May Elementary
Campus Improvement Plan
2019-2020

September 24, 2019
Date of School Board Approval

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

This vision is based on the high standards the district presently enjoys. These standards were developed by the campus improvement committee and achieved largely through hard work contributed by an excellent staff. The Vision/Mission Statement builds on goals and objectives developed by the campus improvement committees and implemented by the staff. The May ISD Board of Trustees and Administration developed this vision to ensure the school district continues to educate its students with the same excellence and to reach even higher.

- To provide the proper setting, materials, personnel, and leadership for all students of May ISD in order that they have the incentive and the opportunity to become (the) leaders and success of the future in our high-tech society.
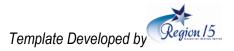- To provide a safe school environment for all students.

- To educate our children to better enable them to graduate with merits, have teamwork skills, and goals to succeed and compete in the workforce and post-secondary education.
- To be in tune with what the community wants.
- To assure that all students acquire knowledge of citizenship, economic and personal responsibility, and appreciation of our American heritage.

The goals and objectives developed to obtain this vision are challenging. To reach them requires total commitment from you. We are excited! We believe you will be too.

Elementary Campus Vision: May Elementary is dedicated to partnering with all stakeholders to provide a dynamic learning environment that promotes a culture of high expectations, continuous growth, and success for all students.

District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Allison Williams	Assistant Principal	
Natalie Steele	Teacher Facilitator	
Bridjett Dail	ESL Teacher	
Christy Smith	Special Education Teacher	
Leah Phillips	Teacher	
April Chambers	Paraprofessional	
Melody Blankinship	Parent Representative	
Teri Murphree	Community Member	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1:   The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2:   The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3:   The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4:   The students in the public education system will demonstrate exemplary performance in the understanding of social studies.
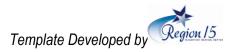
THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1:   Parents will be full partners with educators in the education of their children.
OBJECTIVE 2:   Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3:   Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4:   A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5:   Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6:   Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7:   The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8:   School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9:   Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10:   Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

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

Support & Improvement *[Sec. 1112(b)(3)]*:

- All teachers use disaggregated test data, Istation ISIP, TEKS Resource System, and TEKS Guide activities to plan and implement instruction. Teachers and aides will work with individual and small groups of students to ensure mastery of content.

Poverty Criteria *[Sec. 1112(b)(4)]*:

May ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs *[Sec. 1112(b)(5)]*:

- Students who show gaps in learning are served in the Intervention Lab that is equipped with a full-time teacher and a part-time certified teacher, as well as curriculum (Sonday System) and materials from adopted curriculums needed to work with small groups of students.
- Grade 3-6 struggling students who will take STAAR Assessments are provided after school tutorials instructed by certified teachers for a three week period prior to each testing date. Transportation home is provided by the district.

Targeted Participants *[Sec. 1112(b)(6)]*: SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

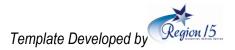- **School Parent & Family Engagement Policy** *[ESSA Sec. 1116(b)]*:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** *[ESSA Sec. 1116(d)]*
  - Describe school's responsibility to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning

- o Address importance of communication
  - ▪ Parent-teacher conferences in elementary (annually, at a minimum)
  - ▪ Frequent reports to parents regarding student's progress
  - ▪ Reasonable access to staff, volunteer opportunities and observation of classroom activities
  - ▪ Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** *[ESSA Sec. 1116(e)]*
  - o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - o Provide materials and training to help parents work with children to improve achievement
  - o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - o Coordinate/integrate parent involvement programs, as feasible
  - o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - o Provide other reasonable support for parental involvement activities
- **Accessibility** *[ESSA Sec. 1116(f)]*
  - o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

May ISD Compensatory Education

May ISD combines State Compensatory Education (SCE) Program funds with federal program funds to provide appropriate, intensive accelerated instruction to students identified as at risk of dropping out of school. Through a comprehensive needs assessment, the students in our At-risk group are most likely to experience academic difficulties as evidenced by STAAR/EOC data and other district/campus data, including benchmark data and course grades. Student progress reports and campus failure lists also indicate these students are more apt to be struggling in the classroom and not meeting academic performance standards. We have chosen to use these funds on all campuses to supplement activities and strategies that ensure student success for all. These strategies, based upon research into effective practices, are outlined in the campus improvement plans. They include, but are not limited to, additional time and assistance in tutorials, one-on-one or small group assistance provided by paraprofessionals in the regular classroom, mentoring programs, hands-on learning activities, student intervention teams, supplemental reading classes, technology and software, and additional campus strategies designed for students at risk. Each campus is constantly monitoring and adjusting for student needs during the year. These services are provided through a combination of federal program funds, state compensatory education program funds, local funds, and grant funds. The district also provides for instructional leaders, teachers, and paraprofessionals extensive professional development into practices that are known to accelerate learning for all. May ISD has written policies and procedures to identify the following: and can be found at https://pol.tasb.org/Home/Index/236

• 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.
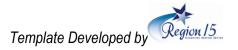

State Compensatory Education

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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 (students in pre-k and k that are retained at parent request are not considered at-risk).
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

State Compensatory Education

This district 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 FTEs funded through SCE at this District/Campus: 2.1

Optional for Title I Schoolwide schools:
At May Elementary School State Compensatory Funds are used to support Title I initiatives.
State Compensatory Education

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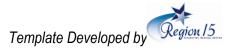| STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	44%	0%	8.1%	37.5%	0%	5.4%	100%	NA	14.2%	0%	0%	18.2%	NA	NA	NA
Students Not At-Risk	73%	37.8%	58.5%	70%	30.5%	48.8%	65%	18.8%	63.6%	86%	26%	66.7%	NA	NA	NA

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	NA	NA	NA	NA
Students Not At-Risk	NA	NA	NA	NA

The comprehensive, intensive, accelerated instruction program at this campus consists of an Intervention Lab where students are instructed in small groups, as well as classroom teachers utilizing one or more periods per day for intensive small group instruction.

Upon evaluation of the effectiveness of this program the committee finds that students who were served in the Intervention Lab and in small group instruction by classroom teachers made progress on state assessments.

May Elementary School CIP   2018-2019

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Federal, State and Local Funding Sources

The following Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students: *Title II, Part A, Title III, Title IV-A, Special Education/IDEA-B, Carl Perkins, Title V, Part B (Rural/Low Income), Priority/Focus Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local funds.*

District Federal Amounts	
Program/Funding Source	**Amount of Funding**
Title II, Part A	$8,634
Title III, Part A	$557
Title IV	$10,000
Carl Perkins	$2,951
District State Amounts	
Program/Funding Source	**Amount of Funding**
Special Education/IDEA-B	$54,478
Title V, Part B (Rural/Low Income)	0
State Comp-Ed	$270,655
GT	0
ESL	$4,000
Local	
Program/Funding Source	**Amount of Funding**

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Comprehensive Needs Assessment Attendees

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Allison Williams	Assistant Principal	
Natalie Steele	Teacher Facilitator	
Bridjett Dail	ESL Teacher	
Christy Smith	Special Education Teacher	
Leah Phillips	Teacher	
April Chambers	Paraprofessional	
Melody Blankinship	Parent Representative	
Teri Murphree	Community Member	

May Elementary School CIP   2018-2019

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Comprehensive Needs Assessment Summary
2018-2019

Data Sources Reviewed:

- TAPR/2013-2017
- STAAR Data-grade 3 and 4 preliminary 2018
- STAAR Data-Disaggregated, longitudinal, campus and district 2017-2018
- Grade 4 writing STAAR, Grade 4 disaggregated STAAR data
- IStation Reports – reading and math
- PEIMS data-discipline reports, campus retention rates 2014-2018, student demographics
- Special Ed discipline referral percentages
- T-TESS Evaluation status reports
- PBMAS-including ESL and special education data November 2017
- TEA grade level retention rate report
- Teacher Retention rates and Highly Qualified summary reports
- Student and staff attendance data
- TEA Accountability Summaries/2014-17
- TEA School Report Cards/2014-17
- Benchmark/formative assessment data
- Teacher/Staff assignment rosters and schedules, Campus master schedule
- Intervention monitoring data and referral outcomes
- Student RTI data
- Parent and staff surveys
- Teacher SLO evidence of student growth

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, including how federal and state program funds will be used?
Demographics	May Elementary has a positive school climate and culture. Elementary faculty and staff maintain positive relationships with students, parents, and collaborate well with one another. There are systems in place to	May Elementary is a school with a large population of economically disadvantaged, at-risk students, and students with special needs. Most of the at-risk students are meeting eligibility due to unsatisfactory	May Elementary will continue to emphasize the use of research-based practices in reading and math, on-going professional development for administration and teachers. We will continue strengthen our RtI process

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	monitor student progress, and respond to unsatisfactory progress with targeted interventions.	performance on readiness assessments in reading and/or math. As our student needs change, instructional strategies/methods, campus and classroom disciplinary practices, and systems and structures for monitoring success must adapt to meet the needs of the students on our campus.	& practices, small group and differentiated instruction, and effective instructional and behavioral practices, including systems for continuous and ongoing monitoring of progress and effectiveness.
Student Achievement	Circle Reports for PK; DIBELS Reports for K-2, I-Station Growth reports for PK - 6th; 3rd - 6th grade STAAR testing results	**All Students:** **Reading STAAR:** Of students in 3rd Grade in 2018, 24% met standard, 4th Grade, 32% met standard, 5th Grade, 38% met standard, 6th Grade, 19% met standard. The percentage of students achieving the masters level of performance in 3rd Grade was 10%, 4th Grade18%, 5th Grade 24%, and 6th Grade, 5%. **Writing STAAR:** 4th grade students have dropped from 39% to 19% met standard, and 6% or less achieved the masters level in the past two years. **Math STAAR:** Of students in 3rd Grade in 2018,25% met standard, 4th Grade, 18% met standard, 5th Grade, 38% met standard, and 6th Grade, 48% met standard. The percentage of students achieving the masters level of performance in 3rd Grade was 0%, 4th Grade, 4%, 5th Grade 24%, and 6th Grade 14%. **Closing the Gaps:** Economically Disadvantaged/At-Risk students are performing below the all student group.	-Effective and early, research based reading and math instruction, including T1 instruction and T2 and T3 interventions that close achievement gaps early and continue gains throughout elementary years delivered through classroom teacher intervention small groups, and the intervention lab. -More effective and systematic phonics instruction -Increase effectiveness of continuous and ongoing progress monitoring through unit and six weeks assessments, and data analysis using IFDs, readiness standards, and strong content vocabulary -Continued focus on strengthening writing instruction in the primary grades to support 3rd and 4th grade instruction.
School Culture and Climate	May Elementary provides a welcoming and nurturing environment where students and their parents feel safe. Diverse learning is addressed through PE, Music, whole group and small group instruction, the intervention lab, academic UIL, and an after school	Challenging behaviors from a very small percentage of students can disrupt the learning of others. The campus develops Behavior Intervention Plans for these students and teachers to follow. These students need additional support so teachers can continue to meet the needs of their class	-Provide more support for teachers, administration, and staff working with students with challenging behaviors and diverse learning needs. -Continue to allow teachers to meet together for professional development with teachers from other districts.

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	Robotics Club. The staff is supportive of campus initiatives and works well together. The staff focus is to improve the lives of children and their families by addressing academic and social emotional needs. . Teachers work cooperatively in grade level and vertically-aligned teams, managing teaching assistants to help meet the educational needs of each child.	as a whole. Teachers need time to plan effectively, both for their grade level, and vertical teaming. Ongoing professional development and professional learning must continue for teachers to meet the demands of the diverse learning styles and needs of their students. Teachers must continue to have the opportunity to attend professional development with other teachers at their grade level and content areas to ensure that objectives are being met and measured appropriately.	
Staff Quality / Professional Development	May Elementary has an experienced and dedicated staff of hard working teachers and paraprofessionals serving children; we believe in the potential of our kids and also in one another's professional ability. The percentage of instructional assistants on our campus (28.9%) is well above the state (10.1%) average. 5.9% of teachers have 6-10 years teaching experience.May Elementary believes in small class sizes with and average of 10.9 students per teacher.	Professional development needs include strengthening reading and math instruction PK-6, designing effective instruction at the level of rigor to successfully meet state standards, responding to disciplinary and behavioral challenges that interfere with teaching and learning in the classroom, phonics instruction in context of a comprehensive literacy framework in all grades, and meeting the needs of diverse learners, including those students with special needs, including learning difficulties, dyslexia/reading difficulties, and autism. Percent of professional staff holding a master's degree (0%) is below the district (10.5%) and state (23.8%) averages. Salaries are below the state average for all levels of experience	Provide systems of support for teachers, administration, and all staff that will increase job satisfaction and performance. Provide ongoing professional development through grade level (where appropriate) and vertical team meetings monthly. Present ideas and lessons that are beneficial to staff and students, increasing rigor for students and competency for teachers.
Curriculum, Instruction, Assessment	With growing consistency, teachers are implementing RTI practices, and providing small group instruction. Having RTI teachers helped immensely with paperwork and coordinating targeted interventions in grades 3-6. The % of students receiving T2 and T3 are as follows: 3rd – 34%; 4th - 39%; 5th - 29%; and 6th - 41%.	Strengthen Tier I instruction through strong instructional support from administration by observations, walkthroughs and 1:1 or grade level meetings targeting specific instructional needs. Continue to employ full time RTI and part-time teachers for the elementary campus.Implement data driven instruction by creating curriculum-based assessments aligned with TRS. Look at data on a regular	Establish systems that coordinate and more tightly align curriculum, instruction, and assessment using curriculum-based assessments designed by classroom teachers that are aligned to TRS and unit assessments. Classroom teachers and RtI teachers must accurately enter data into Eduphoria so we can correctly use that data

		basis to monitor student progress and evaluate where students need support and if they are T1, T2 or T3.	to drive instruction and possible interventions.
Family and Community Involvement	May Elementary experiences good levels of parental involvement and support, including participation in parent conferences. Parents, for the most part, believe in what we are doing in the classroom and know that their children are cared for and safe.	Parents at May Elementary should perceive a welcoming and effective learning environment for all parents and community members. This perception will only benefit children, teachers, and staff. Communication efforts between school and home could always be more systematic, consistently positive in tone and message, proactive and better utilizing technology as a platform for communication.	Provide a safe and welcoming school for all. Increase, maximize, and improve existing family and community involvement.
School Context and Organization	Opportunities for enriched learning, additional time and attention for children most in need of intervention, and small group instruction are imbedded into the campus routines and master schedule. Children benefit from interventionists working directly with children in need during intervention blocks. It is a strength that Interventionist(s) begin work with students within the first 3 weeks of school as soon as students are identified or have previously been identified as needing T2 or T3 instruction.	Teachers need common planning times in grade levels and aligned subjects on the campus built tinto the master schedule. It is important to continue to keep class sizes to a maximum of 22 to ensure that students' needs can be met.	Maximize learning time. Maximize staff efficiency to ensure that learning is taking place every minute of classroom time.
Technology	Technology additions to the campus have benefitted children and teachers, strengthening classroom instruction. Interactive whiteboards/screens make lessons more engaging for students. Chromebook carts and the computer lab provide additional avenues for discovery learning, practice, and progress monitoring.	Systems to better utilize computer lab and/or laptop carts to increase student accessibility to computer based instruction and intervention provided through iStation, ThinkThrough Math, and other web based instructional opportunities.	Technology integration that enhances efficiency, teaching, and learning.
Additional Information			

May Elementary School CIP   2018-2019

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Goal 1: *By May 2019, 90% of all students will attain a minimum of one year's growth in all subjects taught.*
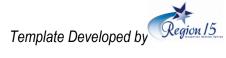
Objective 1: *By May, 2019, 87% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.*

Summative Evaluation: *87% of all students pass all portions of the state tests, meet ARD expectations, and the Campus will meet System Safeguards.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
1. Disaggregate past STAAR data, along with unit tests, and benchmark results using Eduphoria to develop reform strategies based on individual test item analysis.	2	Principal, Teacher Facilitator, Teachers, IT Director	Every 3 – 6 weeks	Campus budget	Teachers will upload answer documents in Eduphoria, and participate in bi-weekly data meetings.	Improved six weeks grades Reduced failure rate Improved state assessment scores
2. Analyze longitudinal STAAR data and local unit tests, TExGuide Tests (TRS), current adoption unit tests, and benchmarks utilizing Eduphoria to plan small-groups and interventions. K -2 will analyze Istation, DIBELS and unit assessment data to plan reteach, small group instruction, and interventions.	2	Teachers, Principal, Teacher Facilitator, IT Director	Every 3 – 6 weeks	Campus Budget Title 1 Funds	Lesson plans, walk through data, PLC minutes	Improved performance on concept-specific aligned assessments Increased number of students at the meets and masters level of state assessments. Student success as evidenced by walkthrough documentation, and PLC minutes
3. Provide a Student Assistance Team to evaluate/re-evaluate individual student progress and recommend interventions.	2	Principal, Teachers, Student Assistance Team, Interventionists	December, May	Campus Budget, Comprehensive Grant Funds	Progress Reports, Report Cards, Benchmark Data	Student achievement and STAAR data will show improvement.

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4. Continue to monitor and evaluate activities/methods of intervention for all students including EC, ELs, Dyslexia, Inclusion, Special Education, RtI, 504, STAAR prep, homeless students, responsibility and behavior folders, student-led parent conferences, science lab, GT, and class-size reduction each semester.	2	Principal, Teachers, Teacher Facilitator	December, May	No Cost	Summaries of evaluations from GT Education, ESL Program Evaluation, Class Size Reduction, Inclusion, Intervention Lab, Tutorials, and Special Education Program	Semester grades and State Assessments of students in these programs will show improvement.
5. RtI information will be provided to our Special Education Coop, as determined from the PBMAS, planning, and needs assessments	2	Principal, Teachers, Comanche Special Services Coop	August	Campus and District Budgets	Needs assessments, and benchmarking results/analysis	Fidelity of services to all students with special needs.
6. Continue working with Tier II and Tier III students in the RtI lab, and computer carts to close gaps in reading, math, and increase student growth and progress.	2	Principal, Teachers, Interventionists IT Director	Current School Year	Campus Budget, Comprehensive Grand Funds, Title I	DIBELS testing,Istation and IXL Reports, Unit assessments, benchmarks	DIBELS testing, Sonday System data, Istation and IXL reports, and STAAR data
7. Provide portable computer carts for students to access Istation, IXL, and other technology based programs which will enhance the RtI program and increase student achievement across all content areas.	2	Principal, Teachers, Teacher Facilitator, IT Director	August	Campus Budget, Title I Funds	Usage Reports, progress monitoring reports, DIBELS fluency tests	Increased student achievement at the meets and masters levels of the STAAR tests.
8. Continue to utilize Istation and IXL for intervention, enrichment, and standards preparation to gain immersive, adaptive learning in the core area subjects. These programs are purchased for all students at May Elementary to assist them in the core areas and offer	2	Principal, Teachers, Teacher Facilitator, IT Director			Usage reports, ISIP Classroom Summaries,	Students will gain computer skills, and increase reading and math comprehension and fluency.

May Elementary School CIP   2018-2019

personalized practice and recommendations for each student, based on what the student has been practicing. This program helps students learn more efficiently and track their own progress.						
9. Provide on-going staff development on TRS, Eduphoria, TexGuide, and planning lessons aligned to state standards throughout the year as needed with assistance from Region 15 Education Service Center	2	Principal, Teachers, Superintendent, IT Director, ESC Staff,	Throughout the school year	Campus Budget, Title II	Training Certificates, Sign-in Sheets from trainings	Staff will plan standards-aligned lessons, and an increased amount of students will meet and master standards on STAAR assessments.
10. Use research-based instructional strategies, application, and experiential strategies with manipulatives and strategic questioning strategies to increase individual student mastery of standards	2	Principal, Teacher Facilitator, Teachers	Ongoing	Title I; Campus Budget	Eduphoria, Benchmarks, Report cards	Student report card grades will improve, and the number of students at meets and masters standard levels will increase on state assessments.
11. Utilize TEKS Resource System and TExGuide, customizable online curriculum management systems aligned to state standards, containing high-quality curriculum and assessment components, to assist in meeting the high standard of rigor and relevance required by the state standards and state assessments.	2	Principal, Teacher Facilitator, Teachers	Ongoing	General Fund	Usage Reports; Lesson Plans	Student report card grades will improve, and the number of students at meets and masters standard levels will increase on state assessments.
12. District homeless liaison will attend McKinney Vento required trainings per TEA requirements concerning the education of homeless students. The liaison will	2	Principal, Homeless Liaison, Teachers, Staff	Ongoing	Campus Budget, Title I Funds	Residency Questionnaires	Students considered At-Risk under McKinney Vento will show progress on state assessments

ensure McKinney Vento students' needs are addressed to promote their success in school and that they receive the same access to programs as all other subgroups. The liaison will train teachers and staff to identify McKinney Vento students.						comparable to non-homeless students.
13. Use structured, collaborative teacher planning, individual plans, tutorials, TAPR data, benchmark data, report cards for students with failing grades to assist students in the Intervention program.	2	Principal Teachers	Ongoing	Campus Budget; Title I funds	List of struggling students, Faculty meetings during the year; RtI Team data.	Improved six weeks grades, reduced failure rate, and improved state assessment scores of students in the intervention program
14. A Gifted & Talented Education class is implemented in the master schedule to offer instruction and programs (including area robotics competition) based on the special needs of identified GT and talent pool students.	2	Principal, GT Teacher, IT Director	Throughout the school year	Campus Budget	Master schedule, lesson plans, testing, results/analysis	
15. The Teacher Facilitator coordinates the 504 program and attend updates with the principal to stay current on laws and services for 504 students.	2	Teacher Facilitator, Principal	August January June	General Fund	100% Compliance, training certificates	Improved six weeks grades, reduced failure rate, and improved state assessment scores of students in the 504 program
16. The district Foster Care Liaison coordinates with the campus principal to ensure that services are provided to students in the foster care program by attending trainings and updates.	2	Superintendent, Foster Care Liaison	August	General Fund	100% Compliance, Training certificates	Improved six weeks grades, reduced failure rate, and improved state assessment scores of students in foster care

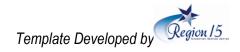|						
17. The district Migrant Liaison attends migrant workshops and updates to help migrant students overcome the challenges of mobility, cultural, and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are intended to improve success in school and the transition to postsecondary education and/or employment of migrant students.	2	Migrant Liaison	Throughout the year	Title IV, Title I, General Fund	100% Compliance, Training certificates	Improved six weeks grades, reduced failure rate, and improved state assessment scores of migrant students
18. Teacher facilitator will attend curriculum forum meeting through ESC 15 in order to receive information and updates in the areas of curriculum, instruction, and assessment. Topics include TEA updates, ESC 15 updates, Hot Topics, Curriculum, and STAAR updates, among other relevant information.	2	Teacher Facilitator, Principal, Superintendent	Throughout the year	Title IV, Title I, General Fund	Certificate of completion	100% compliance in all areas of curriculum, instruction, and assessment
19. The 4-6 grade Science teacher will attend CAST to remain current on science strategies and lessons with STEAM content, lesson plans, and handouts to implement in the classroom. These workshops will improve our academic achievement on the STAAR.		Principal, Teacher Facilitator, 4-6 Science Teacher	November 2018	Comprehensive Grant	T-TESS Walk-throughs, certificate of completion	These workshops will improve our academic achievement on the Science STAAR.
20. Continue the Tiny Tigers Reading program, partnering in high school students from the football team, band, and cheerleaders with	2	Cheer Sponsor, Teachers, Coaches, Principal	August – November	No Cost	Student thank you letters and drawings, teacher program evaluations	Positive school culture

students in Prekindergarten – Second grades.						
21. The 4-6 grade ELAR teachers will attend the ESC 15 Literacy Conference to remain current on reading and writing strategies, lessons, and activities to implement in their classrooms to increase student achievement on the state assessments.	2	Principal, Teacher Facilitator, 4-6 ELAR Teachers	July	General Fund	T-TESS Walk-throughs, certificate of completion	Improved grades on report cards, increased number of students at the meets and masters levels of state assessments
22. The Prekindergarten teacher will attend the ESC 15 Pre-K Conference to remain current on effective strategies, lessons, and activities for prekindergarten students.	2	Principal, Pre-K Teacher, Teacher Facilitator	August	General Fund	T-TESS Walk-throughs, certificate of completion	Increased achievement on assessments for kindergarten readiness (Circle)
23. The Music Teacher/Band Director will attend the TMEA Music Convention to remain current on effective strategies, lessons, and activities for students in the music education program	?					

May Elementary School CIP   2018-2019

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Goal 2: _In May ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained._

Objective 1: _100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers._

Summative Evaluation: _100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained._
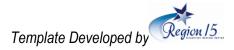
Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources _(Local funds, State, SCE, Title)_	Evidence of Implementation	Evidence of Impact
1. Provide specific in-service for teachers and paraprofessionals aimed at providing support for teachers to improve student performance	1	Principal, SBDM	May, 2019	General Fund	Summary of in-service evaluations, staff development days built into the school calendar	Teachers feel supported and are up-to-date on strategies to ensure student success. STAAR results/passing rates
2. Retain appropriately certified teachers by providing a mentoring program for 0-2 year experience level teachers.	1	Principal, Experienced Mentor Teachers	Beginning of each semester	Campus Budget	Mentoring Program materials, training, and evaluation; list of teachers/mentors	
3. The SBDM team will ensure that there is equitable distribution of appropriately certified staff when conducting interviews.	1	Principal, SBDM	August & May	No Cost		
4. Attract appropriately certified teachers by providing a family-like environment with functions, meals, and activities (ie: Secret Santa), as well as providing parts of health benefits, MD Live, and free lunches	1	Principal, SBDM, Superintendent	Every six weeks	Campus Budget	Teacher luncheons every six weeks, payroll ledger, teacher teams	High morale, Positive school culture
5. Provide quality equipment and programs in working order as well as scientific, research-based professional development for all teachers and paraprofessionals	1	Principal, IT Director	Ongoing	Campus Budget	Professional development certificates, lesson plans, interactive white boards, interactive touchscreens, computers, TEKS Resource System, Eduphoria, TExGuide	

May Elementary School CIP   2018-2019

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6. Provide lower student-teacher ratio when possible to maximize student learning by providing effective and timely instruction.	1	Principal, School Board, Teachers	Ongoing	Title I Funds, Campus budget	Lesson plans, STAAR results

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Goal 3: *All students in May ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*
Objective 1: *By May, 2019 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by ___% as measured by PEIMS and number of discipline referrals.*
Summative Evaluation: *There is a reduction in both incidents noted and discipline referrals by the amount stated.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
1. Teach prevention of violence, drug abuse, bullying, and suicide with instruction by the couselor and by promoting a positive self-image.	1,4	Counselor, Principal, Teachers	Throughout the year	No Cost	Summary of incidents of violence and drug abuse reported in PEIMS, Counselor talk to classes about bullying	Fewer discipline referrals, teacher retention higher, positive school climate
2. Support effective classroom discipline and prevent negative/off-task behaviors and office referrals by providing character education and teaching self-discipline skills with instruction by the counselor.	1, 4	Counselor, Principal, Teachers	Throughout the year	No Cost	Summary of evaluation of in-service, and summary of discipline incidents reported in PEIMS	Fewer discipline referrals, teacher retention higher, positive school climate
3. Teachers will receive annual training in suicide prevention, teen dating violence, and child abuse awareness via Eduhero.	4	Principals, Teachers, Staff	August	General Fund	Certificate of completion	
4. Implement Red Ribbon We~~ek~~ Fire Prevention Week activitie~~s~~ promote a drug-free life, and a~~~~ environment at school and at~~~~				Campus Budget	STUCO activity list, sign ~~drug free banner, hang~~	
5. Provide transition activities for EC/KG (Kindergarten Roundup) with current Kindergarteners as buddies to model good Kinder routines and behaviors, and grade 6 students		EC and Kindergarten teachers, Principal	May	No Cost	Teacher evaluation of activity	

Consider including required ESSA/TEC activities:
    ESSA: Discipline – reduce unnecessary classroom removals
    TEC: Coordinated health program (i.e. fitness, physical activity…)
    Commissioner's Priority: Improve low-performing schools

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promoted to junior high by visiting the junior high campus						
6. Implement Safe Schools Week in compliance with the Texas Legislature House Bill 1942 mandating that schools must make campuses safer for all students, specifically regarding the issues of bullying and cyber bullying		Principal, Counselor, Teachers	October	No Cost	Teacher evaluation of program	
7. Coordinate with the Girl Scouts of Central Texas to provide age-appropriate programs for each grade-level. Content could include: bullying, healthy habits, stranger danger, etc.		Principal, Teachers, Girl Scout Liaison	January	No Cost	Teacher evaluation of program	
8. Celebrate student success and positive behaviors in the classroom and on campus by awarding a Tiger of the Month award every six weeks to be presented at the school board meeting.		Teachers, Principal, School Board	Every month	Campus budget	Teacher recommendations	

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Goal 4: *All students in May ISD will graduate from high school*

Objective 1: *By May 2019, a dropout rate of less than 5% for all students and all student groups will be maintained and achieve a completion rate of 95%.*

Summative Evaluation: *Example: Dropout rate of less than 5% and a completion rate of 95%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
1. Continue to implement group and individual incentives to improve and maintain attendance	2, 3, 4	Principal, Designated teachers	End of each 6 weeks grading period	Campus budget	Attendance records for program	Successful completion of coursework to recover credits
2. District procedures and guidelines for attendance will be followed and monitored with letters generated automatically at three and eight absences with the assistance of the TxEIS student information system.	2,3,4	Principal, Teachers	Weekly	Campus Budget	Folder of compiled letters generated and delivered for the 2018-2019 school year	

Goal 5: *Parents and Community will be partners in the education of students in May ISD.*

Objective 1: *By May 2019, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
1. Encourage involvement of parents as volunteers with May Elementary Title I Information packet which will be available at Open House and on the May ISD website and Facebook page.	2, 4	Principal	End of each semester	No Cost	Title I sign-in sheet, School website, Facebook page	
2. Include School-Parent Compacts in registration packets and send families yearly handbooks to stress the importance of ongoing communication.	2, 4	Principal	August and with new student registrations	No Cost	Permanent record folders, registration packet	
3. Open the building for Parent Teacher Organization and school functions.	2,4	Principal, PTO	During the year as needed	No Cost	List and evaluations from organizations using facilities, PTO agenda of student/parent activities	
4. Present School Report Card in english and spanish based on AEIS data and information to understand the state's performance standards on the school website and at a school board meeting.	2,4	Principal	When it becomes available	No Cost	School board meeting agenda, website	
5. Every teacher will facilitate a parent-teacher conference in their homeroom to encourage open communication and parent involvement as stated in ESSA as a Title I school.	2,4	Principal, Teacher, Parents, Students	First semester	No Cost	Teacher-Parent/Student Conference logs	

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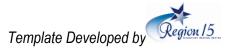|						
6. Conduct required teacher-parent conferences for students who meet the state standards (SSI)		Principal,	After STAAR:		Teacher-Parent	
7. Invite mothers, fathers, grandparents, and other family members to participate in activities that will offer opportunities for dialogue including: Building Boys, Tea for Two, band concerts, and field day.	2,4	Teachers, Parents	April, May	Campus Budget	annual events, Parent notes in English and Spanish	
8. Maintain/display copies of May Elementary School Campus Improvement Plan, the District Improvement Plan, and the School-Parent Compact in the campus office.	2,4	Principal	Ongoing	No Cost	Displayed copies of documents, school website	
9. May Elementary faculty and staff will work in conjunction with a parent/volunteer-based groups for different activities throughout the year including six weeks incentives, boxtops, decorating hallways, etc.	2,4	Principal, Parents, Teachers	Ongoing, every six weeks	Campus Budget	Meeting agenda, Six weeks awards templates per grade level	
10. Annual Open House and Meet the Teacher to greet parents and for campus orientation in order to increase parent involvement.	2,4	Principals, Teachers	August	None	Sign-in Sheets	
11. Maintain campus PTO to continue to increase parent involvement.	2,4	Principal, Teachers, Community Members, Parents	Ongoing	None	Sign-in sheets, agendas	
12. Utilize School Messenger, Remind, social media, and school website to inform parents of campus events and activities.	2,4	Administration	Ongoing	General Fund	Program usage reports	

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet thechallenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	· Who have made a qualifying move within the previous 1-year period; <u>AND</u> · Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	· Who have made a qualifying move within the previous 1-year period; <u>AND</u> · Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> · For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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Region: 15	School Year: 2019 - 2020	Date: 08/01/2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):	Objective(s):
To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.	100% of PFS students will have access to supplemental instructional and support services. 100% of parents of PFS students will be informed of their child's academic progress and the instructional services provided.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
§ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	July 1- Aug 30	Migrant System Operator District Migrant contact	Monthly PFS Reports

May Elementary School CIP   2018-2019

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§ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	July 1 –Aug. 30	ESC Migrant Dept. District Migrant Contact	Signed PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
§ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports
§ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	July 1 -Aug 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet

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§ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	July 1 – Aug 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form
Provide services to PFS migrant students.			
§ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation
§ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	July 1 – Aug 30	ESC Migrant Dept. District Migrant Contact	Email Documentation Community Resource List
§ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	Student Participation List, Invoices, Sign In Sheets

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