

Raymond Mays Middle School Campus Improvement Plan

2022-2023



Mission Statement

Our district, as the educational center for excellence, provides the foundation for a safe, positive, and enjoyable learning experience. In partnership with the community, Troy ISD models exemplary practices to empower our students to maximize their potential for success.

Vision Statement

Our Students:

- Demonstrate integrity in citizenship by having high moral standards and being responsible, productive members of society.
- Demonstrate a life-long commitment to excellence in learning.
- Are self-motivated to achieve their highest individual potential.
- Demonstrate pride in self, school, community and nation as committed servant leaders.

Our district and community:

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

Our campuses and classrooms:

- Achieve continuous parent involvement through communication with all families and staff.
- Provide the best possible care and security for all students, staff and parents.
- Maintain and support a positive learning environment with highly qualified staff members.
- Provide for excellence in learning by utilizing high quality educational facilities and technology.

District Strategic Goals

Troy ISD has:

- State of the art technology, infrastructure, training, support, and integration empowering all learners to be technologically proficient.
- Parents and community members that are actively involved in promoting strong values, morals, and high academic expectations for our students.
- Highly qualified, motivated, innovative staff who utilize a variety of teaching styles, technology, and assessment tools to maximize student achievement.
- An annual comprehensive review of all student identification procedures to determine appropriate instructional services.
- Facilities which provide a safe and engaging environment for the pursuit of excellence in all aspects of learning.
- Taken action in all areas to meet the highest rating as set by the state and adequately prepare our students to excel in school as well as life.
- Appropriated funding through all available resources to provide quality facilities, technology, and personnel to educate all students.

TEA Strategic Priorities

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

Campus Planning and Decision Making Committee Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in May & June 2021.

Participants in Attendance	Data Sources Examined
<i>Madison Faith Teacher</i>	<i>STAAR Data from previous year TELPAS Data from previous year Demographics Data Special Programs- number of students, etc. Discipline Data Services provided to students Attendance Data Extracurricular Activities and participation Retention Data Professional Development Staff- Retention, Attendance Benchmark data January (8th Reading, Math, Writing) MAP Data Technology Assessment-Promethean Board implementation</i>
<i>Robert Kirkland- Teacher</i>	
<i>Rebecca Cantu- Teacher</i>	
<i>Leslie Rose- Teacher</i>	
<i>Pat Lackey- Teacher</i>	
<i>Christine Ortiz- Teacher</i>	
<i>Shayla Rawls- Teacher</i>	
<i>Stacey Golden- Teacher</i>	
<i>Stephanie Galford- Teacher</i>	
<i>Michele DuBois- Teacher</i>	
<i>Jennifer Hilsinger- Teacher</i>	
<i>Tucker Donohoe- Teacher</i>	

Participants in Attendance	Data Sources Examined
<i>Lori Hobbs- Teacher</i>	<div data-bbox="1136 272 1948 1193" style="border: 1px solid black; padding: 10px;"> <p><i>Teacher input:</i> <i>Length of WIN class</i> <i>Student exposure with career opportunities</i> <i>Expanding college day activities</i> <i>WIN class- Maker space, STEM activities, Ozobots</i></p> </div>
<i>Michelle Jolliff- Principal</i>	
<i>Kasi Jackson- Teacher</i>	
<i>Bethany Tucker- Teacher</i>	
<i>Logan Rawls-Teacher</i>	
<i>Kasi Jackson- Teacher</i>	
<i>Candice Ainsworth- ParaProfessional</i>	
<i>Craig Pritchett-Assistant Principal</i>	
<i>Jennifer Poff- Teacher</i>	
<i>Melanie McNamara -Parent</i>	
<i>Christin Ivey- Parent</i>	
<i>Joey Gresham- Community Member</i>	
<i>Shannon Willis- Parent</i>	
<i>Tiffany Williams- Parent</i>	

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

CAMPUS: RAYMOND MAYS MIDDLE SCHOOL SCHOOL YEAR: 2022-2023

Data Sources reviewed: CNA 2022, STAAR scores 2022, Benchmark Jan 2022, Campus Improvement Committee, CIC Meeting Minutes, Principal Council input			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus?
Goal 1 Student Achievement	<ul style="list-style-type: none"> ● Student performance on 8th grade STAAR Math, & Science tests, 7th grade reading ● WIN- Student opportunities for intervention & enrichment ● Assessments/Data collection ● Student goal setting/monitor ● Interventionists- math & reading 	<ul style="list-style-type: none"> ● Student performance on STAAR at the Meets and Masters levels, Special Education ● Increased rigor through focus on lesson planning, teacher feedback, in-depth data analysis, action coaching 	<ol style="list-style-type: none"> 1. Student performance at the Meets & Masters level on STAAR (1.2, 1.7) 2. Implementation of new Reading/Writing curriculum- Amplify (1.4) 3. Subpopulations performance on STAAR (1.2, 1.7) 4. Social Studies additional resources (1.4)
Goal 2 High Performing Staff	<ul style="list-style-type: none"> ● 100% Appropriate State Certificates for staff/paraprofessionals ● Instructional Coach 	<ul style="list-style-type: none"> ● Professional development for math, and social studies ● Continue Action coaching ● Attract qualified professionals 	<ol style="list-style-type: none"> 1. Coaching Teachers (2.4) 2. Region 12 Professional Development (2:2) 3. Lead Like a Champion (2.2) 4. Teacher Incentive Allotment (2:1)
Goal 3 Safe and Supportive Learning Environment	<ul style="list-style-type: none"> ● Counselor lessons & focus groups ● Positive support staff for behavior students 	<ul style="list-style-type: none"> ● Cultural diversity sessions with students ● Additional cyberbullying educational opportunities ● Appropriate student interactions 	<ol style="list-style-type: none"> 1. Spring Cultural Diversity sessions (3.1) 2. Fall Anti-bullying & cyberbullying sessions (3.1) 3. SecurityBrix (3:3)

Goal 4 Community Partnerships/Parent Involvement	<ul style="list-style-type: none"> ● Campus communication- newsletters, website, phone calls, emails, marquee, Remind message system, Save the Dates, etc. ● Parent trainings and Q & A opportunities ● Fine Arts Celebrations 	<ul style="list-style-type: none"> ● Increase parental involvement to promote academic achievement ● Parent Trainings 	<ol style="list-style-type: none"> 1. Parent conversations about learning (4:1) 2. Contacting parents of MTSS students (4:1) 3. Parent trainings- Teenagers & phones (4.1)
Goal 5 Special Programs, Federal, State and Local requirements	<ul style="list-style-type: none"> ● Student supports and interventions ● WIN- Student opportunities for enrichment (5:3) ● Alg 1(5:3) 	<ul style="list-style-type: none"> ● Reading instruction for student 2 years or more below grade level 	<ol style="list-style-type: none"> 1. Math/Reading Instruction for Sp. Ed. students (5:4) 2. Interventions for math, reading (5.1)

Raymond Mays Middle School was identified in the 2022 accountability ratings system as needing Targeted Support and Improvement in the following areas: white subpopulation in reading, math, and student success. The campus will engage in data analysis and continuous improvement processes during the 2022-2023 school year and will update this plan with specific strategies and activities.

Comprehensive Needs Assessment:

Summary of Findings

Raymond Mays Middle School conducted a comprehensive needs assessment based on the MAP data and STAAR data from 2021-2022, attendance data, CIC feedback, discipline data and district policies. Meetings with staff and the CIC were held face-to-face and virtually.

Campus Demographics:

RMMS is a Title 1 Schoolwide campus with a total school population with 437 students. The demographic makeup of our campus is as follows: White: 67%. Hispanic: 27%, African American: 2.1%, Asian: .45%, American Indian or Alaska Native: .22%, Hawaiian: .22%. The average class size in 6th grade- 22 students to 1 teacher, 7th grade- 25 students to 1 teacher, 8th grade- 25 students to 1 teacher. This year 4 students, 1.1%, were reported Homeless. Economically disadvantaged percentage at RMM is 40.3%.

Special Populations:

RMMS has 60 students who receive Special Education services, 13.7% of the student population. 21 students receive ESL support, 4.8%. Gifted and Talented students included 16 students which is 3.67% of the students population.

Discipline:

RMMS continued to experience a higher number of discipline referrals than previous school years. Through data analysis and discussion we summarized this due to multiple factors including the changing culture of students and community. Our school and community is growing rapidly with the new housing additions.

Staffing:

RMMS had 4 new staff members for the 21-22 school year. We also had 2 new paraprofessionals on campus. We were not fully staffed until January of 2022. Two interventionists were added to provide tutoring for the required HB4545.

Parent/Community Involvement:

Parents/Guardians attended sporting events and pep rallies this school year. We held Fine Art Nights and Band Concerts in the fall and spring which were well attended. The end of the year awards ceremonies were well attended too.

New Programs:

We added an Instructional Coach to our campus who provided guidance and instructional support for our teachers as well as data analysis throughout the school year. She provided additional structure and formatting to our WIN program and tutoring groups. We added Exact Path for all our students which provided math and reading instruction at their level based on MAP performance. We added 2 part-time Interventionists to our staff to provide the required 30 hours of instruction for students who failed STAAR assessments from the previous school year with a focus on math and reading. These staff members also assisted with pulling small groups and focused instruction after benchmark assessments.

STAAR Data:

RMMS has identified 6th grade math, 6th grade Reading, 7th grade math, 8th grade social studies and all special education STAAR tested areas as areas of needed growth. This is based on our scores in comparison to our typical scores and in comparison to state and regional scores. We will continue to strive for each subject and grade scoring 80% Approaches, 50% Meets and 20% Masters.

The RMMS CIP is available at www.TROYISD.org, in the RMMS office and upon request.

Prioritized Areas of Concern

Area of Concern	Data Source
<i>Math scores at the Meets and Masters level on STAAR</i>	<i>Benchmark data, STAAR data, MAP scores, Unit Assessments, Lesson Plans, Student Assignments, Intervention progress data, STAAR</i>
<i>Reading scores at the Meets and Masters level on STAAR</i>	<i>Benchmark data, STAAR data, MAP scores, Unit Assessments, Lesson Plans, Student Assignments, Intervention progress data, STAAR</i>
<i>Special Education students' STAAR Reading & Math performance</i>	<i>Benchmark data, STAAR data, MAP scores, Unit Assessments, Lesson Plans, Student Assignments, Intervention progress data, STAAR</i>
<i>Economically Disadvantaged, Hispanic and White subpopulations performance on STAAR</i>	<i>Benchmark data, STAAR data, MAP scores, Unit Assessments, Lesson Plans, Student Assignments, Intervention progress data, STAAR</i>

State Compensatory Education

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

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

Total SCE funds allotted to this District/Campus \$118,612

Total FTEs funded through SCE at this District/Campus 3.82

The process we use to identify students at risk is:

The campus MTSS team considers student records along with teacher input, parent input and counselor recommendations to help identify students. RMMS utilizes various pieces of data to help identify student at-risk including STAAR results, unit assessments, Renaissance Learning Math and Reading assessments, work samples, benchmarks, grades, and course failures. Other factors include attendance issues, discipline issues, placement at DAEP or on probation are also considered at-risk. Students who are identified as ESL, homeless, in the custody of the state or who have been placed in a residential placement facility are also identified.

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

The campus MTSS team meets every 6 weeks to discuss student progress and concerns. Students who are successful for a semester in all areas (behavior, academic, attendance) are exited with the understanding that we would re-evaluate their dismissal if their performance declines. The MTSS team would evaluate student data and consider input from teachers and parents.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

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

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title III, Part A (Shared Service Arrangement with ESC 12)</i>
<i>ESSER</i>
State Programs/Funding Source
<i>Instructional Materials Allotment</i>
<i>State Compensatory Education</i>
<i>Teacher Incentive Allotment</i>
<i>Gifted/Talented</i>
<i>IDEA/Special Education</i>
<i>ESL Program</i>
Local Programs/Funding Source
<i>General Revenue Budget</i>
<i>Grants</i>

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

Strategy 1: Response to Intervention (Rtl) and Multi-tiered System of Supports (MTSS)

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Establish campus MTSS Teams that follow the process for review of student needs.	2	Principal, Counselor, Assistant Principal	Every 3 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate
Utilize various online programs for remediation and acceleration- Study Island, Edgenuity	2	Principal, Teachers	September-May	Title 1 Funds	Improve six weeks grades Reduce failure rate
Provide additional learning opportunities for students through teacher tutorials and intervention groups. Target the needs of economically disadvantaged students, students from major racial and ethnic groups, children with	2	Principal, Teachers	October- April	Title 1 Funds SCE Funds	Pre/Post tests Reduce failure rate

disabilities, and English learners.					
Conference with students regarding their performance in the classroom along with attendance and behavior.	2	Principal, Counselor, Assistant Principal	Every 3 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate
Identify and serve eligible Title I and SCE students through various programs including tutorials, interventions, MTSS process, and ALC plans.	2	Principal, Counselor, Teachers	August-September	Title 1 Funds, SCE Funds	Improved six weeks grades Reduced failure rate
Use AWARE to create and manage the MTSS process and individual student MTSS documentation.	2	Principal, Counselor, Teachers	August-May	Local Funds	Improved progress monitoring of students receiving interventions
WIN- Designated time during day for intervention for struggling students and enrichment activities for other students.	2	Principal, Counselor, Teachers	August-May	Local Funds	Provide timely interventions for struggling students
Build, maintain and expand the outdoor learning lab to provide additional learning opportunities for students.		Principal, GT Coordinator	August- May	Grant Funds, Local Funds	Increase student access to real world application of the math and science curriculum.
Recognize individual students with "I Caught You" postcards, announcements and pictures.		Principal, Counselors	August- May	Local Funds	Increased student awareness and encouragement for positive behaviors
Students who failed a STAAR assessment will receive a minimum of 30 hours of	2	Principal, Counselors, Interventionists	August-May	Title 1 Funds. ESSER III Funds	Provide instruction to fill learning gaps

accelerated instruction during the 2022-2023 school year. HB- 4545					
EXCEL classes to meet the needs of STAAR failures.	2	Principal, Counselor, Interventionist	August - May	ESSER III Funds	Provide instruction to fill learning gaps
ALC meetings will be held with plans created for each student who needs accelerated instruction for STAAR reading and math.	2	Principal, Counselor, Teachers	August	Local Funds	Provide instruction to fill learning gaps
Reading and Math Interventionists will work with students to provide accelerated instruction to fill learning gaps	2	Principal, Counselor, Interventionist	August-May	ESSER III Funds	Provide instruction to fill learning gaps
WIN rearrangement each 9 weeks based on student needs including all levels of students.	2	Principal, Instructional Coach	August- May	Local Funds	Provided tutoring based on student needs and performance level

Strategy 2: Data-Driven Instruction

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

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

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

Use tools from Leading Effective Literacy Practices to measure and monitor ELAR instruction.	2	Principal,	September- April	Title 1 Funds Local Funds	Improvement in literacy instruction from beginning to the end of the year.
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Coaching conversations after all unit assessments with core teachers.	1, 2	Principal, Instructional Coach	September- April	Title 1 Funds Local Funds	Improve classroom instruction and student performance on assessments.
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Strategy 3: Technology

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Implement the new CNC machine in the Building Trades shop combining technology, math and creative thinking.	2, 3	Principal,	September-April	TEEF Grant Local Funds	Application of math skills with real-world application of the CNC machine.
Teachers will assign one activity each semester in which students create a technology project.	3	Teachers	August - May	Local Funds	Increased student performance on Learning.com assessments.
Campus technology liaisons will assist teachers with implementation, instruction and support of technology tools and projects.		Teachers	August - May	Local Funds	Increased student engagement and learning.
Provide various tools and programs for student technology usage including: Smart boards, Promethean document cameras, software programs, Chromebooks, iPad, MacBooks and Apple TV.	3	Principal, Technology Department	August - May	Title I Funds, Local Funds,	Increased student engagement, learning and success on STAAR tests

Teachers will utilize Google Apps for Education to improve instruction and communication with students and parents.	2	Principal, Technology Department	August - May	Title 1 Funds Local Funds	Increase student engagement, learning and 21st century skills
Science classrooms will utilize the blended learning model which incorporates face-to-face and online learning.	3	Principal, Technology Department, Teachers	August- May	Title 1 Funds, Local Funds	Increase student engagement, learning and 21st century skills
8 th grade students will complete a technology course incorporating college/career readiness, technology TEKS, writing/presenting skills, and PSAT prep.	3	Principal, Teacher	August-May	Title 1 Funds, Local Funds	Student knowledge and performance in the areas address
Build, maintain and expand the Maker Space to provide students opportunities to explore, question, build and create in a technology environment.	3	Principal, teachers	September- May	Title 1 Funds	Increase students access to real world applications in the areas of math, social studies and provide opportunities for creative thinking.

Strategy 4: Quality Curriculum Resources

Raymond Mays Middle School will provide teachers an enriched, TEKS-based curriculum that is vertically and horizontally aligned and will be utilized to meet the needs of all students. The TEKS RS curriculum management system provides teachers in the core content areas with a guaranteed and viable curriculum for use in planning their own lessons for student learning.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Implement Amplify ELAR resources to support teachers in planning lessons for the updated ELAR TEKS.	2	Principal, Teachers	August- May	Title 1 Funds, Local Funds	Increased student engagement, learning and performance on STAAR Reading tests
Build classroom reading libraries for student access.	2	Principal, Teachers	August-October	Title 1 Funds, Local Funds	Increased student learning and performance on STAAR Reading tests
Utilize materials and initiatives including AWARE, Study Island, Khan Academy and Schoology.		Teachers,	August-September	Title I Funds, Local Funds, SCE Funds	Increased student engagement and learning
Instructional Technology Coach will assist teachers with the use of TEKS Resource System.		TEKS RS Liaisons	August – September	Local Funds	Increased student learning and performance on STAAR tests
Campus members will attend TEKS Resource System professional development opportunities when available.		Principal, Teacher	August	Title I Funds, Local Funds	Increased student learning and performance on STAAR tests

Instructional Technology Coach will provide professional development to the campus staff.		Principal, Teacher	September	Local Funds	Increased student learning and performance on STAAR tests
Utilize Exact Path for all students in the areas of math and reading to improve	2	Principal, Instructional Coach	August-May	ESSER Funds	Increased student learning and performance on STAAR tests
Provide additional Social Studies resources for teachers		Principal, Instructional Coach	August-May	Local Funds, Title 1 Funds	Increased student learning and performance on STAAR tests
Study Island for social studies classes to review materials	2	Principal, Teacher	August-May	Title 1 Funds	Increased students learning and performance on STAAR Social Studies tests
Utilize the TEKS Resource System to provide a vertical alignment of the four core subject areas.		Principal, Teachers	August-September	Local Funds	Increased student learning and success on STAAR tests
Unit tutorials throughout the school year for social studies. Focused on hands-on activities and visuals to help with retention of material.		Principal, Instructional Coach, Teachers	August-May	Local Funds	Increased students learning and performance on STAAR Social Studies tests

Strategy 5: Special Programs

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide ongoing opportunities for students to participate in enrichment activities: Student Council, UIL contests, video conferences, guest speakers, and pep rallies.		Principal, Teachers	August- May	Local Funds	Increased student engagement and learning
Ensure all stakeholders are informed regarding the HB-4545	2	Principal, Counselor	August-May	Local Funds,	Increased student performance
G/T and ESL W.I.N. groups meet on a regular basis for enrichment and remediation.		Principal, Teacher	August- May	Local Funds, G/T Funds, ESL Funds	Increased student learning and success on STAAR tests
Provide supplemental support for student learning: Study Island, GCS, supplemental instructional resources.		Principal, Teachers	August – May	Title I Funds, Local Funds	Increased student learning and success on STAAR tests
Utilize the Texas Performance Standards Project to enrich G/T learning opportunities for students.		Principal, Teachers	August- May	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests

GT Expo once a year for students to share/present projects and research.		Principal, Teacher	August- May	Local Funds, G/T Funds	Increase student learning and opportunities for public presentations
Provide student opportunities to learn about career and college options through field trips and guest speakers and career day.	3	Principal,	September- May	Local Funds	Increase student knowledge about college and careers.

Strategy 6: Comprehensive Needs Assessment and Parent Engagement Policy

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Staff and faculty will evaluate data (MAP, Unit assessments, Benchmark) to determine areas of need regarding student achievement.		Principal, Teachers	April	STAAR data, Benchmark data, Title I Funds, Local Funds	Implementation of selected suggestions/needs
Staff and faculty will evaluate data to determine areas of need regarding professional development.		Principal, Teachers	April	STAAR data, Benchmark data, Title I Funds, Local Funds	Implementation of some of the suggestions/needs
Staff and faculty will evaluate data to determine areas of need regarding family and community involvement.		Principal, Teachers	April	Attendance logs, Survey data	Implementation of some of the suggestions/needs
Develop, with parent input, a new and more robust Parent-School Compact and Parent and Family Engagement Plan to include more specific ways parents can help students be successful.		Principal,	September	Title 1 Funds	Compact distribution

Strategy 7: Instructional Monitoring and Data Analysis

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Administer measures of Academic Progress (MAP) assessments three times a year in all grades for reading and math. Teachers will disaggregate data and use target instruction and interventions. Students will set goals based on their beginning of year results.		Principal, Teachers	September-May	Title 1 Funds	Increased student ownership of their learning. Increased student success on STAAR tests.
Teachers and Administrators will analyze data, identify areas of reteach and identify targeted student production behaviors.		Principal, Teachers	September-May	Local Funds	Increased student learning and performance on STAAR tests.
Disaggregate unit assessments in 6 th , 7 th , and 8 th grade math and reading classes and adjust instruction and interventions to improve student learning with focused attention to Special Education, Hispanic and Economically Disadvantaged populations. Data worksheet will be utilized.		Principal, Teachers	September – May	Local Funds Title 1 Funds	Increased student performance on STAAR tests

Administer benchmark in all STAAR tested subjects in 6 th grade, 7 th grade and 8 th grade. Disaggregate data using AWARE and adjust instruction to target student expectations where students need re-teaching.		Principal, Counselor, Teachers	February	Title 1 Funds, Local Funds	100% of student are assessed
Increase the use of writing assignments in all subjects and grade levels.		Principal, Teachers	August – May	Local Funds	Increased student success on STAAR tests
Implementation of Math Tutorial and Reading Tutorial WIN classes to provide more focused teacher led assistance.		Principal, Teachers	September – May	Local Funds	Increase student success on STAAR tests
Implement student goal setting and data monitoring of assessments in all core subjects		Principal, Teachers	September- May	Local Funds	Increase student ownership of their learning. Increased student success on STAAR tests.
Monitor lesson plans to ensure the TEKS Resource System is utilized and implemented. Forethought will be utilized to manage lesson plans.		Principal, Teachers	August – May	Local Funds	Increased student performance on STAAR tests

Strategy 9: Closing the Gaps

Raymond Mays Middle School will collect data, analyze data and determine various methods to address the learning gaps of all students.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
All students will take a MAP test in the areas of math and reading to determine possible learning gaps.		Principal, Teachers,	September	Local Funds	Increase student success rate in the classroom and on STAAR tests
Teachers will develop and implement spiral activities in all subjects to address learning gaps identified with the MAP assessment or other subject specific assessments.		Principal, Teachers,	September-May	Local Funds	Increase student success rate in the classroom and on STAAR tests
Reading and Math Interventionist will work with students to provide accelerated instruction to fill learning gaps	2	Principal, Counselor, Interventionist	August-May	ESSER III Funds	Provide instruction to fill learning gaps
Students who failed a STAAR assessment will perceive a minimum of 30 hours of accelerated instruction during the 2022-23 school year. HB-4545	2	Principal, Counselors, Interventionists	August-May	Title 1 Funds. ESSER III Funds	Provide instruction to fill learning gaps
Benchmark data will be utilized to create small groups for tutorials		Principal, teachers	February-May	Local Funds, ESSER Funds	Provide instruction to fill learning gaps

ALC meetings will be held with plans created for each student who needs accelerated instruction for STAAR reading and math.	2	Principal, Counselor, Teachers	August	Local Funds	Provide instruction to fill learning gaps
Reading and Math Interventionists will work with students to provide accelerated instruction to fill learning gaps	2	Principal, Counselor, Interventionist	August-May	ESSER III Funds	Provide instruction to fill learning gaps

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

Strategy 1: Highly Qualified Staff

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Teacher Incentive Allotment will be implemented with the goal of recruiting and retaining high quality teachers for all classrooms.	1	Chief Academic Officer, Principal, Teachers	August- May	State Funds	Increase the recruitment of highly qualified professionals
PLC meetings with departments with focused agendas.	2	Principal Instructional Coach	September- May		Increase the recruitment of highly qualified professionals
Actively recruit appropriate state certificated professionals, and paraprofessionals		Principal, Director of Student Services	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements

Mentor new staff members to provide staff development training in AWARE, TEKS Resource System, and other campus procedures/expectations.		Principal, Teachers	Beginning of school year	Local Funds	Increase effectiveness of technology tools for student success.
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.		Principal, Director of Student Services	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers
Develop and implement HQ strategies/activities to maintain HQ staff		Principal, Director of Student Services.	Beginning and end of each semester	ESC 12 Local Funds Title II Funds	100% core academic classes taught by HQ teachers.

Strategy 2: Professional Development

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Administration will participate in “Lead Like a Champion” professional development sessions at Region 12	1	Asst. Supt. of Curriculum and Accountability	July- January		Provide professional development opportunity to administrators
Instructional Coach will provide weekly support to teachers including feedback, resources, modeling and assistance with unit assessments and data analysis.	1	Principal, Instr. Coach	August- May	ESSER III	Improve classroom instruction
ELAR Teachers follow the Troy ISD Literacy Instruction Non-Negotiables as applicable to grades 6-8		Principal, Asst. Supt. of Curriculum and Accountability	August- May	Local Funds	Increased student scores on STAAR Reading and Writing
STEMscopes curriculum resource trainings will be provided to science teachers throughout the school year.		Principal, Asst. Supt. of Curriculum and Accountability	September-April	Local Funds	Increased student scores on STAAR Science

Lesson Planning Professional Development throughout the school year provided by ESC 12	1	Principal, Assist. Supt. of Curriculum & Accountability, Instr. Coach	August- May	ESSER III Funds	Improved lesson planning and data collection to improve student learning.
Teachers will be provided Schoology training as the new online platform for students.		Assist. Supt. of Curriculum & Accountability	August	Local Funds	Ensure a online platform is available
Staff will attend updates on GT, ESL, Dyslexia, 504, Sp. Ed. laws and expectations.		Principal,	August-May	Local Funds	Compliance with all federal, state and local laws.
GoMath curriculum resources training will be provided to math teachers throughout the school year.	2	Principal, Assist. Supt. of Curriculum & Accountability	September-April	Local Funds	Increase student scores on STAAR Math Assessments
Data discussions with a campus principal or Instructional Coach regarding unit assessment results in all core subject departments and adjustments in classroom instruction.		Principal, Asst. Supt. of Curriculum and Accountability	August - May	Local Funds Title 1 Funds	Increased professional learning opportunities and professional growth
Technology sessions will be provided on campus by the technology liaisons.		Principal, Tech. Liaisons	September-February	Local Funds	Increased use of campus technology for authentic student learning

Staff will attend professional development workshops through ESC Region 12 and the district.		Principal, Teachers	August - May	Title I Funds, Local Funds, Title II, Part A	Increased student learning and performance on STAAR tests
Lesson plan template adjusted to include preplanned questions and student product or evaluation of their learning.		Principal, Teachers	August- May	Title I Funds, Local Funds	Improve classroom instruction
Conduct monthly Team Walkthroughs with the Assist. Supt. of Curriculum and Accountability		Principal, Assist. Supt. of Curriculum & Accountability	September- April	Local Funds	Walkthroughs conducted with feedback provided to teachers

Strategy 3: T-TESS

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Complete a minimum of two observation and feedback cycles per teacher per year. This includes follow-up conversations and revisits.		Principal, Assistant Principal	September-May	Local Funds	Classroom walkthrough documentation. Improvement of classroom instruction based on benchmark scores.
Complete a minimum of one observation per teacher per year including a pre-conference and post-conference.		Principal, Assistant Principal	September - May	Local Funds	Classroom observation documentation
Provide continued focus on T-TESS dimensions through faculty meetings to increase staff understanding.		Principal, Assistant Principal	September-May	Local Funds	Increased teacher understanding of the T-TESS dimensions.
Engage in four T-TESS calibration sessions whereby appraisers visit classrooms, score lessons, and collaborate to ensure validity and reliability of T-TESS scoring.	1	Chief Academic Officer	September - March	Local Funds	Improve T-TESS data integrity

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

Strategy 1: Guidance Program

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

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

The administrative team will meet with at-risk students to discuss their academic, behavioral or attendance performance every 3 weeks.		Principal, Assist. Principal, Counselor	August - May		Reduced the number of failures, discipline referrals and attendance concerns
One parent training will be provided during the school year.		Principal, Teachers	October	Local Funds	Increased parent participation from previous school year
Student communication box is available for anonymously sharing comments, concerns or suggestions to the counselor.		Counselors	August - May	Local Funds	Increase communication with counselor
Students will be provided an opportunity to participate in transitioning activities from the elementary school.		Teachers, Counselors	May	Local Funds	100% participation in transition activities
Students (8 th grade) will be provided an opportunity to participate in a college readiness assessment.		Teachers, Counselors	January	Title 1 Funds	Provide guidance information to counselors, parents and students
Students will be provided additional cyberbullying training and a cultural diversity session.		Teachers, Counselors	October	Title 1 Funds	Reduce the number of cyberbullying incidents
Student transition meetings will be provided for incoming 6 th & 9 th grade Special Education students.		Teachers, Counselors	May	Local Funds	100% participation in transition activities

Strategy 2: Coordinated School Health/Student Health and Wellness

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Promote a drug free school through drug testing, drug dog visits and drug awareness/prevention.		Principal, Counselor,	August- May	Local Funds, ESC 12, Troy PD	Reduce number of student drug usage
Implement a Teen Dating Violence Policy as required by State law, to include training for teachers, administrators, parents, and students.		Principal, Counselor	August- May	Local Funds	Increased student awareness and prevention
Campus representatives will participate on the School Health Advisory Committee (SHAC).		Teacher	August- May		Increased student safety and health
Analyze and review the FitnessGram results along with communicating this information with parents.		Teacher	March - May	Local Funds	Increased student performance on Fitness Gram and health

Living Well Aware Adolescent Health curriculum will be taught to all students grades 6 th through 8 th .		Teacher	August- May	Title 1 Funds Local Funds	Increased student awareness
Red Ribbon week activities will include drug, alcohol, and tobacco awareness and available resources for students and parents.		Counselors	October	Title 1 Funds Local Funds	Increased student awareness and prevention of drug usage
Provide information and training in the identification of unwanted physical or verbal aggression, sexual harassment and other forms of bullying, and how to address the issue. Equip students with strategies both to report and to appropriately respond to bullying.		Counselors	August- May	Local Funds, ESC 12	Increased student awareness and prevention

Strategy 3: Safety and Security

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation	
Security Brix app is a communication system for all staff to utilize in case of emergency. App was installed on staff cell phones and training was provided.		Principal, Teachers	August-May	Local Funds	Increase the speed of communication in the event of an emergency.	
District Truancy Officer will assist with student and parent meetings regarding attendance concerns		Principal, Assist. Princ. Truancy Officer	September - May	Local Funds, Grant	Increase student attendance percentage	
Use a Raptor visitor check in/out system along with visitor badges.		Principal, Office Staff	August - May	Title 1 Funds, Local Funds	Increased security and safety for staff and students.	
Post Emergency Plans in all classrooms and common areas.		Principal, Assist Principal	August - May	Local Funds	Increased staff and student safety	

Practice emergency drills for fire, tornado and lockdown throughout the school year.		Principal, Assist Principal	August - May		Increased staff and student safety	
Grade level discussions will occur one time per year to answer student questions regarding the campus emergency drills.		Principal, Assist. Principal	September		Increased staff and student safety	
Review the District Crisis Plan to ensure all staff are aware and informed of the plan.		Principal, Assist Principal, Counselor	August	Local Funds	Increased staff and student safety	
Online discipline referral system will be utilized to monitor student discipline.		Principal, Assist. Principal, Teachers	August - May	Local Funds	Increased efficiency of referral process	
Discipline and attendance data will be reviewed every 6 weeks.		Principal, Assist. Principal, Counselor	August - May	Local Funds	Increased awareness of attendance and discipline concerns by the office, parents and students.	
Use electronic attendance system to track the whereabouts		Principal, Office Staff	August - May	Local Funds	Decreased risk of students leaving campus	

of students during the school day.						
Campus substitutes will be retained on all emergency drills.		Principal	August-May			Increased staff and student safety

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

Strategy 1: Parent Involvement

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
One Parent Training will be provided during the school year. Focus- cell phone and social media safety		Principals, Counselor	August- June	Local Funds	Increased parent education and involvement opportunities

Teachers will schedule parent conferences as needed.		Teachers	August - June	Local Funds	Increased parent academic involvement including the Parent/Teacher Conference Day
Teachers will utilize MAP or unit assessment reports to involve parents in conversations about learning.		Teachers	August - June	Local Funds	Increased parent academic involvement
Celebrations throughout the year regarding student success- attendance, academics, athletics and UIL competitions.		Principal, Counselor, Teachers	August- September	Title 1 Funds, Local Funds	Increased student performance academically, behaviorally and with attendance.
Provide two parent Q & A Sessions.		Principals, Counselor	August- June	Local Funds	Increase parent involvement and communication
Personal conversations with parents of MTSS students regarding their student's progress.		Principals, Counselor, Teachers	August - June	Local Funds	Increased parent academic involvement

Strategy 2: Communication

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Provide "Save the Date" campus activity lists to parents.		Principal	August - June	Local Funds	Increased parent communication and involvement
Campus website, district website, and marquee will communicate upcoming events, celebrations and		Principal, Assist. Principal Librarian,	August- June	Local Funds	Increased parent communication and involvement

other important information to parents.					
Remind system will be utilized to communicate emergency information to parents.		Principal	August- June	Local Funds	Increased parent communication and involvement
Nine weeks newsletters will be sent on Remind on Report Card dates		Principal	September- June	Local Funds	Increased parent communication and involvement
Teachers and staff will utilize phone calls, emails, postcards and notes to communicate with parents.		Teachers	August- June	Local Funds	Increased parent communication and involvement
Campus wide "Remind" message system utilized to communicate weekly events		Principal, Teachers	August- June	Local Funds	Increase parent communication and involvement

Strategy 3: Parent and Community Involvement

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Hold fundraisers and food drives during the school year to support local charities and community members.		Teachers	August - September	Local Funds	Increased our student's understanding of the importance of helping others

Provide parent and community volunteer opportunities including: picture day, pep rallies, athletic events, concerts, field trips, incentive trips, guest speakers, and booster organizations.		Principal	August - September		Increased parent involvement and participation in school events
Parents and community members will participate on campus committees including CIP, SHAC, DEIC, and LPAC.		Principal, Asst. Supt. of Curriculum & Account., ESL Coordinator	August - September		Increased parent involvement and participation in school events
Snack Buddy (UMC) and Backpack Buddy (CTLC) collaboration providing food for needy students		Principal. Counselor	August- June		Community partnership to help students in need
Parents and community members will be invited to celebrate "Fine Arts" nights to view projects from art, theater arts, gadgets, building trades, computer technology classes twice during the school year.		Principal, Teachers	December & May	Local Funds	Increase parent and community involvement

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

Strategy 1: Title I Part A

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
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Identify and serve Title 1 students through the MTSS committee utilizing various data sources and teacher input.		Principal, Teachers, Interventionists	September- May	Title I Funds, SCE, Local Funds, Pre/Post tests	Increased student learning and performance on STAAR tests
Provide additional supports and interventions for at-risk students including STAAR classes, pull-out interventions, and tutorials.		Principal, Teachers, Interventionists	September- May	Title I Funds, SCE, Local Funds, Pre/Post Tests	Increased student learning and performance on STAAR tests
Update and then make available to parents the 2022-23 Parent Involvement Policy and the School-Parent Compact. These are provided in the Parent-Student Handbook.		Principal	September	Title I Funds, Local Funds	Updated policy provided in handbook
Hold an annual Title I campus meeting to provide an opportunity for parents to provide input on the design of the RMMS Title I program. Evaluate the effectiveness of the Parent Involvement Policy.		Principal	February	Title I Funds, Local Funds	Meeting agenda, notes, and sign-in sheets

Strategy 2: Title III—English Learners

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Ensure identification, placement and services for ESL students.		Principal, Counselor, ESL Coordinator	August- May	Bilingual/ESL Funds	Increased ESL student learning and success on STAAR tests

ESL Advisory class will meet bi-weekly with an ESL teacher for additional support.		ESL Coordinator	August- May	Local Funds, Bilingual/ESL Funds	Increased ESL student support for academics and attendance
Comply with federal, state and district ESL guidelines.		Principal, Counselor, Teachers	August- May	Local Funds	100% of all federal, state and local guidelines are met
Ensure ESL students are monitored on a regular basis regarding attendance, behavior and academic performance.		Principal, ESL Coordinator	August- May	Local Funds	Reduce the percentage of ESL student failures due to grades, behavior or attendance
Increase the number of teachers who are ESL certified.		Principal	August- May	Local Funds	Increased total number of teacher who are ESL certified
Provide time for ESL students to work on the Summit K-12 online program.		Principal, ESL teachers	August- May	Local Funds	Increased ESL student support for academics

Strategy 3: Gifted and Talented Services

Raymond Mays Middle School will ensure Gifted and Talented students are identified and served to meet their unique needs.

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Ensure identification, placement and services for G/T students.		Principal, G/T Coordinator, Counselor, Teachers	Principal, G/T Coordinator, Counselor,	Local Funds, G/T Funds	Increased G/T student support and challenging academic learning opportunities

Provide opportunities for advanced courses. Ex. Pre-Alg, Alg 1.		Principal, Teachers	August- May	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests
Comply with federal, state and district G/T guidelines.		Principal, G/T Coordinator, Teachers	August - May	Local Funds	100% of all federal, state and local guidelines are met
Ensure all staff participate in a G/T professional development update.		Principal, G/T Coordinator	August	Local Funds	100% of staff attends professional development
Ensure all GT students create a professional quality project in one core class.		Principal, G/T Coordinator	August - May	Local Funds	100% of GT students participate
Utilize the Texas Performance Standards Project		Principal, Teachers	August- May	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests
WIN- Designated time to provide enrichment opportunities for students		Principal, Teachers	August- May	Local Funds, G/T Funds,	Increased student learning and success on STAAR tests

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

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
Ensure identification, placement and services for Sp. Ed. and 504 students.		Principal, Counselor Teachers, Campus Diagnostician	August - May	Local Funds IDEA Funds, Bell County Coop	Increased Sp. Ed. student learning and success on STAAR tests

Ensure Sp. Ed. and 504 students are monitored on a regular basis regarding attendance, behavior and academic performance.		Principal, Teachers	August- May	Local Funds	Increased Sp. Ed. student learning and success on STAAR tests
Comply with federal, state and district Sp. Ed. and 504 guidelines.		Principal, Campus Diagnostician	August- May	Local Funds, Bell County Coop	100% of all federal, state and local guidelines are met
Ensure all staff participate in professional development focused on Sp. Ed. and 504 laws, compliance requirements, paperwork, documentation and working with various student behaviors.		Principal	August	Local Funds	100% of staff attends professional development
Students who were not successful on a previous STAAR test or who are at-risk for not graduating from high school will be provided a Personal Graduation Plan (PGP).		Counselor	September-December	Local Funds	Plan created and maintained
Students identified as homeless will be immediately enrolled and appropriate paperwork will be sought while the student is attending school. Appropriate services and supplies will be provided.		Principal, Counselor, District Crisis Intervention Counselor	August-May	Title I Funds	Students identified upon registration; services provided

<p>“Team Building” group guidance lessons focused on appropriate students behaviors at school including ID and Autistic students.</p>		<p>Counselor</p>	<p>September-May</p>	<p>Local Funds</p>	<p>Reduced number of 504 and Special Education student discipline referrals.</p>
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Strategy 5: Migrant Education Priority for Services (PFS) Shared Service Arrangement with ESC 12

ESSA P.L. 107-110 §1304 (d) requires that “In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.” In their ESSA Consolidated Application for Funding, districts are required to target MEP services to “Priority for Services” students. These students must be identified through NGS by running a Priority for Services Report. Information regarding services provided to these students will be monitored through the Texas Education Agency’s monitoring system called the Performance-Based Monitoring Analysis System (PBMAS).

Criteria for Priority for Services:

Students are flagged who:

- o Have their education interrupted during the previous or current regular school year;

AND AT LEAST ONE OF THE FOLLOWING:

- o Are in Grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more of the state assessments (STAAR) or were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
- o Are in grades K-3 and have been designated as LEP in current or previous school year.
- o Are in grades K-2 and have been retained in the same grade during two subsequent years, or are over-age for their current grade level.

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

Activity	TEA Strategic Priorities	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Train District Staff and Parents on PFS criteria		MEP Coordinator, MSCs, PFS Instructor	May - August	PFS Action Plan, District Calendars	PAC Minutes, Superintendent Meetings Agendas, MEP Overview Session sign-in, agenda, handout
2. Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS Report will be mailed and also sent electronically to Superintendents by the second Friday of each month.		NGS Data Specialist	September - May	Texas MEP NGS Implementation Guidelines	Copies of emails with PFS Reports attached and sent to Superintendents
3. On a monthly basis, the ESC MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student.		MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	September – May Monthly	Texas Migrant Education Program Guidance – Section D	Progress Reports, State Assessment Results, Benchmark data, teacher observations

<p>4. The academic status of each PFS student will be reviewed after each six week grade reporting period. In consultation with campus administrator(s), counselor(s), and teacher(s) the MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.</p>		<p>Migrant Program Coordinator, Migrant Counselor, PFS Instructor, MSCs, Campus Staff</p>	<p>September – May During the first week following the next six week reporting period.</p>	<p>Federal, State, and local funds</p>	<p>Report Cards, Teacher Observations</p>
<p>5. Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student. This will allow ESC Region 12 to know that all services offered to migrant and PFS students are supplemental.</p>		<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers</p>	<p>September – May During the first week following the next six week reporting period.</p>	<p>Texas Migrant Education Program Guidance – Section D</p>	<p>Migrant Individualized Education Plan – Note other Fed. Programs: Title 1, A, Title III, A, State: State Comp Ed., OEY Local: Mentoring, Tutorials</p>
<p>6. Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies.</p>		<p>MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers</p>	<p>September – May During the first week following the next six week reporting period.</p>	<p>Texas Migrant Education Program Guidance – Section D</p>	<p>MSC and MEP Staff Logs, Time and Effort reflecting services/time spent with students.</p>

**APPENDIX A
2022-2023 STAAR Performance**

		STAAR Results 2022-2023											
		2021 RMMS Appro.	2022 RMMS Appro.	2022 Region 12 Appro.	2022 State Appro.	2021 RMMS Meets	2022 RMMS Meets	2022 Region 12 Meets	2022 State Meets	2021 RMMS Masters	2022 RMMS Masters	2022 Region 12 Masters	2022 State Masters
Math	6th Grade	66%	77%	73%	72%	31%	35%	36%	37%	6%	6%	14%	15%
	7th Grade	71%	74%	58%	60%	33%	43%	27%	30%	9%	11%	10%	12%
	8th Grade	71%	88%	66%	80%	52%	64%	32%	48%	16%	21%	9%	13%
	Alg 1	100%	100%	72%	74%	100%	100%	42%	46%	94%	100%	25%	30%
Reading	6th Grade	69%	77%	69%	68%	31%	44%	39%	41%	13%	22%	20%	22%
	7th Grade	79%	88%	77%	79%	56%	59%	50%	55%	24%	34%	33%	37%
	8th Grade	78%	83%	81%	82%	33%	56%	53%	57%	10%	35%	33%	37%
Science	8th Grade	82%	87%	69%	73%	49%	63%	38%	43%	25%	39%	18%	22%
Social Studies	8th Grade	58%	72%	55%	59%	16%	37%	25%	29%	6%	21%	14%	17%
						Below State Avg				Below State Avg			

2022-2023 STAAR Goals

		2023 Appro. Goal	2023 Meets Goal	2023 Masters Goal
Math	6th Grade	80%	35%	10%
	7th Grade	75%	45%	15%
	8th Grade	80%	50%	20%
	Alg 1	100%	100%	100%
Reading	6th Grade	80%	50%	25%
	7th Grade	83%	50%	25%
	8th Grade	83%	55%	25%
Science	8th Grade	90%	60%	30%
Social Studies	8th Grade	75%	40%	20%

Appendix C—Migrant Student Education Identification and Recruitment Plan 2022-2023


REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.</p>
II. IDENTIFICATION & RECRUITMENT		
<p>A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>
<p>C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 31</p>

<p>D. Conduct ID&R. Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.</p>	<p>Staff: MEP recruiters</p>	<p>By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p>E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 3 days of parent signature</p>
<p>F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p>	<p>Staff: Designated SEA Reviewers</p>	<p>Within 5 days of parent signature.</p>
<p>G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.</p>
<p>III. MAPS AND INTRAREGIONAL NETWORKING <i>Appendix D 1</i></p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. Make contact with potential growers. Make recruiter assignments for contacting growers within district’s boundaries regarding hiring practices, crops and growing seasons.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact all growers within the district boundaries by November 1.</p>
<p>B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>By December 1 and update on on-going basis throughout the year</p>
<p>IV. INTERAGENCY COORDINATION</p>		

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

APPENDIX D

Tiered Interventions

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

			<ul style="list-style-type: none"> • Focused tutoring groups after school in Spring
Mathematics Program	<ul style="list-style-type: none"> • TEKS Resource System • Quality Classroom Instruction 	<ul style="list-style-type: none"> • STAAR WIN class 	<ul style="list-style-type: none"> • Focused tutoring groups in Spring
Technology Program	<ul style="list-style-type: none"> • Google Classroom • 6th grade Edgenuity • 6th grade MAP 	<ul style="list-style-type: none"> • Khan Academy (math) 	<ul style="list-style-type: none"> •
Additional Resources, Software, etc.			