

**Spring Independent School District
Meyer Elementary
2018-2019 Campus Improvement Plan**



Mission Statement

We are committed to ensuring a safe and secure learning environment with high levels of learning for ALL students rooted in best practices through ongoing professional collaboration.

Vision

As Meyer Mustangs, we are preparing 21st Century leaders today to lead tomorrow.

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.

Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

Demographics

Demographics Summary

Meyer Elementary is a Pre-K -5th grade Title I campus in Spring ISD. Spring is a diverse school district. Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from information available in May 2018. Student enrollment at Meyer grew from 704 to 774 at the end of the 2017 to 2018 school year. May enrollment data shows that 764 students are enrolled. The Hispanic group is growing the fastest. There are two student groups that make up more than 85% of the overall student population: African American 46.07% and Hispanic 42.8%. The remainder of the student body is comprised of 5% American Indian students, and 3.66% White students.

The overall campus attendance rate remained consistent at 94.1% for the 2017 and 2018 school year. There was also a slight gain in enrollment last year which balances out the attendance. Meyer Elementary student groups include 34% (ELLs) English Language Learners, 2% Gifted and Talented, and 12% Special Education. Additionally, 78% are economically disadvantaged, 67% are identified as at-risk.

Demographics Strengths

Demographic strengths for Meyer Elementary include:

1. Meyer Elementary has a diverse student body with a diverse staff make up.
2. The student to staff ratio is appropriate and allows for specified attention to student needs.
3. There are various programs to meet the diverse needs of the student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The latest data reflects that 12% of our students identified as needing Special Education services. This is above both the state 8.5% and district 8% averages. **Root Cause:** There are various Special Education programs housed on the campus. Staff is not equipped with the instructional techniques to address the needs of the students who learn differently but not necessarily need special education identification.

Problem Statement 2: The data reflects that our Gifted and Talented population of 2% underrepresented as compared to the district 8% average. **Root**

Cause: Instrument used for identifying services.

Problem Statement 3: The teacher survey identifies that teachers feel inadequately prepared to address the needs of the special population's students in particular identified Special Education and Gifted and Talented. **Root Cause:** The teachers continue to need training on strategies to support the students, as well as efficient monitoring systems established to monitor student progress and instructional practices.

Problem Statement 4: The attendance rate has remained at 94%, which is below the district and state standard of 96%. **Root Cause:** Families are unable to maintain housing due to economic hardships causing a decline in attendance and increase in student mobility rate. Data indicates students in Pre-K and Kindergarten has the highest absence rate in the school.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.

- Domain 1: Student Achievement -69 (state target score = 60)
- Domain 2: School Progress, Part A - 79
- Domain 2: School Progress, Part B- 70
- Domain 3: Closing Performance Gaps - 78

Performance in the domains resulted in Meyer Elementary receiving a "Met Standard" rating from the Texas Education Agency.

The overall campus rating increased from **65% in 2016-2017 to 80% in 2017-2018.**

Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways of instructional delivery. Teachers and administrators tracked data according to TEKS and objectives by utilizing Eduphoria. This program allows for data analysis by ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance during WIN Time (Whatever is Necessary). Monday-Friday, teachers pull students for WIN intervention groups. In addition, performance data is compared by class, campus, district and state (Campus assessments, benchmark, STAAR, DRA, TELPAS etc.). Along with campus assessments and benchmark scores, teachers and administrators tracked performance on MAP and DRAs. Monitoring students performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support such as pull-outs and after-school tutoring. The STAAR data indicates a need for a greater focus in SpEd and in writing. Therefore, this year, SpEd teachers were required to attend PLC meetings and collaborate with general education teachers.

Student Academic Achievement Strengths

Student Academic Achievement Strengths

Meyer Elementary has a community of hard working staff and students. We are proud of student achievement including the following:

- Our ELL populations led the way in percent of Master's grade level.
- 100% Mastery on STAAR Alt 2 with some students achieving at the masters level.
- Distinctions earned for Closing the Gaps and Academic Growth

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grade Reading, Math, and Science. **Root Cause:** Instructional alignment and instructional focus. Teachers provided with the ongoing training to support student growth. Staff changes in the middle of the year. Paraprofessional training needed in instructional practices and expectations. Additional collaboration and planning warranted among content teacher and program teacher.

Problem Statement 2: 3rd grade scores in reading, 3rd and 5th grade scores in math, and 4th grade scores in writing areas declined as compared to last year 2017 performance data. **Root Cause:** The transition of staff during the year and not consistently having highly qualified staff providing instruction to students. Teachers needing ongoing professional development and coaching in content areas.

School Processes & Programs

School Processes & Programs Summary

Meyer Elementary utilizes the TEKS Resources, district scope and sequence, campus assessments and district checkpoints and benchmarks to guide our curriculum, instruction and assessment focus. Teachers have a common planning period that allows them to collaborate weekly to plan instruction for our students.

Student achievement on assessments informs the planning to meet the needs of scholars at Meyer Elementary. Teachers are committed to data digs to guide instruction. At the beginning of the year students are given a universal screener, MAP and Renaissance, which is their starting point. The teachers build on the data received from the screeners. To address student reading needs, K-2 focus on Nehaus, IStation, and DRA assessments. Grades 3-5 utilizes MAP to track student's progress regarding literacy and math.

Weekly grade level PLC meetings are held with administrators and campus curriculum specialist. The sessions target lesson planning, data discussions, strategic planning, and professional learning. Teachers have an understanding of developing high quality assessments that allow for backwards planning and are aligned to the rigor of the student expectations. The planning process focuses on providing differentiation in all lessons that is effective for all learners.

The RTI process is designed to address the needs of struggling students. Meetings are held once every 4 weeks. Interventions are prescribed and monitored via the process. The campus Student Support Specialist is the chair of the meetings. Data reflects that more students are being identified for special programs but the process is lengthy.

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. New teachers are provided a required training by the district to introduce district initiatives which support instructional practices and expectations. Professional learning is encouraged to be ongoing. Teachers attend professional development at both campus and district level 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 PLC's included instructional specialist 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Over 70% of the staff rate "Proficient" level according to T-TESS evaluation system which does not align to the overall performance success rate of our scholars. **Root Cause:** A comprehensive Professional Development framework to support all levels of teachers has not been established to address the importance of building relationships, making relevant connections and incorporating rigor in daily instruction.

Problem Statement 2: The 2018 quality survey indicates 18% of parents noted that the school does not offer a variety of activities and courses for students. **Root Cause:** Planning process that does incorporate differentiation for all scholars.

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 quality survey, some of our highest ranking indicators include:

- 97% Parents report they are encouraged to be apart of school activities
- 97% Students and teachers have someone that can help them with a problem
- 97% Stakeholders feel the vision and mission of the school are clearly communicated

There are two district initiatives, CHAMPS and No Place for Hate, implemented to minimize discipline and bullying concerns. The implementation of these programs allow teachers to maximize instructional time and focus which enhances student achievement.

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 communications among all stakeholders.

Perceptions Strengths

Meyer Elementary celebrates these strengths:

- Over 90% of parents think this school is safe
- Staff members and families treat each other with respect
- Communication from school to parents is sufficient
- Administrators make decisions that are in the best interest of students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school uses minimum family input to improve instruction. **Root Cause:** Parents not involved in the decision making process due to lack of opportunity (ex. Steering committees.)

Problem Statement 2: Over 15% of stakeholders disagree that discipline is enforced fairly. **Root Cause:** The need to continue to develop a culture that

exhibits positive relationship building, communication, trust and respect as the centerpieces of accountability among all stakeholders.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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

Goals

Goal 1: Reach every student.

Performance Objective 1: Increase campus wide performance score from 80 to 85. This will be achieved by increasing Domain 1 score to 75 with a focus on the overall "meets grade level" category increasing from 36% to 50% and the overall "masters grade level" category increasing from 16% to 30%.

Evaluation Data Source(s) 1: 2019 STAAR Reading, Math, Writing, and Science Domain 1 Data and overall campus accountability rating.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Literacy Coach will support teachers as they implement the district literacy framework in grades Pre-K-2 with a key focus on guided reading to strengthen reading performance for each student.</p> <p>ELA Instructional Specialist will support teachers as they implement the district literacy framework in grades 3-5 with a key focus on guided reading to strengthen reading performance for each student.</p> <p>Professional Development by Dr. Campanaro</p>	2.4, 2.5, 2.6	Principal, AP, ELA Instructional Specialist, Literacy Coach	<p>1. Implementation- Measured by PLC discussions and Administration walk-through observations confirming that teachers are implementing new Reading strategies.</p> <p>2. IMPACT- Steady improvement on campus assessments, checkpoints, and benchmarks data showing at least 4% increase for all student groups.</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 70000.00)</p>							

<p>Comprehensive Support Strategy</p> <p>2) Analyze data by various student populations (African American, ELL, White, American Indians, Hispanic, and SpEd) following each assessment. Based on the data interventions, reteach and enrichment activities will be developed.</p>		<p>PK-5 Teachers Literacy Coach Math Coach Principal AP SSS ELA IS</p>	<p>Implementation: Data analysis forms will be utilized to capture student performance for each sub-population as measured by targeted instructional groups. Analysis of Rigor, Relevance, and Engagement rubrics.</p> <p>Impact: Close the performance gap between African-American and Hispanic student population as measured by MAP, IStation and STAAR data. African-American student performance increase by 18% in Reading, by 17% in Math, by 30% in Writing, and 18% in Science. Increase performance for Sped and ELL's in approaches, meets, and masters level on STAAR.</p>				
<p>3) ELA Instructional Specialist to provide small group support to students in Grades 3-5.</p> <p>ELA Instructional Specialist plan, coach, and model instructional strategies for ELA teachers grades 3-5.</p>		<p>Principal AP Instructional Specialist</p>	<p>Implementation: ELA Instructional Specialist log, PLC planning sessions, targeted coaching feedback and modeling.</p> <p>Impact: Improvement in performance of Reading and Writing on various assessments grade 3-5.</p>				
<p>4) Acquire technology resources (chrome books, ipads, and etc.) to support existing labs.</p> <p>Acquire computer programs to augment instructional practices (IStation, Imagine Learning, Math, Accelerated Reading)</p>		<p>Principal AP Literacy Coach Math Coach Instructional Specialist Student Support Specialist Media Specialist</p>	<p>Implementation: Purchase and utilization of technology materials. Observation of materials being used in classroom walk-throughs. Increased ratings on developed and well developed relevance and engagement rubric.</p> <p>Impact: Improved student performance on Reading, Math and Science assessments. At least 70% of classrooms are rated in the developed area of the relevance and engagement rubric.</p>				
<p>Funding Sources: 211 Title I, Part A - 15520.40</p>							
<p>5) 5) Implement open response writing school wide to enhance students writing and thinking ability.</p> <p>Students will write response to a text monthly in a selected content area (ELA, Math, Science, Social Studies, Library, Art, PE, Music).</p> <p>Professional development will be ongoing for all teachers.</p>		<p>Principal, Literacy Coach, ELA IS, SSS and ELA Coordinator</p>	<p>Implementation: PD provided by Principal, Literacy Coach and ELA IS. Writing response calendar created and followed to include all content (ELA, Math, Science, Social Studies, Art, Music, Library, PE). Data PLC planning sessions to view the progression of scholars writing response development.</p> <p>Impact: Increase scores on STAAR Writing and Reading Assessments. Increase Reading growth on MAP. Increase in Developed on Rigor, Relevance and Engagement rubrics.</p>				

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 6) Provide a Pre-Kindergarten aide to support the Pre-Kindergarten teachers.	2.4, 2.6	Principal, Assistant Principal	A minimum of 80% prekindergarten students will show readiness for kindergarten as assessed through the PK circle assessments.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)						

Performance Objective 1 Problem Statements:







Student Academic Achievement
<p>Problem Statement 2: 3rd grade scores in reading, 3rd and 5th grade scores in math, and 4th grade scores in writing areas declined as compared to last year 2017 performance data. Root Cause 2: The transition of staff during the year and not consistently having highly qualified staff providing instruction to students. Teachers needing ongoing professional development and coaching in content areas.</p>

Goal 1: Reach every student.

Performance Objective 2: 80% of SpEd and ELL students in grades 4 and 5 will meet or exceed in student progress as measured on STAAR 2019.

Evaluation Data Source(s) 2: 2019 STAAR Reading and Math Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1</p> <p>1) The Special Education Department will implement a PLC time to plan instructional units and align Student IEP Goals/Objectives with grade level TEKS.</p>	2.4, 2.6	Special Education Team Leader Principal	<p>Implementation- Weekly PLC Agenda Minutes given to Administration. Instructional Specialists and Administration will attend SPED PLCs weekly.</p> <p>Impact- We will see gains in student performance of Checkpoints, Classroom Assessments and District Benchmarks.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide ongoing Professional Development for literacy that includes building culturally relevant classrooms and proficient implementation of Balanced Literacy Framework with a key focus on the development of guided reading.</p> <p>Professional Development Sessions will include district and campus sessions monthly.</p> <p>Professional Development provided by the Literacy Group, Dr. Campanaro</p>		Principal, Literacy Coach, ELA IS,	<p>Implementation- Peer and Admin walk-throughs to confirm that teacher's are incorporating instructional strategies.</p> <p>Continuous progression on the rigor, relevance and engagement rubrics in the developed and well developed areas.</p> <p>Impact - Improved student performance by 50% on assessments.</p>				
<p>Funding Sources: 211 Title I, Part A - 7000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: Reach every student.

Performance Objective 3: During the 2018-2019 school year 100% of the students at Meyer Elementary will receive enrichment or targeted interventions.

Evaluation Data Source(s) 3: 2019 STAAR Domain 1 Data for Reading, Math, Writing, and Science
MAP Growth Reading and Math

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Incorporate a daily 45 minute intervention/enrichment period into the master schedule.		Student Support Specialist ESL Coordinator	Implementation: Evidence will be seen in lesson planning and instructional walk-throughs. Impact: Students performance will reflect an increase on DRA, Checkpoint, Benchmark and CBA assessments.				
	Funding Sources: 211 Title I, Part A - 4716.25						
2) Implement the following components of the Balanced Literacy Framework applied in K-2 to include: Independent Reading Word Power Read Aloud Writing Workshop Guided Reading A key instructional focus for K-2 will be on guided reading. Professional Development to strengthen teachers instruction of the Guided Reading component of literacy block.		Literacy Coach and ELA IS, Principal, AP, SSS, ELL Coordinator	Implementation: Weekly PLC planning, weekly walk throughs and targeted coaching feedback with practice. Impact: Data will reflect at least 80% of K-2 students will be identified as Tier 1 on IStation reports, gains on MAP reports.				
3) Student's academics and behavioral needs will be effectively monitored through the Collaborative Student Support Process (CSSP).		Student Support Specialist	Implementation: Behavior and academic data discussion during decision point meetings. Impact: Increase in student assessment performance and decrease in office referrals.				


<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) After-school tutorials for targeted students not meeting state standards. Re-review every 6 weeks. Teachers will provide after-school tutorials. Academic Buses will provide transportation. Instructional resources support after-school tutorials.</p>	<p>2.4, 2.6</p>	<p>AP, ELA IS, SSS</p>	<p>Implementation: Evidenced by after-school tutorial attendance rosters, transportation being utilized, and instructional materials observed being used during administrative walk-throughs.</p> <p>Impact: Student performance increase in all STAAR content areas.</p>				
<p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00)</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach every student.

Performance Objective 4: The students in K-5 will have the opportunity to participate in physical activity for a minimum of either 20 minutes daily or 135 minutes weekly through TEKS-based curriculum or a structured physical activity.

Evaluation Data Source(s) 4: Master Schedule, Fitness Gram Documentation, and Rosters

Summative Evaluation 4:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Meyer will ensure students have 20 minutes of physical activity daily and attend 60 minutes Physical Education class weekly.		Classroom Teachers Counselor Assistant Principal PE Teacher	Implementation: Students will attend a daily recess period for 20 minutes as designated on the Master schedule. Student attendance in weekly PE class. Impact: Students are physically fit and healthy which results in student performance and ability to attend to instructional task.				
							

Goal 1: Reach every student.

Performance Objective 5: Meyer Elementary will engage in Professional Learning Community collaboration sessions to foster an environment of learning with 100% of teams using data to drive instruction and planning by the end of the 2018-2019 school year.

Evaluation Data Source(s) 5: 2019 STAAR Math, Reading, Science and Writing Domain 1

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>1) 1) Provide training for staff on various types of Professional Learning Communities (PLCs).</p> <p>Place emphasis on data conferences for teachers following assessments.</p> <p>Administration Team utilize Lead4ward resources, and TLAC resources to strengthen PLC planning sessions and data conferences.</p>		<p>Principal Assistant Principal Literacy Coach Math Coach ELA IS</p>	<p>Implementation: Training evidenced in PLC sessions. Teacher preparedness for data discussions and execution of action plans. Well designed and implemented lessons that are engaging, relevant and rigorous according to the ICLE rubrics.</p> <p>Impact: Increase of student performance in Reading, Math, Writing, and Science assessments. Narrow margin of proficiency between Hispanic and African-American students as measured by .</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Excellence in every school

Performance Objective 1: The parents perception on the school quality survey regarding safety will increase from 84% to 95% by May 2019.

Evaluation Data Source(s) 1: 2018-2019 School Quality Survey and Discipline Data

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All staff will be trained on campus safety and security including drill procedures.		Assistant Principal, Campus Safety Officer	Implementation- Observation of participation in monthly safety drills. Impact- The drill outcomes will need minimal corrective actions. Campus incident reports will decrease by 10%.				
2) Increase implementation of CHAMPS and No Place for Hate expectations.		Assistant Principal and Counselor	Implementation: Observe CHAMPS classroom management system during walk-through. Analyze monthly referrals by grade level to counselor and administration. Participation in No Place for Hate activities. Impact: Discipline referrals decrease by 10% quarterly. Recognition from the state will be given for completing No Place for Hate activities.				
3) 3) Campus community circle weekly to share campus expectations, supports, and celebrations.		Principal, Assistant Principal, Counselor, Team Leaders	Implementation: Observe implementation and participation during Monday morning campus meetings. Impact: Highly engaged and effective scholars. Increased opportunities for strong relationships and support systems to develop school wide. Stakeholders taking ownership of their behavior and seeking ways to improve their own actions.				
							

Goal 2: Excellence in every school

Performance Objective 2: Meyer Elementary will increase student attendance rate from 94.5% to 98% by the end of the 2019 school year.

Evaluation Data Source(s) 2: Attendance Report

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Weekly attendance recognition of Mustang HERO's (Here Everyday Ready On-time) will be provided to encourage students to come to school.		Counselor Assistant Principal Attendance Clerk	Implementation: Frequency of attendance celebrations provided by attendance committee members. Weekly data analysis review by attendance committee. Impact: Increase in student attendance and academic success.				
2) Weekly attendance meetings to identify students who are absent and tardy. Make contacts with parents and conference to help minimize absences.		Counselor SSS Registrar Attendance Clerk Principal	Implementation: Weekly review of student attendance by attendance committee. Impact: Increase in student attendance and academic success.				
3) Nine week recognition of Mustang HERO's and their parents during awards ceremony. Nine week celebration of all Mustang HERO's for the grading period.		Counselor Attendance Clerk SSS	Implementation: Nine weeks awards ceremonies. Impact: Increase student attendance and academic success.				
4) 4) Daily calls to parents of students who are absent via individual or remind system. Home visits to students who are frequently absent with no response to phone calls		Attendance Clerk SIMS Clerk SSS Assistant Principal	Implementation: Weekly report presented at attendance meeting indicating daily calls. Impact: Increased daily attendance by all stakeholders.				
							

Goal 2: Excellence in every school

Performance Objective 3: Meyer Elementary will increase the parents perception of teachers successfully showing students how lessons relate to life outside of school from 65% to 75% by May 2019.

Evaluation Data Source(s) 3: 2018-2019 School Quality Survey and Parental Involvement Logs

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide scholars with increased opportunities to engage in relevant instructional experiences by providing them academic menus, align instruction to interest surveys, incorporating school wide activities such as (cultural diversity day, SNAPP mentoring program, SECME competitions, GT expos, Hispanic Fair, Black History Fair etc.)		Counselor, Principal, Team Leaders, Literacy Coach, Math Coach, ELA IS, ELL Coordinator	Implementation: Participation in various activities. Level of engagement in class will be evident in walk throughs and observations. Impact: Consistent performance in the developed and well developed sections of the relevance and engagement rubrics form ICLE, Increased academic achievement in Reading and Math across grade levels and decline in office referrals.				
							

Goal 2: Excellence in every school

Performance Objective 4: Meyer Elementary will demonstrate a commitment to implementing improved safety and security practices by implementing 100% emergency drills.

Evaluation Data Source(s) 4: Emergency Drill Log

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 6</p> <p>1) Follow district drill schedule and train all staff and students on emergency drill response.</p>	2.6	Assistant Principal, Staff Members	<p>Navigate monthly drill logs will indicate 100% compliance aligned with district goals.</p> <p>School staff and scholars will be knowledgeable and able to respond appropriately in the event of an emergency.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from every employee

Performance Objective 1: 80% of Meyer Teachers will attain the "Proficient" rating on the final summative T-TESS assessment tool in at least 8 dimensions.

Evaluation Data Source(s) 1: 2019 Teacher Retention Data and STAAR Data, ICLE Rubrics

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide ongoing professional development for teachers to understand and demonstrate the "Proficient" or above attributes according to the T-TESS assessment tool.		Principal and Assistant Principal	Implementation- Weekly walk-throughs and coaching session with feedback that is targeted to address specific T-TESS Domains. Impact- Increase of student engagement and improved mastery on grade level TEKS. Increase in teacher retention rate. Increase in QC and QD ratings on the ICLE Rubrics.				
Comprehensive Support Strategy 2) Create a more collaborative and supportive school climate and culture by incorporating monthly morale building activities.		Leadership Team	Implementation: Participation in grade level morale building activities. Impact: Increase in teacher and student performance. High teacher retention rate.				
3) Purchase resources to support implementation of Teach Like a Champion, Professional Learning Communities (PLC's), and additional professional development learning sessions.		Campus Administration	Implementation: Evidence of resources used in relation to professional development topics. Impact: The implementation of instructional best practices to increase student achievement.				
Funding Sources: 211 Title I, Part A - 5220.00							
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 4) Spring SISD Dreamkeepers Program through Workforce Development will be offered to new teachers for assistance with content specific instructional strategies and classroom management techniques that will increase opportunities for student and teacher success.	2.4, 2.5, 2.6	Principal, Assistant Principal, Mentor Teachers, Dreamkeeper assigned mentee	Surveys and feedback by mentee every 9 weeks will be collected to better meet the needs of the new teachers. Evaluations by mentors will be reviewed three times a year. Teacher retention rate will increase.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress




= Discontinue

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Meyer Elementary will increase the presence of families on campus by 25% through engaging activities in 2018-2019 school year.

Evaluation Data Source(s) 1: 2019 School Quality Survey, Parent Volunteer Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Will recruit volunteers for all school events that will focus on parent workshops (literacy), Watch Dogs, Back to School Block Party, Fall Carnival, field trips, field day, curriculum nights and classroom events.		Parent Liaison	Implementation- Monthly Event Calendar sent to students, updated school website, volunteer log-in sheets Impact- Will see a 10% increase of parent log-ins per quarter.				
2) Partner with local businesses to enhance community involvement.		Parent Liaison	Implementation- Notify businesses of events taking place at the school by giving out fliers, making phone calls or visits. Impact- Will see an increase in participation by the end of the school year.				
3) Increase parent participation in the School Quality Survey with the assistance of campus Parent Liaison who will oversee parental involvement activities for the 2018-2019 school year.		Principal, Parent Liaison	Implementation: Notification of survey sent to parents and parent response by participation. Impact: Increased parent participation by 15%.				
							

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Meyer Elementary will provide opportunities and choice for every family with a focus on increasing College and Career awareness 25% by the end of the school year.

Evaluation Data Source(s) 1: 2019 School Quality Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Campus will engage in various college and career awareness events throughout the school year. We will implement a college spirit day once a month, college week and Career Day.		School Counselor	Implementation- Teachers modeling by wearing college shirts on the spirit days, displaying career board by grade level, students participating in career poster contest. Impact- Campus will see an increase in ratings on the School Quality Survey with 90% of students Pre-K-5 being able to identify a college and or career of interest.				

Goal 5: Opportunities and choice for every family.

Performance Objective 2: 100% of Pre-Kindergarten students will successfully transition into Kindergarten with continued guidance and support.

Evaluation Data Source(s) 2: Parent and Teacher Communication log.

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Coordinate professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten instructional needs. Arrange for kindergarten and preschool teachers to plan together and visit each others classroom.		Principal Assistant Principal	Implementation: Professional development attendance. Collaborative PLC planning twice a month. Impact: A positive transition into kindergarten increases the chance for a successful academic experience and benefits children, families, teachers, and builds trust and relationships for the whole school community.				

Goal 5: Opportunities and choice for every family.

Performance Objective 3: Meyer Elementary will provide specialized programs to support diverse learning experiences for its scholars.

Evaluation Data Source(s) 3: Identified GT scholars will achieve at the meets and masters on the 2019 STAAR assessment.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Meyer Elementary 100% of grade K-5 Gifted and Talented scholars will complete a scholar inventory and at minimum 2 Renzulli independent study projects one per semester.</p>	2.4, 2.5, 2.6	GT Coordinator, GT Teachers, Principal	<p>Scholars academic performance level will be sustained and increased. Meyer will increase opportunities and choice for families of gifted learners</p> <p>Scholars are college or career ready and are prepared for post-secondary school.</p>				
<p>2) Meyer will participate in the GT Expo to present the Texas Performance Standards Project (TPSP) research.</p>	2.4, 2.5, 2.6	GT Coordinator, GT Teachers, Principal	<p>Meyer will increase opportunities and choice for families of gifted learners</p> <p>Scholars are college or career ready and are prepared for post-secondary school.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) The Parent Engagement Liaison (PEL) will assist the campus staff with increasing parent involvement.</p> <p>Weekly communications will go home with students in their Thursday folders.</p>	2.4, 2.6, 3.1, 3.2	Principal, Assistant Principal, Parent Liaison	<p>Parent involvement will increase by 10%.</p>				
<p>Funding Sources: 211 Title I, Part A - 3268.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) LAMPS teachers will utilize PVA curriculum to create direct ties that support scholars academic achievement. As well as incorporate programs and other activities to enhance student success.</p>	2.4, 2.5, 3.2	Principal, Assistant Principal, and Fine Arts Teachers	<p>Teachers will have a rigorous and aligned curriculum that improves the academic performance of all scholars.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Literacy Coach will support teachers as they implement the district literacy framework in grades Pre-K-2 with a key focus on guided reading to strengthen reading performance for each student. ELA Instructional Specialist will support teachers as they implement the district literacy framework in grades 3-5 with a key focus on guided reading to strengthen reading performance for each student. Professional Development by Dr. Campanaro
1	1	2	Analyze data by various student populations (African American, ELL, White, American Indians, Hispanic, and SpEd) following each assessment. Based on the data interventions, reteach and enrichment activities will be developed.
1	1	6	Provide a Pre-Kindergarten aide to support the Pre-Kindergarten teachers.
1	2	2	Provide ongoing Professional Development for literacy that includes building culturally relevant classrooms and proficient implementation of Balanced Literacy Framework with a key focus on the development of guided reading. Professional Development Sessions will include district and campus sessions monthly. Professional Development provided by the Literacy Group, Dr. Campanaro
3	1	2	Create a more collaborative and supportive school climate and culture by incorporating monthly morale building activities.

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	C'ne Dawkins	
Administrator	Alan Morrison	
Classroom Teacher	Javier Dominguez	
Administrator	Nakia Jackson	
Parent	Jennifer Torres	Attendance Clerk
Classroom Teacher	Mireya Torres	
Non-classroom Professional	Patti Johnson	
District-level Professional	Kent Leigh	
Classroom Teacher	Soledad Hughes	
Classroom Teacher	Brian Duhon	Teacher

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Coach		\$0.00
1	1	6	Pre-K Aide		\$0.00
1	3	4	Transportation	6494.UB	\$1,000.00
1	3	4	Tutorials	6118.TU	\$5,500.00
1	3	4	Instructional Materials	6321.00	\$3,000.00
1	3	4	General Supplies	6399.00	\$2,000.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Specialist/Interventionist		\$70,000.00
1	1	4	IStation Reading License		\$7,520.40
1	1	4	Imagine Learning Online License		\$3,000.00
1	1	4	Accelerated Reading		\$5,000.00
1	1	4	Media Specialist (District Funded)		\$0.00
1	2	2	The Literacy Group Dr. Campanaro		\$7,000.00
1	3	1	Go Math Books Grades 3-5		\$3,167.50
1	3	1	STEMSCOPE		\$1,548.75
3	1	3	Daniel Office Supply Dry Erase Boards (Show Me) TLAC, Paper, pencils, comp books, poster boards, staples, tape, pencil sharpeners, bulletin paper		\$4,750.00
3	1	3	Document Camera		\$470.00
5	3	3	PEL		\$2,000.00

5	3	3	Meyer Folders		\$1,268.00
Sub-Total					\$105,724.65
Budgeted Fund Source Amount					\$108,032.00
+/- Difference					\$2,307.35
Grand Total					\$117,224.65