

**Lamar Consolidated Independent School District**  
**Meyer Elementary**  
**2023-2024 Campus Improvement Plan**



# 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 Citizen

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

During our first meeting which was held on May 8, 2023, at 3:30 p.m. in the Learning Lab at Meyer Elementary, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, STAAR data, and the Texas Academic Performance Report, PBIS data and NWEA Map data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

Our second meeting was held on May 22, 2023, at 10:30 a.m. in the Learning Lab at Meyer Elementary, the Site Based Team evaluated 12 pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data and the team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team was given time to reflect on the data and to ask clarifying questions. The Site Based Decision Making Team decided on five areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

### Comprehensive Needs Assessment Committee Members

Serena Morris-Williams (Principal)

Jenia Bates (District Administrator)

Heather Garza (School Leader)

Amber Raabe (School Leader)

Susan Evans (Paraprofessional)

Cynthia Alanis (Campus Teacher)

Yasmin Gonzalez (Campus Teacher)

Sheeba Usmani (Campus Teacher)

Stephanie Moreno (Parent)

Margie Barrios (Campus Teacher)

Tiffany Powell (Campus Teacher)

Dian Woolcock (Campus Teacher)



## Demographics

### Demographics Summary

Meyer Elementary is an EE-5th grade Title 1 campus in Lamar Consolidated ISD. Projected enrollment for the 2023-24 school year is approximately 500 students. Meyer is named after John Christian Meyer, who farmed the land upon which the school sits for 37 years. We are located off of Highway 36 and J Meyer road.

### Enrollment by Race/Ethnicity

Hispanic 59%

African American 26%

White 7.2%

Asian 6%

### Enrollment by Student Group

Economically Disadvantaged 70.34%

English Learners 22.24%

Special Education 15.63%

Pre-Kindergarten is offered for students who qualify for the program and our campus has two teachers and paraprofessionals. Students in pre-kindergarten learn strategies that enhance their vocabulary development and increase their overall 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 22.24% 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.

# Priority Problem Statements

**Problem Statement 1:** Approximately 42.3% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Reading STAAR.

**Root Cause 1:** Tier 1 instruction including guided reading and strategy groups was not consistently implemented in all grade levels and with all students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Approximately 32.6% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Math STAAR.

**Root Cause 2:** Some teachers had difficulty with understanding the taught math concepts which affected the instructional delivery.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 42% of 5th grade students scored at the "approaches" or higher level on the 22-23 Science STAAR.

**Root Cause 3:** For the 2022-2023 SY, there was a long-term substitute in the 5th grade science class.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 44% of 1st graders and 36% of 2nd graders are reading below grade level expectations.

**Root Cause 4:** Adequate Tier 1 instruction and guided reading was not consistently implemented.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Staff reported that student misbehavior and disrespect interferes with daily instruction.

**Root Cause 5:** Less than 3% of students caused the most concerns. Most students followed the classroom and campus expectations. These students need to be highlighted.

**Problem Statement 5 Areas:** Perceptions

# Goals

Revised/Approved: October 13, 2023



**Goal 1:** By May 2024, students in PK-2 will show academic gains of 5-8% in reading and math on the EOY Guided Reading Assessment and Numeracy Assessment.

**Performance Objective 1:** PK-2nd grade will increase the number of students scoring on or above grade level as measured by the Guided Reading Assessment (GRA) in K-2, monthly running records, and letter/sound inventory in PK.





**High Priority**

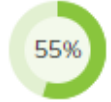





- Evaluation Data Sources:** GRA  
 Monthly Running Records  
 NSFGR checklist  
 Observation from Learning Walks  
 Letter/Sound Inventory

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure all K-2 ELAR teachers receive resources and professional learning on key components of literacy instruction including NSFGR and phonics Really Great Reading Components.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will refine their small group reading instruction and consistently implement NSFGR and phonics instruction in their classrooms. This will improve students overall reading growth throughout the year and close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> PK-2nd Teachers Instructional Coaches</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Professional Development - 211 Title I, Part A - \$5,000, Materials - 211 Title I, Part A - \$2,000, Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,162.04</p>	Formative		
	Nov	Feb	June
			



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus learning walks will be implemented to develop professional learning around the framework NSFGR and Really Great Reading Phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Students independent reading levels will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-Kindergarten - 2nd grade teachers Instructional coaches ESL coach</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Pre-K Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$65,752.84</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize data trackers for all students in grades Pre-K through 2nd that will track their monthly progress through letter/sound recognition, running records, and numeracy skill.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be aware of the specific skills that students need to work on and use the information to strategically target during instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-Kindergarten - 2nd grade teachers Instructional coaches ESL coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide extension opportunities for all EB students to develop in the four language domains: listening, speaking, reading, and writing. Through the use of Summit K12 and Sheltered Instruction strategies which focus on vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in composite TELPAS Levels in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**Performance Objective 1 Problem Statements:**







Student Learning
<p><b>Problem Statement 4:</b> 44% of 1st graders and 36% of 2nd graders are reading below grade level expectations. <b>Root Cause:</b> Adequate Tier 1 instruction and guided reading was not consistently implemented.</p>

**Goal 1:** By May 2024, students in PK-2 will show academic gains of 5-8% in reading and math on the EOY Guided Reading Assessment and Numeracy Assessment.

**Performance Objective 2:** The overall percentage of 1st through 2nd grade students meeting beginning of year to end of year growth projection on MAP Assessment will increase by 8%.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The principal will improve the instructional leadership team through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, observations and feedback cycles for all teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional coaches will be better equipped to coach teachers and improve teaching practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Professional Development - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Through campus based professional learning and instructional coaching all teachers will learn and utilize effective engagement strategies to implement during the entire instructional block (whole group, small group, IP, and workstations, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement in the learning process will increase. Students will be active participants.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Professional Learning - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> KN-2nd grade teachers will identify students in need of additional assistance in reading and math. Teachers will meet with parents and other staff to develop and provide appropriate interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> GRA, TX-KEA, MAP, campus based assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Academic Tutors Instructional Coaches Administrators</p> <p><b>Title I:</b> 2.4, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Staff - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$14,751</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 4:</b> 44% of 1st graders and 36% of 2nd graders are reading below grade level expectations. <b>Root Cause:</b> Adequate Tier 1 instruction and guided reading was not consistently implemented.</p>

**Goal 1:** By May 2024, students in PK-2 will show academic gains of 5-8% in reading and math on the EOY Guided Reading Assessment and Numeracy Assessment.

**Performance Objective 3:** As part of a professional learning community, K-2 teachers will plan and implement high-quality, TEKS-aligned assessments and instruction.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize weekly team planning to analyze high priority TEKS and create student exemplars for aggressive monitoring throughout the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop daily objectives, plans, and assignments that are aligned with the rigor of the TEKS and will show a gradual progression of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Instructional Coaches</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement structured data protocol analysis to utilize common formative and summative assessments and disaggregate, analyze and share results in PLC data meetings and Kid Chats to drive small and large group instructional targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to address gaps and build upon prior learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Refine MTSS supports to grow students to the next performance level on district and state assessments and close achievement gaps between student sub-populations through targeted Tier 2 and Tier 3 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to provide targeted supports to students in need of additional support and track their progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers MTSS Coordinator</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> 44% of 1st graders and 36% of 2nd graders are reading below grade level expectations. <b>Root Cause:</b> Adequate Tier 1 instruction and guided reading was not consistently implemented.</p>





**Goal 2:** By May 2024, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets Grade Level as indicated on Reading STAAR, will increase from 39% to at least 47%.






**Performance Objective 1:** Improve Tier 1 ELAR instruction in all classrooms (including whole group instruction and guided reading).

**High Priority**






**Evaluation Data Sources:** Formal/Informal Classroom Observations  
Data Tracker

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure that all teachers are implementing the Meyer Data tracking and Goal Setting Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Students setting and tracking their own growth and celebrations with the teachers assistance. Developing the skills to identify areas that need to be refined.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional coaches will use coaching cycles with teachers to support their differentiated learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is to improve instruction at all levels and in all areas (content and pedagogy).</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Leadership Team Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize weekly team planning to analyze high priority TEKS and create student exemplars for aggressive monitoring throughout the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction will be delivered in a rigorous and engaging manner that will allow all students to master the objectives covered.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 3rd-5th teachers and instructional leaders will participate in professional learning (PL) that is targeted at improving overall student reading performance. PL provided will include: Next Steps Forward in Guided Reading, Short/Extended Constructed Response Writing, and Strategy Grouping.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading and writing skills for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide extension opportunities for all EB students to develop in the four language domains: listening, speaking, reading, and writing. Through the use of Summit K12 and Sheltered Instruction strategies which focus on vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in composite TELPAS Levels in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Performance Objective 1 Problem Statements:**








Student Learning
<p><b>Problem Statement 1:</b> Approximately 42.3% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Reading STAAR. <b>Root Cause:</b> Tier 1 instruction including guided reading and strategy groups was not consistently implemented in all grade levels and with all students.</p>

**Goal 2:** By May 2024, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets Grade Level as indicated on Reading STAAR, will increase from 39% to at least 47%.

**Performance Objective 2:** Provide high levels of student support and intervention for students in need.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students that are experiencing difficulty learning will be readily identified and entered into the MTSS process. Staff will meet with parents and the MTSS committee to develop and then provide a plan of action.</p> <p><b>Strategy's Expected Result/Impact:</b> A systemic approach to addressing student needs will elicit a team effort to support students and ultimately improve overall student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches Administrators Counselor</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide accelerated learning instruction possibly before, during, or after school (HB1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches Academic Tutors Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Tutors - 211 Title I, Part A - \$30,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize research-based interventions with fidelity (Really Great Reading, LLI, and Next Steps Forward in Guided Reading) during small group instruction with students that are identified as SPED and At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading abilities for students that are at-risk and/or SPED.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers Classroom Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 2 Problem Statements:**


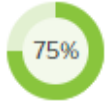
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Approximately 42.3% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Reading STAAR. <b>Root Cause:</b> Tier 1 instruction including guided reading and strategy groups was not consistently implemented in all grade levels and with all students.</p>







**Goal 2:** By May 2024, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets Grade Level as indicated on Reading STAAR, will increase from 39% to at least 47%.

**Performance Objective 3:** Support student learning by providing Family Engagement opportunities that are centered around strengthening reading and writing and how it can be implemented at home.

**Evaluation Data Sources:** Parent Surveys  
 Student Data  
 Sign In Sheets

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide content preview nights prior to the start of every nine weeks in which we will review the end goal for the 9-weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have an understanding of the skills that are being covered throughout the year in small chunks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Administrator            Counselor</p> <p><b>Title I:</b>            2.4, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parent conferences will occur at least 2 times during the year (average performing student) to review progress and student goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student accountability at home and school mirroring each other.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I:</b> 2.4, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**




Student Learning
<p><b>Problem Statement 1:</b> Approximately 42.3% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Reading STAAR. <b>Root Cause:</b> Tier 1 instruction including guided reading and strategy groups was not consistently implemented in all grade levels and with all students.</p> <p><b>Problem Statement 2:</b> Approximately 32.6% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Math STAAR. <b>Root Cause:</b> Some teachers had difficulty with understanding the taught math concepts which affected the instructional delivery.</p>









**Goal 3:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 36% to at least 46%.

**Performance Objective 1:** Improve Tier 1 math instruction in all classrooms.

**Evaluation Data Sources:** Formal/Informal Classroom Observations  
Data Tracker

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Math teachers, the instructional coach, and administrators will participate in math professional learning sessions that will facilitate the improvement of all students learning Tier I instruction in all sub-populations by using guided math and district resources with fidelity. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Math Instructional Coach Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Staff - 211 Title I, Part A - \$80,000</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data protocols will be implemented to monitor instruction in order to improve student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Math Instructional Coach Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Instructional coaches will use coaching cycles with teachers to support their differentiated learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is to improve instruction at all levels and in all areas (content and pedagogy).</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Leadership Team Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Approximately 32.6% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Math STAAR. <b>Root Cause:</b> Some teachers had difficulty with understanding the taught math concepts which affected the instructional delivery.</p>









**Goal 3:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 36% to at least 46%.

**Performance Objective 2:** Provide differentiated math instruction for all Pre-Kindergarten-5th grade learners based on student performance data.

**HB3 Goal**

**Evaluation Data Sources:** TX-KEA, MAP, fall and spring benchmark, Progress Learning, and STAAR, Observation from Learning Walks.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize common formative and summative assessments for all courses and disaggregate, analyze, and share results in PLC and Kid Chats to drive small and large group instructional targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment data is an accurate reflection of what students do and do not know, data is used to drive instructional decisions, and scores on summative assessments increase as a result.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Instructional coaches ESL Coach Administrators</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers across all content areas in Grades 3-5 will consistently provide authentic learning opportunities to engage students in writing across all content.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on MAP, Progress learning, Fall and Winter Benchmark, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**





## Student Learning







**Problem Statement 2:** Approximately 32.6% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Math STAAR. **Root Cause:** Some teachers had difficulty with understanding the taught math concepts which affected the instructional delivery.

**Goal 3:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 36% to at least 46%.

**Performance Objective 3:** Provide high levels of student support and intervention for students in need.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students that are experiencing difficulty learning will be readily identified and entered into the MTSS process. A plan of action will be implemented and progress will be monitored.</p> <p><b>Strategy's Expected Result/Impact:</b> A systemic approach to addressing student needs will elicit a team effort to support students and ultimately improve overall student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches Administrators Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide accelerated learning instruction possibly before, during, or after school (HB1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches Academic Tutors Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Tutors - 211 Title I, Part A - \$30,000</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**



Student Learning
<p><b>Problem Statement 2:</b> Approximately 32.6% of all 3rd-5th grade students scored at "Meets Grade Level or Above" on the 22-23 Math STAAR. <b>Root Cause:</b> Some teachers had difficulty with understanding the taught math concepts which affected the instructional delivery.</p>









**Goal 4:** By June 2024, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 18% to at least 30%.

**Performance Objective 1:** Improve Tier 1 instruction in Kinder-5th grade Science classrooms by utilizing the 5 E model.

**Evaluation Data Sources:** Common and district science assessments, benchmarks, MAP, STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers across all content areas in Grades 3-5 will consistently provide authentic learning opportunities to engage students in writing across all content.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on MAP, Progress Learning, campus, district, and STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Materials - 211 Title I, Part A - \$4,300</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Weekly planning with the Science Curriculum Content Specialist and the 5th grade Science teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier 1 instruction to increase in percentage of meets and masters on campus common assessments, MAP, benchmarks, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade Science teacher Instructional coaches Curriculum Content Specialist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students in grades Kindergarten - 5th will participate in hands on Science labs at least 70 % of the time.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier 1 instruction through hands on learning experiences. Increase in percentage of meets and masters on campus common assessments, MAP, benchmark, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Instructional Coaches EB coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**



<b>Student Learning</b>
<p><b>Problem Statement 3:</b> 42% of 5th grade students scored at the "approaches" or higher level on the 22-23 Science STAAR. <b>Root Cause:</b> For the 2022-2023 SY, there was a long-term substitute in the 5th grade science class.</p>







**Goal 4:** By June 2024, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 18% to at least 30%.

**Performance Objective 2:** Provided extra enrichment in Science for students that scored meets or higher on the Science MAP by utilizing targeted small group instruction four times per week.

**Evaluation Data Sources:** Common and district assessments, benchmarks, MAP, STAAR, observations

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize common formative and summative assessments for all courses and disaggregate, analyze, and share results in PLC and Kid Chats to drive small and large group instructional targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on MAP, Progress Learning, Fall and Winter Benchmark, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Instructional Coaches EB coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize higher order thinking and probing questions to promote discourse and explanations of key Science concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on MAP, Progress Learning, Fall and Winter Benchmark, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Instructional Coaches EB coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 3:</b> 42% of 5th grade students scored at the "approaches" or higher level on the 22-23 Science STAAR. <b>Root Cause:</b> For the 2022-2023 SY, there was a long-term substitute in the 5th grade science class.</p>

**Goal 5:** By May of 2024, 80% of 2nd-5th grade students will report a sense of belonging and feeling safe at school using an internal survey.







**Performance Objective 1:** The Foundations Committee (PBIS) will implement a variety of strategies to reinforce and celebrate positive behaviors throughout the year.

**Evaluation Data Sources:** Campus and district climate surveys.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The implementation of the Positive Behavior Intervention Support Program continues school-wide. staff will focus and highlight Character Counts (TRRFCC) to reinforce positive behavior and the Core Characteristics with our students. TRRFCC posters will be placed throughout the building as visual cues to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive behavior and supports implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Foundation committee will implement PBIS rewards points that students may earn throughout the year and cash in for prizes.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive behavior and supports implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselor</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Nine weeks behavior bashes will be implemented for TRFFCC Eagles.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive behavior and supports implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselor</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Staff reported that student misbehavior and disrespect interferes with daily instruction. <b>Root Cause:</b> Less than 3% of students caused the most concerns. Most students followed the classroom and campus expectations. These students need to be highlighted.</p>

# State Compensatory

## Budget for Meyer Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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## Personnel for Meyer Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Destiny Perez	Pre-K Aide	1
Leanna Lopez	PE Aide	1
Mariely Carreon	PK Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Williams	Instructional Coach	Title I	1.0
Destiny Perez	PK Aide	PK	1.0

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials		\$2,000.00
1	1	1	Professional Development		\$5,000.00
1	2	1	Professional Development		\$5,000.00
2	2	2	Tutors		\$30,000.00
3	1	1	Staff		\$80,000.00
3	3	2	Tutors		\$30,000.00
4	1	1	Materials		\$4,300.00
<b>Sub-Total</b>					\$156,300.00
<b>Budgeted Fund Source Amount</b>					\$156,300.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials		\$1,162.04
1	1	2	Pre-K Personnel		\$65,752.84
1	2	2	Professional Learning		\$5,000.00
1	2	3	Staff		\$14,751.00
5	1	1	Materials		\$5,000.00
<b>Sub-Total</b>					\$91,665.88
<b>Budgeted Fund Source Amount</b>					\$111,665.88
<b>+/- Difference</b>					\$20,000.00
<b>Grand Total Budgeted</b>					\$267,965.88
<b>Grand Total Spent</b>					\$247,965.88
<b>+/- Difference</b>					\$20,000.00