Spring Independent School District

Meyer Elementary

2023-2024 Improvement Plan

Mission Statement

We are committed to ensuring a safe and secure environment with high levels of authentic learning for ALL rooted in best practices through ongoing purposeful collaboration while preparing 21st Century leaders today to lead tomorrow.

Vision

Meyer will be a school of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

We Will:

- Base our decisions on what is best for our students.
- Strive for excellence in all we do.
- Build trust through integrity and lead by example.
- Communicate openly.
- Value diversity and treat everyone with dignity and respect.
- Win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Meyer Elementary is a diverse Pre-K-5th grade Title I campus in Spring ISD, which has a vision of preparing 21st-century leaders today to lead tomorrow. The campus is nestled in the North Forest subdivision. Its resources expand through many communities on the east and west sides of I-45. The families we serve are predominantly from low socioeconomic backgrounds.

Two student groups comprise 93% of the overall student population: Hispanic at 57% and African American at 36%. The remainder of the student body comprises 4% White students and 1% American Indian students. The overall attendance for Meyer decreased to a rate below the campus expectation of 92.8%. Meyer Elementary student groups include 41% (EB) Emergent Bilinguals, 3.2% Gifted and Talented, and 14.3% in Special Education. In addition, 91% of students are identified as economically disadvantaged, 72% as at-risk, 26% are non-continuously enrolled, and 1.6% of our student population is homeless.

For the 2023-2024 school year, student enrollment at Meyer increased from 661 to 719 students (as of September 2023). The enrollment was still significantly low due to higher student mobility to other districts. Due to district rezoning, Meyer received about 50 additional students from Salyers Elementary.

According to the 2021-22 TAPR Report, our staff of 66 employees comprises 44 teachers, six that provide professional support, two campus administrators, 15 educational aides, one counselor, and one librarian. Of these, 47% of our staff is African American, 28% is Hispanic, 18% is White, 5% is Asian, and 2% is one or two more races. 22% of the staff is male, and 78% is female. All teachers have degrees, with 75% having a Bachelor's degree and 25% having a Master's degree. 58% of teachers have 0-5 years of experience, while 37% have 6-20 years of experience. 4% have more than 20 years of experience.

Our teacher retention has decreased in the past year. 80% of teachers decided to stay at Meyer, while 20% moved on to other positions elsewhere. Teacher retention has improved due to incentives awarded to teachers for student achievement in the Spring Rewards Program. The campus is in its third year of implementing a new curriculum for Math and Reading. New teachers will need to be trained to ensure continuity of progress.

We have fostered parental and community involvement at Meyer through our parent group and The Vine volunteering program. Our parent liaison has worked to establish and maintain strong relationships with our parents. This year, the campus will establish a Parent Advisory Committee to provide opportunities for parent input in campus decision-making.

We have partnered with businesses and community members that incentivize our students and teachers, such as Chick-fil-A, Texas Roadhouse, and The Meyer Sisters.

Meyer Elementary School continues to place a high priority on employing and maintaining a high-quality, talented staff. This year, sixteen teachers, two sped paras, and two ELL paraprofessionals have joined the campus. 63% of the new teachers hired are experienced teachers. The number of teachers with ESL certification continues to increase, with all ELAR teachers of record for EB students being certified. Our staff comprises a diverse group of educators with varied years of experience to meet the needs of our scholars and families.

Demographics Strengths

Demographic strengths for Meyer Elementary include:

1. Meyer Elementary has a diverse student body and staff.
2. The student-to-staff ratio is appropriate and allows for specific attention to student needs.

3. Various special programs meet the diverse needs of the student population.
4. Meyer Elementary embraces and celebrates the multicultural heritage of scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause:** There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.

Problem Statement 2 (Prioritized): The data reflects that 97% of office referrals were male, 45% were Black, and 100% were economically disadvantaged. **Root Cause:** There is a lack of consistency in the referral system. Teachers and staff may carry bias in carrying out the discipline process map and assigning consequences.

Problem Statement 3 (Prioritized): School quality survey indicates that a disconnect between the community and the professional staff results in weak partnerships between the school, families, and the community. **Root Cause:** Teachers and staff are not knowledgeable about the education levels and professions of the community. The staff has not fostered strong partnerships with stakeholders.

Student Learning

Student Learning Summary

Student Learning Summary

Meyer Elementary has undergone several challenges, starting at the end of 2020 when the pandemic affected everyone. When we finally transitioned back to on-campus learning in 2022, we established new systems and protocols that made us more effective at providing instruction for our students. This also included learning new ways of internalizing instruction with the newly adopted materials for our district curriculum. Consequently, for the 2022-2023 year, our students performed at least 26% Meets for Reading and Math. In Reading, third and fourth grade performed at 26% Meets while 5th grade performed at 40% Meets. In Math, third and fourth grade performed around 30% Meets, while 5th grade performed at 51% Meets. This data shows that all grade levels need more support in Reading, while 4th grade needs more support in Math. We gained points for domains 2 and 3 since all our tested groups significantly grew from the previous year. The data below shows that Meyer Elementary decreased its Meets Performance level in Reading by 6%, while math increased by 2% compared to last year (2022-2023).

The decrease in performance levels was believed to be caused by the new STAAR format, STAAR 2.0, which includes more writing on the assessment. The groups we must address will be the Non-Continuously enrolled population and special education students. When analyzing the subpopulations, we noticed that our Special Education and Non-Continuously enrolled students performed significantly lower than expected targets (more than 20% below the target). Special education students were negatively affected by the lack of staff needed to service them. Regarding the non-continuously enrolled students, we need to figure out ways to retain them so they stay with us for a while. However, our Hispanic and Emergent Bilingual students perform higher than expected targets with Math, Reading, and TELPAS. Our bilingual students may have performed well due to our expectations of at least intermediate English acquisition by the end of second grade. This allows teachers to focus on strengthening academic English vocabulary by the time they get to third grade.

On the other hand, our Science scores have consistently been below the targeted performance district goals for the last three years. Our low scores in Science were part of the reason we received a D in domain 1. Low science scores may be due to consistency in teaching Science in the lower grade levels. On the positive side, even though we did not reach our performance goals for Math and Reading (70% Approaches, 40% Meets, and 15% Masters), we were less than 10% away from reaching our goals for these subjects, and we also received a B in domains 2 and 3 due to our growth.

MAP data from the beginning of the 2023 year shows that we need to improve in Math since only 40% of students are on grade level, while Mclass shows that only 35% of students grew in Reading according to the 2022 end-of-year assessment. Math may have been negatively affected by adopting the new program Eureka since staff reported that MAP assesses skills differently than Eureka. Regarding Circle, Pre-K students have shown excellent academic performance in Reading and Math (above 90%). We expect better results to happen this next year since we have established sound systems in place to make improvements.

For the year 2021-2022, the Texas Education Agency Meyer received a "B" Rating.

Below is the data Meyer had for domain 1 for the year the 2022-2023:

Domain 1: Student Achievement

Overall Meets Performance: 26%

Results of Performance at Meets:

Reading 32%
Math 38%
Science 9%

Subject/ Year	% Approaches	% Meets	% Masters
3rd Reading 2022	75%	40%	21%
3rd Reading 2023	58%	31%	4%
3rd Math 2022	70%	36%	12%
3rd Math 2023	62%	32%	13%
4th Reading 2022	66%	40%	16%
4th Reading 2023	69%	26%	6%
4th Math 2022	63%	29%	10%
4th Math 2023	59%	31%	9%
5th Reading 2022	61%	34%	14%
5th Reading 2023	74%	40%	**9%**
5th Math 2022	76%	38%	15%
5th Math 2023	84%	51%	7%
5th Science 2022	39%	6%	3%
5th Science 2023	38%	9%	1%

Domain 1 Letter Rating: Not yet rated.

Domain 2: Student Growth

Results of Growth by Subject: not based on TEA guidelines.

Reading: 24% growth
Math: 34% growth

ALL growth: 29% growth

Domain 2 Letter Rating: not yet rated.

Domain 3: Closing the Gaps

SCIENCE:

NCE					
GRADE	TEACHER	Did Not M	Approach	Meets	Masters
ALL	ALL	50%	50%	8%	0%
SPED					
GRADE	TEACHER	Did Not M	Approach	Meets	Masters
ALL	ALL	89%	11%	0%	0%
LEP					
GRADE	TEACHER	Did Not M	Approach	Meets	Masters
ALL	ALL	84%	16%	0%	0%
HISPANIC					
GRADE	TEACHER	Did Not M	Approach	Meets	Masters
ALL	ALL	73%	27%	0%	0%
AFRICAN AMERICAN					
GRADE	TEACHER	Did Not M	Approach	Meets	Masters
ALL	ALL	50%	30%	20%	0%
GT					
GRADE	TEACHER	Did Not M	Approach	Meets	Masters
ALL	ALL	100%	0%	0%	0%

READING:

NCE					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	43%	57%	29%	5%
3	ALL	53%	47%	24%	6%
4	ALL	47%	53%	16%	3%
5	ALL	26%	74%	52%	7%
SPED					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	68%	32%	7%	0%
3	ALL	75%	13%	13%	0%
4	ALL	75%	17%	8%	0%
5	ALL	50%	50%	0%	0%
LEP					

GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	35%	65%	29%	5%
3	ALL	50%	50%	20%	3%
4	ALL	29%	71%	32%	9%
5	ALL	27%	73%	33%	4%
HISPANIC					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	33%	34%	27%	6%
3	ALL	46%	54%	25%	2%
4	ALL	26%	74%	37%	9%
5	ALL	25%	75%	38%	8%
AFRICAN AMERICAN					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	30%	37%	24%	8%
3	ALL	38%	62%	41%	10%
4	ALL	29%	71%	14%	0%
5	ALL	23%	77%	50%	18%
GT					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	0%	100%	90%	29%
3	ALL	0%	100%	86%	29%
4	ALL	0%	100%	88%	13%
5	ALL	0%	100%	100%	50%

MATH:

NCE					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	42%	58%	29%	4%
3	ALL	47%	53%	24%	3%
4	ALL	53%	47%	19%	6%
5	ALL	22%	78%	48%	4%
SPED					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	57%	43%	14%	7%
3	ALL	63%	25%	0%	13%
4	ALL	75%	17%	0%	8%
5	ALL	25%	50%	25%	0%
LEP					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	34%	66%	35%	9%
3	ALL	38%	63%	30%	10%
4	ALL	44%	56%	32%	9%
5	ALL	23%	77%	42%	8%
HISPANIC					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	30%	31%	30%	10%
3	ALL	40%	60%	33%	8%

3	ALL	40%	60%	33%	8%
4	ALL	33%	67%	40%	14%
5	ALL	17%	83%	46%	8%
AFRICAN AMERICAN					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	33%	29%	28%	10%
3	ALL	31%	69%	34%	21%
4	ALL	51%	49%	23%	3%
5	ALL	5%	95%	68%	9%
GT					
GRADE	TEACHER	Did Not Meet	Approaches	Meets	Masters
ALL	ALL	0%	100%	100%	62%
3	ALL	0%	100%	100%	57%
4	ALL	0%	100%	100%	63%
5	ALL	0%	100%	100%	67%

Domain 3 Letter Rating: not yet rated.

OVERALL RATING : not yet rated.

Assessment	% On or Above Grade Level
MAP Reading	67%
MAP Math	57%
CIRCLE ELA	96%
CIRCLE Math	99%
Mclass	46%

TELPAS RESULTS				
Grade	Beginning	Intermediate	Advanced	Advanced High
K	64%	27%	7%	2%
1	42%	46%	12%	0%

TELPAS RESULTS				
2	27%	63%	10%	0%
3	24%	37%	29%	6%
4	13%	39%	34%	13%
5	7%	33%	48%	11%

Student Learning Strengths

- Meyer met domain 1 district goals in regard to the approaches and meets performance levels for 5th grade Reading and Math (70% Approaches, 40% Meets, 15% Masters).
- Meyer exceeded all growth targets for its subpopulations for domain 3.
- Meyer exceeded the growth target for all EB students according to TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are achievement gaps between Black students and all other student groups in Reading. Based on the EOY MAP Reading, 35% of Black students in grades 3-5 were performing below grade level. **Root Cause:** Teachers fail to engage and make learning relevant to students during their instruction.

Problem Statement 2 (Prioritized): 63% of students in K-2 are making no growth or show regression on mClass at EOY. **Root Cause:** The Amplify curriculum and mClass is not being taught with fidelity and remain in the initial stages of implementation based on the Amplify Implementation Matrix.

Problem Statement 3 (Prioritized): 53% of Kindergarten,35% of Grade 1, and 49% of Grade 2 students performed below grade level on the EOY Map Math. **Root Cause:** The Eureka curriculum is not being taught with fidelity based on observation data and is in the beginning stages of implementation based on the Eureka Implementation Support Tool.

Problem Statement 4 (Prioritized): The majority of students in grades 3-5 scored a 0 or 1 out of 5 on the STAAR constructed response question based on the STAAR writing rubric. **Root Cause:** Teachers did not utilize the rubrics in daily instruction on open-ended responses in the Amplify curriculum.

Problem Statement 5 (Prioritized): Based on observation data, struggling and at-risk students are not receiving their accommodations/interventions routinely and effectively. 36% of students in RTI are not making adequate progress. **Root Cause:** The campus needs more m-Class licenses for upper grades 3-5 to learn phonics. Based on observation data the Acceleration block is not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Meyer Elementary utilizes the district-adopted curriculum materials from Amplify and Eureka to provide high-quality instruction for the Texas Essential Knowledge and Skills. Planning occurs through internalization whereby teachers study the overarching ideas, past knowledge, high-leverage objectives, and activities that will yield the most effective student learning. Then, to monitor student progress, Amplify and Eureka assessments are used to analyze data and student work to identify misconceptions and learning gaps that need to be addressed through intervention or by creating stations and resources that support student learning.
To determine student progress through standardized assessment tools, our district uses the following tests as benchmarks throughout the year:

- Mclass for K-2 Reading
- MAP for 3-5 Reading
- MAP for K-5 Math

These tools allow teachers to develop more targeted small-group instruction based on the specific prerequisite skills students need to master to be successful.
Weekly grade-level PLC meetings are held with administrators and the campus academic specialist. The sessions target lesson planning, data discussions, strategic planning, and professional learning. The planning process focuses on providing effective differentiation in all lessons for all learners. Teachers also know how to select exit tickets through backward planning aligned to the rigor of the student expectations.

Meyer Elementary School places a high priority on employing highly qualified staff. The teachers who join the Meyer family are supported through the Mustang Mentoring program. Teachers have the opportunity to grow in their practice, and aspiring leaders are encouraged to grow in leadership. The district provides new teachers with the required training to introduce district initiatives that support instructional practices and expectations. Professional learning is encouraged to be ongoing. Teachers attend professional development at both campus and district levels throughout the year.
The decisions and practices that are implemented at Meyer Elementary are student-focused. Parents, teachers, and students portray Mustang pride as we exude excellence in all we do. We nurture our students, persistently create leaders, and persevere through the developmental process of establishing a solid academic and social foundation for all students.

School Processes & Programs Strengths

Meyer Elementary has identified the following strengths:

- Process in place to hire high-quality staff members.
- Administrators and teachers value the time allotted for team collaboration weekly.
- Grade-level PLCs included instructional specialists and administration to strengthen instruction.
- RTI process is being used to target students and their instruction to close achievement gaps and make necessary referrals to the appropriate special programs.
- New campus initiatives were implemented to increase student achievement. These include:
    - Adopting a new curriculum that details all lessons, activities, and assessments so teachers may spend more time understanding and applying the lesson rather than creating it.
    - Use of instructional coaches that provide targeted feedback to improve instructional practices
    - Access to self-guided professional development and weekly open labs for blended learning resources to keep students engaged
    - Train and monitor the implementation of habits of discussion and aggressive monitoring.
  - Carry out a systematic At-bat schedule so teachers can provide feedback to each other to improve instructional delivery gaps.
  - Reading and Math interventionists provide accelerated instruction through small-group instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some staff report having to go to PD or PLC that does not pertain to their role and some report they need a greater variety of relevant PD, particularly paraprofessionals. **Root Cause:** There is not enough variety of relevant and role-specific professional development available on campus.

Problem Statement 2 (Prioritized): The campus did not collect enough unit or module assessment data, and teachers struggled with keeping up with the pacing calendar. **Root Cause:** Campus unit and module assessments calendars were not streamlined for teachers, and there was insufficient backward planning and unit/module internalization in PLCs.

Problem Statement 3 (Prioritized): Teachers struggle with time management, lesson internalization, and having materials ready for instruction. Teachers struggle to implement all curriculum components with fidelity. **Root Cause:** Teachers do not have buy-in on the adopted curriculum of Eureka and Amplify. Teachers need support with classroom management to manage challenging behaviors.

Perceptions

Perceptions Summary

At Meyer Elementary we want to ensure our school is a safe and friendly environment where differences are embraced and respected. Our unique differences unify us. Our motto is "We win as a team."

According to our last documented survey from May 2023, some of our highest-ranking indicators included:

- 81% of teachers rated the overall quality of our school as excellent or good.

- 90% of the families at Meyer rated the campus as high quality.
- 91% of students rate the school as a safe and secure environment.

An area of growth is communicating more with our parents since our campus goal is for 95% of our parents to rate us positively for our school quality, academic support, student support and school leadership.

Campus initiatives including, Mustang PRIDE, SpringWay Routines and Procedures, and No Place for Hate, are implemented to minimize discipline and bullying concerns, and maximize student achievement. The implementation of these programs allows teachers to maximize instructional time.

It is essential to us that our partnership with parents is effective as we educate their children. We provide translators for parent meetings, translations on website correspondence, and provide printed materials in English and Spanish. We value open communication among all stakeholders.

Perceptions Strengths

According to our last Spring ISD survey, these are our highest ranking indicators (more than 80%):

- Families are encouraged to attend school sponsored activities, such as Open Houses and Parent Meetings.
- Families are informed about school sponsored activities, such as tutoring, after school programs and student performances.
- This school is safe
- Staff members and families treat each other with respect.
- This school has high learning standards for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the May 2023 survey data, 70% of parents do not feel up-to-date and informed about what is happening at school. Parents report that they do not hear enough from their child's teacher. **Root Cause:** Systems are not implemented for multiple levels of parent and 2-way communication. A system for correcting incorrect phone numbers and emails is not implemented.

Problem Statement 2 (Prioritized): According to the May 2023 survey data, there is a disconnect between teachers and instructional leadership. **Root Cause:** Teachers do not feel their capacity is being built. ILT needs more protected time in classrooms to provide coaching.

Priority Problem Statements

Problem Statement 1: The data reflects that 97% of office referrals were male, 45% were Black, and 100% were economically disadvantaged.

Root Cause 1: There is a lack of consistency in the referral system. Teachers and staff may carry bias in carrying out the discipline process map and assigning consequences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 63% of students in K-2 are making no growth or show regression on mClass at EOY.

Root Cause 2: The Amplify curriculum and mClass is not being taught with fidelity and remain in the initial stages of implementation based on the Amplify Implementation Matrix.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are achievement gaps between Black students and all other student groups in Reading. Based on the EOY MAP Reading, 35% of Black students in grades 3-5 were performing below grade level.

Root Cause 3: Teachers fail to engage and make learning relevant to students during their instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The majority of students in grades 3-5 scored a 0 or 1 out of 5 on the STAAR constructed response question based on the STAAR writing rubric.

Root Cause 4: Teachers did not utilize the rubrics in daily instruction on open-ended responses in the Amplify curriculum.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on observation data, struggling and at-risk students are not receiving their accommodations/interventions routinely and effectively. 36% of students in RTI are not making adequate progress.

Root Cause 5: The campus needs more m-Class licenses for upper grades 3-5 to learn phonics. Based on observation data the Acceleration block is not being implemented with fidelity.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus did not collect enough unit or module assessment data, and teachers struggled with keeping up with the pacing calendar.

Root Cause 6: Campus unit and module assessments calendars were not streamlined for teachers, and there was insufficient backward planning and unit/module internalization in PLCs.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: According to the May 2023 survey data, there is a disconnect between teachers and instructional leadership.

Root Cause 7: Teachers do not feel their capacity is being built. ILT needs more protected time in classrooms to provide coaching.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Special programs are not aligned with the needs and desires of the students, parents, and community.

Root Cause 8: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.

Problem Statement 8 Areas: Demographics

Problem Statement 9: School quality survey indicates that a disconnect between the community and the professional staff results in weak partnerships between the school, families, and the community.

Root Cause 9: Teachers and staff are not knowledgeable about the education levels and professions of the community. The staff has not fostered strong partnerships with stakeholders.

Problem Statement 9 Areas: Demographics

Problem Statement 10: 53% of Kindergarten,35% of Grade 1, and 49% of Grade 2 students performed below grade level on the EOY Map Math.

Root Cause 10: The Eureka curriculum is not being taught with fidelity based on observation data and is in the beginning stages of implementation based on the Eureka Implementation Support Tool.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Some staff report having to go to PD or PLC that does not pertain to their role and some report they need a greater variety of relevant PD, particularly paraprofessionals.

Root Cause 11: There is not enough variety of relevant and role-specific professional development available on campus.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Teachers struggle with time management, lesson internalization, and having materials ready for instruction. Teachers struggle to implement all curriculum components with fidelity.

Root Cause 12: Teachers do not have buy-in on the adopted curriculum of Eureka and Amplify. Teachers need support with classroom management to manage challenging behaviors.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: According to the May 2023 survey data, 70% of parents do not feel up-to-date and informed about what is happening at school. Parents report that they do not hear enough from their child's teacher.

Root Cause 13: Systems are not implemented for multiple levels of parent and 2-way communication. A system for correcting incorrect phone numbers and emails is not implemented.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance
levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level	2023 %		2024 %
Approaches	67%	to	70%
Meets	32%	to	35%
Masters	6%	to	9%

Evaluation Data Sources: STAAR Data, Domain 1 and Domain 2

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To improve student performance in Reading, we will become more data-driven by using and analyzing the end-of-unit assessments in Eduphoria from Amplify and diagnostic assessment data to target student groups. The campus will hold a DDAP in PLC for each module assessment, as reflected in the PLC calendar. We will also use STAAR preparation materials from Sirius, IReady, and Learning Farm. **Strategy's Expected Result/Impact:** Grade 3 Approaches- 61%, Meets-34%, Masters-9% Grade 4 Approaches-72%, Meets-29%, Masters-9% Grade 5 Approaches-77%, Meets-43%, Masters- 9% **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional coaches, ESSER Teacher **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 - School Processes & Programs 2 **Funding Sources:** Learning Farm, Sirius, IReady - 211 Title I, Part A - $9,200	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: To increase the performance of GT scholars at the masters level, GT scholars will utilize Renzulli Learning, which will facilitate strategic inquiry and critical thinking while encouraging scholars to explore and follow their interests. GT Scholars will also participate in the GT expo, in which scholars will complete project-based learning activities, which they will present to classmates. **Strategy's Expected Result/Impact:** 40% of GT students will perform at the Masters performance level in STAAR Reading. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, GT coordinator, teachers and instructional coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	40%			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause**: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.
Student Learning
Problem Statement 4: The majority of students in grades 3-5 scored a 0 or 1 out of 5 on the STAAR constructed response question based on the STAAR writing rubric. **Root Cause**: Teachers did not utilize the rubrics in daily instruction on open-ended responses in the Amplify curriculum.
Problem Statement 5: Based on observation data, struggling and at-risk students are not receiving their accommodations/interventions routinely and effectively. 36% of students in RTI are not making adequate progress. **Root Cause**: The campus needs more m-Class licenses for upper grades 3-5 to learn phonics. Based on observation data the Acceleration block is not being implemented with fidelity.
School Processes & Programs
Problem Statement 2: The campus did not collect enough unit or module assessment data, and teachers struggled with keeping up with the pacing calendar. **Root Cause**: Campus unit and module assessments calendars were not streamlined for teachers, and there was insufficient backward planning and unit/module internalization in PLCs.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level	2023 %		2024 %
Approaches	68%	to	71%
Meets	38%	to	41%
Masters	10%	to	13%

Evaluation Data Sources: STAAR Domain 1 and Domain 2

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To improve student performance in Math, we will become more data-driven by using and analyzing the end-of-module assessments in Eduphoria from Eureka and diagnostic assessment data to target student groups. The campus will hold a DDAP in PLC for each module assessment, as reflected in the PLC calendar. We will also use STAAR preparation materials from Sirius and Learning Farm. **Strategy's Expected Result/Impact:** Grade 3 Approaches-65%, Meets-35%, Masters-16% Grade 4 Approaches-62%, Meets-34%, Masters-12% Grade 5 Approaches-85%, Meets-54%, Masters-10% **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional support specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 5 - School Processes & Programs 2, 3 **Funding Sources:** Tutor, toner, copy paper, color printers, Sirius - 211 Title I, Part A - $28,200	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: To increase the performance of GT scholars at the masters level, GT scholars will utilize Renzulli Learning, which will facilitate strategic inquiry and critical thinking while encouraging scholars to explore and follow their interests. GT Scholars will also participate in the GT expo, in which scholars will complete project-based learning activities, which they will present to classmates. **Strategy's Expected Result/Impact:** 40% of GT students will perform at the Masters performance level in STAAR Math. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, GT Coordinator, teachers and instructional coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause**: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.
Student Learning
Problem Statement 5: Based on observation data, struggling and at-risk students are not receiving their accommodations/interventions routinely and effectively. 36% of students in RTI are not making adequate progress. **Root Cause**: The campus needs more m-Class licenses for upper grades 3-5 to learn phonics. Based on observation data the Acceleration block is not being implemented with fidelity.
School Processes & Programs
Problem Statement 2: The campus did not collect enough unit or module assessment data, and teachers struggled with keeping up with the pacing calendar. **Root Cause**: Campus unit and module assessments calendars were not streamlined for teachers, and there was insufficient backward planning and unit/module internalization in PLCs. **Problem Statement 3**: Teachers struggle with time management, lesson internalization, and having materials ready for instruction. Teachers struggle to implement all curriculum components with fidelity. **Root Cause**: Teachers do not have buy-in on the adopted curriculum of Eureka and Amplify. Teachers need support with classroom management to manage challenging behaviors.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level	2023 %		2024 %
Approaches	38%	to	41%
Meets	9%	to	12%
Masters	1%	to	4%

Evaluation Data Sources: STAAR Domain 1

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To improve student performance in Science, Meyer will hire a highly effective 5th grade Science teacher to provide a hands-on lab experience. The campus will host a science/stem fair and monitor student achievement by administering campus assessments. We will use resources such as K12 Summit, Learning Farm, and Sirius to improve science achievement and Spanish materials for emergent bilingual students. **Strategy's Expected Result/Impact:** Grade 5 Approaches-41%, Meets-12%, Masters-4% **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2, 3 **Funding Sources:** Summit K12, Instructional Materials - 211 Title I, Part A - $10,000	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: To increase the performance of GT scholars at the masters level, GT scholars will utilize Renzulli Learning, which will facilitate strategic inquiry and critical thinking while encouraging scholars to explore and follow their interests. GT Scholars will also participate in the GT expo, in which scholars will complete project-based learning activities, which they will present to classmates. **Strategy's Expected Result/Impact:** 40% of GT students will perform at the Masters performance level in STAAR Science. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, GT coordinator teachers and instructional coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	40%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause**: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.
School Processes & Programs
Problem Statement 2: The campus did not collect enough unit or module assessment data, and teachers struggled with keeping up with the pacing calendar. **Root Cause**: Campus unit and module assessments calendars were not streamlined for teachers, and there was insufficient backward planning and unit/module internalization in PLCs.
Problem Statement 3: Teachers struggle with time management, lesson internalization, and having materials ready for instruction. Teachers struggle to implement all curriculum components with fidelity. **Root Cause**: Teachers do not have buy-in on the adopted curriculum of Eureka and Amplify. Teachers need support with classroom management to manage challenging behaviors.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 95% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	96%
Letter-Sound Correspondence	93%
Early Writing	98%

HB3 Goal

Evaluation Data Sources: CIRCLE Assessment EOY data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching that strategically addresses the specific needs of scholars. We will analyze the objectives using the Frog Street curriculum through PLC, At-bats, and provide continuous professional development for Frog Street curriculum. **Strategy's Expected Result/Impact:** 95% "On Target" according to EOY CIRCLE assessment. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional support specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Some staff report having to go to PD or PLC that does not pertain to their role and some report they need a greater variety of relevant PD, particularly paraprofessionals. **Root Cause**: There is not enough variety of relevant and role-specific professional development available on campus.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 95% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE overall in Math.

	2023 Percentage
Overall Math	100%

HB3 Goal

Evaluation Data Sources: 95% on track for Math on Circle

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching that strategically addresses the specific needs of scholars. We will analyze the objectives using the Frog Street curriculum through PLC, At-bats, and provide continuous professional development for Frog Street curriculum. **Strategy's Expected Result/Impact:** 95% "On Target" according to EOY CIRCLE assessment. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional support specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	40%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Some staff report having to go to PD or PLC that does not pertain to their role and some report they need a greater variety of relevant PD, particularly paraprofessionals. **Root Cause**: There is not enough variety of relevant and role-specific professional development available on campus.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 55%

Evaluation Data Sources: EOY MAP Reading Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To improve student growth in Reading, teachers will facilitate data conferences after the Beginning of the Year MAP assessment so students may review their student profiles. Students will then create a Personalized Goal Tracker, updated after each assessment. Students will complete their goals through small group instruction with appropriate subject and language-specific manipulatives and resources, such as Amplify Read. **Strategy's Expected Result/Impact:** At least 67% of 3rd and 4th grade students will be On/Above Grade level according to the end of the year MAP assessment. At least 68% of 5th grade students will be On/Above Grade level according to the end of the year MAP assessment. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional support specialists. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	20%			
0% No Progress · 100% Accomplished · Continue/Modify · Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: There are achievement gaps between Black students and all other student groups in Reading. Based on the EOY MAP Reading, 35% of Black students in grades 3-5 were performing below grade level. **Root Cause**: Teachers fail to engage and make learning relevant to students during their instruction.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 66% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 51%

HB3 Goal

Evaluation Data Sources: EOY MAP Math Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To improve student growth in Math, teachers will facilitate data conferences after the Beginning of the Year MAP assessment so students may review their student profiles. Students will then create a Personalized Goal Tracker, updated after each assessment. Students will complete their goals through small group instruction with appropriate subject and language-specific manipulatives and resources, such as ST Math. **Strategy's Expected Result/Impact:** At least 62% of Kindergarten students will be On/Above Grade level according to the end of the year MAP assessment. At least 62% of 1st grade students will be On/Above Grade level according to the end of the year MAP assessment. At least 62% of 2nd grade students will be On/Above Grade level according to the end of the year MAP assessment. At least 62% of 3rd grade students will be On/Above Grade level according to the end of the year MAP assessment. At least 67% of 4th grade students will be On/Above Grade level according to the end of the year MAP assessment. At least 75% of 5th grade students will be On/Above Grade level according to the end of the year MAP assessment. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional support specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	40%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 3: 53% of Kindergarten,35% of Grade 1, and 49% of Grade 2 students performed below grade level on the EOY Map Math. **Root Cause**: The Eureka curriculum is not being taught with fidelity based on observation data and is in the beginning stages of implementation based on the Eureka Implementation Support Tool.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 65% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 57%

HB3 Goal

Evaluation Data Sources: mCLASS End of the Year assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To improve student growth in Reading for grades K-2, teachers will facilitate data conferences after the Beginning of the Year mCLASS assessment to create a student Personalized Goal Tracker, updated after each assessment. Students will complete their goals through small group instruction and mCLASS intervention. **Strategy's Expected Result/Impact:** 65% of KG-2nd grade students will be "On/Above Grade Level" according to the end of the year mClass Asssessments. **Staff Responsible for Monitoring:** Administrators, campus academic specialist, teachers and instructional support specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	30%			
0% No Progress · 100% Accomplished · Continue/Modify · Discontinue				

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: 63% of students in K-2 are making no growth or show regression on mClass at EOY. **Root Cause**: The Amplify curriculum and mClass is not being taught with fidelity and remain in the initial stages of implementation based on the Amplify Implementation Matrix.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will achieve a 94% attendance rate.

2023 Attendance Rate: 92.8%

Evaluation Data Sources: Weekly attendance reports by grade level and student achievement /success rates on exit tickets, checkpoints, and report card grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To increase student attendance, we will provide incentives to students and their families at the end of each nine weeks. These may include gift cards and raffles(donated by PTO or business partners), dinner vouchers, and fun school activities (ex, skating, and bowling parties) for students and their families. Students may also be featured on the "attendance wall" and receive class rewards such as popsicles, lollipops, attendance dance, and free dress passes. **Strategy's Expected Result/Impact:** The attendance rate will increase from 92.8% in 2023 to 94% by June 2024. **Staff Responsible for Monitoring:** Administrators and Attendance Clerk and Counselor **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In order to hold all stakeholders accountable for attendance, weekly attendance meetings will be held to identify students who are absent and tardy. Teachers will call parents to follow up after two consecutive days of absence, attendance clerk will make daily calls and use a monitoring system. Attendance clerk will also ensure that phone contacts are updated				

consistently.

Strategy's Expected Result/Impact: The attendance rate will increase from 92.8% in 2023 to 94% by June 2024.

Staff Responsible for Monitoring: Administrators and Attendance Clerk and Counselor

Title I:
2.4, 2.5, 2.6, 4.1

- TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 3

50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 3: School quality survey indicates that a disconnect between the community and the professional staff results in weak partnerships between the school, families, and the community. **Root Cause**: Teachers and staff are not knowledgeable about the education levels and professions of the community. The staff has not fostered strong partnerships with stakeholders.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

HB3 Goal

Evaluation Data Sources: STAAR assessment data
Academic outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To close the achievement gap between African American and Hispanic students in Reading, teachers will engage in learning walks and be trained on engagement strategies to build background knowledge and make content understandable and relevant. **Strategy's Expected Result/Impact:** 56% of AA students will perform at the Approaches performance level in Reading **Staff Responsible for Monitoring:** Administrators, Campus Academic Specialist and Instructional Support Staff. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In order to close the achievement gap between African American and Hispanic students in Reading, the admin and ILT will utilize Whetstone Grow to coordinate and streamline the coaching program to build teacher capacity. The campus will purchase a campus license for Reflectivity so that teachers and coaches can use Swivl cameras to reflect and grow toward best practices in the building and to build a culture of collegiality. **Strategy's Expected Result/Impact:** Staff survey will reflect that 85% of teachers feel supported in their practice by the ILT. **Staff Responsible for Monitoring:** Administrators, Campus Academic Specialist and Instructional Support Staff. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 - Perceptions 2	70%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: To close the achievement gap between African American and Hispanic students in Reading, Emergent Bilingual students will utilize Summit K12 to increase their language acquisition. **Strategy's Expected Result/Impact:** 56% of Emergent bilingual students will perform at the approaches level in Reading. **Staff Responsible for Monitoring:** Administrators, Campus Academic Specialist, and Instructional Support Staff. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 **Funding Sources:** Summit K12 - 211 Title I, Part A - $4,636	N/A			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: The majority of students in grades 3-5 scored a 0 or 1 out of 5 on the STAAR constructed response question based on the STAAR writing rubric. **Root Cause**: Teachers did not utilize the rubrics in daily instruction on open-ended responses in the Amplify curriculum.

Student Learning
Problem Statement 5: Based on observation data, struggling and at-risk students are not receiving their accommodations/interventions routinely and effectively. 36% of students in RTI are not making adequate progress. **Root Cause**: The campus needs more m-Class licenses for upper grades 3-5 to learn phonics. Based on observation data the Acceleration block is not being implemented with fidelity.
School Processes & Programs
Problem Statement 3: Teachers struggle with time management, lesson internalization, and having materials ready for instruction. Teachers struggle to implement all curriculum components with fidelity. **Root Cause**: Teachers do not have buy-in on the adopted curriculum of Eureka and Amplify. Teachers need support with classroom management to manage challenging behaviors.
Perceptions
Problem Statement 2: According to the May 2023 survey data, there is a disconnect between teachers and instructional leadership. **Root Cause**: Teachers do not feel their capacity is being built. ILT needs more protected time in classrooms to provide coaching.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To close the achievement gap between African American and Hispanic students in Math, teachers will engage in learning walks and be trained on engagement strategies to build background knowledge and make content understandable and relevant. **Strategy's Expected Result/Impact:** 50% of AA students will perform at the Approaches performance level in Math **Staff Responsible for Monitoring:** Administrators, Campus Academic Specialist and Instructional Support Staff. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5	40%			
0% No Progress · 100% Accomplished · Continue/Modify · Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Based on observation data, struggling and at-risk students are not receiving their accommodations/interventions routinely and effectively. 36% of students in RTI are not making adequate progress. **Root Cause**: The campus needs more m-Class licenses for upper grades 3-5 to learn phonics. Based on observation data the Acceleration block is not being implemented with fidelity.

Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 85% rate .

Evaluation Data Sources: Online survey results
Sign-In sheets
Raptor Monthly Volunteer Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meyer will develop a calendar of parental engagement activities at times convenient to parents to build stronger school-family connections. The events will include, but not be limited to: Back to School Bash,Coffee with the Counselor, Parent University, Parenting Classes, Thankful For You Thanksgiving breakfast, Fall Carnival, and Career Day. The Back to School Bash will be held on August 8; the campus will provide snow cones from Kona Ice to fellowship with the community to bring in the new year. **Strategy's Expected Result/Impact:** 85% of parents and communities will rate Meyer as high-quality school according to online surveys. **Staff Responsible for Monitoring:** Administrator, Counselors, Parent Liason, Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Perceptions 1 **Funding Sources:** Thankful For You breakfast muffins and juice - 211 Title I, Part A - $400	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Meyer will continue to build and expand upon its parent volunteer program, offering varied volunteer opportunities and events to engage families and communities. **Strategy's Expected Result/Impact:** 85% of parents and communities will rate Meyer as high-quality school according to online surveys. **Staff Responsible for Monitoring:** Administrators, Parent Liaison, Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause**: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.
Problem Statement 3: School quality survey indicates that a disconnect between the community and the professional staff results in weak partnerships between the school, families, and the community. **Root Cause**: Teachers and staff are not knowledgeable about the education levels and professions of the community. The staff has not fostered strong partnerships with stakeholders.
Perceptions
Problem Statement 1: According to the May 2023 survey data, 70% of parents do not feel up-to-date and informed about what is happening at school. Parents report that they do not hear enough from their child's teacher. **Root Cause**: Systems are not implemented for multiple levels of parent and 2-way communication. A system for correcting incorrect phone numbers and emails is not implemented.

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Stakeholder Surveys
Monthly discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will be provided the opportunity to engage in journal writing on self-awareness prompts that build social-emotional skills. The prompts will focus on the five core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The spiral-bound journals and self-reflection prompts will be provided to the teachers. **Strategy's Expected Result/Impact:** 90% of students will rate the school and their teacher as a supportive environment. Average of no more than 1 office referral per teacher each month, resulting in no more than 35 office referrals. **Staff Responsible for Monitoring:** At-Risk Counselor, Counselor, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All students will engage in teacher-led social-emotional learning using Quaver for the first 15 minutes of the day. Teachers will follow the pacing calendar provided by the Counselor. The lesson number for the day will be announced each morning. **Strategy's Expected Result/Impact:** 90% of students will rate the school as an emotionally supportive environment. Average of no more than 2 office referrals per teacher per month. **Staff Responsible for Monitoring:** Counselors, Administrators,Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause**: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.
Problem Statement 2: The data reflects that 97% of office referrals were male, 45% were Black, and 100% were economically disadvantaged. **Root Cause**: There is a lack of consistency in the referral system. Teachers and staff may carry bias in carrying out the discipline process map and assigning consequences.
Problem Statement 3: School quality survey indicates that a disconnect between the community and the professional staff results in weak partnerships between the school, families, and the community. **Root Cause**: Teachers and staff are not knowledgeable about the education levels and professions of the community. The staff has not fostered strong partnerships with stakeholders.

Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Evaluation Data Sources: Monthly enrollment reports
Student surveys
Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In order to maintain/increase student enrollment, Meyer will improve its social media presence. The campus will implement multiple levels of communication by regularly utilizing the Mustang Messenger newsletter in S'more, a Twitter account, a Facebook account, and Remind to establish constant communication. Pictures and stories about campus happenings will be posted on various mediums. The campus will establish a Google Drive so that staff and teachers can regularly upload pictures and stories for posting. **Strategy's Expected Result/Impact:** Improve perceptions about school quality and decrease student mobility by retaining student enrollment. Attract new students to the school. **Staff Responsible for Monitoring:** Campus Academic Specialist At-risk counselor Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Meyer will offer field trips for students in Pre-Kindergarten through 5th-grade multiple times a year. The field trips will be aligned with curriculum units. **Strategy's Expected Result/Impact:** Meyer will expand the curriculum by providing students with enriching field experiences that will allow them to build their background knowledge, skills, and capacity to make real-life applications. **Staff Responsible for Monitoring:** Teachers, Team Leads **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** General Supplies, Vendors, Incentives, Field Experiences: Downtown Aquarium, Children's Museum, Main Event, Prairie View A&M University, Field Trip Fees and Transportation - 211 Title 1, Part A - 211 Title I, Part A - $8,000	50%			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special programs are not aligned with the needs and desires of the students, parents, and community. **Root Cause**: There is a lack of varied opportunities for meaningful participation so that staff can become aware of the needs and desires of students, parents, and the community.
Problem Statement 3: School quality survey indicates that a disconnect between the community and the professional staff results in weak partnerships between the school, families, and the community. **Root Cause**: Teachers and staff are not knowledgeable about the education levels and professions of the community. The staff has not fostered strong partnerships with stakeholders.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff will complete 50 professional development hours.

Evaluation Data Sources: Teacher passports
Eduphoria Professional Development in Strive

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of staff will complete 50 professional development hours in their areas of need. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. Each teacher will report professional development hours accrued every nine weeks. **Strategy's Expected Result/Impact:** 100% of staff will complete 50 professional development hours. **Staff Responsible for Monitoring:** Principal Assistant Principal Coaches Campus Academic Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	20%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Some staff report having to go to PD or PLC that does not pertain to their role and some report they need a greater variety of relevant PD, particularly paraprofessionals. **Root Cause**: There is not enough variety of relevant and role-specific professional development available on campus.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus principal and assistant principal will have an updated T-Tess certification, a calendar to document required observations, and a weekly meeting to ensure all timelines are met. Additionally, the campus principal, assistant principal, counselor, and librarian will be a part of the Holdsworth Leadership Collaborative program to grow in leadership. **Strategy's Expected Result/Impact:** 100% of the required training and calibration sessions will be completed. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 **Funding Sources:** Holdsworth traveling expenses - 211 Title I, Part A - $300	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers struggle with time management, lesson internalization, and having materials ready for instruction. Teachers struggle to implement all curriculum components with fidelity. **Root Cause**: Teachers do not have buy-in on the adopted curriculum of Eureka and Amplify. Teachers need support with classroom management to manage challenging behaviors.

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	C'ne Dawkins	Principal
Administrator	Tamika Jackson	Assistant Principal
Administrator	Destinie Brunson	Campus Academic Specialist
Administrator	Nakia Jackson	Counselor
Non-classroom Professional	Irene Thomas	Math Specialist
Non-classroom Professional	Regina Caldwell	Literacy Specialist
Non-classroom Professional	Carlos Calderon	Interventionist
Non-classroom Professional	Michelle Hatchet	Interventionist
Non-classroom Professional	Tonya Cunningham	Interventionist
Non-classroom Professional	Latresa Scott	Student Support Specialist
Classroom Teacher	Lauren Darr	Librarian
Classroom Teacher	Charles Dorsey	First Grade Teacher
Classroom Teacher	Rebecca Melendez	Third Grade Teacher
Classroom Teacher	Victoria Okosun	4th Grade Teacher