

# Troy Elementary 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 appropriately state certified 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.
- Appropriately state certified, motivated, innovative staff who utilize a variety of teaching styles, technology, and assessment tools to maximize student achievement.
- An annual comprehensive review of all student identification procedures to determine 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 - Four Strategic Priorities**

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

## Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Staff
Andrea Durbin	Principal
Courtney Macal	Assistant Principal
Dawn Robinson	Counselor
Brooke Thompson	3 <sup>rd</sup> Grade Teacher
Cindy Hernandez	4 <sup>th</sup> Grade Teacher
Amanda Bosko	5 <sup>th</sup> Grade Teacher
Jenna Metcalf	Special Programs Teacher
Elizabeth Gregory	Business Member
Susan Creech	Community Member
Annie Putnam	Parent Member

## Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on June 8, 2022.

Participants in Attendance	Data Sources Examined
Andrea Durbin, Principal	<ul style="list-style-type: none"> <li>*MAP Data from beginning, middle and end of year</li> <li>*PBIS, Incentives, referrals, procedures</li> <li>*Student attendance data</li> <li>*Programs/Strategies/Activities to keep, add, tweek, or delete for the new school year</li> <li>*Continued Initiatives for the upcoming year –, STEMscopes for Math and Science, Social Studies Weekly (updated),</li> <li>*Special Programs Data</li> </ul>
Kenny Westmoreland, TCLAS Data Manager	
Dawn Robinson, Counselor	
Brooke Thompson, 3rd grade teacher	
Kim Epperson, 3rd grade teacher	
Amanda Bosko, 5th grade teacher	
Jenna Metcalf, Special Ed Teacher	
Kathy Popelka, Inst. Coach	
Annie Putnam, Parent	

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

Troy Elementary School (TES) encompasses 3rd – 5th grades and is located in the Troy Independent School District. The staff conducted a comprehensive needs assessment based on the MAP and STAAR data from 2021-2022, attendance data, Campus Improvement Committee feedback, and staff surveys, discipline records, and district policies. Meetings with the TES staff and Campus Improvement Committee were held. The CIP from 2021-2022 was reviewed and revised based on the achievement of specified goals and objectives. As a result the 2022-2023 Campus Improvement Plan includes all identified priority needs. The CIP is made available on the District website.

### Campus Demographics:

Troy Elementary is a Title I Schoolwide campus with a total school population this year of 392 students. The demographic makeup of our school is as follows: African American =2.69%; Hispanic = 32.17%; Native American = 0.28% and White = 59.70%; Hawaiian/Pacific Islander = .281%. The average class size in grade 3 - 19, grade 4 - 22, and grade 5 - 18 to one teacher. This year 3 students, less than 1% of our population, were reported as Homeless. The Economically disadvantaged rate was 44.29%, or 180 students. The attendance rate was 94.75%.

### Special Programs:

The following chart shows students enrolled in Special Programs:

<b>Grade Level</b>	<b>Special Ed</b>	<b>Dyslexia</b>	<b>ESL</b>	<b>G/T</b>
3	30	5	9	1
4	36	17	12	5
5	27	21	8	2
Total Students	93	43	29	8

### Discipline:

ISS referrals 42, Out of School Suspension - 2, Bus Referrals – 45, Bus Suspensions –19

### Staffing:

Staffing at Troy Elementary exhibited some turnover. 2 staff members were promoted to district level positions, 1 staff member resigned to stay home with her new baby, and 1 staff member resigned to stay home and promote her two small businesses.

### Parental/Community Involvement:

Parental/Community Involvement this year consisted of several well attended events. Parents signed in for each event. The activities and the months in which they occurred are below. (Most of our events were canceled due to our return from Covid policy.

- Meet the Teacher - August
- Musical Performances - December and May
- Play Day - May
- Grade Level Awards Assemblies -May

### Successful program implementations/continuations for 2022- 2023

- Amplify English Language Arts Curriculum
- Updated/Improved Social Studies Weekly Curriculum
- Reflex Math
- Frax Math
- Math and Science STEMscopes
- TEKS RS components continue to be utilized to plan and carry out instruction in the classroom. Components used regularly by the staff are: VAD (Vertical Alignment Document), YAG (Year at a Glance), and IFD (Instructional Focus Documents)
- The Math and Reading Intervention Teachers continued to screen and work with students in inclusion and small group settings.
- The PBIS initiative continues. Common procedures/expectations made a huge difference in our students' behavior.
- The 5th grade Student Council - Student Council members will be responsible for raising and lowering the flags daily, helping keep our grounds litter free, and assisting other students and staff.
- Academic UIL in January
- Parental involvement events continue to be advertised via notes home, website posting, Remind messages, and the monthly calendar.

### STAAR Testing

Our targets will cover the three levels: approaches, meets, and masters. Based on previous STAAR Results, the following was noted:

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

<b>Grade 3 Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target A/M/M*</b>
All Students	80	70	69	70	78/30/18	76/34/18	76/38/18	75/38/25	80/43/30
Hispanic	74	44	57	65	75/13/4	59/22/9	68/22/13	67/24/21	72/29/26
White	83	79	75	70	81/36/22	80/36/20	81/52/24	82/46/28	88/51/33
Econ. Disadv.	68	58	59	59	69/19/14	70/29/10	68/24/6	69/42/23	74/47/28

<b>Grade 3 Mathematics</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target</b>
All Students	70	69	65/39/15	77/43/12	59/26/8	78/48/22	83/53/27
Hispanic	62	58	67/38/4	78/45/13	45/8/3	67/40/10	72/45/15
White	72	71	65/40/19	80/48/18	69/38/13	85/52/26	90/57/31
Econ. Disadv.	53	56	59/31/10	77/42/11	47/11/3	74/37/18	79/42/23

<b>Grade 4 Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target</b>
All Students	79	87	71	56	69/45/18	73/40/17	78/45/25	67/42/20	72/47/25
Hispanic	58	81	57	44	67/47/20	75/29/8	84/48/13	71/35/11	76/40/16
White	81	91	77	62	72/45/19	76/44/20	77/43/33	66/47/26	71/52/31
Econ. Disadv.	58	79	63	49	56/30/13	65/29/13	74/38/19	56/33/14	61/38/19

<b>Grade 4 Mathematics</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target</b>
All Students	56	71	80/44/22	79/53/28	81/61/39	76/49/28	81/54/33
Hispanic	54	56	73/33/23	83/50/17	81/61/39	71/44/24	76/49/29
White	57	76	65/40/19	80/53/32	80/53/45	80/55/33	85/60/38
Economically Disadvantaged	44	60	70/32/13	73/42/26	68/43/28	66/37/27	71/42/32

<b>Grade 5 Reading</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target</b>
All Students	94	90	81	83	81	92	75/39/18	83/50/29	90/55/34
Hispanic	91	60	71	69	78	88	69/34/23	77/51/29	82/56/34
White	95	90	85	88	78	94	77/40/26	85/49/32	90/54/37
Econ. Disad.	93	73	78	66	67	86	70/30/18	80/46/23	85/51/28

<b>Grade 5 Mathematics</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target</b>
All Students	92	87	93	97	83/54/29	87/64/39	92/69/44
Hispanic	91	83	81	97	77/49/29	83/54/35	90/59/40
White	92	88	86	98	87/58/30	91/70/43	96/75/48
Economically Disadvantaged	95	77	85	95	82/46/21	82/64/39	87/69/44

<b>Grade 5 Science</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023 Target</b>
All Students	75	77	72	69	55/16/7	78/52/22	79/36/10	79/50/21	84/55/26
Hispanic	70	71	56	48	38/8/0	73/55/15	71/20/11	74/45/16	79/50/21
White	78	77	81	77	66/19/8	81/52/27	82/43/9	82/53/23	87/58/28
Econ. Disad.	69	68	66	61	37/12/4	65/42/20	73/29/11	71/42/12	76/47/17

TELPAS Testing, 2022

	<b>Listening</b>		<b>Speaking</b>		<b>Reading</b>		<b>Writing</b>	
<b>Grade 3</b>	Advanced Hi	66%	Advanced Hi	0%	Advanced H	33%	Advanced Hi	22%
9 Ss.	Advanced	22%	Advanced	11%	Advanced	33%	Advanced	11%
	Intermediate	11%	Intermediate	66%	Intermediate	22%	Intermediate	44%
	Beginning	0%	Beginning	22%	Beginning	11%	Beginning	22%
<b>Grade 4</b>	Advanced Hi	20%	Advanced High	0%	Advanced Hi	20%	Advanced Hi	0%
10 Ss.	Advanced	60%	Advanced	30%	Advanced	40%	Advanced	60%
	Intermediate	20%	Intermediate	60%	Intermediate	40%	Intermediate	40%
	Beginning	0%	Beginning	10%	Beginning	0%	Beginning	0%
<b>Grade 5</b>	Adv High	40%	Advanced High	0%	Advanced High	60%	Advanced High	40%
5 Ss.	Advanced	40%	Advanced	40%	Advanced	0%	Advanced	20%
	Intermediate	0%	Intermediate	60%	Intermediate	20%	Intermediate	40%
	Beginning	20%	Beginning	0%	Beginning	20%	Beginning	0%

Areas of Concern:

<b>Prioritized Areas of Concern</b>	
<b>Area of Concern</b>	<b>Data Source</b>
Tier 1 Instruction - Every Classroom	Benchmark, MAP (Measures of Academic Progress), previous STAAR, Unit Tests, Walk-throughs
Instructional Coaching - All teachers	Walk-throughs and coaching conversations with campus administration and instructional coaches
Science scores, grade 5– All students and sub populations	Benchmark, MAP, previous STAAR Data, Unit Tests
Reading scores, grades 3, 4, and 5 - All students and sub pops	Benchmark, MAP, previous STAAR Data, Unit Tests, Walk-throughs, Planning and data meetings
Math scores, grades 3, 4 and 5 - All students and sub pops	Benchmark, MAP, previous STAAR Data, Unit Tests, Walk-throughs, Planning and data meetings
Quality Literacy Instruction grades 3, 4, 5 – All students and sub populations	Benchmark, previous STAAR, MAP, Formative Assessments, Unit Tests
Quality Math Instruction grades 3, 4, 5 – All students and sub populations	Benchmark, previous STAAR, MAP, Formative Assessments, Unit Tests
Quality Science instruction in grades 3, 4, 5 – All students and sub populations	Benchmark, previous STAAR Data, MAP, Formative Assessments
Student apathy; Character Education	Observations, discipline referrals, grades

# State Compensatory Education

Troy 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: \_\_\_\_\_ **\$190,019** \_\_\_\_\_

Total FTEs funded through SCE at this District/Campus \_\_\_\_\_ 4.05 \_\_\_\_\_

The process we use to identify students at risk is:

We looked at the State Compensatory Education At-Risk criteria list. We use the following criteria from that list to qualify students as At-Risk:

1. The student fails to meet grade level scores for F&P assessments in 1<sup>st</sup> and 2<sup>nd</sup> grades.
2. The student was retained in a grade level during a previous school year.
3. The student failed a state assessment given during the current or previous school year.
4. In the custody, care of the Department of Protective and Regulatory Services.
5. Homeless according to 42 USC11302.

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

1. Student meets grade level scores for F&P assessments at the end of 2<sup>nd</sup> grade.
2. The student scores at least 110% of the state's passing standard for the subtest previously failed.
3. The student is no longer in custody/care of the Department of Protective and Regulatory Services at the end of the current school year.
4. The student is no longer Homeless according to 42 USC11302 at the end of the school year.

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

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.

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

**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:** Multi-tiered System of Support (MTSS) is a distinct approach that builds upon the original MTSS (Response to Intervention), but is more proactive. MTSS addresses systemic barriers and conditions for both students and educators. MTSS uses data to help match academic, social-emotional, and behavioral assessment and instructional resources to each and every student’s needs.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Improve PLC Culture (Professional Learning Communities) to focus on results, quality Tier 1 instruction, collaboration, students first, problem solving/finding solutions.	2	All Staff	2 meetings per week	Title I Funds SCE Funds Campus Budget	Improved nine weeks grades Reduced failure rate Increased scores on STAAR W.I.N. groups Lesson plans and delivery
2. Adopt and maintain a “Growth Mindset” for each child instead of a pass/fail concept. (John Wink Workshop)	2	Teachers, Specials Aides, Administrators	Weekly	Campus budget	Growth on MAP and STAAR
3. Refresh staff on Dr. Vern Minor’s Effective Student Engagement strategies (P.I.E.S., structured group work, active learning by each	2	Admin, Teachers	August, then once a month	Campus funds Title 1 funds	Improved learning for all students, improved performance on assessments

student) and Lead4ward Instructional Strategies					
4. Continue MAP (Measures of Academic Progress) testing for all grade levels.	2	All staff	August, December, and April	Title 1 Budget	Growth for all students
5. Using MAP assessment data as a guide, place all students into an appropriate learning program in Education Galaxy. Computer-based instruction is for all students.	2	Computer lab aides, classroom teachers, admin	Weekly	Title 1 Budget	Improved test scores at all performance levels: approaches, meets, and masters
6. Continue WIN and “all hands on deck” strategy.	2	Teachers, Admin	Daily	Title 1 Budget	Improved learning, improved performance on assessments
7. Implement Brain Pop videos into lessons.	2	Teachers	September through May	Title 1 Budget	Improved learning

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Continue with Math STEMScopes curriculum	2	Grade level teachers, Math Coach, administrators	Daily	Title 1 Funds SCE Funds Campus Budget	Increased scores on state and local testing  Improved nine weeks grades  Reduced failure rate  Improved teaching/learning
2. Continue using Reflex Math to improve fact fluency	1, 2	Math teachers and Math Instructional Coach Admin	Weekly	Title 1	Reduced failure rate  Improved learning
3. Using MAP assessment data as a guide, place all students into an appropriate learning program in Education Galaxy Lift Off, a computer-based instruction for all students.	2	Computer lab aides, classroom teachers, admin	Weekly	Title 1 Budget	Improved test scores at all performance levels: approaches, meets, and masters
4. Continue using Frax portion of Reflex Math to improve fraction skills	2	Admin, ICs, Teachers	Daily	IMA funds	Improve learning

5. Use part-time math interventionist to provide tutoring during WIN for students not passing STAAR. (HB 4545)	2	Admin, Interventionist	Daily during WIN	ESSR funds	Close gaps Improve STAAR scores
6. Continue using “Hacking the STAAR” resources from staff training for Reading, Math and Science	2	Admin, Interventionist, Classroom Teachers, SpEd Teachers	Weekly	Title 1 Funds	Close gaps Improve STAAR scores

**Strategy 3: Reading Instruction - Troy Elementary will implement a rigorous program of reading and writing instruction to increase student understanding and application of English/Language Arts concepts.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Support new staff enrolled in Reading Academies Program to implement new learning into the classroom	2	3rd grade teachers ESC 12 specialists	August - May	Title 1 Funds ESSER II Funds	Improved teaching and learning
2. Using MAP assessment data as a guide, place all students into an appropriate learning program in Education Galaxy. Computer-based instruction is for all students. Teachers work	1, 2	Computer lab aides, classroom teachers, admin	Weekly	Title 1 Funds	Improved test scores at all performance levels: approaches, meets, and masters

with students prior to tests to help with goal setting.					
3. Implement Amplify Curriculum, which uses a Structured Literacy approach, providing explicit instruction in reading that includes a focus on content knowledge.	2	Admin, IC, classroom teachers, Region 12 IC	Daily	IMA funds	Improved test scores, improved teaching and learning
4. Use part-time reading interventionist to provide tutoring during WIN for students not passing STAAR. (HB 4545)	2	Admin, interventionist	Daily during WIN	ESSR funds	Close gaps Improve STAAR scores
5. Implement “Hacking the STAAR” resources from staff training for Reading, Math and Science	2	Admin, Interventionist, Classroom Teachers, SpEd Teachers	Weekly	Title 1 Funds	Close gaps Improve STAAR scores

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Continue to implement Character Building and Growth Mindset class into the activities rotation schedule		Admin, specials teachers/aides	Weekly	Campus Budget Title 1 Funds	Increased respect between students and staff Better manners

2. Utilize resources from the CATCH Curriculum and Activity boxes.		PE Teacher and Aide	August - May with fall and spring fitnessgram testing	Title 1 funds	Students will acquire and enhance their physical fitness and nutrition habits.
3. Continue to implement Art instruction into the activities rotation schedule		Admin, specials teachers/aides	Weekly	Title 1 Funds Principal Activity funds	Students will acquire and enhance their fine arts skills
4. Implement an additional 45 minute PE block once a week for each classroom. (Students gain more PE minutes and teachers gain more time for planning, peer walks, and walk-through feedback conferences.)		Admin, PE Coach, specials teachers/aides	Weekly	Title 1 Funds	Students will acquire and enhance their physical fitness and nutrition habits.

**Strategy 5: Technology Instruction-** Teachers will integrate technology with instruction by utilizing internet resources for research and instruction, utilizing technology tools in their presentation of instruction, and assessment of student performance.

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Provide supplemental instruction for ELL students using Imagine Learning, a	2	ESL Teacher	Weekly	Title III SSA with ESC 12	TELPAS results

computer-based language development program.					
2. Use iPads for UIL practice and classroom activities		Technology Dept, Admin, IC, UIL Coaches, Teachers	Weekly	Title 1 funds	Higher scores/rankings at UIL meet, increased learning in classroom
3. Continued Professional development on how to best use Macs, iPads, Apple TVs, and Promethean Panels.	2	Technology Dept, Admin, IC, Teachers	Summer and School Year	Title 1 funds	Remote learning success, student proficiency
4. Continue using Class Creator to organize classes and secure student data		Admin	August - May	Title 1 funds	Evenly divide students into groups; critical information for teachers
5. Continue implementing The Listening Program from Advanced Brain Technologies for students with autism and learning disabilities		Speech Teacher, Admin, Classroom Teachers	August-May	Title 1 funds	Improve brain function and learning
6. Use Plickers to immediately data track all students		Classroom Teachers	Weekly	Title 1 funds	Increased learning in the classroom

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

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

student goal setting, and grouping for MTSS.					
4. Administer common, “Backward Design” Unit Assessments after each unit of study.	1,2	Classroom teachers	After each unit	Time Title 1 Funds	Better data Effective planning Improved scores

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

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

2. Follow Year at a Glance (YAG) when planning for instruction to ensure all TEKS are taught by end of school year.	1, 2	Teachers, Instructional Coaches, Administrators	Daily	TEKS RS website Campus budget Title I budget	Teachers will plan and carry out lessons ensuring all TEKS are taught at their grade level
3. Use the TEKS Verification Document (TVD) each 6 weeks to determine direct and ongoing instruction.	1, 2	Teachers, Instructional Coaches, Administrators	Each 6 weeks	TEKS RS website Campus budget Title I budget	Teachers will plan and carry out lessons that build on prior learning and provide a systematic method of ensuring all TEKS are taught at their grade level
4. Use the Instructional Focus Document (IFD) to determine concepts, misconceptions, vocabulary, student expectations, and assessments for each unit of study.	1, 2	Teachers, Instructional Coaches, Administrators	Weekly	TEKS RS website Campus budget Title I budget	Teachers will plan and carry out lessons that build on prior learning and provide a systematic method of ensuring all TEKS are taught at their grade level
5. Use the TEKS Clarification Document when planning instruction. Document offers a deeper understanding of TEKS and a variety of examples to use when teaching.	1, 2	Math Teachers, Math Instructional Coach, Administrators	Weekly	TEKS RS website Campus budget Title I budget	Teachers will plan and carry out lessons that build on prior learning and provide a systematic method of ensuring all TEKS are taught at their grade level
6. Use Resources provided in the TEKS RS to increase quality learning time and to help provide an	1, 2	Teachers, Instructional Coaches, Administrators	Weekly	TEKS RS website Campus budget	Teachers will plan and carry out lessons that build on prior learning and provide a systematic method of

enriched and accelerated curriculum.				Title I budget	ensuring all TEKS are taught at their grade level
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**Strategy 8: Science Instruction - TES will implement the STEMScopes program.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Continue using STEMScopes Science Curriculum		Classroom Teachers	Daily	Title 1 funds ESSR funds	
2. Continue MAP testing for 5th grade Science		5th grade Science Teacher Admin Computer lab aides	September, December, and May	Title 1 funds	Improved Science STAAR scores
3. Utilize Measuring Up Science and Motivation Science for STAAR prep		5th grade Science Teachers	2nd semester and WIN	Title 1	Improved Science scores on unit tests, MAP and STAAR
4. Implement "Hacking the STAAR" resources from staff training for Reading, Math and Science	2	Admin, Interventionist, Classroom Teachers, SpEd Teachers	Weekly	Title 1 Funds	Close gaps  Improve STAAR scores
5. Utilize Mystery Science supplemental curriculum		Classroom Teachers	Monthly	Title 1 Funds	Improved Science STAAR scores and science instruction in younger grades

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

**Strategy 1: 100% of core academic classes will be taught by appropriately state certified teachers; 100% of paraprofessionals with instructional duties will meet federal and state certification requirements.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Actively recruit appropriately state qualified teachers, professionals, and paraprofessionals	1	Principal, Assistant Principal, Human Resources Dept.	Once a semester or as needed	State Funds Local Funds Title II Funds	100% core academic classes taught by ASC teachers, 100% paraprofessional meet ESSA requirements
2. Mentor new staff by providing needed resources and training in the areas of technology, campus initiatives, TEKS RS, and PBIS	1	Administrators  Tech Liaisons  TEKS RS Liaison  Math/Reading Specialist	Ongoing	Campus budget  Title I budget	Improved instructional strategies to meet the needs of all students  Retention of personnel
3. Implement the TEA Teacher Incentive Allotment (TIA) program and criteria		Classroom Teachers, Curriculum Director, Administrators	Daily	Title 1 funds  ESSR funds	Improved teaching and learning  Retention of personnel

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Weekly collaborative planning will take place between Math and Reading Instructional Coaches and classroom teachers.	1, 2	Instructional Coaches  Teachers	Weekly	Campus budget  Title I budget	Identified areas in math, reading, and writing that will lead to improved instructional strategies
2. Implement an in-depth study of the TEKS to ensure teacher is competent in subject matter taught	1, 2	Administrators, Regular Ed Teachers, Special Ed Teachers, Instructional Coaches	Weekly	Title 1 budget  Campus budget	Improved instruction  Enhanced learning
3. Implement planning support from ESC 12 prior to each nine week grading period focusing on Lesson Design and Formative Assessment	1,2	ESC 12 specialists	Once prior to each nine weeks	ESSER II	Walkthroughs and lesson plans

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

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Recognize positive student behavior and provide incentives through Dojo Points and Student of the Month.		All Staff	Monthly	Campus budget Principal Activity Fund	Increased compliance with classroom and school wide behavior expectations  Decreased discipline referrals  Students will self-monitor own behavior  PEIMS data will reflect lower absences by attendance periods
2. Each Teacher will implement common, clear procedures and expectations for all in class and out of class activities.		All Staff	Daily	Posted signs  Training and practice	Decrease in referrals  School Climate/Morale
3. Utilize the online discipline referral system, Educator’s Handbook. Prior to		All Staff	Ongoing	Online discipline referral system  Campus Budget	PEIMS records by nine weeks will show a decrease in discipline referrals

making a referral, teachers will have implemented PBIS intervention strategies.				Educator's Handbook	Decrease in discipline referrals
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**Strategy 2: Crisis and Safety Planning – Troy Elementary School has adopted and will implement safety plans that address fire, tornado, intruders, Covid-19 and computer use.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. The faculty and staff will receive training for emergency procedures. Clipboards will be maintained in each classroom.		PBIS Team, Administrators, All Staff	Monthly	Campus budget Title 1 Budget	Staff and students will respond quickly and efficiently to each emergency drill
2. Safety procedures will be taught and practiced on a routine basis to include: fire drills, intruder drills, tornado drills, active shooter and school evacuation drills.		Administrators, Faculty/Staff	Monthly	Time Schedule of Drills	Students and staff will respond appropriately and in a timely manner  Documented monthly drills and review of procedures by the MTSS Team
3. Utilize the campus-based check in/out system to ensure students are logged in and out of school through a		Office Staff, Administrators	Daily	Campus budget	Increase in the number of students arriving to school on time  Decrease in the number of students being signed out early

computerized check in/out system.					
4. Continue use of the Raptor System to screen visitors prior to school access		Front Office Staff, Administrators	Daily	Raptor System Campus Budget	Increased safety for our students and staff
5. Implement GoGuardian to supervise student usage on computers		Teachers and Aides	Daily	Title 1	Increased safety for our students.
6. Implement Security Brix App to use during emergencies		All Staff	When needed August-May	ESSR funds, Title Funds	Increased safety for our staff and students

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

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

2. Provide character education and counseling for students through social groups, and individual counseling.		Campus Counselor, District At-Risk Counselor, Behavior Management teacher	Weekly	Campus budget	Decrease in counselor referrals  Decrease in discipline referrals
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**Goal 4: Troy ISD will promote cooperative relationships among students, faculty, parents, and community members.**

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Implement parent engagement opportunities throughout the year to include: Meet the Teacher Night, 2 Book Fairs, Parent CIP Information Mtg., Holiday Music Programs,		All Staff	Monthly	Campus budget  Title budget	Sign in sheets  Meeting agendas  Monthly school calendars  Improved school/community relationships leading to better programs for our students

Awards Assemblies, and Play Day					
2. Meet with the Campus Improvement Committee (CIC) 4x/yr to review campus planning, staff, budget, and curriculum.		Campus Improvement Committee (CIC)	September, November, February, and May	Schedule of meetings Campus Budget	CIC meeting sign in sheets and agendas  Improved school/community relationships leading to better programs for our students.
3. Continue home/school communication on upcoming events through REMIND app, marquee messages, Monthly Calendars, and regular teacher communication.		All Staff	Weekly	Campus budget  Time	Copies of communication sent to parents  Improved school/community relationships leading to better programs for our students
4. Classroom teachers will hold a "Meet the Teacher/Family Reunion" night in August to explain grade level expectations		Admin  Staff	August 15		Improved parent/teacher relationships
5. Troy Elementary will supply take home folders for each child. A monthly calendar of events will be inserted into the folder at the beginning of every month.		Admin  Staff	August - May	Title 1 budget	Increased parent/teacher contact

6. The principal will have a Remind Parent Message group. Messages will be sent to parents every Sunday. Teachers will have a Remind system to communicate with parents.		Admin Staff	August - May	Free services	Increased parent contact and communication
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**Strategy 2: Staff Climate – Having a positive, highly motivated group of adults that work with students on a daily basis is critical to effective teaching and student achievement.**

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Improve school climate through: Staff Back to School Party, Staff Christmas party, Teacher/Staff Appreciation Activities, Motivational Cards, open door policy (administration), and leadership opportunities	1	Faculty/Staff	Weekly	Campus budget Time Title 1 funds	Improved school climate

2. Communicate with faculty/staff face-to-face and through a variety of media to include REMIND, email, Trojan Pride Tribune, and announcements.		Administration	Weekly	Time Campus budget	Improved school climate
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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 Part A, Every Student Succeeds Act - Troy Elementary School will follow the requirements of ESSA to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the STAAR. The four TEA Strategic Priorities are listed on page four of this document.

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

and after school tutoring, technology, manipulatives, and effective teaching strategies.					Student understanding of basics in subject areas  Improved six weeks grades  Reduced failure rate
3. ESL funds will be utilized to provide focused instruction to identified ESL students.		ESL teacher  Classroom ESL teachers  Administrators	Weekly	ESL Budget	Quality classroom instruction leads to higher scores on local and state assessments and students achieving at higher levels  TELPAS scores will reflect higher scores and students exited on schedule

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. GT funds will be utilized to provide differentiated instruction to identified gifted and talented students through: referral process, testing/screening, differentiated curriculum, six hour		District Instructional Facilitator  Administrators  Classroom teachers	Weekly	G T budget	Quality classroom instruction leads to higher scores on local and state assessments and students achieving at higher levels.

yearly update training, student projects					
2. ESL funds will be utilized to provide focused instruction to identified ESL students		ESL teacher Classroom ESL teachers Administrators	Weekly	ESL Budget	Quality classroom instruction leads to higher scores on local and state assessments and students achieving at higher levels  TELPAS scores will reflect higher scores and students exited on schedule
3. Utilize Dyslexia funds to provide services and instructional strategies to identified students.		Dyslexia teacher MTSS committee Administrators	Weekly	Campus budget Title I budget	Lesson plans, and benchmark testing will show implementation of strategies and strategies being applied  Quality classroom instruction leads to higher scores on local and state assessments and students achieving at higher levels.
4. Use technology funds to update the fleet, provide instruction of Technology TEKS to staff and students, and communicate with staff and parents.		Technology aides Classroom teachers Administrators	Ongoing	Campus Technology budget Title I budget	Lesson plans will reflect the use of technology to apply learning and complete required technology projects  Student use of technology labs to learn and integrate skills will be documented through lesson plans and technology schedules

**Strategy 3:** 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:

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

AND AT LEAST ONE OF THE FOLLOWING:

-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.

-Are in grades K-3 and have been designated as LEP in the current or previous school year.

-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.

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

Activity	ESSA	Person(s) Responsible	Timeframe	Resources	Evaluation
1. Train District Staff and Parents on PFS criteria		MEP Coordinator, MSCs, PFS Instructor	May - August	PFS Action Plan, District Calendars	PAC Minutes, Superintendent Meetings Agendas, MEP Overview Session sign-in, agenda, handout

<p>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.</p>		<p>NGS Data Specialist</p>	<p>September - May</p>	<p>Texas MEP NGS Implementation Guidelines</p>	<p>Copies of e-mails with PFS Reports attached and sent to Superintendents</p>
<p>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.</p>		<p>MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors</p>	<p>September – May Monthly</p>	<p>Texas Migrant Education Program Guidance – Section D</p>	<p>Progress Reports, State Assessment Results, Benchmark data, teacher observations</p>
<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</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>

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

## APPENDIX A Additional ESSA Requirements

### Parent Notice

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

### Support

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

Enhancing rigor and relevance in all instructional areas, especially for missed system safeguards, is critical since performance was not within ESSA standards.

### 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, CAC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and the effectiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student groups. Strategies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curriculum, based on the TEKS.

Appendix D – Migrant Student Education Identification and Recruitment Plan 2022-2023		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters.</u></b> <u>Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <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&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 31

<p><b>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>C. <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>D. <u>Conduct ID&amp;R.</u></b> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <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 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p><b>E. <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>
<p><b>F. <u>Review of COEs.</u></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>G. <u>Conduct residency verification.</u></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>