

Hondo Independent School District
Meyer Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required



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!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Meyer Elementary students will achieve academic growth annually as measured by multiple indicators.	11
Goal 2: Meyer Elementary will prepare students for the future and inspire them to realize their highest personal and educational potential.	13
Goal 3: Meyer Elementary will offer a rich, technology-centered educational environment that enhances individual learning.	16
Goal 4: Meyer Elementary will sustain a safe a nurturing environment for all students and staff.	17
Goal 5: Meyer Elementary will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.	19
Goal 6: Meyer Elementary will continue to increase collaborative communication and meaningful exchanges with students, staff, and the community.	20
Goal 7: Meyer Elementary will recruit, develop, support, and retain quality staff.	23
Goal 8: Meyer Elementary will strive to keep student and staff attendance at optimal levels.	24
Goal 9: Work collaboratively with Woolls Intermediate to "close the gap" and exit "Improvement Needed" status assigned through the A-F Accountability System.	25
Comprehensive Support Strategies	27
Addendums	28

Comprehensive Needs Assessment

Revised/Approved: September 19, 2018

Needs Assessment Overview

Through our IR process, we will have an addendum to highlight what our root cause is and our action plan for improvement in our practice and performance.

Demographics

Demographics Summary

WE are MEYER! Currently serving 468 beautiful children in grades Pre-Kindergarten through 2nd Grade. This is a slight decrease from the average enrollment of 2017-2018. 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.

Student Academic Achievement

Student Academic Achievement Summary

*Early Indicators show our 2018-2019 group is ready to learn.

Kindergarten has 48% Tier 1, 29% Tier 2, and 23% Tier 3.

1st Grade has 58% Tier 1, 18% Tier 2, and 24% Tier 3.

2nd Grade has 62% Tier 1, 21% Tier 2, and 17% Tier 3.

*IStation September results. (IStation is our selected Texas Commissioners' Approved Assessment.)

May 2018 IStation Data

Pre-K - 60% Tier 1

Kinder - 63% Tier 1

1st Grade - 64% Tier 1

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 2018 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.

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 24 students enrolled.

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.

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!

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

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 local assessments.

Evaluation Data Source(s) 1: We have multiple data sources to consider:

DRA2

IStation (Texas Commissioners' Approved Assessment Instrument)

Star Reading

Star Math






Galaxy Math

Locally created Benchmarks (in 1st and 2nd)

TEKS Resource System Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug


<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</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>	<p>2.4, 2.5, 2.6</p>	<p>Curriculum Specialist Classroom Teachers ELL Teachers GT Teachers Dyslexia Specialist Special Education Dept. Assistant Principal Principal</p>	<p>All students will show forward progress in ELA and Mathematics.</p> <p>Inclusion of 45 minutes for Tier 2 and 60 minutes for Tier 3 instruction daily.</p>			
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will receive professional development to improve their instructional practice.</p> <p>ELAR 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) training initiative for classroom teachers assigned to grades 1 and 2.</p>	<p>2.5</p>	<p>District Coordinator of School Improvement (DSCI) Campus Leadership Team (IR) Curriculum Specialist Classroom Teachers Asst. Principal Principal</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Implement Sanford Harmony, a Social Emotional Learning character education program during daily Morning Meeting.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 1) Counseling Group(s) in response to student needs.	2.4, 2.6	Counselor Campus Administration	Decreased office referrals. Connection to outside resources as needed. Campus connections for at-risk students.			
						

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 Pre-K through 2.






ELL support with SBEC certified teacher.

GT pull out program participation.

Grade Reports that include citizenship marks.

Counselor's group, to include after school program.

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 60 minutes per day dedicated to targeted instruction; both remedial and enrichment.</p> <p>Resources include, but not limited to:</p> <p>FUNDations Rosetta Stone TEKS Resource System Phonemic Awareness by Heggerty IStation Galaxy Math (Education Galaxy)</p>	2.4, 2.5, 2.6	Curriculum Specialist Classroom Teachers ELL, GT, SPED Teachers STEAM Teachers Rotation Teachers	Increase academic success for all students, with an emphasis on those not yet on grade level.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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, visits from the Big Brother Big Sister program, Child Development students from Hondo High School in our classrooms 2nd semester, adopt and 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		
				Mar	June	Aug
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Create a master calendar, with teacher input, to input 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.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Meyer Elementary will offer 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
 Galaxy Math participation count
 Participation in Digital Learning Week
 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		
				Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 2</p> <p>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.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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

Performance Objective 1: Implement closed campus procedures during all school hours.

Evaluation Data Source(s) 1: Campus schedule.

Raptor visitor log.
Sign in/out sheets.

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Gain community support, in the name of safety, to close campus during all school hours.</p> <p>*This is a change from years past when adults could come on campus prior to class start time to eat breakfast or walk their child to class without checking in at the main office.</p>		District Police Department Campus Staff	Increased safety.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Meyer Elementary will sustain a safe a nurturing 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
Parent Feedback

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Ongoing acknowledgements and activities for students, staff, and community.</p> <p>Partial list: Grandparents' Breakfast World Teacher Day Family Learning Night Texas Public School Week Teacher/Student of the Week Watch Dog Dads</p>	3.2	Campus Administration	Increased engagement and satisfaction with Meyer Elementary School.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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		
				Mar	June	Aug
1) Review current purchases to determine if there are any that we can discontinue in the coming year.		Site Based Decision Making Committee Principal	Reduce spending on items that have no direct benefit to students' academic or social emotional needs.			
						






Goal 6: Meyer Elementary will continue to 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		
				Mar	June	Aug
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Active presence on Facebook and Twitter.</p> <p>"Places for positive posts."</p>	3.1	Principal	Positive communication with over 1000 active followers.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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

Performance Objective 2: Wednesday Menu to allow for weekly interaction as a professional learning community.

Evaluation Data Source(s) 2: Sign In Sheets

- Agendas
- Calendar
- Committee Goals/Activities

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</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</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.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: Multiple opportunities for extra-curricular activities that build community.

Evaluation Data Source(s) 3: Participation counts
 Calendar of Events
 Feedback

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Attend Region 20 Parent Leadership Academy with a team of Meyer parents.</p> <p>10 workshops + graduation</p> <p>+Watch Dog Dads Program</p>	3.1, 3.2	Counselor Asst. Principal Principal	Increased family engagement and community support.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


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

Performance Objective 1: Provide relevant professional development and support to our staff.

Evaluation Data Source(s) 1: PD Logs

Teacher Feedback
Teacher Requests
PD Evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Partner with Region 20 Educational Specialists to design professional development plans for our teachers.</p> <p>Continue with the Wednesday Menu which includes a PD Wednesday in our rotation.</p>	2.4, 2.5, 2.6	DCSI Curriculum Specialist CLT (IR Team) Classroom Teachers Asst. Principal Principal	Increase in teacher effectiveness and increased student achievement at all levels.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Create a "new teacher" club to provide support to our staff new to Meyer Elementary.</p>		Curriculum Specialist Mentor Teachers Asst. Principal Principal	Seamless integration into Hondo ISD; and increased sense of connection to campus for individuals new to the district.			
						

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

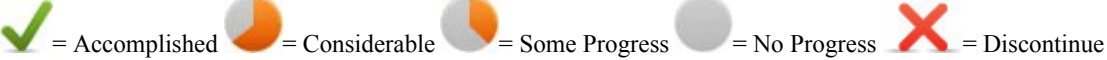
Performance Objective 1: Provide a positive and engaging environment.

Evaluation Data Source(s) 1: Attendance Data

Activities Calendar

Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 1) ATTENDANCE HOME VISITS	2.4, 2.5, 2.6	Attendance Clerk Asst. Principal Principal	Increased attendance rates.			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Attendance Incentives	2.4, 2.5, 2.6	Attendance Committee Asst. Principal Principal	Increased attendance rate.			
						

Goal 9: Work collaboratively with Woolls Intermediate to "close the gap" and exit "Improvement Needed" status assigned through the A-F Accountability System.






Performance Objective 1: Increase student 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:

- Benchmarks
- DRA2
- IStation (Texas Commissioner's Approved Assessment)
- Star Reading
- Star Math

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implement additional best practices into our weekly writing instruction to address the deficit seen on STAAR Writing at 4th Grade.</p> <p>Resources: Marzano Training Writers' Workshop Training Writing Academy Materials Gretchen Bernabei Training Region 20 ELAR Support</p>	2.4, 2.5, 2.6	Curriculum Specialist Classroom Teachers Asst. Principal Principal	<p>Send students to Woolls that are better prepared for the demands of meeting mastery in Writing.</p> <p>Increase student achievement on 4th grade STAAR test.</p>			

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implement additional best practices, to include labs, into our weekly Science instruction to address the deficits seen on the STAAR Science at 5th Grade.</p> <p>Resources: District led trainings, to include resources from TEKS Resource and lead4ward.</p>	<p>2.4, 2.5, 2.6</p>	<p>Curriculum Specialist Classroom Teachers STEAM Teachers Asst. Principal Principal</p>	<p>Send students to Woolls that are better prepared for the demands of meeting mastery in Science.</p> <p>Increase student achievement on 5th grade STAAR test.</p>			
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Training and implementation of Professional Learning Community model that focuses on data driven decisions.</p> <p>Schedule modification to allow for a 90 minute PLC block for all grade levels (weekly).</p>	<p>2.4, 2.5, 2.6</p>	<p>District Coordinator for School Improvement Curriculum Specialist Classroom Teachers Asst. Principal Principal</p>	<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 style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
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	Teachers will receive professional development to improve their instructional practice. ELAR 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) training initiative for classroom teachers assigned to grades 1 and 2.
2	2	1	60 minutes per day dedicated to targeted instruction; both remedial and enrichment. Resources include, but not limited to: FUNdations Rosetta Stone TEKS Resource System Phonemic Awareness by Heggerty IStation Galaxy Math (Education Galaxy)
7	1	1	Partner with Region 20 Educational Specialists to design professional development plans for our teachers. Continue with the Wednesday Menu which includes a PD Wednesday in our rotation.
9	1	1	Implement additional best practices into our weekly writing instruction to address the deficit seen on STAAR Writing at 4th Grade. Resources: Marzano Training Writers' Workshop Training Writing Academy Materials Gretchen Bernabei Training Region 20 ELAR Support
9	1	2	Implement additional best practices, to include labs, into our weekly Science instruction to address the deficits seen on the STAAR Science at 5th Grade. Resources: District led trainings, to include resources from TEKS Resource and lead4ward.
9	1	3	Training and implementation of Professional Learning Community model that focuses on data driven decisions. Schedule modification to allow for a 90 minute PLC block for all grade levels (weekly).

Addendums



Targeted Improvement Plan

District Name:	Hondo ISD	County District Number:	163-904	Superintendent Name:	Dr. A'Lann Truelock
Campus Name:	Meyer Elementary School	Campus Number:	102	District Coordinator of School Improvement:	Rose Mary Mares
PSP:	Tripp Presley	Educational Service Center:	Region 20	School Principal:	Misty Ptasnik

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.

Problem Statement #1:	Writing - 43% of 4th grade students did not approach grade level.	Annual Goal #1:	Meyer will increase student achievement in meeting ELAR 2.18, 2.19, 2.20 writing standards.
Root Cause #1:	Teachers did not have the knowledge and support to implement a research-based instructional model that met the rigor and expectations of the STAAR writing assessment.	Strategy #1:	Professional Development will be provided to teachers K-2, with an instructional focus on writing.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Provide Writing Academy Curriculum Resources to all teachers.	Aug-18	Writing Academy Curriculum Binders	Principal	Insert best practices tied to critical writing TEKS into all classrooms.		Select	
	Provide training to 2 lead teachers. (Gretchen Barnabei Workshop)	October 3rd and 4th	Workshop Materials; Text Structures from Nursery Rhymes Teaching Reading and Writing to Young Children 50+ Rhyme and Lesson Pairs (Corwin Literacy)	DCSI, Principal, Teachers	Teachers who attended training will train additional staff.		Select	
							Select	
Intermediate: (Implementation)	Writing strategies outlined in training will be immediately included in the ELAR block of instruction.	Oct-18	Workshop Materials; Text Structures from Nursery Rhymes Teaching Reading and Writing to Young Children 50+ Rhyme and Lesson Pairs (Corwin Literacy)	DCSI, Principal, Curriculum Specialist, Teachers, Asst. Principal, Region 20 Consultant	2nd Grade Students will create a writing portfolio with a goal to include a literary text, expository text, procedural text, and a persuasive text to demonstrate their mastery of the TEKS. 1st Grade Students will create a portfolio with a goal to include a literary text, expository text, and a procedural text. Samples should indicate a minimum mastery of the writing standards.		Select	
							Select	
							Select	
Long-Term: (Results)	Writing across the curriculum should be an embedded practice.	October - May (Ongoing)	Journals	Curriculum Specialist, Asst. Principal, Principal	Students will keep journals containing writing samples demonstrating their forward progress of TEKS mastery for their appropriate grade level.		Select	
							Select	

Vision Status		Vision Metrics	
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End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #2:	Science - 36% of 5th grade students did not meet "approaches" level.	Annual Goal #2:	10% more students will meet "approaches" level on the 5th grade science test.
Root Cause #2:	The lower grade levels' instruction and assessment were not aligned to the rigor of the STAAR.	Strategy #2:	TEKS Resource System will be utilized to guide instruction.

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.								
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Dedication of Science Labs for each grade level.	Sep-18	Lab supplies relevant to performance standards.	Principal	Increase hands on opportunities for all students.		Select	
							Select	
							Select	
							Select	
Intermediate: (Implementation)	Science Lab Instruction in line with TEKS; providing students opportunity for concrete, pictorial, and abstract learning.	Oct-18	TEKS Resource System (and training), Master Schedule that includes Science Lab Rotation in each grade level.	Curriculum Specialist, Principal, Asst. Principal, Teachers, Teacher Assistants	Students will deepen their understanding of the Science TEKS at each level of instruction.		Select	
							Select	
	Science Vocabulary Lessons (weekly)	Nov-18	Marzano training and materials; TEKS Resource System, lead4ward.	DCSI, Curriculum Specialist, Asst. Principal, Principal, Teachers	Verticle alignment, use, and mastery of Science vocabulary.		Select	
							Select	
Long-Term: (Results)	Increased Science TEKS mastery.	Ongoing	Consistent teaching practices, appropriate "protected" time in the master schedule.	DCSI, Curriculum Specialist, Asst. Principal, Principal, Teachers, Teacher Assistants	Students will complete performance assessments with minimum assistance; showing mastery of grade level standards; which will eventually lead to increase in 5th grade Science scores.		Select	
							Select	
Vision Status				Vision Metrics				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #3:	Reading - 30% did not reach "approaches", 64% of all students did not reach "meets" grade level, 84% did not reach "masters" level on the	Annual Goal #3:	Increase by 10% from BOY to EOY.
Root Cause #3:	Inconsistent implementation of scaffolded instruction.	Strategy #3:	Improve alignment of curriculum, instruction and assessment through the implementation of an effective professional learning community.

Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Create a schedule that facilitates a 90-minute PLC period.	By the end of October 2018	Principals, PEIMS clerks	Principals, CLTs	Plan with a purpose.		Select	
	Provide PLC training to all staff.	October - December	ESC 20 Consultant	CLTs	Create a staff development plan.		Select	
	TEKS Resource training.	October - December	ESC 20 Consultant	CLTs	Utilization of pre- and post performance assessments.		Select	
	Build teacher capacity in scaffolded instruction for reading.	October - May	ESC 20 Consultants, NEISD Consultant (former Marzano Consultant)	CLTs	Teachers will successfully implement scaffolded instruction in reading.		Select	
	Create an observational framework.	During the month of October 2018.	Research-based strategies for effective observations.	CLTs	Consistency in data collection.		Select	
Intermediate: (Implementation)	Implement weekly 90-minute PLC meetings.	October - May	Agenda, Norms	Curriculum Specialists, Teachers, Principals	Plan with purpose utilizing student data.		Select	
	Targeted weekly learning walks and provide timely, quality feedback for	October - May	Observational framework/T-TESS	Campus Administrators, Curriculum Specialists, DCSI, PSP, ESC	Look for evidence that the plan is being implemented with fidelity.		Select	
							Select	
Long-Term: (Results)	Sustain a culture of high achievement through intervention, observation and feedback based on the tenets of continuous improvement process and on-going professional development.	Ongoing	Student data, T-TESS data	Campus Administrators, Teachers, Curriculum Specialists	Consistent high quality instructional practices in every classroom, every day.		Select	

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.					
					Select	
Vision Status			Vision Metrics			