Lamar Consolidated Independent School District

Meyer Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Our Mission is to build positive relationships with EVERY Eagle, families, community members, and staff by respecting and celebrating the diversity of others; providing rigorous and engaging tier 1 instruction; and being consistent and accountable to ourselves and others EVERYDAY.

Vision

Our **vision** is to provide a safe and inclusive environment for all while promoting a quality education with personal development for all to learn and grow into lifelong learners.

Core Values

Guidelines for Success Meyer Eagles are TRRFCC (terrific)!

Trustworthy

Respectful

Responsible

Fair

Caring,

and A good **C**itizen

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: October 18, 2022

Demographics

Demographics Summary

Meyer Elementary is a PK-5th grade Title 1 campus in Lamar Consolidated ISD. Projected enrollment for the 2022-2023 school year is 700 students. Meyer is named after John Christian Meyer, who farmed the land upon which the school sits for 35 years. We are located off of Highway 36 and J Meyer road.

Enrollment by Race/Ethnicity
African American 24%
Hispanic 61%
White 9%
Asian 2%

Enrollment by Student Group
Economically Disadvantaged 79%
English Learners 16%
Special Education 22%

Pre-Kindergarten is offered for students who qualify for the program and our campus has three teachers and paraprofessionals. Students in pre-kindergarten learn strategies that enhance their development and increase their potential for success in Kindergarten.

Demographics Strengths

The rich cultural diversity of our school is a direct reflection of the diversity of Fort Bend County. Meyer services many different students from around the world. Approximately 21% of our students have a native language other than English.

2.3 Available to parents and community in an understandable format and language

 Meyer can provide the Campus Improvement Plan, Title 1 Compact, and the Parent/ Family Engagement Policy in English and Spanish for families. These documents and policies are able to be viewed on the campus website, the school's front office, and at the district's administration building.

Student Learning

Student Learning Summary

At Meyer Elementary, our focus is on:

Building and sustaining a positive school culture

Developing the capacity of all stake holders in our community

Learner Driven, Evidence Informed

A lot of time was spent at the beginning of the year to look at each student and determine their needs and who would support them. All of this front end work will pay off in student growth. Our teachers use information from: MAP, GRA, and campus common assessments to determine student groupings for reading and math intervention/enrichment. We will use a common spreadsheet with all forms of assessments for each class. Following report cards, each teacher will meet with their supervisor to go over their Status of the Class list to make sure that every student is receiving the support that they need.

As of summer 2022, this is where we stand:

39% of students in 3rd-5th grade scored "Meets Grade Level or Above" on the Reading STAAR

27% of students in 3rd-5th grade scored "Meets Grade Level or Above" on the Math STAAR

Early Childhood Literacy and Math Targets

Math

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
50%	53%	57%	60%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	59%	49%	43%	**	**	**	**	41%	42%	**	56%	45%	62%
2021	62%	52%	46%	**	**	**	**	44%	45%	**	59%	48%	65%
2022	66%	56%	50%	**	**	**	**	48%	49%	**	63%	52%	69%
2023	69%	59%	53%	**	**	**	**	51%	52%	**	66%	55%	72%
2024	72%	62%	56%	**	**	**	**	54%	55%	**	69%	58%	75%

Reading

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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2022	66%	56%	50%	**	**	**	**	48%	49%	**	63%	52%	69%
2023	69%	59%	53%	**	**	**	**	51%	52%	**	66%	55%	72%
2024	72%	62%	56%	**	**	**	**	54%	55%	**	69%	58%	75%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 40% of students in 1st and 2nd grades are performing below the grade level reading expectations according to 2021-2022 EOY GRA data. **Root Cause:** Students did not receive effective Tier I instruction and effective guided reading instruction that pushed them to their fullest potential.

Problem Statement 2: 62% of all 3rd-5th grade students scored at "Approaches Grade Level or Above" for all subjects. **Root Cause:** Students lack effective Tier I instruction and foundational skills to be successful.

Problem Statement 3: 38% of SPED students in 3rd -5th grades scored at the "Approaches grade level or above" on the reading STAAR **Root Cause:** SPED and GEDN teachers did not implement the support, training, or tools needed to be successful.

School Processes & Programs

School Processes & Programs Summary

Our curriculum and instruction is guided by the road-map, scope and sequence, and monthly "at a glance" calendars provided by the district. Our main focus for the year is to improve Tier 1 instruction in the areas of balanced literacy and guided math.

Instructional

We have created a system of supports for teachers professional learning and planning. Content teachers will plan with their grade level teams and instructional coaches on a weekly basis. Professional Learning time has been included into the schedule and will occur on a bi-weekly schedule outside of teachers planning time. This time will be used to effectively disaggregate data, monitor student progress, provide job-embedded professional development, and adjust plans as needed. Kid Chat meetings are strategically planned during each grading period and are used to discuss each student's growth by identifying gaps and areas of strength.

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School Processes & Programs Strengths

Strengths within our school processes and programs include:

- Using data to plan for our PLC meetings and job-embedded PD.
- Teacher collaboration during designated times during the day for professional learning and team collaboration.

Perceptions

Perceptions Summary

Our Core Values are: Promote a physically and emotionally safe environment for all, develop Responsibility as a core trait for all to possess, go the extra mile for student growth, communicate with kindness and passion, be committed in heart and mind, provide all students with a quality education, and respect the dignity and privacy of others. Our foundational belief is that all students can and will grow. Our job as educators is to provide the appropriate environment for every student to grow to their maximum potential.

Meyer staff will continue to work towards improving school climate and culture for all stakeholders. Campus climate surveys are utilized to gauge school culture and climate and need for improvement. The counselor and family support specialist will provide social emotional support to identified students.

Perceptions Strengths

The administrative team provides monthly encouragement, incentives, and morale boosters to promote a positive culture of support. Staff members are encouraged and provided with opportunities to grow as leaders on the campus.

Priority Problem Statements

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
- HB3 CCMR goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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: By May 2023, 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners (MAP, TXKEA, GRA). Students achieving at "MEETS" or above on the 3rd-5th grade ELAR STAAR will improve from 40% to 52% for ALL students, causing each sub population to make comparable improvement while closing the achievement gap.

Performance Objective 1: Ensure all KN through 5th grade teachers implement NSFGR framework to enhance reading small group instruction for all students.

High Priority

Evaluation Data Sources: Learning Walks
Classroom Walkthroughs
NSFGR Lesson Plans and Rubrics

Strategy 1 Details	Formative Reviews		
Strategy 1: The continuous improvement cycle will be implemented to coach teachers, provide feedback, collect data, and provide support and training. District reading support along with campus support will conduct learning walks throughout the year that focus on NSFGR. **Strategy's Expected Result/Impact:** Teachers will refine their small group reading instruction and consistently implement NSFGR in their classrooms at least 4 days per week. **Staff Responsible for Monitoring:** Instructional Coaches and Administrators. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $30,000	**Formative**		
	Nov	**Feb**	**June**

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Regular review of data will be held in order to determine interventions including tutoring. MTSS will be utilized to document interventions and track progress of all students and student groups.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: MTSS or Kid Chat meetings will be held monthly to discuss student data and assign Tier II and Tier III interventions. Progress of all students performing below level will be monitored. Instructional coaches and teachers will collaborate to create an intervention plan that is personalized for every student. Tutorials will be offered before and after school, and progress will be monitored using the universal screener. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches, Reading Interventionist, and School Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Students will be stakeholders in their learning by tracking their own data (such as reading levels and grade level assessments) throughout the year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students in K-5 will create goals for themselves and track their progress in reading and math. Student data tracking will result in greater ownership of their learning and increased motivation for improvement. **Staff Responsible for Monitoring:** Classroom Teachers, Coaches, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

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

Goal 1: By May 2023, 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners (MAP, TXKEA, GRA). Students achieving at "MEETS" or above on the 3rd-5th grade ELAR STAAR will improve from 40% to 52% for ALL students, causing each sub population to make comparable improvement while closing the achievement gap.

Performance Objective 2: Ensure all KN through 5th grade reading students, including At-Risk students, receive supports and additional time for intervention Tier II and Tier III needs.

High Priority

Evaluation Data Sources: Before School Tutorials
After School Tutorials
Eagle Academy

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will maintain a data tracker for classroom to monitor students, which will include monthly reading levels, report card grades, etc. Third through fifth grade students will track their own progress and meet with teachers after every common assessment	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Regular goal setting and data tracking will result in increased achievement on reading levels, common assessments, and STAAR performance. Students in grades 3-5 who score "MEETS" on the STAAR test will increase from 40-52%. 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners.			
Staff Responsible for Monitoring: Classroom teachers, Coaches			
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			
Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $30,000			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Regular review of data, including campus common assessments, will be held in order to determine interventions including tutoring. MTSS will be utilized to document interventions and track progress of all students and student groups. Instructional coaches and part time tutors will pull reading intervention groups in grades 1st through 5th grade.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners. Students in grades 3-5 who score "MEETS" on the STAAR test will increase from 40-52%			
Staff Responsible for Monitoring: Classroom Teachers, Reading Interventionist, Coaches, Admin			
Title I: 2.4, 2.5, 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 **Funding Sources:** - 211 Title I, Part A - $15,000			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Teacher teams will collaborate and review data frequently in order to group students by academic needs to provide intervention/enrichment during Eagle Academy.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student intervention groups will change based on student data to ensure that academic needs are being met. Students in grades 3-5 who score "MEETS" on the STAAR test will increase from 40-52%. Students in grades 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners.			
Staff Responsible for Monitoring: Classroom Teachers, Coaches			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

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

Goal 1: By May 2023, 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners (MAP, TXKEA, GRA). Students achieving at "MEETS" or above on the 3rd-5th grade ELAR STAAR will improve from 40% to 52% for ALL students, causing each sub population to make comparable improvement while closing the achievement gap.

Performance Objective 3: Ensure all K through 5th grade reading teachers receive and utilize resources and professional development needed to implement high quality Tier I instruction.

> **High Priority**
>
> **Evaluation Data Sources:** Research based resources include:
> Strategies that Work
> Comprehension Toolkit
> Units of Study for Reading, Writing, and Phonics
> Patterns of Power (1-5)
> Patterns of Wonder (Pk-K)
>
> Sign in Sheets from District and Campus Training's such as:
> Metacognition Training
> Next Step Forward in Guided Reading
> Guided Reading Assessment Training
> Roadmap Roundups

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and train the KN through 5th grade reading teachers with professional development on metacognition and implement the strategies with students across content	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased metacognitive strategy usage in all grades and in all content areas which will result in an increase in overall reading performance. Students in grades 3-5 who score "MEETS" on the STAAR test will increase from 40-52%. Students in grades 85% of students in KN-2nd will make at least 1 years' growth or more in reading and writing, according to universal screeners. **Staff Responsible for Monitoring:** Coaches, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $9,242			

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Coaches will provide staff development sessions to facilitate the improvement of teacher's Tier I instruction. Topics include but not limited to assessment data, differentiated instruction, small group, effective guided reading instruction, running records, instructional centers, and balanced literacy.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Quality of Tier I instruction increases. **Staff Responsible for Monitoring:** Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $5,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will meet during common planning periods to intentionally create opportunities for modeling, use of metacognition strategies, "unpacking" the TEKS, and vertical alignment.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will plan highly effective lessons that align to the rigor of the TEK(S) being taught in their grade level. These lessons will include multiple opportunities for metacognition across grade levels and content areas. **Staff Responsible for Monitoring:** Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $28,628.35			

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

Goal 2: By May 2023, 85% of students in KN-2nd will make at least 1 years' growth or more in math, according to the universal screener (MAP and TXKEA). Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46% for ALL students, causing each sub population to make comparable improvement while closing the achievement gap.

Performance Objective 1: Ensure all KN-5th grade teachers implement the Guided Math framework to enhance math instruction for all students. Additionally, 3rd-5th math teachers will utilize components of Growing Mathematicians into their daily instruction.

Evaluation Data Sources: Campus created walk through forms
Universal Screener Data
Campus & District Common Assessments
Interim Assessments
Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will receive PD on the Guided Math framework throughout the year (ongoing). Teachers will also use technology resources to assist with planning and instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Quality of Tier 1 instruction increases Teaching Small Groups Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46% **Staff Responsible for Monitoring:** Administration Instructional Coach **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 **Funding Sources:** - 211 Title I, Part A - $5,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will use a guided math binder and meet during common planning periods to align instruction to district roadmaps and STAAR objectives. Teachers will use the district provided common assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will organize and keep track of small group plans, anecdotal notes, and data tracking **Staff Responsible for Monitoring:** Math Teachers Campus leadership team Admin District support **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211 Title I, Part A - $82,118, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $30,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: 3-5 teachers and students will utilize Growing Mathematicians components: daily review, fact fluency, homework and immediate feedback.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase math scores **Staff Responsible for Monitoring:** Academic coaches teachers Administrators District personnel **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: The continuous improvement cycle will be implemented to coach teachers, provide feedback, collect data, and provide support and training. District math support along with campus support will conduct learning walks throughout the year that focus on the guided math framework and Growing Mathematicians components.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: GM and P16 components are implemented with fidelity and students are making progress in their operation and problem solving skills. **Staff Responsible for Monitoring:** ILT Administrators District Support Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

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

Goal 2: By May 2023, 85% of students in KN-2nd will make at least 1 years' growth or more in math, according to the universal screener (MAP and TXKEA). Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46% for ALL students, causing each sub population to make comparable improvement while closing the achievement gap.

Performance Objective 2: Ensure all tier II and tier III math students in 3rd through 5th grade receive support and additional time for intervention.

    Evaluation Data Sources: Tutorial Tracking Sheets
Walk-Throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Regular review of data will be held in order to determine interventions including tutoring. MTSS meetings will be utilized to document interventions and track progress of all students and student groups.	**Formative**		
	Nov	Feb	June

Strategy's Expected Result/Impact: Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46%
 	
    Staff Responsible for Monitoring: Administration
ILT
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted math intervention for students not meeting grade level expectations before, during, and after school.	**Formative**		
	Nov	Feb	June

Strategy's Expected Result/Impact: Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46%
 	
    Staff Responsible for Monitoring: Administration
ILT
Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: - 211 Title I, Part A - $15,000			

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

Goal 2: By May 2023, 85% of students in KN-2nd will make at least 1 years' growth or more in math, according to the universal screener (MAP and TXKEA). Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46% for ALL students, causing each sub population to make comparable improvement while closing the achievement gap.

Performance Objective 3: Ensure all math teachers implement the LCISD problem solving model and strategies.

Evaluation Data Sources: Administration
ILT
Student Work Samples

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be trained and will implement the LCISD problem solving model and strategies for students to use during activities such as deep practice and other instances involving problem solving.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46%			
Staff Responsible for Monitoring: Administration Instructional Coach			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use problems provided by the district and other research based resources to have students practice using the various problem solving model and strategies.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students achieving at "MEETS" or above on the 3rd-5th grade Math STAAR will improve from 27% to 46%			
Staff Responsible for Monitoring: Administration Instructional Coach			
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

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

Goal 3: By May 2023, students achieving at "MEETS" or above on the 5th grade Science STAAR will improve from 17% to 32% for ALL students.

Performance Objective 1: Ensure all K through 5th grade teachers will have appropriate materials and resources to enhance vocabulary instruction for all students, including students of all sub pops.

> **Evaluation Data Sources:** Learning walk data (specifically looking for Science vocabulary walls and the use of 7 Steps for a Language Rich Classroom)
> Science STAAR
> Universal screener

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will be trained with a campus-specific vocabulary model such as the 7 Steps to a Language Rich Classroom.	**Formative**		
Strategy's Expected Result/Impact: 2nd through 5th grade students will make at least on years growth on the universal Science screener. 32% of 5th grade students will score MEETS on the Science STAAR test.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach, Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary.	**Formative**		
Strategy's Expected Result/Impact: EB students will show one year's growth on their annual TELPAS composite score. Students in 2nd through 5th grade will show one year's growth on the Science universal screener. 32% of students will score MEETS on 5th grade Science STAAR.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coaches and Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Science vocabulary walls will be displayed and utilized by students to deepen their understanding of content specific words.	**Formative**		
Strategy's Expected Result/Impact: 100% of campus teachers will display an updated Science Vocabulary Wall as indicated by learning walks. Students in 2nd through 5th grade will show one year's growth on the Science universal screener. 32% of students will score MEETS on 5th grade Science STAAR. **Staff Responsible for Monitoring:** Instructional Coaches and Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

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

Goal 3: By May 2023, students achieving at "MEETS" or above on the 5th grade Science STAAR will improve from 17% to 32% for ALL students.

Performance Objective 2: Ensure access to engaging, rigorous, real- world and hands- on learning opportunities supporting quality Tier I instruction for all students, including students of all sub pops.

    Evaluation Data Sources: Learning walks data
Grade level planning anecdotal notes
Science STAAR
Universal Science Screener

Strategy 1 Details	Formative Reviews		
Strategy 1: The continuous improvement cycle will be implemented to coach all teachers, provide feedback, collect data, and provide support and training.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Develop engaging Science lessons focused on real-world, hands-on learning. Increase science scores across all grade levels.			

Staff Responsible for Monitoring: Instructional Coach and Campus Administrators
 	
    Title I:
2.4, 2.6
  - **TEA Priorities:**
Improve low-performing schools
  - **ESF Levers:**
Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd-5th teachers will use the science lab to have students explore and investigate science concepts each unit.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will create at least one real-world, hands-on lesson that utilizes the Science Lab for instruction per unit. 32 % of all 5th grade students will score Meets on the Science STAAR.			

Staff Responsible for Monitoring: Instructional Coach and Campus Administrators
 	
    Title I:
2.4, 2.6
  - **TEA Priorities:**
Improve low-performing schools
  - **ESF Levers:**
Lever 5: Effective Instruction
    Funding Sources: - 211 Title I, Part A - $5,000			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Goal 3: By May 2023, students achieving at "MEETS" or above on the 5th grade Science STAAR will improve from 17% to 32% for ALL students.

Performance Objective 3: Teachers will align written, taught and assessed curriculum to both district and state standards by utilizing district provided resources, including cross-curricular activities.

Evaluation Data Sources: Lesson plans
Universal Screener data

Strategy 1 Details	Formative Reviews		
Strategy 1: MTSS/ Kid Chat meetings will be held monthly to discuss student data and assign TIER II and TIER III interventions. Progress of all students performing below level will be monitored. Instructional coaches and teachers will collaborate to create an intervention plan that is personalized for every student.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students not meeting expectations will be identified and provided support to increase their performance. **Staff Responsible for Monitoring:** Teachers, Reading Interventionist, Instructional Coaches and School Administrators. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: The Math/ Science Coach along with Science lead teachers will provide staff development sessions to facilitate the improvement of teacher's Tier I instruction. Topics include but not limited to using the 5E model, vocabulary development, assessment data, and differentiated instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Campus-wide instruction will improve as measured by Learning Walks and administrator walk throughs. **Staff Responsible for Monitoring:** Instructional Coach, Science Lead Teachers and Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: 4th and 5th science teachers will meet during common planning periods to align instruction to STAAR objectives and will work together to create common assessments that contain new STAAR item types.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 32% of 5th grade students will earn Meets or above on the 5th grade Science STAAR. 32% of 4th grade students will earn a projected Meets or above on the EOY Universal Screener. **Staff Responsible for Monitoring:** Instructional Coach and Campus Administrators **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Fifth Grade students who are identified as below level on the universal screener and assessment data will receive intervention.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 5th grade students scoring below level on the BOY screener will make targeted growth by the MOY screener. 5th grade students scoring below level on the MOY screener will make targeted growth by the EOY screener. 32% of 5th grade students will earn Meets or above on the 5th grade Science STAAR. **Staff Responsible for Monitoring:** Instructional Coach and Campus Administrators **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction			

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

Goal 4: By May 2023, the percent of students that report feeling safe and supported at school will increase from 62% to 75% according to the campus climate survey.

Performance Objective 1: Positive Behavior Intervention and Support framework will be utilized to create systems and structures that support student behavior.

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will be trained and implement STOIC and CHAMPS in their classroom.	**Formative**		
Strategy's Expected Result/Impact: Students will know what is expected from them behaviorally throughout the school day and in the classroom as measured by classroom walks and discipline data.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Administration **Title I:** 2.4, 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			

Strategy 2 Details	Formative Reviews		
Strategy 2: The Foundations committee (PBIS) will meet monthly to create and refine schoolwide systems based on data collected from campus walks .	**Formative**		
Strategy's Expected Result/Impact: Consistent systems being used across the campus to promote positive behavior resulting in a decrease in misbehavior incidents.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Foundations Committee Teachers Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Positive rewards will be given to students who are meeting expectations throughout the day. Rewards (bucks) can be used to purchase items from the Eagle store.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase positive behavior as measured by discipline data and classroom walks. **Staff Responsible for Monitoring:** Teachers Foundations Committee **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 Title I, Part A - $5,000			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities that will support the socio-emotional development of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Campus instructional leaders have clear, written, and transparent roles and responsibilities and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). Performance expectations are clear, written, measurable, and match the job responsibilities. Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. **Staff Responsible for Monitoring:** Campus Administraion **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $8,910			

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

Goal 4: By May 2023, the percent of students that report feeling safe and supported at school will increase from 62% to 75% according to the campus climate survey.

Performance Objective 2: Character Counts will be implemented across the campus with students, staff, and other stakeholders.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement monthly activities to promote PK-5 Character Counts traits (Respect, Trust, Cooperation, etc.)	**Formative**		
Strategy's Expected Result/Impact: Student Motivation & Participation, students becoming good citizens of society as measured by discipline data, campus climate survey, and student surveys. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Meyer Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Meyer Elementary

Name	Position	FTE
Barbara Bass	Pre-K Aide	1
Jenna Garza	Pre-K Aide	1
Leeanna Lopez	PE Aide	1
Mariely Carreon	Pre-K Aide	1

Title I Personnel

Name	Position	Program	FTE
Amber Raabe	Instructional Coach	Math	1

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$15,000.00
1	3	1			$9,242.00
1	3	2			$5,000.00
2	1	1			$5,000.00
2	1	2			$82,118.00
2	2	2			$15,000.00
3	2	2			$5,000.00
4	1	3			$5,000.00
				Sub-Total	$141,360.00
				Budgeted Fund Source Amount	$141,360.00
				+/- Difference	$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$30,000.00
1	2	1			$30,000.00
1	3	3			$28,628.35
2	1	2			$30,000.00
4	1	4			$8,910.00
				Sub-Total	$127,538.35
				Budgeted Fund Source Amount	$127,538.35
				+/- Difference	$0.00
				Grand Total Budgeted	$268,898.35
				Grand Total Spent	$268,898.35
				+/- Difference	$0.00