

# **Mays Elementary School Campus Improvement Plan**

**2018-2019**



Mays Elementary School

# 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.

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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.
- 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.

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# TEA Strategic Priorities

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

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# Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.
li Frisch	Campus Administration
wana Nance	Instructional Coach – Reading
risa Ybarra	Counselor
a Locklin	Teaching Professional
ry Baker	Teaching Professional
sica Duskocil	Teaching Professional
ine Roberts	Instructional Coach - Math
ristine Ortiz	Parent
lissa Mensch	Parent
sica Stermer	Parent
ka Ramirez	Parent

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# Comprehensive Needs Assessment

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

Participants in Attendance		Data Sources Examined
li Frisch	Michelle Chandler	<i>Parent Involvement Data</i> <i>Discipline Records</i> <i>Campus referral data</i> <i>Staff surveys</i> <i>Fountas &amp; Pinnell benchmark data</i> <i>Istation data</i> <i>District Technology Plan</i> <i>Parent participation data</i> <i>Truancy data</i> <i>Attendance data</i> <i>Student retention data</i> <i>Student and Community Involvement data</i>
a Locklin	Brittany Burton	
ann Galinsky	Elaine Roberts	
sten Rauch	Susan Hunt	
wana Nance	Marisa Ybarra	
onda Sommer	Karen Autry	
sica Doscocil	Brenda Herndon	
ndy Schulz	Melinda Wampler	
lissa Thigpen		
y Cox		
ry Baker		

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# **Comprehensive Needs Assessment: Summary of Findings**

## **Facilities**

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

## **Demographics**

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

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

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

### **Enrollment/Staffing Patterns**

Enrollment at the end of the 2017-2018 school year was 266 students. Enrollment at the beginning of the 2017-2018 school year was 277 students. An additional ½ section of Pre-K was added this year because our Pre-K enrollment was 100 students.

### **Benchmark Assessments**

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

**a**

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

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

#### *Instructional Strengths:*

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

#### *Reading Data*

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

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### ***Student Achievement Strengths -***

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

### ***Student Achievement Targets***

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

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## *ath Data*

aggregation of data was taken from the DMAC Benchmark Assessments, ESGI assessments and the Istation assessment.

### ***udent Achievement Strengths***

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

### ***udent Achievement Targets***

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

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

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## **Curriculum and Assessment**

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

## **Staff Development/Staff Issues**

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

*Strengths*

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

*Targets*

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

## **Technology**

*Strengths*

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

*Targets*

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

## **Parent Involvement**

*Strengths*

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

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

er parent involvement activities include:

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

### **Goals**

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

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

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

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

## **Behavior/Discipline**

### ***Strengths***

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

### ***Targets***

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

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

## **School Culture and Climate**

### ***Strengths***

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

### ***Targets***

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

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**Academic Targets**

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

**Prioritized Areas of Concern**

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

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# State Compensatory Education

Mays Elementary School has written policies and procedures to identify the following:

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

Total SCE funds allotted to this District/Campus- SCE-\$211,191, Pre-K \$168,289

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

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

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

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# State Compensatory Education

## State of Texas Student Eligibility Criteria:

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 to or 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

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.

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# Federal, State and Local Funding Sources

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

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

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

**Strategy 1: Math Instruction**

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

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

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

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## Strategy 2: Balanced Literacy Program

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

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

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

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

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

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

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

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Connections in Reading and  
Math.

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#### Strategy 4: Pre-Kindergarten Instruction

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

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

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Create and distribute K-12 grant evaluation survey to analyze grant effectiveness		Principal Reading IC Math IC Pre-K teachers	August - May	Title I Funds Local funds	Survey results CLI engage data
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**Strategy 5: Response to Intervention (RTI)**

Response to Intervention is a comprehensive framework for addressing the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state standards. Multiple sources of data are used to monitor student achievement in an effort to prevent failure. Students struggling academically or behaviorally receive specific interventions with progress monitoring.

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

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...s math intervention, and ...ls.					
Monitor student progress Review student data ...interventions to ensure ...ss. Utilize the MAP ...checks to track data.	2	Principal Reading IC Math IC Teachers	Each 6 weeks	Local funds	Benchmark data resu Progress monitoring data
Incorporate a computer ...ed program to provide ...cement and practice in ...of student need.	2	Principal Reading IC Math IC Classroom Teachers	Daily	Title I Funds SCE Funds	Progress monitoring data
Benchmark student ...ss in math using the ...assessment, DMAC ...mark assessments 1 <sup>st</sup>	2	Principal Reading IC Math IC	September December May	Local funds	Benchmark data resu
Implement a daily ...uled intervention period.	2	Principal Classroom Teachers	Daily	Local funds	Master schedule
Provide reading and math ...entionists to provide ...mental reading and ...nstruction.	2	Principal Classroom Teachers Instructional Aides	September - May	Title I Funds SCE Funds	Lesson plans Intervention schedule
Provide two full day Pre-K ...s with additional classes ...as enrollment warrants.	2	Principal	August	Title I Funds SCE Funds Local funds	Improved Kinder assessment scores Master Schedule
Refer students who are ...ccessful in Tier 2 and 3 ...entions to special ...ms such as Special	2	Principal RTI team	Spring	Local funds	RTI data

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tion, Dyslexia or 04.					
Provide at-risk students access to highly qualified in specialized areas to improve student improvement: Intervention Counselor, Campus Counselor, Instructional Aides, Reading Interventionist, Math Interventionist	2	Principal	August - May	State and District SCE funds 2.43 FTEs Reading Interventionist - .35 FTE Intervention Aides 1.5 FTEs Crisis Intervention Counselor .25 FTE Campus Counselor .5 FTE Pre-K Teachers 2.7 FTEs Title 1 Funds	Improved student achievement
PreK will implement their RTI time in which they group students based on and utilize their instructional aide to create smaller groups for learning.	2	Principal Reading IC Math IC PreK teachers	August - May	Local Funds	Benchmark data results Progress monitoring data Intervention schedule
Utilize Nurture groups for students that struggle with behavior as a way to make connections and teach appropriate behaviors		Principal Counselor Special Ed Teacher Special Ed aide	August - May	Local Funds	Reduction in inappropriate behavior Fewer disciplinary referrals Intervention schedule

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### Tiered Instructional Model for Mays Elementary

	Tier 1 Core Class Curriculum	Tier 2: Small Group Intervention	Tier 3: Intensive Intervention
<b>ocus</b>	All Students	All students receive Tier 2 Interventions during RTI time. The emphasis is on growth for all students through personalized instruction.	Identified students with marked difficulties who have not responded to Tier 1 and 2 efforts.
<b>essments</b>	Universal Screener: MAP Growth MAP Fluency assessment CLI Engage - PreK	Progress Monitor: MAP growth and MAP skills assessment DRA - for 1st grade	Progress Monitor: MAP Growth and MAP skills assessment DRA - for 1st grade

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

### Strategy 6: Integrate Technology into Instruction

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

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

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

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## Strategy 7: Student Attendance

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

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Use School Messenger to email parents when students are absent to encourage and promote good attendance.	2	Principal	Daily	Local funds	Increase in student attendance School Messenger logs

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contact parents of students who are absent for more than 3		Classroom Teachers	Each 6 weeks	Local funds	Communication logs
recognize students for perfect attendance each 6	2	Principal	Each 6 weeks	Local funds	Perfect Attendance ta
follow up from Principal to letters to parents whose children are or are approaching excessive absences.		Principal	Each 6 weeks	Local funds	Attendance letters
Attendance Committee to determine grade placement for students with excessive absences.		Principal Committee members	May	Local funds	Committee letters
actively promote attendance to students with no more than five absences in one school year. Students meeting the goal will be rewarded with a trip to the Wilson Youth Club in addition to students with 4 or less absences per semester will be rewarded for an inflatable fun day at the end of each semester.	2	Principal Counselor Classroom teachers	Each Semester	Local funds Activity funds Title I funds	Increase in student attendance

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### Strategy 8: Curriculum and Data Management Systems

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

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
an online discipline management system to student referrals and data for the PLC team.		Principal PLC team	Each 6 weeks	Title I Funds SCE Funds	PLC referral data Counselor activity calendar

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the Eduphoria program age and track teacher ion data and staff oment data during the year.	1	Principal Classroom Teachers	September - May	Title I Funds SCE Funds	PDAS data
DMAC to manage ments in math for first s a means to gather d manage student s each six weeks.	1 2	Principal Math IC Classroom Teachers	September - May	Title I Funds SCE Funds	Benchmark data resu Report cards Progress reports
the CLI-Engage ional development n for Pre-K to assist with planning, professional oment and assessments K students.	1 2	Principal Reading IC Math IC Pre-K teachers	August - May	Local Funds	Progress monitoring reports Teacher survey
ESGI data management to streamline weekly ments in an online .	1 2	Principal Reading IC Math IC Classroom teachers	August -May	Title I Funds	Progress monitor reports Benchmark data resu
ure the secure disposal onfidential records by ng locally and by bulk shredding through rict.		Principal Teachers Office Staff	August - May	Title 1 Funds	Data destruction at th end of the year

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**Category 9: Measures of Academic Progress (MAP)**

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

<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
MAP assessment as a annual screener three times per year to evaluate the effectiveness of instructional	2	Principal Reading IC Classroom Teachers	September December May	Title I Funds SCE Funds	Benchmark data

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es and benchmark performance.					
ew MAP assessment identify students at risk ling and math difficulties.	2	Principal Reading IC Classroom Teachers	September December May	Title I Funds SCE Funds	Benchmark data
rmine intervention ment for students using benchmark data, MAP y, teacher entation, and Rtl data.	2	Principal Reading IC Classroom Teachers	Each 6 weeks	Title I Funds SCE Funds	Benchmark data Teacher observation Running Records
tor students monthly MAP Skills Check data to e the effectiveness of ional strategies.	2	Principal Reading IC Classroom Teachers	Monthly	Title I Funds SCE Funds	Benchmark data Running records Intervention data

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

**Strategy 1: Highly Qualified Instructional Staff**

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

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<b>Activity</b>	<b>TEA Strategic Priorities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Evaluation</b>
Actively recruit highly qualified teachers, professionals, and paraprofessionals.	1	Principal Human Resources Dept.	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet state and federal certification requirements
Develop and implement strategies/activities to maintain HQ staff.	1	Principal Human Resources Dept.	Beginning and end of each semester	ESC 12 Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet state and federal certification requirements
Ensure that low income and minority students are taught at higher rates than other students by qualified, out-of-field, or experienced teachers.	1	Principal Human Resources Dept.	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers
Provide professional development opportunities through Eduphoria workshop for teachers to discuss, share and provide feedback on district initiatives.	1	Principal Assistant Supt. of Curriculum and Accountability	Annually	Local Funds State Funds Title II Funds	Sign-in sheets Blogs Eduphoria Workshop

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Utilize Professional Learning Communities to enhance teacher learning, student learning and academic improvement.	1 2	Principal Classroom teachers Math IC Reading IC	Weekly	Local Funds	Teacher surveys Benchmark assessment data Lesson plans Classroom observations
Use the CLI-Engage professional development platform for Pre-K to assist in lesson planning, professional development and assessments for Pre-K students.	1 2	Principal Reading IC Math IC Pre-K teachers	August - May	Local Funds	Progress monitoring reports Teacher survey
Provide professional development opportunities targeting writing instruction and reading fluency utilizing coaching from Region 12 Service Center.	1 2	Principal Reading IC Math IC Classroom Teachers	August - May	Title I Funds	Benchmark assessment data Classroom observations Lesson Plans Teacher surveys
Provide professional development opportunities given by Schoolwide Trainers targeting Reading and Writing instruction.	1 2	Principal Reading IC Math IC Classroom Teachers	August - May	Local Funds	Benchmark assessment data Classroom observations Lesson Plans Teacher surveys
Coaching observations every three weeks with a pre-conference and follow-up observation.	1 2	Principal Reading IC Math IC Classroom Teachers	August - May	Local Funds	Observation notes

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## Category 6: T-TESS

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

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

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

**Strategy 1: Character Education**

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

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

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

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## Strategy 2: Behavior Response to Intervention (RtI)

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

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

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

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

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### Strategy 3: Guidance Program

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Assist RTI teams with monitoring students and providing input on appropriate interventions when students exhibit academic or behavior problems.	1	Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Benchmark data PLC referral data
Conduct regularly scheduled classroom guidance lessons in coordination with the PBIS initiative.		Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar
Provide group social skills counseling with activities designed to provide additional support to those students who are successful following school-wide rules.	1	Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar
Inform parents of opportunities available through the school guidance program, including programs on drug and		Principal Counselor	August - May	Title I Funds SCE Funds Local funds	Counselor activity calendar

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

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**Strategy 4: Career Education**

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

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

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## Strategy 5: Drug and Violence Prevention Activities

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

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

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

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## Strategy 6: Campus Emergency and Crisis Management Planning

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

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

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

**Strategy 1: Parent and Family Engagement**

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

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

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

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

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## Strategy 2: Interactive Parent Participation

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

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

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### Strategy 3: Student Recognition

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

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

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#### Strategy 4: Business and Community Involvement

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

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

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

**Strategy 1: Title I Program**

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

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

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

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**Strategy 2: Special Education Referral Process**

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

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

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

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

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

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

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

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

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#### Strategy 4: State Compensatory Education

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Identify students at-risk of dropping out of school by using the State's 13 at-risk criteria. Identified students will be reported to PEIMS and a listing of identified students will be kept by teaching staff. Periodic review and updates will be performed.	2	Classroom Teacher PEIMS Staff Intervention Specialists	August - May	SCE Funds	At-risk students will not drop out or exceed state standards in reading, writing, math, science and social studies PEIMS reports Readiness test data
Remove students from State Compensatory Education program when they no longer meet eligibility throughout the year.		Classroom Teacher PEIMS Staff Intervention Specialists	August - May	SCE Funds	PEIMS at-risk report, completed at-risk student profile sheets

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

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## Strategy 5: Gifted and Talented Education

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

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

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## Category 6: Section 504

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

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

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

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## Strategy 7: Homeless Education

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

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

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**Strategy 8: Migrant Education Priority for Services (PFS) Shared Service Arrangement with ESC 12**

ESSA P.L. 107-110 §1304 (d) requires that “In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging 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 submitting 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:

have had 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.

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**Implementation:** 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.

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To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.

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**Measurable Results:** Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.

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Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Train District Staff and Parents on PFS criteria	1	MEP Coordinator, MSCs, PFS Instructor	May - August	PFS Action Plan, District Calendars	PAC Minutes, Superintendent Meeting Agendas, MEP Overview Session sign-in, agenda handout
Ensure that Migrant Priority for Service Student reports are run monthly. Each monthly PFS Report will be mailed and also sent electronically to Superintendents by the second Friday of each month.		NGS Data Specialist	September - May	Texas MEP NGS Implementation Guidelines	Copies of e-mails with PFS Reports attached and sent to Superintendents
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, Student Assessment Results, Benchmark data, teacher observations

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

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**APPENDIX A**  
**Additional Migrant Education Requirements**

**Parent Notice**

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

**Support**

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

Instruction, Leadership, and Monitoring	Superintendent, Dir. of Student Services
Compliance and Fiscal Monitoring as per Section 1120A	Asst. Supt. of Curriculum and Accountability
Needs Analysis	Asst. Supt. of Curriculum and Accountability
Curriculum and Benchmark Data, Professional Development	Asst. Supt. of Curriculum and Accountability
Professional Development and Support in Determining Student Needs	Asst. Supt. of Curriculum and Accountability
Post Recovery	District Crisis Intervention Counselor
Parental Involvement Planning and Training Opportunities	Asst. Supt. of Curriculum and Accountability

Evidenced throughout this plan, the campus, in working with central office support, is implementing policies and practices that have the greatest likelihood of ensuring that all groups of students will meet proficiency levels of achievement as set by the state by no later than 2018-2019. Program practices are based on current scientifically based research.

**Evaluation and Outcomes**

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

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

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		

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<p><b><u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters.</u></b>  <b><u>Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b>  COEs for new school year cannot be completed until training has occurred.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.</p>
<b>IDENTIFICATION &amp; RECRUITMENT</b>		
<p><b><u>Meet with all ID&amp;R Staff.</u></b>  Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&amp;R Plan.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p><b><u>Finalize all forms, documents, logs.</u></b>  Disseminate and train on all forms, logs, etc. that will be used by MEP ID&amp;R staff.</p>	<p><b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p><b><u>Make recruiter assignments.</u></b>  Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p><b><u>Conduct ID&amp;R.</u></b>  <b><i>Potentially Eligible Migrant Children:</i></b> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed.  <b><i>Currently Eligible Migrant Children:</i></b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed.  <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>By August 31 – current eligible children; continue recruitment efforts throughout year – potentially eligible children. Make initial outreach efforts by September 30.</p>
<p><b><u>Complete COEs.</u></b>  Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Within 3 days of parent signature</p>

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<p><b>Review of COEs.</b> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p>	<p><b>Staff:</b> Designated SEA Reviewers</p>	<p>Within 5 days of parent signature.</p>
<p><b>Conduct residency verification.</b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3<sup>rd</sup> birthday</p>

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

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