Troy Elementary School will continue to implement the components** **anced Literacy instructional framework in the classroom.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
Continue to implement reading strategies, Daily 5 and CAFÉ at each grade level (2-5) that supports the district's Balanced Reading Initiative	2	Grade level teachers, Reading Coach, Administrators	Daily	Title 1 Funds SCE Funds Campus Budget	Increased scores on st and local testing Improved six weeks grades Reduced failure rate
Collaboratively study standards and curriculum guides to assist teachers in focusing on readiness standards in reading and writing.	2	All instructional staff Administrators	Weekly	Campus Budget Title 1 Budget Daily 5/CAFÉ TEKS RS	Increased scores on st and local assessments Better understanding grade level TEKS/Standards

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<mark>Collaborate with Region 12 Instructional Coach to improve reading and writing instruction at all grade levels.</mark>	1	ELAR teachers, Reading Instructional Coach, Admin	Monthly	Campus Budget Title 1 Funds	Increased scores on st and local assessments Improved teaching ar learning
Continue a "Back to basics" program during WIN focused on Saxon phonics, sight words, and fluency.	1, 2	ELAR teachers, Reading Instructional Coach Admin	1st 6 weeks during WIN	Title 1 Funds Time	Reduced failure rate Improved teaching/learning
<mark>Using MAP assessment data as a guide, place all students into an appropriate learning program in Edgenuity Pathblazer. Computer-based instruction is for all students.</mark>	1, 2	Computer lab aides, classroom teachers, admin	Weekly	Title 1 Funds	Improved test scores a performance levels: approaches, meets, ar masters
<mark>Implement Schoolwide Reading and Writing Curriculum to **develop**, **expand**, and **enhance** the skills, strategies, and tools students can use to make meaning of and interact with text. Reading</mark>	2	Admin, IC, classroom teachers, Region 12 IC	Daily	IMA funds	Improved test scores, improved teaching ar learning

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Fundamentals Units of Study exist inside a balanced literacy framework. Within this framework, there are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books and other texts at their independent reading levels).					

Strategy 4: **Student Health and Wellness – Troy Elementary School will provide a coordinated school health program.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide classroom visits by counselor for character building instruction		Counselor	Monthly	Campus Budget Title 1 Funds	Increased respect betw students and staff Better manners

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Activity		Person(s) Responsible	Timeframe	Resources	Evaluation
Purchase new recess equipment for each grade level.		Admin, staff	September 2018	Title 1 Funds	More organized play recess
Implement strategies from Greg Dale presentations to increase motivation and commitment on the part of all stakeholders.		Greg Dale, admin, teachers	Monthly	Title 1 funds	Increased motivation success

rategy 5: Technology Instruction- Teachers will integrate technology with instruction by utilizing internet ources for research and instruction, utilizing technology tools in their presentation of instruction, and assessmen tudent performance.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
Utilize resources for research on at least two projects during the school year. Project rubrics will be developed and used by teachers.	2	Classroom teachers Technology aides Special Programs teachers	Sept.-May	Technology budget Campus budget Title I budget	Increased use of technology in and out the school setting

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Activity		Person(s) Responsible	Timeframe	Resources	Evaluation
Utilize campus created lessons in the instruction of the State of Texas Technology TEKS.		Classroom teachers Technology aides	Sept.-May	Technology budget Campus budget Title I budget	Mastery of the Technology TEKS
Provide supplemental instruction for ELL students using Imagine Learning, a computer-based language development program.	2	ESL Teacher	Sept.	Title III SSA with ESC 12	TELPAS results

Strategy 6: **Curriculum and Assessment: Troy Elementary School will provide an enriched TEKS-based curriculum that meets the needs of all students, including each of the subgroups of students, to meet the challenging State academic standards.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
Offer accelerated instruction to all identified GT students through the state mandated GT Texas	1	District Instructional Facilitator	Weekly	GT budget	Projects produced by students

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Performance Standards Project.					
Teachers will instruct English Language Learners (ELL) with the English Language Proficiency Standards (ELPS) in all classes.	2	Classroom teachers, ESL teacher Special Programs teachers	Weekly	Title I budget SCE budget Campus budget	Provide depth to TEK instruction leading to better understanding materials by students
Make schoolwide W.I.N. (What I Need) intervention time more focused and intentional based on student needs and data. Target accelerated instruction to the needs of economically disadvantaged students, students from major racial and ethnic subgroups, children with disabilities, and English learners.	1, 2	All Staff	Daily	Campus Budget	Increased scores and consistent gains on all state and local assessments
Administer MAP (Measures of Academic Progress) testing 3 times per year. Use data for targeted instruction,	1, 2	All Staff	September, December, May	Campus Budget Title 1 Funds	Data for WIN Student growth from to unit, benchmark to STAAR

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Activity				
student goal setting, and grouping for RtI.				

Strategy 7: TEKS Resource System—Troy Elementary School will continue to utilize TEKS RS resources to provi... framework for grade level scope and sequence and alignment with the TEKS.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Follow Vertical Alignment Document (VAD) to provide further clarity of the depth and complexity of the standards when planning for instruction.	1, 2	Teachers, Instructional Coaches, Administrators	Daily	TEKS RS website Campus budget Title I budget	Teachers will plan and out lessons that build prior learning and pro systematic method of ensuring all TEKS are taught at their grade l
2. Follow Year at a Glance (YAG) when planning for instruction to ensure all TEKS are taught by end of school year.	1, 2	Teachers, Instructional Coaches, Administrators	Daily	TEKS RS website Campus budget Title I budget	Teachers will plan and out lessons ensuring a TEKS are taught at th grade level

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#						
3.	Use the TEKS Verification Document (TVD) each 6 weeks to determine direct and ongoing instruction.	1, 2	Teachers, Instructional Coaches, Administrators	Each 6 weeks	TEKS RS website Campus budget Title I budget	Teachers will plan an[d] out lessons that build [on] prior learning and pr[ovide a] systematic method of ensuring all TEKS are taught at their grade l[evel]
4.	Use the Instructional Focus Document (IFD) to determine concepts, misconceptions, vocabulary, student expectations, and assessments for each unit of study.	1, 2	Teachers, Instructional Coaches, Administrators	Weekly	TEKS RS website Campus budget Title I budget	Teachers will plan an[d] out lessons that build [on] prior learning and pr[ovide a] systematic method of ensuring all TEKS are taught at their grade l[evel]
5.	Use the TEKS Clarification Document (available for Math only) when planning instruction. Document offers deeper understanding of TEKS and a variety of examples to use when teaching.	1, 2	Math Teachers, Math Instructional Coach, Administrators	Weekly	TEKS RS website Campus budget Title I budget	Teachers will plan an[d] out lessons that build [on] prior learning and pr[ovide a] systematic method of ensuring all TEKS are taught at their grade l[evel]
6.	Use Resources provided in the TEKS RS to increase quality	1, 2	Teachers, Instructional Coaches,	Weekly	TEKS RS website	Teachers will plan an[d] out lessons that build [on] prior learning and pr[ovide]

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learning time and to help provide an enriched and accelerated curriculum.		Administrators		Campus budget Title I budget	systematic method of ensuring all TEKS are taught at their grade l

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Strategy 8: Science Instruction - TES will implement the STEMScopes program.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement STAAR Prep ReTEKS online program from STEMScopes		Science Teachers Admin	March and April	IMA funds	Improved Science ST scores
2. Implement MAP testing for 5th grade Science		5th grade Science Teacher Admin Computer lab aides	September, December, and May	Title 1 funds	Improved Science ST scores
3. Implement STEMScopes printed materials to support the digital platform. Print bundles include 3 books: STEMscopedia, Science Explore Journal, and Scientific Literacy. Also includes Grade 5 ReTEKS...a targeted		Admin, Science Teachers	Weekly	IMA funds	Increased teaching ar learning Improved Science sc on unit tests, benchm MAP and STAAR

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intensive intervention tool					
4. Implement Basic Lab Kits--K-5 Basic Science Equipment Kit includes science tools needed as staple items in a science lab/classroom.		Admin, IC, Science Teachers	Weekly	IMA Funds	Increased teaching ar learning Improved Science sc on unit tests, benchn MAP and STAAR
5. Implement hands-on and Consumable Kits-Hands on kits include reusable and consumable materials that are needed for the hands on components in STEMscopes online curriculum. Consumable kits include consumable materials.		Admin, IC, Science Teachers	Weekly	IMA Funds	Increased teaching ar learning Improved Science sc on unit tests, benchn MAP and STAAR

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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: 100% of core academic classes will be taught by appropriately state certified teachers; 100% of paraprofessionals with instructional duties will meet federal and state certification requirements.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
3. Actively recruit appropriately state qualified teachers, professionals, and paraprofessionals	1	Principal, Assistant Principal, Human Resources Dept.	Once a semester or as needed	State Funds Local Funds Title II Funds	100% core academic taught by ASC teach 100% paraprofession meet ESSA requirem
4. Mentor new staff by providing needed resources and training in the areas of technology, campus initiatives, TEKS RS, and PBIS	1	Administrators Tech Liaisons TEKS RS Liaison Math/Reading Specialist	Ongoing	Campus budget Title I budget	Improved instruction strategies to meet the of all students Retention of personn

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5. Conduct one 3 hour, face-to-face STEMscopes implementation training		Admin, IC, Science Teachers	August	IMA funds	Improved teaching a learning
6. Provide ongoing training of the four domains of the T-TESS rubric to all classroom teachers to ensure instruction is moving from teacher-centered actions to student-centered actions.	1	Administrators	Monthly	Campus Budget Title 1 Funds	Improved teaching a learning
7. Provide ongoing training of the Texas Teacher Standards (Performance Standards used to inform the training, appraisal, and professional development of teachers.)	1	Administrators	Monthly	Campus Budget Title 1 Funds	Improved teaching a learning

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Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
8. Hold a pre-conference and post-conference with each teacher for their formal observation. Ensure that all teachers engage the T-TESS goal-setting process and monitor their progress on professional and student achievement goals.	1	Administrators	Ongoing	Campus Budget Title 1 Funds	Meeting notes and g[...] setting form Observation scriptin[...] Observation results

Strategy 2: Professional Development in the Core Content Areas: Troy Elementary School teachers will participa[...] professional development focusing on math and ELAR content areas. Collaborative planning between the TES [...] th and Reading Instructional Coaches and TES teachers will take place at specified times throughout the year.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation

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Weekly collaborative planning will take place between Math and Reading Instructional Coaches and classroom teachers.	1, 2	Instructional Coaches Teachers	Weekly	Campus budget Title I budget	Identified areas in ma reading, and writing t will lead to improved instructional strategie
Implement an in-depth study of the TEKS to ensure teacher is competent in subject matter taught	1, 2	Administrators, Regular Ed Teachers, Special Ed Teachers, Instructional Coaches	August 2017	Title 1 budget Campus budget	Improved instruction Enhanced learning
Collaborate with Region 12 on a Coaching Initiative	1, 2	Admin, ELAR Teachers, Region 12 and Campus Reading Coaches	Monthly	Title 2 Budget	Improved instruction Enhanced learning
<mark>Conduct 4 full days of on-campus professional development sessions for Schoolwide Reading and Writing.</mark>	2	Admin, Asst. Superintendent, IC, ELAR teachers	August, October, November	IMA funds	Improved instructiona strategies to meet the of all students
<mark>Conduct one day long in-service where teachers engage in a variety of hands-on experiences to learn about program organization,design, and</mark>	2	Admin, IC, Math Teachers	August	IMA funds	Enrich daily instructio applying knowledge c program organization pedagogy Support differentiatio assessment, and effec

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resources. Through direct instruction, guided practice, and cooperative exploration, teachers experience GO Math! resources both from a student and teacher perspective.					whole-and small-grou instruction using GO resources and instruct tools Enhance instructional delivery and student learning using HMH technology
Conduct one 3 hour, face-to-face implementation training for STEMscopes.		Admin, IC, Science Teachers	August	IMA funds	Improved teaching ar learning

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

Strategy 1: Positive Behavior Interventions and Supports (PBIS)—The PBIS framework is designed to establish a maintain effective school environments that maximize academic achievement and behavioral competence of all learners.

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Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Recognize positive student behavior and provide incentives through Trojan Bucks Brag Tags, and Student of the Month.		All Staff	Monthly	Campus budget Principal Activity Fund	Increased compliance classroom and school behavior expectations Decreased discipline referrals Students will self-mon own behavior PEIMS data will refle lower absences by attendance periods
2. Each Teacher will implement common, clear procedures and expectations for all in class and out of class activities.		All Staff	Daily	Posted signs Training and practice	Decrease in referrals School Climate/Moral
3. Utilize the online discipline referral system. Prior to making a referral, teachers will have implemented PBIS intervention strategies.		All Staff	Ongoing	Online discipline referral system Campus Budget Educator's Handbook	PEIMS records by six will show a decrease i discipline referrals Decrease in discipline referrals

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		All Staff	December and May	Title 1 Funds Campus Budget	Improved attendance
4. Implement an attendance incentive each semester. (Students will enjoy playing games with peers.)					
5. Train students on all procedures for a safe and orderly school, in and out of classroom.		All Staff	August, September, January	Time	Improved behavior
6. Implement 4 themed half days to enhance the growth and development of our students and provide real life experiences. (Oct 1 College, Career and Military; Nov 5 Patriotic/Veterans Day Appreciation and Observance; February 18 Leadership and Character Development; and March 25 Community Service.)		All Staff	October, November, February and March	Campus Budget Principal Activity Fund Title 1 Funds Time	Improved behavior and citizenship

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Strategy 2: Crisis and Safety Planning – Troy Elementary School has adopted and will implement safety plans th[at] [ad]dress fire, tornado and intruders.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. The faculty and staff will receive training for emergency procedures. Clipboards will be maintained in each classroom. Flashlights and First Aid kits will be issued to each teacher.		PBIS Team, Administrators, All Staff	Monthly	Campus budget Title 1 Budget	Staff and students wil[l] respond quickly and efficiently to each emergency drill
2. Safety procedures will be taught and practiced on a routine basis to include: fire drills, intruder drills, tornado drills, and school evacuation drills.		Administrators, Faculty/Staff	Monthly	Time Schedule of Drills	Students and staff wil[l] respond appropriately in a timely manner Documented monthly and review of proced[ures] by the RtI Team

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Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
3. Utilize the campus-based check in/out system to ensure students are logged in and out of school through computerized check in/out system.		Office Staff, Administrators	Daily	Campus budget	Increase in the number students arriving to school on time Decrease in the number students being signed early
4. Maintain security cameras to provide safety for staff and students.		Maintenance Technology	Daily	Campus/District budgets	Increased security
5. Continue use of the Raptor System to screen visitors prior to school access.		Front Office Staff, Administrators	Daily	Raptor System Campus Budget	Increased safety for our students and staff

rategy 3: **Counselor Interventions/Guidance Lessons – The counselor at Troy Elementary School will provide grams to help students become positive contributing members of society.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement Safe and Drug Free Schools activities to include: Red Ribbon Week,		Counselor, Staff, Administration	Weekly	Campus budget	Red Ribbon Week Act Counselor Notes

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Character Education, Bullying education and prevention.					
2. Provide character education and counseling for students through social groups, and individual counseling. Visit each classroom 1x/semester, eat lunch with 12 second graders a week until all students have had the opportunity.		Campus Counselor, District At-Risk Counselor, Behavior Management teacher	Weekly	Campus budget	Decrease in counselor referrals Decrease in discipline referrals

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

Strategy 1: Parent Involvement—Troy Elementary School will engage parents in an effort to promote learning opportunities for parents that will help them support their children's academic achievement. TES will welcome parents to participate in campus wide events.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation

1. Implement parent engagement opportunities throughout the year to include: Meet the Teacher Night (PM evening before school year starts), Science Fair (5th grade only, PM evening), 2 Book Fairs (AM during the day and Thursday PM in the evening), Parent CIP Information Mtg., Winter Wonderland (PM during the evening), Food Drives (AM during the school day, Grandparents' Day Lunch (AM & PM during the school day), Awards Assemblies (AM during the school day), Field Day (AM & PM		All Staff	August, September, October, November, March, April, May	Campus budget Title budget	Sign in sheets Meeting agendas Monthly school calend Improved school/community relationships leading better programs for ou students

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during the school day at the High School), Greg Dale Parent Meetings (PM in the evening at the High School), Career Day (AM during the school day)					
2. Meet with the Campus Improvement Committee (CIC) 4x/yr to review campus planning, staff, budget, and curriculum.		Campus Improvement Committee (CIC)	September, November, February, and May	Schedule of meetings Campus Budget	CIC meeting sign in sh and agendas Improved school/community relationships leading better programs for ou students.
3. Continue home/school communication on upcoming events through REMIND app, marquee messages, Monthly Calendars, Troy News Online, and regular teacher communication.		All Staff	Weekly	Campus budget Time	Copies of communica sent to parents Improved school/community relationships leading better programs for ou students

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4. Troy Elementary and Mays Elementary will continue having a combined PTO.		Parents Staff	Every other month	Time Fundraisers	Parental Involvement increase Parent/School Relation will improve
5. Classroom teachers will hold a "Meet the Teacher" night in August to explain grade level expectations		Admin Staff	August 23, 2018		
6. Troy Elementary will supply take home folders for each child. A monthly calendar of events will be inserted into the folder at the beginning of every month.		Admin Staff	August 2018-May 2019	Title 1 budget	Increased parent/teacher contact
7. The principal will have a Remind Parent Message group. Messages will be sent to parents every Sunday. Teachers will have either a Remind, Bloomz or Dojo system to		Admin Staff	August 2018-May 2019	Free services	Increased parent contact and communication

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Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
communicate with parents.					
8. Troy Elementary will build capacity for parent/family engagement through transparency and goal setting. Parents will be informed of MAP, benchmark and STAAR data. Students will set goals in class and discuss with parents.		Admin Staff	September 2018-May 2019	Title 1 funds	Increased parent communication and participation

rategy 2: **Staff Climate – Having a positive, highly motivated group of adults that work with students on a dail is is critical to effective teaching and student achievement.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Improve school climate through: Staff Christmas party, Monthly staff birthday treats/celebrations, Teacher/Staff	1	Faculty/Staff	Weekly	Campus budget Time	Improved school clim

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Appreciation Activities, open door policy (administration), leadership opportunities					
2. Additional half day planning time will be built into each semester for staff to analyze data, review appropriate instructional strategies, and plan appropriate, engaging instruction for students.		Administration Teaching staff	Each 6 weeks	Time Campus Budget	Improved lesson plan and assessment writin
3. Communicate with faculty/staff face-to-face and through a variety of media to include REMIND, email, Trojan Pride Tribune, and announcements.		Administration	Weekly	Time Campus budget	Improved school clim

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pal 5: *Troy ISD will fully implement all required special programs, fulfilli* *l Federal, State, and local requirements.*

rategy 1: Title I Part A, Every Student Succeeds Act - Troy Elementary School will follow the requirements of SA to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced els of achievement on the STAAR. The four TEA Strategic Priorities are listed on page four of this document.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Identify and serve eligible Title I students through intervention plans, MAP, before/after school tutoring, and W.I.N.	1, 2	All Staff	Weekly	Title I Funds SCE Funds Campus Budget	Increased scores on st and local assessments Improved six weeks g Reduced failure rate
2. Utilize SCE and Title 1 funds to offer services to At-Risk/Title 1 students through small group settings, before and after school		All Staff	Weekly	Title 1 Funds SCE Funds Campus Budget	Quality classroom instruction leads to increased scores on st and local testing Student understandin basics in subject areas

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Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
tutoring, technology, manipulatives, and effective teaching strategies.					Improved six weeks g[...] Reduced failure rate
3. ESL funds will be utilized to provide focused instruction to identified ESL students.		ESL teacher Classroom ESL teachers Administrators	Weekly	ESL Budget	Quality classroom instruction leads to hi[...] scores on local and sta[...] assessments and stud[...] achieving at higher le[...] TELPAS scores will re[...] higher scores and stu[...] exited on schedule

rategy 2: **Troy Elementary School will comply with the requirements of Federal Programs such as Title II Part A[...] le III (LEP, Migrant), Title IX (Sexual Discrimination), and Title VI (Equal Employment).**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. GT funds will be utilized to provide differentiated instruction to identified gifted and talented students through: referral		District Instructional Facilitator Administrators Classroom teachers	Weekly	G T budget	Quality classroom instruction leads to hi[...] scores on local and sta[...] assessments and stud[...] achieving at higher le[...]

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process, testing/screening, differentiated curriculum, six hour yearly update training, student projects					
2. ESL funds will be utilized to provide focused instruction to identified ESL students		ESL teacher Classroom ESL teachers Administrators	Weekly	ESL Budget	Quality classroom instruction leads to hi scores on local and sta assessments and stud achieving at higher le TELPAS scores will re higher scores and stud exited on schedule
3. Utilize Dyslexia funds to provide services and instructional strategies to identified students.		Dyslexia teacher RtI committee Administrators	Weekly	Campus budget Title I budget	Lesson plans, and benchmark testing wi show implementatior strategies and strategi being applied Quality classroom instruction leads to hi scores on local and sta assessments and stud achieving at higher le

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| 4. Use technology funds to update fleet, provide instruction of Technology TEKS to staff and students, and communicate with staff and parents. | | Technology aides

Classroom teachers

Administrators | Ongoing | Campus Technology budget

Title I budget | Lesson plans will refle use of technology to a learning and complete required technology p

Student use of techno labs to learn and integ skills will be documer through lesson plans technology schedules

Quality instruction le students being able to integrate technology i areas of their lives. |

rategy 3: Migrant Education Priority for Services (PFS) Shared Service Arrangement with ESC 12
A P.L. 107-110 §1304 (d) requires that "In providing services with funds received under this part, each recipient of
h funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State
demic content standards and challenging State student academic achievement standards, and whose education has been
rrupted during the regular school year." In their ESSA Consolidated Application for Funding, districts are required to target
P services to "Priority for Services" students. These students must be identified through NGS by running a Priority for Service
ort. Information regarding services provided to these students will be monitored through the Texas Education Agency's
nitoring system called the Performance-Based Monitoring Analysis System (PBMAS).

eria for Priority for Services:
lents are flagged who:
e their education interrupted during the previous or current regular school year;
D AT LEAST ONE OF THE FOLLOWING:
e in Grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more of the state

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essments (STAAR) or were Absent, Not Tested or were not enrolled in a Texas school during the
e assessment testing period for their grade level.
e in grades K-3 and have been designated as LEP in current or previous school year.
e in grades K-2 and have been retained in the same grade during two subsequent years, or are over-
 for their current grade level.

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Train District Staff and Parents on PFS criteria		MEP Coordinator, MSCs, PFS Instructor	May - August	PFS Action Plan, District Calendars	PAC Minutes, Superintendent Meet Agendas, MEP Overv Session sign-in, agen 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		NGS Data Specialist	September - May	Texas MEP NGS Implementation Guidelines	Copies of e-mails wit Reports attached and to Superintendents

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second Friday of each month.					
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, Sta Assessment Results, Benchmark data, tea observations
4. The academic status of each PFS student will be reviewed after each six week grade reporting period. In consultation with campus administrator(s), counselor(s), and teacher(s) the MIEP will be revised to address the needs of each student at risk of		Migrant Program Coordinator, Migrant Counselor, PFS Instructor, MSCs, Campus Staff	September – May During the first week following the next six week reporting period.	Federal, State, and local funds	Report Cards, Teach Observations

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or not meeting all academic standards.					
5. Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student. This will allow ESC Region 12 to know that all services offered to migrant and PFS students are supplemental.		MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	Migrant Individualiz Education Plan – Not other Fed. Programs: 1, A, Title III, A, State: State Comp Ed Local: Mentoring, Tu
6. Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.		MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	September – May During the first week following the next six week reporting period.	Texas Migrant Education Program Guidance – Section D	MSC and MEP Staff I Time and Effort refle services/time spent w students.

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APPENDIX A
Additional ESSA Requirements

ent Notice
he date required by the Texas Education Agency, all parents will be informed of individual student academic assessment results and Sys
eguard status via letters sent home in both English and Spanish. Assistance to families seeking choice and/or SES options will be provic
dent assessment results will be shared with parents in both English and Spanish whenever possible.

port
s Campus Improvement Plan was developed collaboratively with Campus Improvement Committee (CIC) members and central office supp
district is committed to providing the campus support in school improvement efforts.

ancing rigor and relevance in all instructional areas, especially for missed system safeguards, is critical since performance was not within ES
dards.

luation and Outcomes
ultimate goal for this plan is to significantly improve student achievement for all students, including those served in special programs.
cipal, CAC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and
ctiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student grou
tegies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curricul
ed on the TEKS.

Appendix D—Migrant Student Education Identification and Recruitment Plan 2017-2018		
EQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	**AFFECTED INDIVIDUALS**	**TIMELINE**
TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
Attend Identification & Recruitment (ID&R) training offered by ESC – **cruiters.** **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
IDENTIFICATION & RECRUITMENT		

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Meet with all ID&R Staff. 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
Finalize all forms, documents, logs. 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
Make recruiter assignments. 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
Conduct ID&R. *Potentially Eligible Migrant Children***:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. *Currently Eligible Migrant Children***:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
Complete COEs. 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 pare signature
Review of COEs. 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 pare signature.
Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old

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qualifying move (QAD) during the current reporting period.		turning 3 – on or after 3rd birthday.

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