

May High School
Campus Improvement Plan
2022-2023



Date of School Board Approval

A digital copy of this document can be found online at www.mayisd.com or a paper copy can be found in all of the school offices.

TRANSLATION AND INTERPRETATION SERVICES

It is May ISD's goal to communicate with you about your child's education. This often includes translated documents and a language interpreter for meetings and conversations. Educational information could include campus improvement plans, parent policies, letters, newsletters, announcements, forms, surveys, etc. May ISD provides oral translation and interpretation to all families in the May School District in our top language, Spanish.

WHO TO CONTACT

For oral translation and interpretation services intended for parent-school communications to EL students and families, contact your campus principal to request translation or interpretation services. Requests should be made 48 hours prior to the meeting.

Allison Williams, Elementary Principal, 254-259-3711 or Chad Dail, High School Principal, 254-259-2131

SERVICIOS DE TRADUCCIÓN E INTERPRETACIÓN

La meta de May ISD es comunicarse con usted sobre la educación de su hijo. Esto a menudo incluye documentos traducidos y un intérprete de idiomas para reuniones y conversaciones. La información educativa podría incluir planes de mejora del campus, políticas para padres, cartas, boletines informativos, anuncios, formularios, encuestas, etc. El ISD de May proporciona traducción oral e interpretación a todas las familias en el Distrito Escolar de May en nuestro idioma principal, el español.

A QUIÉN CONTACTAR

Para servicios de traducción e interpretación orales destinados a las comunicaciones entre padres y la escuela para los estudiantes EL y sus familias, comuníquese con el director de su escuela para solicitar servicios de traducción o interpretación. Las solicitudes deben hacerse 48 horas antes de la reunión.

Allison Williams, Directora de Primaria, 254-259-3711 or Chad Dail, director de la escuela secundaria, 254-259-2131

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.

High School Campus Vision: May High School 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
Comprehensive Needs Assessment Committee**

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Nick Heupel	Superintendent	
Chad Dail	High School Principal	
Natalie Steele	Special Programs/ 504	
Misty Landes	ESL Teacher	
Crystal Norris	Special Education Teacher	
Ray Vanderford	Teacher	
Kathy McDorman	Paraprofessional	
Melody Blankinship	Parent Representative	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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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 responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - 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)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities

Accessibility [ESSA Sec. 1116(f)]

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (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

May ISD State 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.

Total FTEs funded through SCE at this Campus: 2.1

State Compensatory Education

***No testing data was collected for the 2020 school year due to Covid-19.**

May High School CIP 2022-2023

STAAR	Reading % Met Standard			Math % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
7th At-Risk	N/A	25%	25%	N/A	25%	25%	N/A	N/A	N/A	N/A	N/A	N/A
All 7th Grade	N/A	45%	40%	N/A	35%	29%	N/A	N/A	N/A	N/A	N/A	N/A
8th At-Risk	N/A	0%	10%	N/A	0%	0%	N/A	0%	0%	N/A	0%	0%
All 8th Grade	N/A	59%	63%	N/A	13%	25%	N/A	47%	16%	N/A	53%	20%

STAAR	Alg I % Met Standard			English I % Met Standard			English II % Met Standard			Biology % Met Standard			US History % Met Standard		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Students At-Risk	N/A	60%	33%	N/A	60%	0%	N/A	50%	50%	N/A	33%	80%	N/A	23%	20%
All Students	N/A	20%	39%	N/A	60%	57%	N/A	71%	67%	N/A	88%	75%	N/A	88%	74%

● % Met Standard = Combined scores of Met and Masters

	Drop Out Data		Completion Data	
	2020-2021	2022-2023	2020-2021	2022-2023
Students At-Risk	0	0	100%	100%
Students Not At-Risk	0	0	100%	100%

** Due to Covid, students did not test in 2020 and data is not available.

The process we use to identify students at-risk is: The campus At-risk Coordinators determine the At-Risk status of all students on their campuses, using the current-year criteria list from the Texas Education Data Standards. The coordinator then notifies the PEIMS data-entry personnel on the

campus for coding in our Student Information System (TxEIS). The data is printed by the campus PEIMS personnel and reviewed for accuracy by the campus At-Risk Coordinators at least twice per year prior to PEIMS submissions 1 and 3. The same process is used to exit students from the SCE program who no longer qualify.

The comprehensive instructional program and tutorials are built into the regular school day and are conducted by certified subject teachers to help in the areas of need. Special Education, Gift and Talented, English as a Second (ESL) and Section §504 supports are also utilized when appropriate.

Upon evaluation of the effectiveness of this program, the committee finds that these programs are effective.

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.*

*Funding amounts will be revised when they are available.

District Federal Amounts	
Program/Funding Source	Amount of Funding
Title I, Part A	\$74,202
Title II, Part A	\$9,406
Title IV	\$10,000
ESSER II	\$254,619
ESSER III	\$571,837
District State Amounts	
Program/Funding Source	Amount of Funding
Special Education/IDEA-B	\$315,382
Title V, Part B (Rural/Low Income)	\$372,134
State Comp-Ed	\$218,064
GT	\$4,441
ESL	\$3,696
Local	
Program/Funding Source	Amount of Funding

Comprehensive Needs Assessment Summary

May High School's CNA will continue to be revised throughout the 2023 school year as information, such as the school report card, becomes available.

Section 1 – District Profile

May ISD is a Texas public school district located in unincorporated May, Texas, serving approximately 300 students. May High School serves students in grades 7-12 in a traditional setting. Our district is blessed by an extremely supportive community and friendly, caring teachers and staff. We offer small class sizes, CTE courses focused on Business and Industry, as well as a variety of extracurricular activities to encourage student involvement. Our school day is from 7:55-3:30 Monday-Friday.

Section 2 – Data Reviewed

May High School uses various data sources to improve student achievement. These include STAAR scores, achievement test scores, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, intervention success rates, percentage of credits earned, professional development records, highly qualified teacher/paraprofessional percentages, and dual credit participation rates.

Section 3 – Findings/Conclusions

We found that in the 2021-2022 school year, our data includes:

- 100% of our students graduated in 2022
- 30% of students (25 of 80 students) took dual credit courses.
- May ISD partners with TSTC, Cisco College, Howard Payne University, and Ranger College to offer additional opportunities such as dual credit and Upward Bound.
- May ISD offers 3 Endorsements. Of those endorsements, 100% of the 2020 class graduated with at least one endorsement, ____% graduated with one endorsement, ____% graduated with two endorsements, ____% graduated with all three endorsements, and ____% graduated with a Performance Acknowledgement.
- 100% of our high school teachers are highly qualified.
- May High School earned a scale score of 88 and a B rating. This information is based on 2021 data.

Section 4 – Strengths

Students:

- 100% of our students graduated in 2022.
- 95% of the class of 2022 pursued higher education after graduation.

Staff:

- 100% of our high school teachers are highly qualified.
- Average years of Experience of Teachers is 15.6 years.
- Staff turnover rate is low.

- 31% of students (25 of 86 students) took dual credit courses.
- 90% of our students (78 of 86 students) participate in at least one extra-curricular activity.
- 36% of our students (31 of 86 students) are a member of Beta Club National Honor Society.
- May FFA and our Ag program began competing in LDEs for the first time in 20 years.
- We began offering SAT School Day, ACT School Day, and TSIA testing on campus to encourage student participation and higher education after graduation
- All students graduate with a CPR Certification.
- All students in grades 7-12 receive Stop the Bleed training.
- In the past only 64% of our students take the SAT/ACT compared to the state average of 74%. In 2022, _____% took the SAT/ACT.

Parents/Community:

- May ISD partners with TSTC, Cisco College, Howard Payne University, and Cisco College to offer additional opportunities such as dual credit and Upward Bound.
- 24/7 Access to grades via Parent Portal, One Call messages, and social media on May ISD Facebook Page and Website.
- Parents are encouraged to attend district events such as: band concerts, senior night activities, participate in safety team meetings, and Title I meetings.
- Work with community and business members to provide a Senior Day 101. During this time they receive training in applying for a job, money management, and the basics on how to maintain a vehicle.

Facilities:

- We are 1:1 with student technology
- High campus morale and pride among students
- Every classroom has an interactive smart board.
- General facility upgrades include: retopping HS parking lot and requiring parking passes, painting the old gym's exterior and our art class designing and painting a mural on it, and resurfacing the track.
- Every phone system was installed in every classroom. This allows for daily announcements, directly calling the teacher, and the teacher to communicate with parents in the privacy of their own rooms.
- Keyless entry/video system, camera system, exterior and interior doors remain locked at all times, and Raptor System was installed for increased student/staff security

Section 5 – Weaknesses.

Students:

- Student progress of At-Risk students is low compared to our non-at-risk students
- 25% of 7th graders and 29% of all 8th grade students met standard on Math
- 0% of our AT-Risk students in English I Met standard

Parents/Community:

- Lack of input from parents and community
- Often don't attend parent conferences

Staff:

- Professional development in content area
- Absentee rate is high
- Staff participation in extracurricular events

Facilities:

- The foundation of the floor in several classrooms needs to be adjusted.
- All classrooms are used which leaves no additional rooms available for testing or other student needs.
- Ag building doesn't have a bathroom inside the building and students have to walk to the HS.
- No outside areas for JH/HS students to socialize.

Section 6 – Identified Needs

The committee determined that it would benefit May High School to:

- Allow and encourage teachers to seek professional development in their content area.
- Continue Target Economically Disadvantaged and At-Risk student populations by data tracking and using IXL to improve educational gaps.
- Continue to focus on campus safety: equipment, teacher training, and student awareness
- Create a long-term plan for renovating and updating high school
- Create an outdoor area

Goal 1: By May 2024, 90% of all students will attain a minimum of one year’s growth in all subjects taught and close the learning gap brought about by COVID.

Objective 1: By May, 2024, 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 and Cambium to develop reform strategies based on individual test item analysis.	2	Principal, Teacher Facilitator, Teachers, IT Director	Every 3 – 6 weeks	Campus budget	Lesson plans with reteach strategies present, walk through data	Improved six weeks grades Reduced failure rate Improved state assessment scores
2. Analyze longitudinal STAAR data, local unit tests, Cambium Interim Assessments, current adoption unit tests, and benchmarks utilizing Eduphoria to track student progress.	2	Teachers, Principal, Teacher Facilitator, IT Director	Every 3 – 6 weeks	Campus Budget	STAAR score reports, Eduphoria disaggregated data, Cambium Student success as evidenced by walkthrough documentation	Improved performance on concept-specific aligned assessments Increased number of students at the meets and masters level of state assessments.

3. Provide a Student Assistance Team to evaluate/re-evaluate individual student progress and recommend interventions.	2	Principal, Teachers, Student Assistance Team	August, As Needed Throughout Year	No Cost	Progress Reports, Report Cards, Benchmark Data	Student achievement and STAAR data will show improvement.
4. Continue to monitor and evaluate activities/methods of intervention for all students including ELs, Dyslexia, Inclusion, Special Education, Rtl, 504, STAAR prep, homeless students, science lab, and GT.	2	Principal, Teachers, Teacher Facilitator, 504 Director	December, May	No Cost	Summaries of evaluations from GT Education, ESL Program Evaluation, Inclusion, Intervention Lab, Tutorials, and Special Education Program	Semester grades and State Assessments of students in these programs will show improvement.
6. Provide laptops and chrome books for students to access IXL, Google LMS, and other technology based programs which will enhance the EOC Prep program and increase student achievement across all content areas.	2	Principal, Teachers, Teacher Facilitator, IT Director	August	Campus Budget, Technology Lending Grant, ESSER Grant	Usage Reports, progress monitoring reports, DIBELS fluency tests	Increased student achievement at the meets and masters levels of the STAAR tests.
7. Provide each high school classroom with a smart screen to increase educational technology that will effectively run/display online programs to increase achievement across all content areas.	2	Principal, Teachers, Teacher Facilitator, IT Director	July	ESSER	Smart Screen	Increased student achievement at the meets and masters levels of the STAAR tests.

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 number 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	Campus Budget	TRS, 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 training per TEA requirements	2	Principal, Homeless Liaison, Teachers,	Ongoing	Campus Budget, Title I Funds	Residency Questionnaires	Students considered At-Risk under McKinney Vento will show progress

concerning the education of homeless students. The liaison will 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.		Staff				on state assessments comparable to non-homeless students.
13. Use structured 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	List of struggling students, Faculty meetings during the year	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	GT Schedule
15. The Teacher Facilitator coordinates the 504 program and attends training updates with the	2	Teacher Facilitator, Principal	August January June	General Fund	100% Compliance, training certificates	Improved six weeks grades, reduced failure rate, and improved state

principal to stay current on laws and services for 504 students.						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, 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 meetings through ESC 15 in order to receive information and updates in the areas of curriculum, instruction, and assessment. Topics include TEA updates,	2	Teacher Facilitator, Principal, Superintendent	Throughout the year	Title IV, General Fund	Certificate of completion	100% compliance in all areas of curriculum, instruction, and assessment

ESC 15 updates, Hot Topics, Curriculum, and STAAR updates, among other relevant information.						
20. Continue the Tiny Tigers Reading program, partnering in high school students from the football team, band, and cheerleaders with students in Prekindergarten – Second grades.	2	Cheer Sponsor, Teachers, Coaches, Principal	Tiny Tigers will resume after Covid	No Cost	Student thank you letters and drawings, teacher program evaluations	Positive school culture
21. May ISD will offer Chromebooks, Mifis for internet access, and access to curriculum through Goggle Classroom.	2	Superintendent Principals, Teacher Facilitator, Teachers	Ongoing	General Fund, ESSER	Teacher documentation Google Classroom assignment completions	Students are logging on and able to complete their work as assigned.
22. Address learning loss due to COVID with evidence based activities, after school tutoring programs and a summer learning program.	2	Superintendent Principals, Teacher Facilitator, Teachers	Throughout the year	ESSER III	Class rosters, IXL reports, STAAR Scores	Increased STAAR scores, close academic learning gaps.
23. The STEM lab will collaborate with teachers to organize and promote interdisciplinary STEM (Science, Technology, Engineering, Art, Math) activities through the	2	Administration Teachers Paras	Throughout the year	General Fund Title I ESSER	STEM lab Walk-throughs, STEM schedule of use, teacher program evaluations	Improved grades on report cards, increased number of students at the meets and masters levels of state assessments

successful integration of strategies and multiple technologies to promote high-tech learning, which will help ensure students gain the necessary edge to compete and succeed in the global economy.						
24. Students that do not meet standard on the STAAR test will receive 30 hours per subject area as required by HB 4545. Intervention can be given during tutorial, after school, or during summer break.	2	Administration Teachers	Throughout the year	General Fund ESSER	Required 4545 Paperwork, STAAR scores, re-test scores	Increased STAAR scores, close academic learning gaps.
25. We will increase the percentage of graduates that meet the TEA criteria for CCMR to 95%. This will be accomplished by increasing our students' access to and successful acquisition of industry-based programs of study through a variety of CTE course offerings by expanding CTE faculty.	2	Administration CTE Teachers	Throughout the year	CTE General Fund ESSER	Master Schedule, Transcripts, Payroll	Increased CTE options, CCMR Data, Student Certificates

26. Establish and maintain high quality extracurricular and CTE programs that encourage participation by all student groups, and equip those teachers, sponsors, and students with needed materials and supplies. Ex: Green house, flower cooler, fresh flowers, vinyl machine, CNC Plasma Table, welder, cutting torches, green screen, cameras, photo editing software, kitchen appliances, food, paint and brushes, etc.	2	Administration CTE Teachers: Ag: Welding, Landscaping Design, Floral Design, Digital Media, Culinary Arts, Art	Throughout the year	CTE General Fund ESSER	Master Schedule, Transcripts, Expenditure Reports	Increased CTE options, CCMR Data, Student Certificates
26. May ISD will offer dual credit courses through Cisco College, but will maintain an MOU with Ranger College, TSTC, and Howard Payne University.	2	Administration, Higher Ed Facilities	Throughout the year	No Cost, Paid by student	Master Schedule, MOU	Increased rate of higher ed attendance after graduation.
27. Provide staff development in the areas of LPAC, ARD, State Assessment, Migrant Identification, 504, dyslexia, and other procedures as required by state and federal programs, including confidentiality.	2	Administration, SpEd Coop, Teachers	Throughout the year	General Fund	Sign-in sheets, Agendas	Training Certificates

28. Offer local testing to increase and encourage student participation, including: SAT School Day, ACT School Day, and TSIA2 testing.	2	Administration, Testing Coordinator, Students	Throughout the year	Comp Ed, General Fund	Testing rosters, student test scores, and annual testing calendar	Increased rate of higher ed attendance after graduation.
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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 and or retained by May 2024.*

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 <i>(Local funds, State, SCE, Title)</i>	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	Inservice, Throughout the school year	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 as well as teachers pursuing additional certifications.	1	Principal, Experienced Mentor Teachers	Throughout the school year	General Fund	Mentoring Program materials, training, and evaluation; list of teachers/mentors	Improved school/work culture, Teachers will feel supported.

3. The SBDM team will ensure that there is an equitable distribution of appropriately certified staff when conducting interviews.	1	Principal, SBDM	August & May	No Cost	SBDM Roster will reflect distribution as stated in district policy.	Sign-in Sheets
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	General Fund	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. Ex: Smartboard for every classroom, curriculum for improving academic student success.	1	Principal, IT Director	Ongoing	General Fund, ESSER, Comp Ed	Professional development certificates, lesson plans, interactive white boards, interactive touchscreens, computers, TEKS Resource System, Eduphoria, TExGuide	Teachers are able to implement strategies as shown in lesson plans; Students are more successful on STAAR.
6. Provide lower student-teacher ratio when possible to maximize student learning by providing effective and timely instruction.	1	Principal, School Board, Teachers	Ongoing	General Fund	Lesson plans, STAAR results	Improved student learning
7. Provide retention bonuses to qualified personnel and implement activities to continue to employ existing staff and maintain continuity of services.	1	School Board, Administration, All Faculty & Staff	November	General Fund	Payroll Ledger	Teacher Retention

Goal 3: All students in May ISD will be educated in a learning environment that is safe, drug free, sanitized, and conducive to learning.

Objective 1: By May 2024 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 5% as measured by PEIMS and number of discipline referrals. Students receive the support needed during a pandemic in an environment that is COVID free.

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 counselor 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	Teachers will know how to effectively address these issues.
4. Implement Red Ribbon Week and Fire Prevention Week activities to promote a drug-free life, and a safe environment at school and at home.	4	Counselor, STUCO	October	Campus Budget	STUCO activity list, sign drug free banner, hang drug free posters, May VFD visits to educate students on fire safety,	Students will know and understand the dangers of drugs and alcohol.

					documentation of fire drill performed during fire prevention week	
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	1,4	Principal, Counselor, Teachers	October	No Cost	Teacher evaluation of program	Increase student awareness to create safer environments at school and home.
8. Provide educational presentations to students, staff, and parents to increase awareness of various topics including, but not limited to drug and vaping awareness, police officer presentation.	1,4	Principal, Presenters, Teachers	Throughout the year	Campus budget	Teacher recommendations	Increase student awareness to create safer environments at school and home.
9. During the Covid-19 school closure, teachers will provide remote instruction through Google Classroom, Zoom, and other approved platforms. Teachers will use document cameras and laptops as their primary tools.	1,4	Superintendent Principals, Teacher Facilitator, Teachers, IT Department	Ongoing	General Fund	Recorded Zoom meetings.	Students are logging on and able to complete their work as assigned.
10. Coordination of preparedness and response effort to prevent, prepare for, and respond to	1,4	Superintendent Principals, Teachers, All staff,	Ongoing	ESSER III	Expenditure Reports	Students are able to stay in school in an in person format in a safe manner.

COVID with sanitation/ cleaning supplies, .						
11. The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening, Hearing Screening), Type 2 Diabetes, Spinal Screening, Medication Administration and AED Maintenance Checks as laid out in our Wellness Plan maintained by our school Nurse and SHAC Committee.	1, 4	Superintendent Principals, Teachers, Nurse	Ongoing	General Funds ESSER III	Expenditure Reports, May ISD Wellness Plan, SHAC Committee sign-in sheets	Ensuring Student Health, Safety and Well-Being
12. May ISD offers annual student trainings delivered by our school nurse that includes: Stop the Bleed (7th -12th), CPR (12th), and Understanding Sexual Integrity (7th-12th).	1, 4	Superintendent Principals, Nurse	Annually	General Funds ESSER III	Expenditure Reports, Parent Permission Slips, Student sign-in sheets, Nurse's schedule/Master Schedule	Ensuring Student Health, Safety and Well-Being
13. Maintain, with ongoing monitoring, a school safety and security committee that will maintain a multi-hazard emergency operations manual with which all staff will be familiar.	1, 4	Superintendent Principals, Safety Officer Threat Assessment Coordinator	Annually	General Funds	Expenditure Reports, Training Sign-in sheets	Ensuring Student Safety and Well-Being

14. Increase campus security with district wide cameras, keyless entry door fobs, phones in classrooms, and shatter resistant film on some exterior doors.	1, 4	Superintendent Principals, Threat Assessment Coordinator, Safety Team	Ongoing	US DOJ COPS Grants	Security Team meeting minutes, multi-hazard emergency operations manual.	Ensuring Student Safety and Well-Being
14. Coordinate active shooter training for personnel on all campuses given by our Threat Assessment Coordinator.	1, 4	Superintendent Principals, Threat Assessment Coordinator	Annually	General Funds	Training Sign-in sheets	Ensuring Student Safety and Well-Being
15. Establish an anonymous hotline (STOPit Solutions) on www.mayisd.com for reporting of bullying in accordance with SB 179.	1, 4	Superintendent Principals, Threat Assessment Coordinator	Ongoing	No Cost- Provided by ESC 15	Log maintained by TAC	Ensuring Student Safety and Well-Being

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

Objective 1: By May 2024, 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: 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. Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout.	2, 3, 4	Principal, Designated teachers	End of each semester	General Funds	Attendance records for program, Edgenuity	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	General Funds	Folder of compiled letters generated and delivered for the 2018-2019 school year	Improved Attendance Rates
3. Career and technology students in grades 9-12 will have a coherent sequence of courses planned and integrated with the required graduation plan.	2,3,4	Principal, Counselor, CTE Teachers	Beginning of each semester	General Funds	Report cards, transcripts, graduation plans.	Personal Graduation Plan (PGP)
4. Implement a daily attendance calling system to call parents when students are absent.	2,3,4	IT, Principal, Parents	Daily	General Funds	Attendance Records	Improved Attendance Rates
5. Counseling for all at-risk students, especially those who have not passed an EOC	2,3,4	Principal, Counselor, Teachers	Throughout the year	General Funds	Counselor Records	Course completion rates; dropout rates

6. Provide support and tutoring for identified ESL students.	2,3,4	Principal, ESL Staff; Parent Liaison	Throughout the year	General Funds	General Funds	Increased ESL passing rates
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Goal 5: Parents and Community will be partners in the education of students in May ISD.

Objective 1: By May 2024, 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. 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	Registration packet	Signed parent compacts
2. Maintain campus PTO to continue to increase parent involvement including opening 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	Strengthened relationship between the school and outside organizations.
3. Present School Report Card in English and Spanish based on TAPR data and information to understand the state's	2,4	Principal	When it becomes available	No Cost	School board meeting agenda, website	Parent understanding of student scores.

performance standards on the school website and at a school board meeting.						
4. Conduct required teacher-parent conferences for students who do not meet the state standards (SSI) in 8th grade and 4545 Meetings.	2,4	Principal, Counselor, Teachers	After STAAR: July	No Cost	Teacher-Parent conference logs, SSI documentation in student permanent folder	Individual instructional plan for student success.
5. Maintain/display copies of May High School Campus Improvement Plan, the District Improvement Plan, and Student Code of Conduct easily accessible online and in the school office.	2,4	Principal	Ongoing	No Cost	Displayed copies of documents, school website	Parents informed of school procedures.
6. Annual Open House and Meet the Teacher to greet parents and for campus orientation in order to increase parent involvement.	2,4	Principals, Teachers	These activities will resume after COVID.	None	Sign-in Sheets	Strengthened relationship between the school and parents..
7. 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	
8. May ISD will offer annual Flu Shot Clinics and Blood Drives that are available to students, faculty and staff, and community.	2,4	Superintendent Principals, Nurse	Annually	General Funds REAP Funds	Expenditure Reports, Nurse's schedule/Master Schedule, Postings on social media and school website.	Ensuring Student and community Health, Safety and Well-Being

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 the challenging 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)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), 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	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● 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.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: May ISD
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

Filled Out By: ESC 15; Natalie Steele, May ISD
Date: 08-20-2022

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 Plan 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): 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): 100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> 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. 	July1-August 30	District Migrant Contact	Signed PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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. 	July1-August 30	District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July1-August 30	District Migrant Contact	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> 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. 	July1-August 30	District Migrant Contact	PFS Parent Form

Additional Activities

Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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. 	July1-August 30	District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> 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. 	July1-August 30	District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July1-August 30	District Migrant Contact	Student Participation List, Invoices, Sign In logs

			logs
Additional Activities			
<ul style="list-style-type: none"> Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact	Community Resource list Agency Information

Natalie Stue
LEA Signature

9-16-22
Date Completed

Elizabeth Raquel
ESC Signature

09-19-2022
Date Received

McKinney-Vento Homeless Assistance Act

Every child has the right to be educated, including students experiencing homelessness. They are protected under a federal act known as the McKinney-Vento Homeless Assistance Act.

Under the McKinney-Vento legislation, children have the right to:

- Continue their education in the school they attended before they became homeless, if feasible and if that is their family's choice;
- Receive transportation to the school they attended before their family became homeless;
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless;
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment;
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.

Contact MISD's McKinney-Vento Liaison

Natalie Steele

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