



May Independent School District

Where everybody is somebody

District Improvement Plan 2017-18

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District 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

Name	Position (Parent, Business, Community, Teacher)	Signature
Mike Carter	Superintendent	
Steve Howard	Principal Grades 7-12	
Natalie Steele	Principal Grades EC-6	
Danny Allen	District-wide Counselor	
Susan Edwards	Teacher	
Derek Stevens	Teacher	
Craig Steele	Teacher	
Ginger Anderson	Teacher	
Leah Phillips	Teacher	
Bridgett Dail	Teacher	
Christy Smith	Special Education Teacher	
April Chambers	Para-Educator	
Peggy Wright	Parent Representative	
Tonya Maultsby	Parent Representative	
Melody Blankenship	Parent Representative	
Bill Murphree	Business Representative	
Teri Murphree	Business Representative	
Ashley Hill	Community	
Jaci Tischler	Community	

May ISD District Improvement Plan Summary

College and workforce readiness:

- Provide students with the opportunity to take dual-credit coursework by partnering with Ranger College and TSTC.
- Offering students Vocational classes.
- Provide students with the opportunity to take the EXPLORE, PLAN, PSAT, and ASVAB tests.

Continue to align the curriculum with new TEKS changes:

- Seventh – Twelve grade level teachers will meet to continue curriculum alignment.
- Using 1:1 technology initiative with in current curriculum.
- Provide professional development to assist with higher level questioning and teaching strategies.
- Use Eduphoria software to track students' progress with the state TEKS.

Safe and Secure Environment:

- Provide anti-bullying/violence prevention for the personnel and students.
- Provide Drug/Alcohol prevention materials.
- Background check on everyone who interacts with students through all school sponsored activities.
- Have safety audit performed by ESC Region 15 trained safety audit personnel
- Address all deficiencies identified in safety audit

Achieve 97% attendance rate:

- Contact parents/guardians daily by phone for those students who are not in attendance.
- Contact parents or guardians by mail or email with any students who are having attendance problems.

Increase parent and community communication and involvement:

- Post schedules, upcoming events and accomplishments in area and school newspapers, on the school website, and on the community billboard.
- Communicate with parents by faculty through mail, email, text, and telephone to keep parents updated on student achievement.
- Host "Meet the Tigers Night" at May HS.

Needs Assessment for the 2017-18 District Improvement Plan

The needs of the students in May ISD were identified by the May ISD Site Based Decision Making committee by utilizing both formal and informal methods of assessment. Information used in this assessment included:

1. Data analysis:
 - A. 2016-17 STAAR test results
 - B. 2016-17 EOC test results
 - C. Teacher evaluations of student progress
 - D. Benchmark test results
 - D. PEIMS data
2. Analysis of most recent state and federal accountability data:
 - A. TAPR reports
 - B. Campus Report Cards
 - C. Adequate Yearly Progress Report
 - D. ESC Region 15 STAAR analysis
3. Analysis of specific characteristics of economically disadvantaged and at-risk populations.
4. Annual evaluation of special programs:
 - A. Dual Credit courses
 - B. Federal programs
 - C. Gifted and Talented programs
 - D. Attendance data
 - E. Dyslexia
 - F. ESL program
 - G. Graduate profiles
 - H. Special Education
 - I. Tutorial programs
 - J. UIL participation
5. Input from staff and faculty, parents, board members and district administration

State Compensatory Education

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

The comprehensive, intensive, accelerated instruction program at May ISD consists of teacher pull-out classes, teacher tutorials, and remedial computer stations programmed with Odyssey software during the school day for students at-risk.

Total SCE funds allotted to this District/Campus: **\$213,082**

May ISD State Compensatory Funds are used to support Title I initiatives.

Total ADA funded through SCE at this District/Campus: **169**

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

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

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.

State Compensatory Education Program

Program Evaluation/Needs Assessment

Grades KG-12

2016-17 TAPR Summary Report for Sum of All Grades Tested

TAKS	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016	2014 - 2015	2015 - 2016
Economically Disadvantaged Students	80%	71%	75%	74%	62%	61%	59%	71%	61%	39%
All Students	86%	64%	83%	66%	65%	70%	75%	76%	78%	54%

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

Objective 1: By May 2018, 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 62%	W 68%	AA -	ED 59%	Migrant -	ELL 57%	Spec. Ed. 34%

Activity/Strategy For Goal #1	Title 1 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, Aims Web, 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, AIMS Data, TAPR Data
3. For Grades K-6, administer the AIMSweb 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	AIMSweb 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	AIMSweb 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, STARS STAAR Prep., Homeless Students, Responsibility & Behavior Folders, Science Labs, and AIMS Data each semester.	2, 8, 9	Principal Teachers SBDM Team	December; May	No Cost	Summaries of evaluations from GT Education, Class Size Reduction, Inclusion, stars 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. Implement an RTI computer lab for Tier II and Tier III intervention for reading and math to increase student growth and student progress.	2, 3, 9, 10	Principal Title I Teachers IT Director	Current school year	Campus Budget Title I	AIMSweb reports Benchmark results
8. Provide a staff member 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	AIMSweb 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 STARR 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 AIMSweb
12. 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
13. Use structured, collaborative teacher planning, individual plans, tutorials using TAPR data, benchmark data, and report cards for students with failing grades for STARS program.	2,9	Principal Teachers	Ongoing	Campus Budget; Title I funds	List of students struggling; Faculty meetings during year; RTI team data

14. 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
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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

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

Activity/Strategy for Goal #2	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Monitoring Timeline	Resources	Formative Evaluation
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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 2017-2018 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

<p>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.</p>	<p>4, 10</p>	<p>Counselor Principal Teachers</p>	<p>August-May</p>	<p>No Cost</p>	<p>Summary of evaluations of in-service; and report summary of discipline incidents reported to the PEIMS system</p>
<p>3. Implement Red Ribbon Week Activities and Fire Prevention week to promote a drug-free life and safe environment at school and home.</p>	<p>10</p>	<p>Counselor STUCO</p>	<p>October</p>	<p>Campus Budget</p>	<p>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</p>

<p>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).</p>	<p>6, 7</p>	<p>EC & Kindergarten Teachers</p>	<p>May</p>	<p>No Cost</p>	<p>Teacher evaluation of activity</p>
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<p>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 regarding the issues of bullying and cyber bullying.</p>	<p>10</p>	<p>Teachers Principal Counselor</p>	<p>October</p>	<p>No Cost</p>	<p>Documentation of drills performed, including: fire, tornado, or lockdown; information on bullying given to students and teachers.</p>
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<p>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.</p>	<p>10</p>	<p>Principal Girls Scout Liaison, Nancy King</p>	<p>January or February</p>	<p>No cost</p>	<p>Teacher evaluation of program</p>
<p>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.</p>	<p>2</p>	<p>Teachers Principal School Board</p>	<p>Every six weeks</p>	<p>Campus Budget</p>	<p>Teacher recommendations</p>

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	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	PALS Teachers Principal	End of each 6-Weeks Grading Period	Campus Budget	Incentive or rewards for attendance, A or AB honor roll, and conduct Awards Assemblies during the year
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	2	Principal	Weekly	Campus Budget	Folder of compiled letters generated & delivered for the 2017-2018 school year

computerized system.					
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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 which will be available at open house and on the May ISD website and Facebook page.	6	Principal Teachers PTC	End of Each Semester	No Cost	Title I sign-in sheet, School Website; 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 PALS	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 NCLB 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; 6-weeks 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. Districts are also required to make the ratings publicly available.	1,3,6,10	Principal Teachers Site Base Team Superintendent	Annually	No Cost	Community Engagement Document; Ratings posted in PEIMS and on website

Goal #6: Improve the learning environment and instructional programs at May HS (grades 7-12) in Mathematics.

Objective 1: All Math students will continue to improve and perform above state mandated levels on STAAR

Summative Evaluation: STAAR-Final Grades-TAPR-AYP

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Curriculum in grades 7-12 will be vertically aligned to meet STAAR objectives.	2017-2018	Math Teachers	Region 15 staff, staff development, technology, STAAR materials, TEKS, textbooks, lesson plans student assignments.	Vertical Team Planning benchmark test, passing rate on STAAR, student work, teacher input, lesson plans
2. Math teachers will integrate software and technology into their classrooms to enhance student performance	2017-2018	Math Teachers, Technology Director	Web based resources, related software, related programs	3 rd & 6 th weeks grade reports, teacher and student input
3. Students will be given optional evaluations throughout the year to evaluate strengths and weaknesses	2017-2018	Math Teachers, Counselor	Software, Eduphoria, PSAT, ASPIRE tests	Benchmarks, standardized test results, individual student progress, teacher and student input, progress tracking software
4. Students will be monitored throughout the year and will be placed in tutorials to improve weaknesses as needed.	2017-2018	Math Teachers, Principal	Software, textbooks, Math lab time	Frequent benchmarks, individual student progress, teacher and student input, progress tracking software.

5. Periodic review of Math concepts using questions from STAAR release tests, Eduphoria, and TEKS Resource System	2017-2018	Math Teachers	Hardware, software, classroom assignments, Math internet sites, computer software	Benchmark results, lesson plans, teacher and student input
6. Math teachers will be given an opportunity to attend workshop training regarding Math curriculum improvement	2017-2018	Math Teachers, Principal	Region 15 ESC, software, technology equipment, supplemental materials, STAAR materials	Student success, teacher observation, student input
7. Use tutorial period before school for improved performance	2016-17	Math Teachers, Principal	Supplemental materials, STAAR materials	Progress and reporting periods, teacher input
8. STAAR and TAPR data will be disaggregated at the campus level to target student populations requiring additional preparations	2017-2018	Math Teachers, Principal, Counselor	STAAR data, TAPR results, campus meetings, review student's scores, focus on low performance areas	STAAR data, TAPR results, campus plan
9. Utilize course specific STAAR remediation materials, One-To-One Technology Initiative, multi-platform approaches, and/or other available resources to improve student performance on the STAAR	2017-2018	Math Teachers, Principal	Budget Allocations if needed, student computers, software, online resources, online textbook resources	STAAR results, teacher input, classroom observations

Goal #7: Improve the learning environment and instructional programs at May HS (grades 7-12) in English Language Arts (ELA).

Objective 1: All English Language Arts (ELA) students will continue to improve and perform above state mandated levels on STAAR

Summative Evaluation: STAAR-Final Grades-TAPR-AYP

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Curriculum in grades 7-12 will be vertically aligned to meet STAAR objectives.	2017-2018	ELA Teachers	Region 15 staff, staff development, technology, STAAR materials, TEKS, textbooks, lesson plans student assignments.	Vertical Team Planning benchmark test, passing rate on STAAR, student work, teacher input, lesson plans
2. ELA teachers will integrate software and technology into their classrooms to enhance student performance	2017-2018	ELA Teachers, Technology Director	Web based resources, related software, related programs	3 rd & 6 th weeks grade reports, teacher and student input
3. Students will be given optional evaluations throughout the year to evaluate strengths and weaknesses	2017-2018	ELA Teachers, Counselor	Software, Eduphoria ASPIRE, PSAT tests	Benchmarks, standardized test results, individual student progress, teacher and student input, progress tracking software
4. Students will be monitored throughout the year and will be placed in tutorials to improve weaknesses as needed.	2017-2018	ELA Teachers, Principal	Software, textbooks, ELA lab time	Frequent benchmarks, individual student progress, teacher and student input, progress tracking software.

5. Periodic review of ELA concepts using questions from STAAR release tests, Eduphoria, and TEKS Resource System	2017-2018	ELA Teachers	Hardware, software, classroom assignments, ELA internet sites, computer software	Benchmark results, lesson plans, teacher and student input
6. ELA teachers will be given an opportunity to attend workshop training regarding ELA curriculum improvement	2017-2018	ELA Teachers, Principal	Region 15 ESC, software, technology equipment, supplemental materials, STAAR materials	Student success, teacher observation, student input
7. Use tutorial period before school for improved performance	2017-2018	ELA Teachers, Principal	Supplemental materials, STAAR materials	Progress and reporting periods, teacher input
8. STAAR and TAPR data will be disaggregated at the campus level to target student populations requiring additional preparations	2017-2018	ELA Teachers, Principal, Counselor	STAAR data, TAPR results, campus meetings, review student's scores, focus on low performance area	STAAR data, TAPR results, campus plan
9. Utilize course specific STAAR remediation materials, One-To-One Technology Initiative, multi-platform approaches, and/or other available resources to improve student performance on the STAAR	2017-2018	ELA Teachers, Principal	Budget Allocations if needed, student computers, software, online resources, online textbook resources	STAAR results, teacher input, classroom observations
10. Eligible students are provided Dual Credit opportunities in ELA	2017-2018	Administration, Principal, Counselor, Ranger College Staff	Ranger College, AV equipment	Course requirements as required by Ranger College

Goal #8: Improve the learning environment and instructional programs at May HS (grades 7-12) in Science.

Objective 1: All Science students will continue to improve and perform above state mandated levels on STAAR

Summative Evaluation: STAAR-Final Grades-TAPR-AYP

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Curriculum in grades 7-12 will be vertically aligned to meet STAAR objectives.	2017-2018	Science Teachers	Region 15 staff, staff development, technology, STAAR materials, TEKS, textbooks, lesson plans student assignments.	Vertical Team Planning benchmark test, passing rate on STAAR, student work, teacher input, lesson plans
2. Science teachers will integrate software and technology into their classrooms to enhance student performance	2017-2018	Science Teachers, Technology Director	Web based resources, related software, related programs	3 rd & 6 th weeks grade reports, teacher and student input
3. Students will be given optional evaluations throughout the year to evaluate strengths and weaknesses	2017-2018	Science Teachers, Counselor	Software, Eduphoria, ASPIRE, PSAT tests	Benchmarks, standardized test results, individual student progress, teacher and student input, progress tracking software
4. Students will be monitored throughout the year and will be placed in tutorials to improve weaknesses as needed.	2017-2018	Science Teachers, Principal	Software, textbooks, Science lab time	Frequent benchmarks, individual student progress, teacher and student input, progress tracking software.

5. Periodic review of Science concepts using questions from STAAR release tests, Eduphoria, and TEKS Resource System	2017-2018	Science Teachers	Hardware, software, classroom assignments, Science internet sites, computer software	Benchmark results, lesson plans, teacher and student input
6. Science will be given an opportunity to attend workshop training regarding Science curriculum improvement	2017-2018	Science Teachers, Principal	Region 15 ESC, software, technology equipment, supplemental materials, STAAR materials	Student success, teacher observation, student input
7. Use tutorial period before school for improved performance	2017-2018	Science Teachers, Principal	Supplemental materials, STAAR materials	Progress and reporting periods, teacher input
8. STAAR and TAPR data will be disaggregated at the campus level to target student populations requiring additional preparations	2017-2018	Science Teachers, Principal, Counselor	STAAR data, TAPR results, campus meetings, review student's scores, focus on low performance areas	STAAR data, TAPR results, campus plan
9. Utilize course specific STAAR remediation materials, One-To-One Technology Initiative, multi-platform approaches, and/or other available resources to improve student performance on the STAAR	2017-2018	Science Teachers, Principal	Budget Allocations if needed, student computers, software, online resources, online textbook resources	STAAR results, teacher input, classroom observations

Goal #9: Improve the learning environment and instructional programs at May HS (grades 7-12) in Social Studies.

Objective 1: All Social Studies students will continue to improve and perform above state mandated levels on STAAR

Summative Evaluation: STAAR-Final Grades-TAPR-AYP

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Curriculum in grades 7-12 will be vertically aligned to meet STAAR objectives.	2017-2018	Social Studies Teachers	Region 15 staff, staff development, technology, STAAR materials, TEKS, textbooks, lesson plans student assignments.	Vertical Team Planning benchmark test, passing rate on STAAR, student work, teacher input, lesson plans
2. Social Studies teachers will integrate software and technology into their classrooms to enhance student performance	2017-2018	Social Studies Teachers, Technology Director	Web based resources, related software, related programs	3 rd & 6 th weeks grade reports, teacher and student input
3. Students will be given optional evaluations throughout the year to evaluate strengths and weaknesses	2017-2018	Social Studies Teachers, Counselor	Software, Eduphoria, ASPIRE, PSAT tests	Benchmarks, standardized test results, individual student progress, teacher and student input, progress tracking software
4. Students will be monitored throughout the year and will be placed in tutorials to improve weaknesses as needed.	2017-2018	Social Studies Teachers, Principal	Software, textbooks, Social Studies lab time	Frequent benchmarks, individual student progress, teacher and student input, progress tracking software.

5. Periodic review of Social Studies concepts using questions from STAAR release tests, Eduphoria, and TEKS Resource System	2017-2018	Social Studies Teachers	Hardware, software, classroom assignments, Social Studies internet sites, computer software	Benchmark results, lesson plans, teacher and student input
6. Social Studies teachers will be given an opportunity to attend workshop training regarding Social Studies curriculum improvement	2017-2018	Social Studies Teachers, Principal	Region 15 ESC, software, technology equipment, supplemental materials, STAAR materials	Student success, teacher observation, student input
7. Use tutorial period before school for improved performance	2017-2018	Social Studies Teachers, Principal	Supplemental materials, STAAR materials	Progress and reporting periods, teacher input
8. STAAR and TAPR data will be disaggregated at the campus level to target student populations requiring additional preparations	2017-2018	Social Studies Teachers, Principal, Counselor	STAAR data, TAPR results, campus meetings, review student's scores, focus on low performance areas	STAAR data, TAPR results, campus plan
9. Utilize course specific STAAR remediation materials, One-To-One Technology Initiative, multi-platform approaches, and/or other available resources to improve student performance on the STAAR		Social Studies Teachers, Principal	Budget Allocations if needed, student computers, software, online resources, online textbook resources	STAAR results, teacher input, classroom observations

10. Eligible students are provided Dual Credit opportunities in Social Studies	2017-2018	Administration, Principal, Counselor, Ranger College Staff	Ranger College, AV equipment	Course requirements as required by Ranger College
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Goal #10: All Career and Technology Education (CTE) students will have the opportunity to take courses that will provide a variety of career skills.

Objective 1: Students are placed in career related courses to acquire job related skills.

Summative Evaluation: Graduation/Drop Out Rates of those in CTE Courses, TAPR Results.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. The campus will allocate grant money that will provide materials and equipment for these course offerings	2017-2018	CTE Teachers, Counselor, Principal	Perkins Grant Money Awarded	Teacher input, observations, grant awards documentation, student success
2. Utilize software to be used to accelerate instruction	2017-2018	Technology Director, CTE Teachers, Principal, Counselor	Technology funds/Budget Allocation	Teacher Input, Student Assessments and projects, 3 & 6 weeks grade reports
3. Add career specific courses to curriculum	2017-2018	CTE Teachers, Principal	Technology funds/Budget Allocation	Schedules
4. Add hands-on CTE classes and dual credit opportunities	2017-2018	CTE Teachers, Principal, Counselor	Technology funds/Budget Allocation, TSTC	Schedules

5. Develop and distribute CTE needs survey and career interest inventories to students	2017-2018	Principal, Counselor	E-rate, Technology, ASVAB tests, Local budget	Survey results, results of interest inventory reports, Student input
6. Communicate with parents and community the CTE opportunities	2017-2018	Counselor, Teachers	Local Budget	Parent/Community input

Goal #11: At-Risk students of May HS will be identified, monitored, and assessed regularly to increase their chances of success.

Objective 1: 3 & 6 week reports, measurable performance on testing, evaluation of diagnostic tools, TELPAS testing, benchmark testing

Summative Evaluation: Graduation/Dropout Rate, STAAR Results.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Provide effective curriculum for ESL students to enhance their transition to English	2017-2018	ESL Coordinator, Principal	ESL Budget	Progress reports, writing samples, report cards
2. Provide staff development for teachers to integrate ESL strategies across the curriculum	2017-2018	Principal, ESL Teacher, Additional Staff	Region 15 ESC	Teacher input, report cards, student progress
3. Use benchmark testing and Eduphoria to track student progress	2017-2018	All Teachers, Principal	Textbooks, ESL Materials, Eduphoria, TEKS Resource System, TEKS Resource System, and TxAIR if applicable	Student work, lesson plans, student performance, progress reports, parents/student input, teacher input

4. Continue student leadership programs including character education	2017-2018	Counselor, Principal	Student activity fund	Staff Input, student input
5. Continue STAAR classes	2017-2018	Teachers, Principal	Schedule	Progress reports, 3& 6 weeks reports, teacher input
6. Continue individual graduation plans to promote continuing education	2017-2018	Counselor	Counseling budget allocation	Individual plant kept on file
7. Discuss and plan a peer resolution/peer mediation program	2017-2018	Counselor, Principal, Teachers	Program Guidelines, staff development	Students survey, teacher input, parent survey
8. Continue to monitor At-Risk students and provide counseling services to ensure success	2017-2018	Teachers, Counselor	Counselor	Teacher observations, progress report, counselor observations
9. Use Odyssey Options to recover credits of those students that have failed and fallen behind	2017-2018	Counselor	Report cards, software, hardware, computers	80% At-Risk students will recover credit

Goal #12: All eligible special education students will be mainstreamed into regular classrooms.

Objective 1: Students are correctly evaluated and placed following ARD conferences.

Summative Evaluation: Reports, IEP's, Behavior Management, STAAR results

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Special Education ARD meetings will have academic, educational, and psychological information that is necessary to target individuals needs of each student in planning an appropriate educational program through inclusion and modifications in regular classroom subject areas, creating individual IEP	2017-2018	Diagnostician, Special Education Coordinator, All Teachers, Principal, Counselor	Alternative Assessments, Reports, Schedules, Comanche Small School Cooperative (CSSC)	Assignment, Schedule, teacher and Student input
2. Teacher modification records will be checked routinely to ensure program success	2017-2018	Special Education Coordinator, Principal, All Teachers	Modification folders	Compliance Reports, Student Success documentation
3. Special Education Coordinator will make regular classroom visits as part of his/her daily schedule	2017-2018	Special Education Coordinator, Principal	Schedule	Observation Notes, Teacher input

4. Provide training for faculty on specific learning techniques for mainstreamed students	2017-2018	Principal, Special Education Coordinator	Ongoing resources, CSSC	Student and Staff input, Special Education Coordinator Evaluations
5. Dyslexia students will continue to be assessed and monitored through the campus dyslexia program	2017-2018	Counselor, Dyslexia Coordinator	Diagnostic materials, Staff development materials	Student Performance, Evaluation, Documentation

Goal #13: Parent and Community involvement will be a vital component in the daily operation of the school.

Objective 1: The number of opportunities for parents and community members to get involved will increase.

Summative Evaluation: SBDM Survey

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Parent communication will keep parents informed and give them the opportunity to air their concerns	2017-2018	Principal	Use of time and space to hold meetings	Parent Attendance, Parent feedback
2. All organizations will be allowed to publish events, schedules, and results on the May ISD Homepage	2017-2018	All Staff Members	E-mail, Faxes	Published Articles
3. Site-based committee will reflect business and community involvement	2017-2018	SBDM Chairperson	Regular Meeting	SBDM Roster

4. Keep parents informed with regards to tardiness and absences with the mailing or attendance letters and calls home as needed	2017-2018	Principal, Secretary	Paper, Envelopes, Stamps	Copies of letters mailed home
5. Provide letters for the purpose of disciplinary correspondence	2017-2018	Principal, Secretary	Paper, Envelopes, Stamps	Disciplinary Reports
6. Include regular mailings with report cards	2017-2018	Secretary	Envelopes, Stamps	Parent Feedback, Teacher Input
7. Host a "Back to School and Meet the Tigers" Night	2017-2018	Administration, All Staff Members	Local funds	Parent and Teacher Input

Goal #14: May HS will promote campus safety, drug and violence free environment, and strong character values.

Objective 1: Decrease in discipline referrals, decrease in number of students who are referred to the authorities, decrease in incidents of violence.

Summative Evaluation: PEIMS reports, Student input, Teacher input.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. Provide counseling services, including individual, self-help, and career guidance	2017-2018	Principal, Counselor, Nurse	Materials	Student Enrollment

2. Practice Crisis Plan a) building evacuation b) Shelter for Weather c) Lockdown Situation	2017-2018	Principal, Counselor, All Staff Members	Materials	School records, Documented Crisis Plan
3. Assist in obtaining services from Government agencies	2017-2018	Counselor	Outside Sources/Agencies	Student Involvement, Counselor's Reports
4. Provide motivational speakers who address sensitive issues	2017-2018	Counselor, Principal	Administrative Budget allocation	Observation, Staff input, Student input
5. Provide abstinence based sex-ed curriculum	2017-2018	Counselor, Principal, Nurse, Coaches, Science Teachers	Abstinence Programs	Parent input, Student input, Observations, Reduction in student Pregnancies
6. Schedule regular fire drills to facilitate efficient student evacuation during an emergency	2017-2018	Counselor, Principal, All staff	May Fire Department	Timed results of each drill
7. Schedule red-ribbon week activities	2017-2018	Principal, Counselor	Funds allocated for Drug Awareness	Student involvement, Teacher input
8. Use randomly scheduled drug testing for students involved in extracurricular activities to deter drug use	2017-2018	Principal	Budget Allocation	Reports, Number of instances on campus

9. Publish a school newsletter to inform parents and community about school events	2017-2018	Principal, Journalism Teacher	Office Supplies	Parent comments, Student input
10. Educate students about character values	2017-2018	Principal, All Teachers	Materials	Teacher and Student input
11. Provide opportunities for students to create banners/signs to improve school climate and sense of pride on campus	2017-2018	Principal	Resources	Community and Student input
12. Provide anti-bullying and violence prevention activities for students	2017-2018	Principal, Counselor	Government Agencies, Region 15 ESC	Student input
13. Increase student involvement in extracurricular activities	2017-2018	Extracurricular Sponsors	Materials	Student Surveys
14. Background check everyone who interact with students through school sponsored activities	2017-2018	Administration	Local Funds	Administration
15. Provide professional development for new or identified school related issues	2017-2018	Administration	Local Funds, Title IIA	Administration

16. Will maintain and promote a 100% graduation rate	2017-2018	Administration	Local Funds	Administration
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Goal #15: Improve the learning environment and instructional programs at May HS (grades 7-12) through the use of Technology

Objective 1: Students will use Technology daily to increase their rigor, retention, and responsibility.

Summative Evaluation: Final Grades

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/Allocation	Formative Evaluation
1. All teachers will integrate technology, such as WebAssign, Edpuzzle, Edmodo, and online Texts, into their classrooms to enhance student performance	2017-2018	Principal, Teachers, Technology Director	May ISD Edmodo Site, May ISD Website & Teacher Webpages, Online Textbooks, Budget Allocations if needed, Grants	Annual appraisal
2. All teachers will integrate software into their classrooms to enhance student performance	2017-2018	Principal, Teachers, Technology Director	Budget Allocations if needed, Grants	Annual appraisal
3. Adequate technological devices (One-To-One devices in grades 7-12) will be available to students and teachers to ensure sufficient access as needed.	2017-2018	Technology Director	Budget Allocations if needed, Grants	Systems check and updates as needed

4. Adequate bandwidth or server capabilities will be provided to ensure uninterrupted access	2017-2018	Principal, Technology Director, Superintendent, School Board	Budget Allocations if needed, Grants	Systems check and updates as needed
5. Teachers will be allowed the opportunity to attend workshop/onsite training regarding effective technology integration and utilization.	2017-2018	Principal, Teachers, Counselor	Budget Allocations if needed, Grants	Annual appraisal, workshop documentation
6. Teachers will be encouraged to develop cross-curricular activities for the classroom	2017-2018	Principal, Teachers, Counselor	N/A	Annual appraisal

Priority for Service Action Plan For Migrant Students 2017-2018

As part of the ESSA Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are 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. [P.L. 107-110, §1304 (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 both of the following criteria:

Criteria for 2017-2018	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

Goal(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.		Objective (s): All eligible Priority for Services Students and Migrant students will receive supplemental Migrant funded academic services that will increase their STAAR passing rate in the Reading and Math content areas.	
Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
Monthly PFS Action Plan Reports to each District	August – On going	Migrant System Operator District Migrant Contact	PFS Reports Email Documentation
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.			
PFS Action Plan review	July- On going	ESC Migrant Dept. District Migrant Contacts	Sign-in Sheets
When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports. ☑ Monthly PFS Action Plan Reports to each Campus.			
Monthly PFS Action Plan Reports to each Campus	August-On going	Migrant System Operator District Migrant Contacts	Email Documentation
There are 2 PAC meetings a year where parents are provided with PFS criteria and data to communicate with parents.	December and May	ESC Migrant Dept. District Migrant Contact	PAC meeting agendas Sign-in Sheets Participant Surveys

When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.

Visits to PFS families are made to update parents on the academic progress of their children when migrant students meet the criteria of a PFS student.	September-June	Migrant System Operator District Migrant Contact	Signature of Parent
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How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

The Migrant System Operator will ensure that all district migrant contacts are provided a list of PFS students to monitor services rendered.	On-going	Migrant System Operator District Migrant Contact	Email Documentation
District Migrant Contact will utilize reports to target PFS students first and foremost of services.	On-going	District Migrant Contacts	PFS Reports Email Documentation

How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

Utilize Monthly PFS Reports and distribute to District Migrant Contact	On-going	Migrant System Operator District Migrant Contacts	Email Documentation
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to gather services rendered to PFS students for monitoring.			
MEP and District will provide participatory opportunities to PFS students utilizing the PFS NGS reports.	On-going	ESC Migrant Dept. District Migrant Contact	Permission Forms Participant List District Letter
What federal, state and local programs service Priority for Service students.			
NGS Data System TMIP Out-Of-State TAKS/STAAR testing UT Distance Learning Washington Close Up STEM Camp A Bright Beginning Project Smart/Math Matters Summer Program University CAMP Programs Workforce Solutions	On-going	ESC Migrant Dept. District Migrant Contact	Student Participation List Invoices Sign Out Sheets

ID&R PLAN

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by TEA – Recruiters. Attend ID&R and NGS training offered by TEA – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By December 15 for ID&R training. By December 15 for NGS training.
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers and recruiters to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using recruitment efforts by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> 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.	Staff: MEP recruiters	Within 5 days of parent signature
F. <u>Review of COEs.</u> 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.	Staff: Designated SEA Reviewers	Within 7 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
H. <u>Other</u>		

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with TEA for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		