

May Elementary School Campus Improvement Plan



2017-2018

**2013, 2014, 2015, 2016, 2017 Accountability Rating
Met Standard**

**2013 Distinction Designations
Academic Achievement in Science**

**2013 Distinction Designations
Academic Achievement in Reading/ELA
Academic Achievement in Mathematics
Academic Achievement in Top 25 Percent Student Progress**

School Board Approved

Mission Statement

This vision is based on the high standards the district presently enjoys. These standards were developed by the campus improvement committees 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 this 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.

Planning and Decision Making Committee 2016-2017

Name	Position Parent, Business, Community, Teacher, etc	Signature
Allison Williams	Assistant Principal	
Natalie Steele	Teacher Facilitator/Counselor	
Bridgett Dail	ESL Teacher	
Christy Smith	SPED Teacher	
Kathy Davis	Teacher	
Leah Phillips	Teacher	
April Chambers	Paraprofessional	
Ashley Hill	Parent Representative	
Melody Blankenship	Parent Representative	
Teri Murphree	Community Representative	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Faculty.

Participants in Attendance	Data Sources Examined
<i>Chad Dail</i>	<p><i>TAPR Istation Data Federal Accountability Data for AYP STAAR Data--disaggregated District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Education Campus parent participation records Campus mentor participation records Community education program records Truancy data Homeless population analysis Teacher retention data</i></p>
<i>Elizabeth Hunsaker</i> <i>Brian Flenniken</i>	
<i>Allison Williams</i> <i>April Chambers</i>	
<i>Kathy Davis</i> <i>Vanessa Pate</i>	
<i>Camille Alcorn</i>	
<i>Christy Smith</i>	
<i>Angie Henderson</i>	
<i>Laura Howard</i>	
<i>Danetta Blankinship</i>	
<i>Rachel Beal</i>	
<i>Bridjett Dail</i>	
<i>Leah Phillips</i>	

Summary of Findings

Prioritized Areas of Concern	
Areas of Concern as of 2018 STAAR Data	Data Source
<p><i>Reading STAAR percent at Approaches Grade Level or Above</i> Grade 3 Reading: 67% compared to the state average of 73% Grade 4 Reading: 56% compared to the state average of 70% Grade 4 Writing: 50% compared to the state average of 65%</p>	<i>State Accountability (TAPR)</i>
<p><i>Math STAAR percent at Approaches Grade Level or Above</i> Grade 4 Math: 60% compared to the state average of 76% Grade 5 Math: 74% compared to the state average of 87% Grade 5 Science: 57% compared to the state average of 74%</p>	<i>State Accountability (TAPR)</i>
<p><i>STAAR Percent at Postsecondary Readiness Standard</i> For two or more subjects: 27% compared to the state average of 48% Economically Disadvantaged: 19% compared to the state average of 48%</p>	<i>State Accountability (TAPR)</i>
<p><i>Percentage of students identified for STAAR Masters Grade Level Performance</i> For All Subjects: 11% compared to the state average of 20%</p>	<i>State Accountability (TAPR)</i>
<p><i>STAAR Percent Exceeded Progress~</i> <i>All subjects: 15% compared to the 19% state average</i> <i>Reading all grade levels: 12% compared to the state average of 17%</i> <i>Math all grade levels: 19% compared to the state average of 20%</i></p>	

In this plan, the term “student groups” refers to students who are H, W, ED, Migrant, LEP, G/T, and Special Education

State Compensatory Education

The State Compensatory Education program at this district/campus....

The comprehensive, intensive, accelerated instruction program at May ISD consists of tutorials during the school day, with the use of small group instruction, and computer carts with web based tiered programs for students at-risk.

Total SCE funds allotted to this District/Campus:

*Goal 1, Obj. 1, Strategy 14 *Goal 2, Obj.1, strategy 6

Total FTEs funded through SCE at this District/Campus: 2.1

Students are entered into the State Compensatory Education program when: meet state SCE qualifications.

Students are exited from the State Compensatory Education program when: they no longer meet state SCE qualifications.

At May Elementary School, State Compensatory Funds are used to support Title I initiatives.

**State Compensatory Education Program
Index 1: Student Achievement Data Table/Needs Assessment
Grades 3-6**

STAAR: All Grade Levels	Math % Met or Exceeds Progress			Reading/ELA % Met or Exceeds Progress			Writing % Met or Exceeds Progress			Science % Met or Exceeds Progress		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
All Students	NA	63%	74%	76%	71%	51%	50%	61%	50%	71%	63%	57%
Econ Disadv.	NA	56%	73%	68%	65%	40%	*	53%	*	70%	50%	47%

The comprehensive, intensive, accelerated instruction program at this district/campus...consists tutorials for at-risk students during the school day through our ACT program that provides individualized and/or small group instruction in the classroom and in the computer lab.

Upon evaluation of the effectiveness of this program the committee finds that...the evaluation and identification of students that take part in the stars program works well and is beneficial to students in 1st-6th grade levels.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently 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 alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

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

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Carl Perkins</i>
<i>ARRA Stimulus Funds (List Specific ARRA Fund)</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Required 10 Components for Title I Schoolwide Campuses
1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

Goal 1: At May Elementary School all students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May 2017, 85% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment and 90% of the students taking the Alternative Assessments will meet ARD expectations. This Campus/District will meet AYP in every area measured.

Summative Evaluation: 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

2016-17 Campus TAPR Report for May Elementary Texas Education Agency Texas Academic Performance Report							
% Level II Satisfactory or above on all tests	H 60%	W 70%	AA -	ED 58%	Migrant -	ELL 45%	Spec. Ed. 39%

Activity/Strategy For Goal 1	Title I School wide Component (#1-10)	Person(s) Responsible	Monitoring Timeline	Resources	Formative Evaluation
1. Disaggregate past STAAR data, along with benchmarks results using Eduphoria to develop reform strategies based on individual test item analysis.	2, 8	Principal Teachers IT Director	August; October; December; February; April	Campus Budget	TAPR; improvement on benchmarks by TEKS prior to the STAAR
2. Analyze TAPR, Istation, and Eduphoria for interfacing historical testing data with local campus benchmark information using TEKS Resource System, Eduphoria, and current adoption resource.	2, 8	Principal Teachers IT Director	August October; December; February; April	Campus Budget Title I	Eduphoria Benchmark Results, Istation data, TAPR Data

3. For Grades K-6, administer the Istation test to identify specific individual weaknesses in both reading and math (three times a year).	2, 8	Teachers IT Director	September; January; March;	Campus Budget	Istation Reports
4. Provide a Student Assistance Team to evaluate/re-evaluate individual student progress & recommend interventions.	2, 8, 9	Principal Counselor Teacher Sp. Ed. Teacher	1 x each 6-week period	Campus budget	Istation data, documentation, Progress Reports, benchmark data, and student STAAR data
5. Continue to monitor and evaluate activities/methods of intervention for all students including GT, Class Size Reduction, EC, Inclusion, Dyslexia, ESL, Special Education, ACT, STAAR Prep., Homeless Students, Responsibility & Behavior Folders, Science Labs, and Istation data each semester.	2, 8, 9	Principal Teachers SBDM Team	December; May	No Cost	Summaries of evaluations from GT Education, Class Size Reduction, Inclusion, ACT tutorial, & special education programs
6. Staff development will be provided through the Sp. Ed. Coop. on Response to Intervention (RTI), as determined from the PBMAS, planning & needs assessments.	2	Principal Teachers Comanche Special Services	August	Campus & District Budgets	Needs assessments, and benchmarking results/analysis
7. Continue RTI (ACT) computer carts for Tier II and Tier III intervention for reading and math to	2, 3, 9, 10	Principal Title I Teachers IT Director	Current school year	Campus Budget Title I	Istation reports Benchmark results

increase student growth and student progress.					
8. Provide a staff members to coordinate and run the RTI computer lab, coordinate with teachers, and work with students on specific objectives to increase student growth and student progress.	2, 3, 9, 10	Principal Title I Teachers IT Director	Current school year	Campus Budget Title I	Istation reports Benchmark results
9. Provide additional staff development on TRS and Eduphoria throughout the year as needed with assistance from Region XV. Educational Service Center.	2,3, 4, 10	Principal Teachers IT Director Superintendent Service Center	2017-18 School year	Campus Budget; Title II	Workshop Certificates
10. Use application & experiential hands on strategies and questioning to show individual student mastery of all TEKS objectives specific to each grade level.	2,8	Principal Teachers	October, December, February, & May Benchmark Tests	Campus Budget	Eduphoria STAAR Testmaker Benchmark and STAAR scores/passing rate Report Card grades
11. Use research-based instructional strategies, hands-on activities and manipulatives to reach all student populations in a multi-sensory learning environment.	2, 3, 8	Principal Teachers	Ongoing	Title I Campus Budget	Walk-through observations; Lesson plans; Improvement on Istation

12. May ISD has provided Imagine Learning and headsets for ELL students to improve English fluency with academic vocabulary.	2,9	ELAR Teachers Principal	Ongoing	Paid by ESC through Title III	Improved TELPAS ratings; students meet exit criteria for ESL program.
13. Continue the “Tiny Tigers” program, including high school students from the high school football team and cheerleaders.	2	Cheer Sponsor Teachers Coaches Principal	August- November	No Cost	Student thank you letters and drawings; teacher program evaluations
14. Use structured, collaborative teacher planning, individual plans, tutorials using TAPR data, benchmark data, and report cards for students with failing grades for ACT program.	2,9	Principal Teachers	Ongoing	Campus Budget; Title I funds	List of students struggling; Faculty meetings during year; RTI (ACT) team data
15. A Gifted & Talented Education class will be implemented in the master schedule to offer instruction & programs (including area robotics competition) based on the special needs of identified & talent pool students.	2,10	Principal GT Teacher	August	Campus Budget	Master schedule; lesson plans; Testing results/analysis

Goal 2: In *May Elementary School*, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: Highly qualified teachers will continue to teach 100% of all *May Elementary School* classes, 100% of paraprofessionals assisting with student instruction will continue to be qualified, and 100% of teachers will receive high quality professional development.

Summative Evaluation: 100% of May Elementary School classes will be taught by Highly Qualified teachers and paraprofessionals which will result in student success on the STAAR

Data 2016-2017	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100	100	100

Activity/Strategy For goal 2	Title I Schoolwide Component (#1-10)	Person(s) Responsible	Monitoring Timeline	Resources	Formative Evaluation
1. Provide specific in-service for teachers and paraprofessionals aimed at improving student performance on STAAR testing & at insuring that all teachers are highly qualified	3, 4,5,9	Principal Regional XV Service Center	Ongoing during the 2016-2017 school year	Campus Budget; Title II	Summary of in-service evaluations; STAAR results/passing rates; Staff development days during the school year.
2. Retain highly qualified teachers by providing a mentoring program for 0-2 year experienced level teacher.	3,4	Principal Teachers	End of each semester	Campus Budget	Mentoring program materials, training, and evaluation and list of teachers/mentors
3. The SBDM team will insure that there is an equitable distribution of highly-qualified staff when conducting interviews.	3, 5	Principal SBDM Team	August & May	No Cost	Annual Performance Report for Highly Qualified Teachers
4. Attract highly qualified teachers by providing a family-like environment with functions, meals, and activities (i.e.: secret santa), as well as providing parts of health benefits.	3, 4,5	Principal SBDM Team	Every six weeks	Campus Budget	Teacher luncheons every six weeks, payroll ledger; teacher teams

5. Provide quality equipment and programs in working order, as well as scientific, research-based professional development for all teachers and paraprofessionals.	3, 4, 5	Principal Technology Director	Ongoing	Campus Budget	Professional development certificates, lesson plans; Promethean and Mimio boards, student computers, TRS, and Eduphoria
6. Provide lower student to teacher ratio when possible to maximize student learning by providing effective and timely instruction.	3,9,10	Principal School Board Teachers	Ongoing	Title I funds; Campus Budget	Lesson plans, STAAR results

Goal 3: All students in *May Elementary School* will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018, the number of incidents involving violence(to include dating violence), tobacco, alcohol and other drug use (TAOD), will be reduced from the previous school year by 10% or remain at 0% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There will be a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Monitoring Timeline	Resources	Formative Evaluation
1. Teach <i>prevention</i> of violence, drug abuse, bullying, & suicide with instruction by the counselor & by promoting a positive self-image.	10	Counselor Principal Teachers	During Year	No Cost	Summary of incidents of violence & drug abuse reported in the PEIMS system; Counselor talk to classes about bullying
2. Support effective classroom discipline and prevent negative/off task behaviors and office referrals by providing	4, 10	Counselor Principal Teachers	August- May	No Cost	Summary of evaluations of in-service; and report summary of discipline incidents reported to the PEIMS system

character education and teaching self-discipline skills with instruction by the counselor.					
3. Implement Red Ribbon Week Activities and Fire Prevention week to promote a drug-free life and safe environment at school and home.	10	Counselor STUCO	October	Campus Budget	STUCO activity list; Sign drug free banner; Hang drug free posters; May FVD visits to educate students on fire safety; documentation of fire drill performed this week
4. Provide transition activities for EC/KG (“Kindergarten round up” with current KG as “buddies” to model good KG routines & behavior) and Grade 6 students being promoted to the junior high (visit to the junior high campus).	6, 7	EC & Kindergarten Teachers	May	No Cost	Teacher evaluation of activity
5. Implement Safe Schools Week in compliance with the Texas Legislature passed House Bill 1942 (HB 1942) mandating that schools must make campuses safer for all students, specifically	10	Teachers Principal Counselor	October	No Cost	Documentation of drills performed, including: fire, tornado, or lockdown; information on bullying given to students and teachers.

regarding the issues of bullying and cyber bullying.					
6. Coordinate with The Girls Scout Program of American to provide age appropriate programs to each grade level. Content could include: bullying, healthy habits, stranger danger, etc.	10	Principal Girls Scout Liaison, Nancy King	January or February	No cost	Teacher evaluation of program
7. Celebrate student success and positive behaviors in the classroom and on campus by awarding a Student of the Month award every six weeks to be presented at the school board meeting.	2	Teachers Principal School Board	Every six weeks	Campus budget	Teacher recommendations

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

Objective 1: By May 2018, the dropout rate of less than 5% for all students and all student groups will be maintained and achieve a completion rate of at least 95%.

Summative Evaluation: Dropout rate of less than 5% and a completion rate of at least 95%

Activity/Strategies for goal 4	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Monitoring Timeline	Resources	Formative Evaluation
1. Continue to implement group and individual incentives to improve and maintain attendance.	1,2	PTC Teachers Principal	End of each semester	Campus Budget	Incentive or rewards for attendance, A or AB honor roll, and conduct Awards Assemblies at the end of each semester
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 PEIMS computerized system. Daily phone calls will be made to the parents of absent students.	2	Principal Paraprofessional Administrative Assistant	Weekly	Campus Budget	Folder of compiled letters generated & delivered for the 2017-2018 school year

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

Objective 1: By May 2018, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Monitoring Timeline	Resources	Formative Evaluation
1. Encourage involvement of parents as volunteers with May Elementary Title I Parent Information Packet	6	Principal Teachers PTC	End of Each Semester	No Cost	Title I sign-in sheet, School Website; Facebook page

which will be available at open house and on the May ISD website and Facebook page.					
2. Include School-Parent Compacts in registrations & send to families yearly with handbooks to stress the importance of ongoing communication.	1, 2, 3, 6	Principal PTC	August & With Registrations	No Cost	Permanent record folders; registration packets
3. Open the building for Parent Teacher Committee (PTC) /Booster Club and school functions.	6	Principal PTC	During year as needed	No Cost	List & evaluations from organizations using facilities; PTC Agenda of student/parent activities
4. Present School Report Card in (English & Spanish) based on AEIS data & information to understand the State's performance standards on the school website and at a School Board meeting.	6	Principal	When it becomes available	No Cost	School Board meeting agenda, Website
5. Every teacher will conduct parent-teacher conferences with every parent in their homeroom to encourage open communication and parent involvement as stated in ESSA as a title I school.	6	Principal Teacher Parents	First semester	No Cost	Teacher-Parent Conference logs
6. Conduct required teacher-parent conferences for students who do not meet the state standards (SSI).	6,9	Principal Counselor Teachers	After STAAR: February, March, May, &/or June	No Cost	Teacher-Parent conference logs; SSI documentation in student permanent folder

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, color run, and field day.	6	Principal Teachers Parents	May December	Campus Budget	Sign-in sheet from Tea for Two and Building Boys annual events; Parent notes in English and Spanish
8. Maintain/display copies of the May Elementary School Campus Improvement Plan, the District Improvement Plan, and the School-Parent Compact in the campus office.	6	Principal	Ongoing	None	Displayed copies of documents; Make available online
9. May Elementary faculty and Staff will work in conjunctions with a parent/volunteer based groups for different activities during the school year, including: 6-weeks incentives, box-tops, decorating hallways, etc.	6,10	Principal Parents Teachers PALS	Ongoing Every 6-weeks	Campus Budget	Meeting agenda; semester awards templates per grade level
10. Maintain HB 5's Community Engagement Document annually by using assigning a rating to both our campus and district to all 9 factors provided within the toolkit. The district and campus ratings should be input in PEIMS as directed by TEA.	1,3,6,10	Principal Teachers Site Base Team Superintendent	Annually	No Cost	Community Engagement Document; Ratings posted in PEIMS and on website

Districts are also required to make the ratings publicly available.					
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