

Hondo Independent School District

Meyer Elementary

2019-2020



Mission Statement

In our daily practice at Meyer Elementary School we will meet each child where they are and take them where they need to be; academically and socially. Every student, every classroom, every day.

Vision

Meyer Elementary will strive to create a campus where students, staff, parents, and community members work collaboratively to lay the foundation for a safe, positive, and challenging environment inspiring academic, social, and emotional growth for all. (Revised and adopted 09.05.18)

Value Statement

At Meyer Elementary School we will be safe, we will be respectful, and we will be responsible. WE ARE MEYER!

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Comprehensive Needs Assessment

Needs Assessment Overview

Through our Improvement Required/Comprehensive process, we will continue to participate with vertical planning with Woolls; and seek additional professional development opportunities for our staff.

In addition we will use our ESF (Effective Schools Framework) feedback to identify our WIGs (Wildly Important Goals).

Demographics

Demographics Summary

WE are MEYER! Currently serving 469 beautiful children in grades Pre-Kindergarten through 2nd Grade. This is about the same as last year at this time; 2018-2019. Our community of Hondo, Texas is very supportive. We ask, they give. Our struggle is to get them behind "bell-to-bell" instruction and academic initiatives. They are not "against" these, they are mostly trusting in reference to our academic programs but don't always make sure attendance is a priority; as our attendance rate is not optimal.

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

In 2018-2019, as a paired campus with Woolls Intermediate, we were "Improvement Required" status.

In 2019-2020, we are Comprehensive Status. School Overview Rating = D (65 out of 100)

Our change over time was +6 points.

Student Achievement = D (65 of 100)

School Progress = D (67 of 100)

Closing the Gaps = F (59 of 100) -- Our closing the gaps performance raised from 46 to 59 indicating that we are making small, intentional gains.

Students who grew a year academically in all subjects also went up by 9 points.

BOY (Beginning of the Year Data from DRA2; Diagnostic Reading Assessment) 2019

1st Grade Average = 3.43 (Desired 3.0+)

2nd Grade Average = 18.2 (Desired 16+)

BOY IStation Data September 2019

1st Grade Overall Reading = 51% Tier 1; 30% Tier 2; 19% Tier 3.

2nd Grade Overall Reading = 68% Tier 1; 22% Tier 2; 10% Tier 3.

May 2019

IStation Results showed that Meyer Elementary had 11% of its 2nd Graders showing Tier 3.

Student Academic Achievement Strengths

School Processes & Programs

School Processes & Programs Summary

Hondo ISD currently has an allocation for a Curriculum Specialist to assist with academic efforts, to include data analysis.

New hires from the summer of 2019 have been solid, and are transitioning well, many taking on leadership roles within the campus already.

Returning teachers are encouraged to be growth-mindset in order to collaboratively improve upon our individual and combined craft, which should result in increased student achievement.

Classroom teachers are currently responsible for all core instruction, but our organizational structure (of support staff) provides GT pull out, dyslexic pull out, and some intervention (Tier 3) pull out with our newest allocation who is training to take additional Dyslexic classes.

We also have both "resource" and "self-contained" special education options for our students with an IEP. We have a designated "behavior" teacher to assist us as needed.

Administratively we have a campus Principal and Assistant Principal and a full time counselor.

Additionally, we are in an agreement with Region 20 to offer Head Start. We have 3 classrooms, one that is identified ELL and one that is identified SPED with a full time assistant in each, the third has no current "special population" support needed.

We also have a Hondo ISD Pre-Kindergarten class with 21 students enrolled.

School Processes & Programs Strengths

The addition of a Dyslexia intern to increase our ability to be in service of those who we identify as dyslexic. Also, having a full time registered nurse and certified counselor are strengths in our campus community.

Perceptions

Perceptions Summary

Meyer Elementary Vision Statement

Meyer Elementary will strive to create a campus where students, staff, parents, and community members work collaboratively to lay the foundation for a safe, positive, and challenging environment inspiring academic, social, and emotional growth for all. (Revised and adopted 09.05.18)

Meyer Elementary Mission Statement

In our daily practice at Meyer Elementary School we will meet each child where they are and take them where they need to be; academically and socially. Every student, every classroom, every day.

Meyer Elementary Value Statement

We will be safe, we will be respectful, and we will be responsible. WE are MEYER!

Perceptions Strengths

The revision of our mission statement in 2018 as well as our current re-commitment to "meeting each child where they are and taking them where they need to be."

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Meyer Elementary students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 1: Kindergarten, 1st and 2nd grade students will show forward progress as indicated by performance data collected through multiple assessments.

Evaluation Data Source(s) 1: DRA2


IStation (Texas Commissioner's Approved Assessment Instrument)

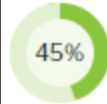



MAP Growth (Mathematics)

TEKS Resource System Performance Assessments

Locally created Benchmarks (in 1st and 2nd)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Teachers will progress monitor to ensure each student is making forward progress.</p> <p>Targeted TEKS will be a time that teachers will have in their daily schedule where they provide intervention and/or enrichment for every child. (Data driven and relevant instruction.)</p> <p>ELL supports for all eligible students through a certified teacher.</p> <p>GT support for all eligible students through a certified teacher.</p> <p>Dyslexia support for all eligible students through a specialist.</p> <p>Tier 3 interventions in the classroom and through priority pull-out for eligible learners.</p>	2.4, 2.5, 2.6	<p>Curriculum Specialist</p> <p>Classroom Teachers</p> <p>ELL Teachers</p> <p>GT Teachers</p> <p>Dyslexia Specialist</p> <p>Special Education Dept.</p> <p>Assistant Principal</p> <p>Principal</p>	<p>All students will show forward progress in RLA and Mathematics.</p> <p>Inclusion of 45 minutes for Tier 2 and 60 minutes for Tier 3 instruction daily.</p>			 <p>30%</p>





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) 2) Teachers will receive professional development to improve their instructional practice. RLA training initiative for classroom teachers assigned to grades 1 and 2.</p> <p>Mathematics training initiative for classroom teachers assigned to grades 1 and 2.</p> <p>Professional Learning Community (PLC) in place two times a week for a total of 2.5 hours.</p>	2.5	District Coordinator of School Improvement (DSCI) Campus Leadership Team Curriculum Specialist Classroom Teachers Asst. Principal Principal	<p>PLC work will ensure alignment between classes. The collaboration will benefit all teachers; as the planning will be supported and the data digs will be facilitated.</p> <p>Increased student achievement.</p>			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Meyer Elementary will prepare students for the future and inspire them to realize their highest personal and educational potential.

Performance Objective 1: Continued use of Sanford Harmony, a Social Emotional Learning character education program during Morning Meeting.

Evaluation Data Source(s) 1: SEL Usage
Evidence of activities during walk through.
Decreased peer conflict.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) 1) Counseling Group(s) in response to student needs. 2) October - Career Month Celebration (Day)	2.4, 2.6	Counselor Campus Administration	Decreased office referrals. Connection to outside resources as needed. Campus connections for at-risk students. Exposure to multiple career paths during the annual Career Expo Presentation Day.			 30%
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Meyer Elementary will prepare students for the future and inspire them to realize their highest personal and educational potential.

Performance Objective 2: Targeted TEKS implemented daily to assist students in reaching their maximum academic success.

Evaluation Data Source(s) 2: Lesson Plans

Data from resources listed in Goal 1.

FUNdations in every classroom (as appropriate); Pre-K through 2.

ELL support with SBEC certified teacher.


GT pull out program participation.




Grade Reports that include citizenship marks.

Positive Behavior - Owl Pride

Counselor's group; with after school program.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) 60 minutes per day dedicated to targeted instruction; both remedial and enrichment as applicable.</p> <p>Resources include, but not limited to:</p> <p>FUNdations Rosetta Stone TEKS Resource System Phonemic Awareness by Heggerty IStation MAP (Mathematics Online)</p>	2.4, 2.5, 2.6	Curriculum Specialist Classroom Teachers ELL, GT, SPED Teachers STEAM Teacher Rotation Teachers	Increase academic success for all students, with an emphasis on those not yet on grade level.			 25%


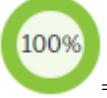


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
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Goal 2: Meyer Elementary will prepare students for the future and inspire them to realize their highest personal and educational potential.

Performance Objective 3: Create a culture of career and college ready students.

Evaluation Data Source(s) 3: Engaging activities for kids that include career month explorations, Child Development students from Hondo High School in our classrooms second semester, adopt an athlete cooperative, monthly college t-shirt days, STEAM rotations' products and participation.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Create a master calendar, with teacher input, including meaningful activities connecting our students to secondary and post-secondary opportunities.</p>	2.5	Campus Staff	Inclusion of multiple relevant activities that promote career and college readiness.			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Meyer Elementary will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 1: Utilize technology in the classroom on a daily basis, and maximize use of our two computer labs. We must engage our digital natives and teach them how to be responsible digital citizens.

- Evaluation Data Source(s) 1:** Lesson Plans
 Observations, to include walk throughs
 IStation participation count
 DRA2 participation count
 MAP Math participation count
 Participation in Digital Learning Week 2020
 Technology Survey Results
 Pebble Go participation
 Brain Pop, Jr. participation
 Discovery Education participation
 Hour of Code
 Technology Survey Results
 Virtual Field Trips

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Computer Rotation Schedule</p>	2.4, 2.5, 2.6	Educational Computer Staff Instructional Technology Coordinator Teachers Curriculum Specialist Asst. Principal Principal	Exposure to Technology TEKS for all students. Opportunity for our students to learn digital citizenship. Online learning opportunities. Online assessments completed by students; allowing teachers to make instructional decisions in response to student progress.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Meyer Elementary will create a safe and nurturing learning environment for all students and staff.

Performance Objective 1: Communicate and model in our practice that safety is non-negotiable and a priority at all times.







Evaluation Data Source(s) 1: Campus schedule.

Raptor visitor log.

Sign in/out sheets.

Newsletters/Social Media Communication

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
1) Continue to communicate that safety is non-negotiable; asking all visitors to enter through the main office. Have periodic "stranger danger drills" to check our practice of being observant of our surroundings.		District Police Department Campus Staff	Increased safety.			
2) Active Threat Assessment Team		Hondo Police Department School Resource Officers Campus Principal Threat Assessment Team Members	Increased safety; along with a proactive approach to maintaining safety.			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Trauma Informed Care		Certified Counselor District Counselor Registered Nurse Campus Administration	Provide care and resources for our children and their families who are in need.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Meyer Elementary will create a safe and nurturing learning environment for all students and staff.





Performance Objective 2: Sustain a positive campus culture through various acknowledgements, activities, and celebrations.

Evaluation Data Source(s) 2: Survey Results

Social Media Engagement

Parent Feedback

Summative Evaluation 2:

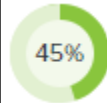



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Ongoing acknowledgements and activities for students, staff, and community.</p> <p>Partial List: Grandparents' Day Breakfast World Teachers' Day Family Picnic Texas Public Schools' Week Teacher/Student of the Week Hallway Heroes Teacher Features & Staff Shout Outs (Social Media Highlights of Staff)</p>	3.2	Campus Administration	Increased engagement and satisfaction with Meyer Elementary School.			
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Goal 5: Meyer Elementary will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.

Performance Objective 1: Transparency with our campus budgeting decisions; working to prioritize spending through teacher input into purchases.

Evaluation Data Source(s) 1: Budget Activity
Site Based Decision Making Committee (agenda/notes)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Continually review purchases to determine if there are any that we can discontinue in the coming year.		Site Based Decision Making Committee Principal	Reduced spending on items that have no direct benefit to students' academic or social emotional needs.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Meyer Elementary will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 1: Continue to have a strong presence on social media; professional and positive.

Evaluation Data Source(s) 1: "Likes"

"Views"





"Follows"

"Comments"

"Shares"

"Retweets"

Summative Evaluation 1:

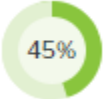



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
ESF Levers Lever 3: Positive School Culture 1) Active presence on Facebook and Twitter. "Places for positive posts."	3.1	Principal	Positive communication with over 1000 active followers.			
 = Accomplished  = No Progress  = Discontinue						

Goal 6: Meyer Elementary will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 2: Active Participation in the Family Engagement Initiative with Region 20 and Scholastic.

Evaluation Data Source(s) 2: Family Survey - Provided by Scholastic Teams Reflection and Evaluation of the process.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) We will go on a "scavenger hunt" around campus to try and identify areas we can improve upon.</p> <p>We will attend, with a community representative, meetings that are hosted by Region 20 and Scholastic that focus on family engagement.</p> <p>We will attend state conferences that address family engagement initiatives.</p> <p>We will adopt and publish a parent and family engagement policy. (We will add a specific piece for early childhood education, as per HB3.)</p>	3.1, 3.2	Special Programs Director Certified Counselor Campus Principal	Clear definition of what family engagement is and isn't will be understood by all stakeholders. Increased family engagement.			
 = Accomplished  = No Progress  = Discontinue						

Goal 6: Meyer Elementary will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 3: Wednesday Menu to allow for weekly interaction as a professional learning community.





Evaluation Data Source(s) 3: Sign In Sheets

Agendas

Calendar

Committee Goals/Activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Provide opportunities for our campus "at large" to come together for relevant discussions and trainings.</p> <p>First Wednesday = Faculty Meeting Second Wednesday = Committee Meetings Third Wednesday = Professional Development Fourth Wednesday = Site Based Decision Making Committee Meeting</p>	2.6	Professional Staff	A sense of shared decision making that makes a positive impact on our campus climate, culture, and the academic success of our students.			
 = Accomplished  = No Progress  = Discontinue						

Goal 7: Meyer Elementary will recruit, develop, support, and retain quality staff.

Performance Objective 1: Provide relevant professional development and support to our staff as we strive to exit "Comprehensive" status.

Evaluation Data Source(s) 1: Professional Development Logs

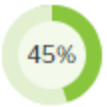
Teacher Feedback

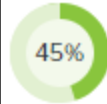



Teacher Requests

Professional Development Evaluations

T-Tess Evaluation Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Partner with professional development providers to design professional development plans for our teachers.</p> <p>Additional planning days are added to facilitate lesson plan development that is rigorous enough to prepare our students for intermediate school.</p> <p>Improved PLC model and increased time in the master schedule for PLC sessions.</p>	2.4, 2.5, 2.6	<p>Effective School Framework Facilitator</p> <p>District Coordinator for School Improvement (DCSI)</p> <p>Curriculum Specialist</p> <p>Classroom Teachers</p> <p>Assistant Principal</p> <p>Principal</p>	Increase in teacher effectiveness and increased student achievement at all levels.			 <p>45%</p>

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>2) Facilitated "NEW TEACHER" district committee. Red Wagon meetings are both in person and through Google Classroom.</p> <p>New Teacher Committee @ Meyer</p>	2.4, 2.5, 2.6	Curriculum Specialists (High School and Meyer)	Seamless integration into Hondo ISD; and increased sense of connection to campus for individuals new to the district.			 45%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 8: Meyer Elementary will strive to keep student and staff attendance at optimal levels.






Performance Objective 1: Provide a positive and engaging environment.

Evaluation Data Source(s) 1: Attendance Data - Shared daily with staff.

Activities Calendar

Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Attendance Home Visits	2.4, 2.5, 2.6	District Truancy Officer Attendance Clerk Asst. Principal Principal	Increased student attendance.			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 2) Attendance Incentives	2.4, 2.5, 2.6	Attendance Committee Attendance Clerk Assistant Principal Principal	Increased attendance rates for both teachers and students.			
 = Accomplished  = No Progress  = Discontinue						

Goal 9: Meyer Elementary will work collaboratively with Woolls Intermediate to "close the gap" and exit "Comprehensive" status assigned through the A-F Accountability System.

Performance Objective 1: Increase student academic performance; ensuring all students moving to Woolls Intermediate have the foundation skills necessary for academic success.

Evaluation Data Source(s) 1: Data from multiple sources to include, but not limited to:


DRA2






IStation (Texas Commissioner's Approved Assessment)

MAP Math

Benchmarks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Focus on designing instructional that is tied to TEKS and rigorous enough to prepare students for life beyond Meyer Elementary.</p>	2.4, 2.5, 2.6	Curriculum Specialist Classroom Teachers Assistant Principal Principal	<p>Send students to Woolls that are better prepared for the demands of meeting mastery in all core areas.</p> <p>Increased achievement on STAR at 3rd grade.</p>			 <p>60%</p>

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	July
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Create a data wall that individualizes the displayed data in efforts to clearly see who are children in need are. Update monthly.</p> <p>Master Schedule includes 2 meetings per week; each 1 hour and 15 minutes in length to provide collaboration for our professional teaching staff.</p>	2.4, 2.5, 2.6	Curriculum Specialist Teaching Teams	<p>Improved instructional practices.</p> <p>Backwards planning design to increase success of teachers and students.</p> <p>Designed instruction in response to data.</p> <p>Overall student achievement will increase.</p>			
<p>Additional Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Designation of a full time Dyslexia Specialist (and intern).</p>	2.4, 2.5, 2.6	Special Education Director Principal	<p>Compliance in reference to our annual dyslexia screening for all students in Kindergarten and 1st Grade.</p> <p>Targeted instruction by trained personnel for those identified as Dyslexic.</p> <p>Section 504 Plans that provide "just right" accommodations for students with this identified challenge.</p>			
 = Accomplished  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Teachers will progress monitor to ensure each student is making forward progress. Targeted TEKS will be a time that teachers will have in their daily schedule where they provide intervention and/or enrichment for every child. (Data driven and relevant instruction.) ELL supports for all eligible students through a certified teacher. GT support for all eligible students through a certified teacher. Dyslexia support for all eligible students through a specialist. Tier 3 interventions in the classroom and through priority pull-out for eligible learners.
1	1	2	2) Teachers will receive professional development to improve their instructional practice. RLA training initiative for classroom teachers assigned to grades 1 and 2. Mathematics training initiative for classroom teachers assigned to grades 1 and 2. Professional Learning Community (PLC) in place two times a week for a total of 2.5 hours.
2	2	1	60 minutes per day dedicated to targeted instruction; both remedial and enrichment as applicable. Resources include, but not limited to: FUNdations Rosetta Stone TEKS Resource System Phonemic Awareness by Heggerty IStation MAP (Mathematics Online)
7	1	1	Partner with professional development providers to design professional development plans for our teachers. Additional planning days are added to facilitate lesson plan development that is rigorous enough to prepare our students for intermediate school. Improved PLC model and increased time in the master schedule for PLC sessions.
9	1	1	Focus on designing instructional that is tied to TEKS and rigorous enough to prepare students for life beyond Meyer Elementary.
9	1	2	Create a data wall that individualizes the displayed data in efforts to clearly see who are children in need are. Update monthly. Master Schedule includes 2 meetings per week; each 1 hour and 15 minutes in length to provide collaboration for our professional teaching staff.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Misty Ptasnik	Principal
Administrator	Robert Garza	Assistant Principal
Curriculum Specialist	Yvonne Rivera	Curriculum Specialist
Classroom Teacher	Tish McKenzie	Head Start / Pre-K Rep
Classroom Teacher	Kathy Bermea	Kindergarten Rep
Classroom Teacher	Terry Ramirez	1st Grade Rep
Classroom Teacher	Julie Urby	2nd Grade Rep
Classroom Teacher	Gabe Cortez	Rotations Rep
Non-classroom Professional	Lindsey Venable	Counselor
Classroom Teacher	Linda Santos	Special Education Rep