

Willis Independent School District

Meador Elementary

2023-2024 Improvement Plan



Mission Statement

Our mission is to perpetuate life-long learning in a safe and engaging environment, while instilling the values of productive citizenship.

Vision

William Lloyd Meador Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Value Statement

Every student, every Essential Standard.

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Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.	
-3rd Grade "Meets" percentage for 2022- 57.14%	42
Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024. -2022 3rd Grade Math "Meets"- 57.02%	
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Comprehensive Needs Assessment

Demographics

Demographics Summary

2022-2023 Campus Demographic Data:

Total Student Population (Fall PEIMS as of 5/10/2023): 617

-White: 68.07% -African American: 4.86% -Hispanic: 21.39%

-Economically Disadvantaged: 43.1% Sped: 8.91%

Attendance Rate:

Our attendance rate fluctuates between 94.5% to 95%. We celebrated the 2022-2023 school year with the highest attendance rate in the district at 95.7%. We stress the importance of daily school attendance throughout each nine weeks' grading period. **The activities below have contributed to continued improvements with our attendance rate:**

*Kona Ice Celebration Days for perfect attendance each nine weeks are scheduled for the 2023-2024 school year.

*"Attendance Matters" classroom rewards for classes with perfect attendance.

*Daily Parent phone calls for students who are absent.

*Blanket all of our communication avenues to the parents with information about the importance of daily attendance each nine weeks.

Demographics Strengths

Our demographic strengths include:

1. Our growing diversity among our students due to new move ins into the Woodlands Hills Community.
2. Our attendance zone is made up of communities within a 5 mile zone of Meador.

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR Math 2023 showed lower growth data in 5th grade Math. **Root Cause:** The rigor of Tier One instruction on Math must be increased to move students to "Meets" and "Mastered on STAAR Math.

Student Learning

Student Learning Summary

The 22-23 STAAR for grades 3-5 is online and has been redesigned. The STAAR redesign challenged students to respond to new question types, including using multiple online tools for math, multiple step problem solving, and extended constructed response in Writing. As a campus, we are looking into various tools and resources to help students prepare for the new response types within the classroom. As of June 2023, preliminary results from STAAR 2023 are available; however, final passing scores and final student results are tentative.

Significant growth was seen from BOY to EOY 2023 on MAP Math/Reading/Science. **Below is the campus MAP Achievement Comparison Data from Fall 2022 to Spring 2023:**

MATH

READING

SCIENCE

Student Learning Strengths

Student Learning Strengths:

Strength #1 Over the past two years, we have focused on students in Kinder-2nd grade reading on or above grade level before moving on to 3rd grade. We have incorporated decodable texts for our K-2nd students along with comprehension activities. As a campus, we believe students in the primary grades need to have a firm foundation in reading before moving to grades 3rd-5th. We also focused on targeted interventions for students who may struggle with the basics by implementing research based Tier 3 materials such as Heggerty Phonics, "Bridging the Gap," and LLI.

Strength #2- Our teachers in Grades K-5 embrace the idea that "they are ALL our students." Grade level teachers share students in and out of small group instruction and intervention groups during our W.IN. TIME- "What I Need Time."

Strength#3- All grade level teams meet and collaborate at designated times throughout the day and week. We decided as collaborative teams TO begin unit planning with looking at "Question 4" and developing learning targets and activities for extension/enrichment. Our goal is to grow students, in particular, those who have mastered the unit essential standards before beginning the unit, based on pre-assessment data (Please refer to the campus MASTER SCHEDULE in the addendum section).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions **Root Cause:** Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

School Processes & Programs

School Processes & Programs Summary

Our grade level teams continue to work as collaborative teams with a focus on the 4 essential questions of a professional learning community. 2022-2023 MAP data showed areas of growth across subjects and grade levels. Language Usage is an area from EOY MAP that we will focus on for the upcoming school year to assist in students Meeting and Mastering STAAR Reading

Our 2023 campus goals are targeted to address areas in Language Usage.

Staff Recruitment and Retention:

We are beginning the year with 7 teachers who are new to Meador. Our goal is to hire and support talented teachers throughout the school year with targeted professional development based on teacher/staff needs. We are planning to continue "Mindfulness" as a staff goal this year, which include celebrations of staff and monthly "check in" breakfasts with the principal to foster staff retention.

Curriculum & Instruction:

This year, our grade level teams will continue to focus on the four essential questions of a professional learning community, with a focus on Questions 3 and 4.

School Processes & Programs Strengths

- **Strength #1:** Great attention has been given to phonics and phonemic awareness, which has strengthened our students reading skills in preparation for comprehension activities/testing. Literacy in Kinder-2nd is a strength for our students.
- **Strength #2:** Our teachers have embraced the idea that "these are all our kids." Intervention time is used effectively throughout the grade level to reteach concepts and provide Tier 3 interventions to all students across each grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions **Root Cause:** Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

Perceptions

Perceptions Summary

We have parents ready to sign up as volunteers and are looking forward to starting WATCH Dogs and Meador MOMS again this year.

On the staff side, a staff survey was sent twice in the 2022-2023 school. One survey was designed to get staff perceptions of our process and programs at Meador (Refer to staff survey results in the addendum section). Our second survey was to assist in a needs assessment of available resources as we make decisions for curriculum and instruction purchases in the upcoming school year.

Perceptions Strengths

Results from the staff survey show that most staff agree/strongly agree that we are making progress as a campus academically. The survey also shows that most staff agree/strongly agree that they feel supported by campus admin.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff retention was lower at the end of the 2022-2023 school year than the previous year. **Root Cause:** Insufficient support of teachers new to the campus from administration on a consistent basis.

Priority Problem Statements

Problem Statement 1: MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions

Root Cause 1: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Staff retention was lower at the end of the 2022-2023 school year than the previous year.

Root Cause 2: Insufficient support of teachers new to the campus from administration on a consistent basis.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: June 27, 2023

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: At the end of the 2023-2024 school year, the percentage of 3rd, 4th, and 5th grade students who "Meet" on 2024 STAAR Math will increase by 5 pts or higher.

HB3 Goal

Evaluation Data Sources: Impact will be determined by the increase in student scores on the STAAR test.

2023 3rd Grade "Meets"- 56% Goal for 2024 3rd Grade "Meets"- 61%





2023 4th Grade "Meets"- 48% Goal for 2024 4th Grade "Meets"-53%

2023 5th Grade "Meets"- 42% Goal for 2024 5th Grade "Meets"-47%

Strategy 1 Details	Reviews			
Strategy 1: We will continue the Balanced Math framework in K-5th Classrooms. Strategy's Expected Result/Impact: Increase in percentage of students mastering essential standards in Math Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Effective use of weekly collaborative time to identify and unwrap essential standards, create common assessments, review student data, identify effective interventions and collaborate on best practice strategies Strategy's Expected Result/Impact: Increase in collective accountability for all students Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will use grade level built common assessments data to guide targeted interventions Strategy's Expected Result/Impact: Progress made on the following assessments Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: We will provide targeted instruction through the use of small groups. Strategy's Expected Result/Impact: Advancing in mastery of math concepts and progress being made on district and state assessments. Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: We will continue to support and enrich student learning through the use of Exact Path, Study Island, Math Seeds, and various other learning tools/platforms. Strategy's Expected Result/Impact: Increase in use of technology to support instruction in the classroom Staff Responsible for Monitoring: Teachers, ICoach, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Edmentum Online Resource- Exact Path and Study Island - ESSER, Math Seeds - Campus Activity Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: We will provide teachers support on best Tier 1 practices for classroom math instruction through the assistance of the campus Math Coach. Strategy's Expected Result/Impact: Improved Tier 1 instruction and less time in intervention/strategy groups for students. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Math Coach Salary - State Comp Ed - \$65,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: We will implement Braining Camp in grades 2nd-5th as an online source for math manipulatives and activities aligned to the depth of knowledge and rigor of STAAR. Strategy's Expected Result/Impact: Students will have multiple opportunities to work with the online tools and online platform in preparation for the redesigned STAAR online in the Spring. Staff Responsible for Monitoring: Math Coach, Principal Funding Sources: Braining Camp campus license and app - 199 - General Fund - \$650	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: We will implement Math Gel Pads, Giant Floor ten frames, and various other hands on manipulatives in grades K-1 as a source for math manipulatives and activities aligned to the depth of knowledge and rigor of the grade level essential standards. Strategy's Expected Result/Impact: Increased math proficiency in grades Kind and 1st Staff Responsible for Monitoring: Math Coach, Admin Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math Funding Sources: Math Gel Pads - 211 - Title 1-A - \$500, Giant 10 Frames - 211 - Title 1-A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: We will purchase and implement "Fast Focus for Math" for grades 3-5 to support mastery of essential standards in Math. Strategy's Expected Result/Impact: Increased number of students at "Meets" and "Mastered" on STAAR Math Staff Responsible for Monitoring: Math Coach, Admin Title I: 2.4, 2.5, 2.6 Funding Sources: Fast Focus for Math - 211 - Title 1-A - \$2,070	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details		Reviews			
Strategy 10: We will purchase and implement "Countdown to Math for grades 3-5" to support mastery of math essential standards Strategy's Expected Result/Impact: Increased number of students at "Meets" and "Mastered" on STAAR Math Staff Responsible for Monitoring: Math Coach, Admin Title I: 2.4, 2.5, 2.6 Funding Sources: Countdown to Math - 211 - Title 1-A - \$2,370		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: At the end of the 2023-2024 school year, the percentage of 3rd, 4th, and 5th grade students who "Meet" on 2023 STAAR Reading will increase by 5 pts or higher.

HB3 Goal

Evaluation Data Sources: Impact will be determined by the increase in student scores on the STAAR test:

3rd Grade "Meets"- 62%	Goal for 2024 "Meets"- 67%
4th Grade "Meets"- 55%	Goal for 2024 "Meets"-60%
5th Grade "Meets"- 63%	Goal for 2024 "Meets"- 68%

Strategy 1 Details	Reviews			
Strategy 1: A minimum of 90 minutes will be dedicated to Balanced Literacy on a daily basis. Strategy's Expected Result/Impact: Increased DRA/MAP scores Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will incorporate chapter books, Storyworks (magazines, activities, etc.) and read alouds to improve fluency and comprehension for fluency and comprehension. -Epic -StoryWorks Strategy's Expected Result/Impact: Increased DRA/MAP scores Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: StoryWorks - 199 - General Fund - \$6,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: We will target instruction through the use of guided reading groups Strategy's Expected Result/Impact: Advancing in reading levels and progress being made on district and state assessments Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: We will use software programs to support and enrich student learning -Waterford -Exact Path -Study Island -Reading Eggs Strategy's Expected Result/Impact: Increase in use of technology to support instruction in the classroom Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches TEA Priorities: Build a foundation of reading and math Funding Sources: Math Seeds - Campus Activity Fund - \$3,000, Reading Eggs - Campus Activity Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to meet weekly as collaborative teams to identify and unwrap essential standards, create common assessments, review student data, identify extensions and effective interventions and collaborate on best practice strategies Strategy's Expected Result/Impact: Increase in collaborative problem solving Staff Responsible for Monitoring: Teachers, Administrators, Instructional coaches TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Use of ELPS to target instruction for the EL students Strategy's Expected Result/Impact: Increase in student outcomes Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: We will use grade level common end of unit performance assessments Strategy's Expected Result/Impact: Guaranteed and viable curriculum across the grade level Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: We will designate a team of teachers to attend district writing collaboratives and share information with the campus during collaborative team time to improve instruction in writing. Strategy's Expected Result/Impact: Students are instructed in writing across the grade levels as well as writing across the grade levels Staff Responsible for Monitoring: Literacy coach, administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Teachers will receive support on best Tier 1 practices for classroom Reading and Writing instruction through the assistance of the campus Literacy Coach. Strategy's Expected Result/Impact: Student growth in Reading and Language Usage Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Literacy Coach Salary - State Comp Ed - \$65,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: We will implement "Countdown to STAAR Reading," to support meeting and mastering STAAR Reading learning targets Strategy's Expected Result/Impact: Increased numbers of students at "Meets" and "Mastered" on STAAR Reading Staff Responsible for Monitoring: Reading Coach, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Countdown to STAAR Reading - 211 - Title 1-A - \$2,385	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: We will purchase and implement "STAAR Reading & Writing Gauntlet" for students in grades 3-5 to support students moving to "Meets" and "Mastered" on STAAR Reading Strategy's Expected Result/Impact: Increased number of students at "Meets" and "Mastered" on STAAR Reading and Writing. Staff Responsible for Monitoring: Literacy Coach, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: We will purchase and implement "Patterns of Wonder" for grades Kinder-1st and Writing "Fast Focus" to support students' weaknesses in writing Strategy's Expected Result/Impact: Students being prepared in K-1 for writing expectations in 2nd-5th grades Staff Responsible for Monitoring: Literacy Coach, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Patterns of Wonder - 211 - Title 1-A - \$580, Writing Fast Focus - 211 - Title 1-A - \$1,845	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions Root Cause: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.
School Processes & Programs
Problem Statement 1: MAP Language Usage data shows students in grades 2-5 have areas of weakness in vocabulary and writing conventions Root Cause: Greater focus on Reading/Reading comprehension skills without sufficient connections to writing.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: At the end of the 2023-2024 school year, the percentage 5th grade students who "Meet" on 2023 STAAR Science will increase by 8 pts or higher- FINAL RESULTS WILL BE AVAILABLE AUG 2023.

Evaluation Data Sources: Impact will be determined by the increase in student scores on the STAAR test:

2022 5th Grade STAAR Science "Meets"- 31.67% 2023 Goal for 5th Grade STAAR Science "Meets"- 40%- STAAR FINAL RESULTS WILL BE AVAILABLE AUG 2023.





Strategy 1 Details	Reviews			
Strategy 1: We will use hands on experiments in the classrooms. in grades Kinder-5th. Strategy's Expected Result/Impact: Increase of experiments in the classroom and improved performance by students on assessments. A Science lab rotation will also be implemented to engage students with hands on science experiments biweekly. Staff Responsible for Monitoring: Teachers, Administrators, instructional coaches, District coordinator for Science Funding Sources: Resources for weekly Science lab activities - 199 - General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will use grade level common end of unit performance assessments Strategy's Expected Result/Impact: Guaranteed and viable curriculum across the grade level Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will target academic science vocabulary for students in K-5th Grades. Strategy's Expected Result/Impact: Increased comprehension of scientific concepts Staff Responsible for Monitoring: Math/Science Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: By the end of the 2023-24 school year, William Lloyd Meador Elementary will increase student attendance to 96.7%

Evaluation Data Sources: Impact will be determined by an increase in our daily attendance rate over the same period from the previous year

Strategy 1 Details	Reviews			
Strategy 1: An incentive will be given to all students with perfect attendance for the 9 week period Strategy's Expected Result/Impact: Positive reinforcement of a desired action Staff Responsible for Monitoring: Administrative team Funding Sources: Incentives - Local - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Short term incentive programs called "Attendance Matters" will continue for individual classrooms Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Administrative team Funding Sources: Rewards for attendance - Campus Activity Fund - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: After 3 consecutive absences, each parent/guardian will receive a phone call from the teacher regarding attendance concerns Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Principal and certified staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: After 5 total days of student absences, an administrator will personally phone the parent and an attendance letter will be mailed home. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: After 3 unexcused absences in a 4 week period, a letter quoting the state compulsory attendance law will be sent home to the student's parent or guardian Strategy's Expected Result/Impact: Parent contacts the school, increased attendance Staff Responsible for Monitoring: Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: After 8 unexcused absences, a second letter quoting the state compulsory attendance law will be sent home to the student's parent/guardian and truancy prevention measures will be created between the administrator and the parent/guardian Strategy's Expected Result/Impact: Parent contacts the school Staff Responsible for Monitoring: Registrar, Assistant Principals, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: With a truancy plan in place, but with no improvement, the child's case will be referred to the court system Strategy's Expected Result/Impact: Parent contacts the school, increased attendance Staff Responsible for Monitoring: Assistant Principals, Principal, Registrar	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 5: By the end of the 2023-2024 school year, students in grades 1st-5th will make a year's growth progress on EOY MAP assessments in the areas of Math, Reading, and Language Usage.

Evaluation Data Sources: BOY, MOY, and EOY MAP data- Student Growth Reports





Strategy 1 Details	Reviews			
Strategy 1: We will implement strategies, activities, and recommendations from the district collaborative teams, Math, Technology, and Literacy Coaches to campus grade level collaborative teams. Strategy's Expected Result/Impact: A greater focus, resources, and opportunities for teachers to teach reading, math, grammar and the writing process. Staff Responsible for Monitoring: Literacy Coach, Math Coach, ICoach, Principal Title I: 2.4, 2.6 Funding Sources: Exact Path and Study Island - ESSER - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: By the end of the 2023-24 school year, William Lloyd Meador Elementary will increase parent involvement opportunities by hosting informational nights and student programs to encourage parent engagement and involvement.

Evaluation Data Sources: Impact will be determined by the increased attendance this year over last year's events and an increase in the number of events hosted

Strategy 1 Details	Reviews			
Strategy 1: Communication extending invitations to participate in upcoming events will be displayed on the school website, district app, notes home, social media and the message board on the campus grounds Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The phone system will be used to communicate important information and invitations to participate in important school events in both English and Spanish Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Each teacher will use Class Dojo as a major form of communication. Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Assistant Principal and campus staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Parents will be represented on the CEIC Strategy's Expected Result/Impact: Collaborative problem solving Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: A calendar of activities will be sent home monthly as well as a school newsletter every nine weeks with happenings for the past, present and future Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Information for off-site resources (counseling, district parent center, community donors) will be available to all parents Strategy's Expected Result/Impact: Positive parent relations Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Family nights will be held for reading, math and science and will provide strategies to improve literacy and enrichment and extension of the skills learned in those classes Strategy's Expected Result/Impact: Positive public relations and increased parent participation Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Funding Sources: Food, Materials for Games and Activities for Family Nights - Campus Activity Fund - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Continue the Watch D.O.G.S. and Meador M.O.M.S. programs to increase the opportunity for parental involvement on the campus Strategy's Expected Result/Impact: Increased visibility of MOMS and WATCH DOGS on campus Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Engagement: Food, shirts, enrollment fee into the WATCHDOGS program - Campus Activity Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: During the 2023-24 school year, the staff at William Lloyd Meador Elementary will meet the minimum requirements for professional development and increase the number of hours in each category by 15% as measured through certificates in Eduphoria.

Evaluation Data Sources: Impact will be determined by the level of implementation observed after participation in professional development as well as reflection conversations with their T-TESS appraiser

Strategy 1 Details	Reviews			
Strategy 1: We will provide training to the staff to review the use of TEK Resource documents and TExGUIDE documents Strategy's Expected Result/Impact: Clearer understanding and increase use Staff Responsible for Monitoring: Administrators, Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will provide training as needed to build skills in the use of MAP, DMAC, and Eduphoria. Strategy's Expected Result/Impact: Documented use of Eduphoria, DMAC and MAP Staff Responsible for Monitoring: Administrators, district coordinators, instructional coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Modeling and coaching will be provided by the campus coaches to ensure effective implementation of Balanced Literacy and Balanced Math Strategy's Expected Result/Impact: Increase in DRA scores and Common Assessment, increase in student growth Staff Responsible for Monitoring: Campus Administration, District Coordinators, Campus Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continual training will be offered to hone skills for grade level teams who meet weekly to collaboratively plan, create common assessments, review data and identify interventions to support their struggling learners Strategy's Expected Result/Impact: Improvement in interventions for identified students and decrease in achievement gap. Guaranteed and viable curriculum Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Professional Development - 199 - General Fund - \$5,000, Training Materials - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Opportunities will be provided for staff to attend online and off-site professional development. - Solution Tree -Lead4ward -ESC 6 Strategy's Expected Result/Impact: Registration documentation Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Training- Lead4ward August 4, 2022 - 211 - Title 1-A - \$2,000, Professional development Registration fees (Lead4ward, Solution Tree, etc) - 199 - General Fund - 5000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Additional books will be purchased for the professional library to provide extra resources for the staff Strategy's Expected Result/Impact: Additional resources Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will work collaboratively with administrators and campus coaches to reflect on their own practice through the T-TESS process Strategy's Expected Result/Impact: Increase in coaching/modeling sessions Staff Responsible for Monitoring: Campus Coaches, Administrators	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: All instructional staff will attend campus and district professional development Strategy's Expected Result/Impact: Reinforcement of instructional goals Staff Responsible for Monitoring: Principal Funding Sources: Monthly PDs resources for campus after school trainings - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: PLC at Work staff development training will be provided to teachers to address Question #4 of a PLC, "What Do We Do When They Already Know It?" Strategy's Expected Result/Impact: Provide teachers strategies to extend learning for students who are in need of extension/enrichment. Increase in the number of students mastering STAAR Math/Reading/Science Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: PLC at Work Training Sep. 18th - 211 - Title 1-A - \$19,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: During the 2023-24 school year the Meador Elementary Leadership Team will support teachers through coaching and modeling so by May 2024, all certified teachers will score Proficient or better on T-TESS.

Evaluation Data Sources: Impact will be determined by increased levels of student mastery on formative assessments

Strategy 1 Details	Reviews			
Strategy 1: The principal and assistant principal will meet weekly district walk-through requirements and aim for completing our Meador list weekly Strategy's Expected Result/Impact: Data Driven Decision making conversations with outcomes documented Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Specific and timely feedback will be given to the teachers through the use of Strive and personal coaching conversations Strategy's Expected Result/Impact: Documentation in Eduphoria Staff Responsible for Monitoring: Principal, Assistant Principal and Coaches TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus Leadership Team will meet weekly to review data collected and identify strategies to address area of concern Strategy's Expected Result/Impact: Documented interventions with teachers Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: A system for monitoring weekly lesson plans will be implemented with a process established for feedback Strategy's Expected Result/Impact: Effective lesson plans aligned to the pacing guide Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus Leadership Team will provide feedback to the collaborative teams through the use of the SIG Strategy's Expected Result/Impact: Growth on grade level teams in the collaborative team process. Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus Leadership Team will identify exemplars in the classrooms and celebrate successes through the use of SHOUTOUTS and various other celebrations Strategy's Expected Result/Impact: Checking of email and cultivating a positive school atmosphere Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches and Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Staff retention was lower at the end of the 2022-2023 school year than the previous year. Root Cause: Insufficient support of teachers new to the campus from administration on a consistent basis.

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: During the 2023-24 school year, 100% of funds allocated for instructional supplies and resources will be spent based on the recommendations of the school wide Leadership Team and/or the CEIC as reflected on budget reports.

Evaluation Data Sources: Impact will be determined by level of use and implementation in the classrooms

Strategy 1 Details	Reviews			
Strategy 1: The Campus Education Improvement Committee (CEIC) will meet at least four times a year to discuss campus improvement and identify solutions to areas of concern Strategy's Expected Result/Impact: Feedback gathered from all stakeholders Staff Responsible for Monitoring: CEIC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The purchasing procedure for William Lloyd Meador elementary will follow the district guidelines Strategy's Expected Result/Impact: Correct accounting procedures Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Title funds will be allocated through leadership recommendations and will follow the district guidelines Strategy's Expected Result/Impact: Correct accounting procedures Staff Responsible for Monitoring: Principal, Leadership team and district accounting	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Activity funds will be monitored and dispersed through the year for a variety of school wide activities following leadership recommendations and the district guidelines Strategy's Expected Result/Impact: Correct accounting procedures Staff Responsible for Monitoring: Principal, Leadership Team and district accounting	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: To ensure the safety of all students, the staff of William Lloyd Elementary will conduct 9 safety procedures meetings starting in August 2023 and ending May 2024.

High Priority

Evaluation Data Sources: Impact will be determined by the lack of safety concerns on the campus

Strategy 1 Details	Reviews			
Strategy 1: School wide safety rules reviewed, enforced and posted: playground rules, cafeteria rules, student car rider policy, bus discipline policy, visitor tags, and medication policy Strategy's Expected Result/Impact: Decrease in incidents Staff Responsible for Monitoring: Assistant Principal and campus staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review the crisis response team and crisis management procedures, assign roles and update all staff two times a year Strategy's Expected Result/Impact: Roles successfully filled in drills Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Require that all visitors wear ID badges and staff will monitor and report suspicious situations and/or unauthorized people in the building Strategy's Expected Result/Impact: 100% of adults in building identified Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monthly fire and/or tornado drills will be practiced by students and staff to ensure their safety Strategy's Expected Result/Impact: Successful drills Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Review lock down procedures with the full staff Strategy's Expected Result/Impact: Successful procedure if necessary Staff Responsible for Monitoring: Assistant Principal and Constables	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Internal doors to all classrooms will be locked at all times when students are present Strategy's Expected Result/Impact: All children safely behind locked doors Staff Responsible for Monitoring: Principal, Assistant Principal, Custodial Lead and Constables	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: All staff will continually update the RAVE app and be reminded of its correct use at monthly faculty meetings. Strategy's Expected Result/Impact: Clear understanding of the use of the Rave app Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Communication between administrators, classrooms, and the front office will be strengthened through the use of purchase and use of Mag One walkie talkies to increase the bandwidth for communication. Strategy's Expected Result/Impact: Administrators and front office will be notified of any campus problem areas at a faster rate and more efficiently Staff Responsible for Monitoring: Administrators Funding Sources: 8 additional MagOne walkie talkies - 199 - General Fund - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 2: By the end of the 2022-23 school year, the students will have received mental health and wellness lessons through district approved Counseling resources.

Evaluation Data Sources: Lessons delivered, weekly schedule

Strategy 1 Details	Reviews			
Strategy 1: Through the Character Strong curriculum, teachers will learn and teach social emotional skills to meet the social and emotional needs of our students, including bullying and conflict resolution. Strategy's Expected Result/Impact: Increase in the number of students addressed through personal conversations with teachers and staff Staff Responsible for Monitoring: Principal, PBIS team, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselor will pull small groups to address social emotional support needed. Strategy's Expected Result/Impact: Increase in coping skills being built Staff Responsible for Monitoring: Principal, counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Tri-County Counseling Services information will be given to parents and/or guardians when a need is identified or when advice is requested by the parent/guardian Strategy's Expected Result/Impact: Increase in the number of students being serviced Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Staff Behavior Coalition will meet once a month to review campus discipline data, make recommendations for Tier 3 strategies for problem students, and update/recommend changes to our PBIS incentives/Meador Money store Strategy's Expected Result/Impact: Decrease in discipline referrals and more exemplars of good behavior	Formative			Summative
	Nov	Jan	Mar	June

<p>throughout the building.</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coalition Members</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Incentives for the Meador Money Store - Campus Activity Fund - \$3,000</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.
-3rd Grade "Meets" percentage for 2022- 57.14%

Performance Objective 1: The percent of K students that score on grade level or above in Reading on the EOY DRA assessment will increase from 50% to 80% by June 2024.

HB3 Goal
Evaluation Data Sources: End of Year DRA reading levels for kindergarten students

Strategy 1 Details	Reviews			
Strategy 1: Daily Classroom use of Heggerty Phonics to build Phonemic Awareness Strategy's Expected Result/Impact: Stronger foundation in reading before moving into 3rd grade. Staff Responsible for Monitoring: Literacy Coach, Principal Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.

-3rd Grade "Meets" percentage for 2022- 57.14%

Performance Objective 2: The percent of 1st grade students that score on grade level or above in Reading on the EOY DRA assessment will increase from 50% to 85% by June 2024.

HB3 Goal

Evaluation Data Sources: End of the Year DRA reading levels of 1st grade students.

Strategy 1 Details	Reviews			
Strategy 1: Daily use of Heggerty Phonics resource to build phonemic awareness. Strategy's Expected Result/Impact: Stronger foundation in reading before moving into 3rd Grade Staff Responsible for Monitoring: Literacy Coach, Principal Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain/increase from 36 % to 46 % by August 2024.
-3rd Grade "Meets" percentage for 2022- 57.14%

Performance Objective 3: The percent of 2nd grade students that score on level or above in Reading on the EOY MAP assessment will increase from 30% to 50% by June 2024

HB3 Goal
Evaluation Data Sources: End of the MAP Reading growth data for 2nd grade students

Strategy 1 Details	Reviews			
Strategy 1: Daily Implementation of Heggerty Phonics in the classroom for building of phonemic awareness. Strategy's Expected Result/Impact: Stronger foundation in reading before moving into 3rd grade. Staff Responsible for Monitoring: Literacy Coach, Principal Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024.

-2022 3rd Grade Math "Meets"- 57.02%

Performance Objective 1: The percent of K students that meet or exceed grade level projected growth on EOY TEMI Student Growth will increase from 36% to 46% by June 2024

HB3 Goal

Evaluation Data Sources: EOY Math TEMI student growth data for kinder students

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024.

-2022 3rd Grade Math "Meets"- 57.02%

Performance Objective 2: The percent of 1st grade students that meet or exceed grade level projected growth on EOY Math MAP Student Growth will increase from 49% to 56% by June 2024.

HB3 Goal

Evaluation Data Sources: EOY Math MAP student growth data for 1st grade students.

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain/increase from 46% to 54% by June 2024.

-2022 3rd Grade Math "Meets"- 57.02%

Performance Objective 3: The percent of 2nd grade students that meet or exceed grade level projected growth on EOY Math MAP assessment will increase from 33% to 46% by June 2024.

HB3 Goal

Evaluation Data Sources: EOY Math MAP Student Growth data for 2nd grade students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candy Hudak	Instructional Coach	Title I	100
Lacy Taylor	Instructional coach	Title I	100
Shae Robinson	Technology Innovation Coach	Title I	100

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Tamara Good	Principal
Non-classroom Professional	Lacy Taylor	Literacy Coach
Non-classroom Professional	Candy Hudak	Math coach
Classroom Teacher	Allie Britt	1st Grade Teacher
Classroom Teacher	Susan Wilkins	Kindergarten Teacher
Classroom Teacher	Carla Cobb	4th Grade Teacher
Classroom Teacher	Brittney Watson	5th Grade Teacher
Classroom Teacher	Latonya Youngblood	Sped Teacher
Parent	Tiah Sees	PTO President
Community Representative	David Walker	Parent and Community Member
Non-classroom Professional	Renee Barnard	ICoach
Administrator	Micah Surface	Assistant Principal
Non-classroom Professional	Anna Payne	Counselor

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Braining Camp campus license and app		\$650.00
1	2	2	StoryWorks		\$6,500.00
1	3	1	Resources for weekly Science lab activities		\$5,000.00
3	1	4	Professional Development		\$5,000.00
3	1	4	Training Materials		\$500.00
3	1	5	Professional development Registration fees (Lead4ward, Solution Tree, etc)	5000	\$0.00
3	1	6			\$500.00
3	1	8	Monthly PDs resources for campus after school trainings		\$500.00
5	1	8	8 additional MagOne walkie talkies		\$2,500.00
Sub-Total					\$21,150.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Math Coach Salary		\$65,000.00
1	2	9	Literacy Coach Salary		\$65,000.00
Sub-Total					\$130,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Giant 10 Frames		\$0.00
1	1	8	Math Gel Pads		\$500.00
1	1	9	Fast Focus for Math		\$2,070.00
1	1	10	Countdown to Math		\$2,370.00
1	2	10	Countdown to STAAR Reading		\$2,385.00
1	2	12	Patterns of Wonder		\$580.00
1	2	12	Writing Fast Focus		\$1,845.00
3	1	5	Training- Lead4ward August 4, 2022		\$2,000.00
3	1	9	PLC at Work Training Sep. 18th		\$19,500.00

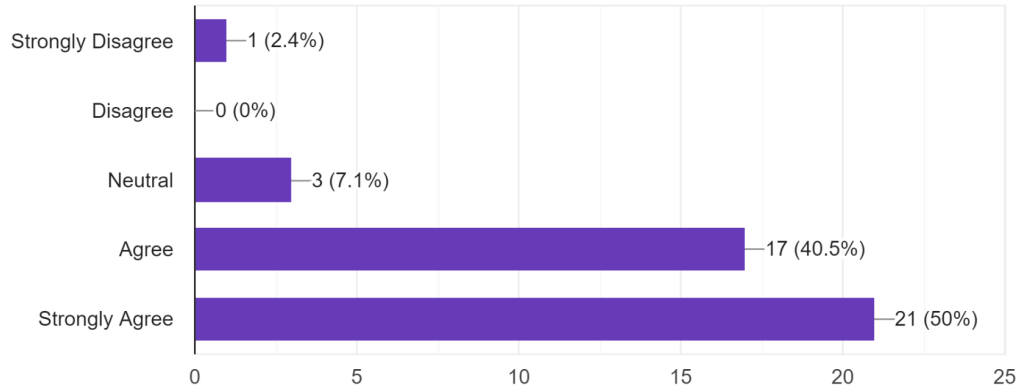
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$31,250.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Incentives		\$2,000.00
Sub-Total					\$2,000.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Edmentum Online Resource- Exact Path and Study Island		\$0.00
1	5	1	Exact Path and Study Island		\$9,000.00
Sub-Total					\$9,000.00
Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Seeds		\$3,000.00
1	2	4	Math Seeds		\$3,000.00
1	2	4	Reading Eggs		\$3,000.00
1	4	2	Rewards for attendance		\$2,000.00
2	1	7	Food, Materials for Games and Activities for Family Nights		\$2,000.00
2	1	8	Parent Engagement: Food, shirts, enrollment fee into the WATCHDOGS program		\$1,000.00
5	2	4	Incentives for the Meador Money Store		\$3,000.00
Sub-Total					\$17,000.00

Addendums

2022-2023 STAFF SURVEY RESULTS:

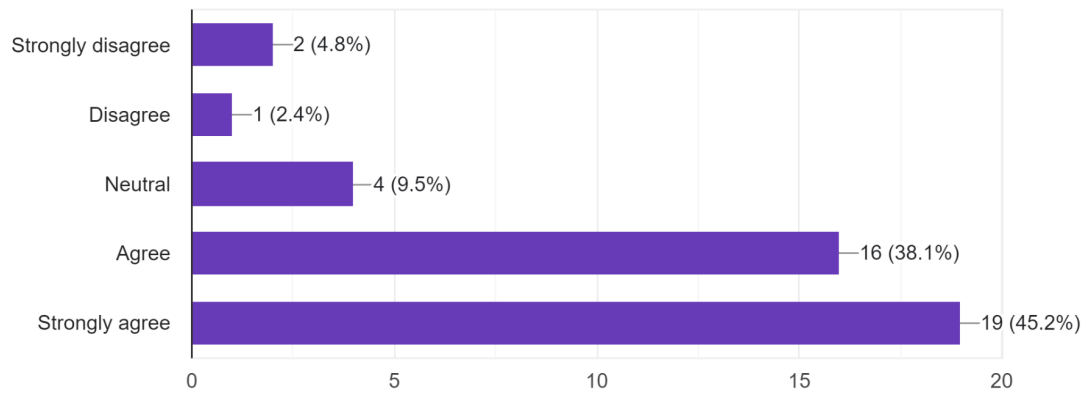
Our campus is focused on improving student achievement.

42 responses



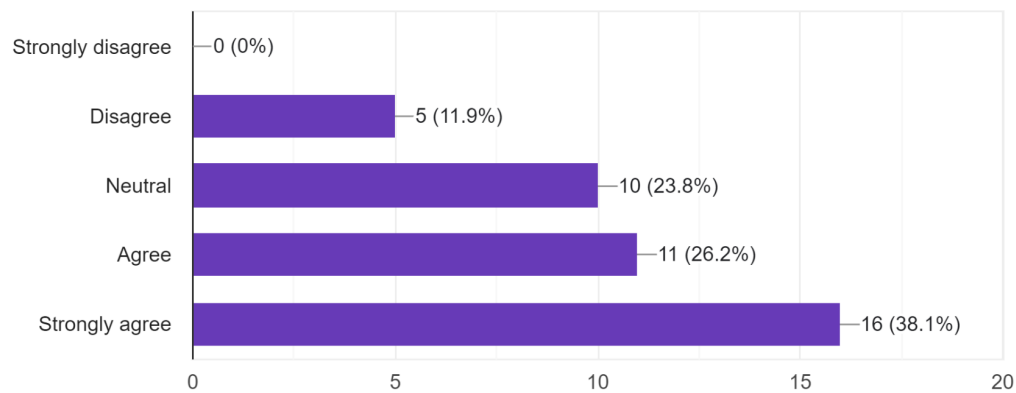
I feel supported with implementing instructional strategies in the classroom.

42 responses



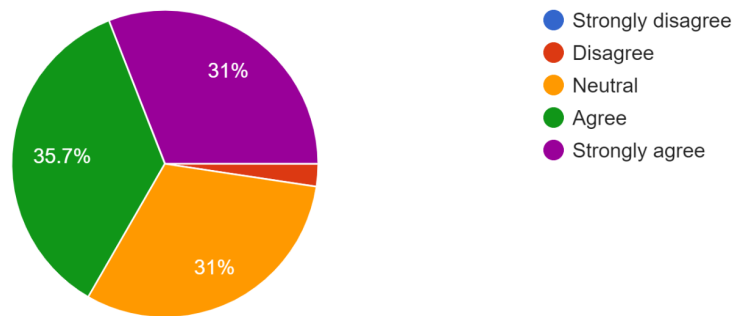
I feel supported with discipline and behavior management on campus.

42 responses



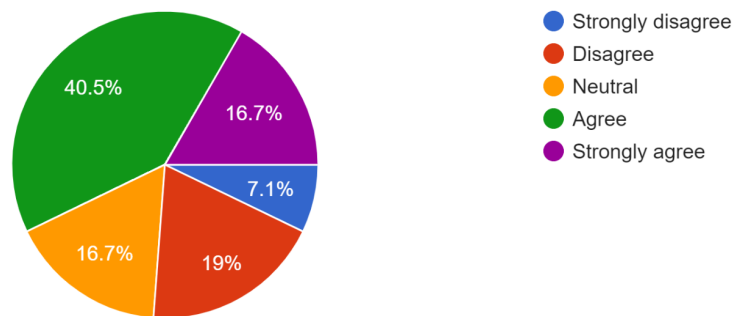
The campus communicates effectively with parents and the community.

42 responses



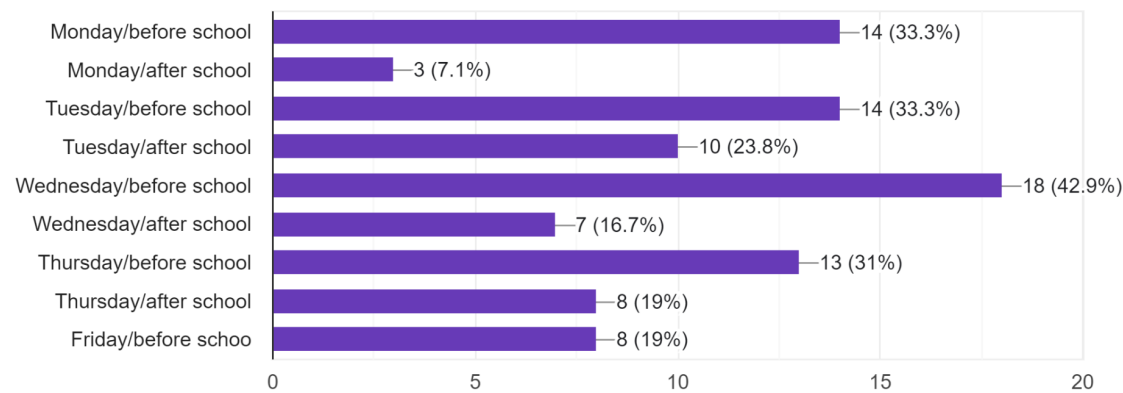
Campus Administration communicates information to staff clearly and in a timely manner.

42 responses



What Days/Times work best for Professional Development?

42 responses



MES COLLABORATIVE TEAM TIMES 23-24:

Grade Level:	CT #1:	Time:	ROOM:	CT #2:	Time:	ROOM:
Kindergarten:	Thursday	7:30-8:20 am	806	Monday	12:30-1:15 pm	TL
1st Grade:	Wednesday	7:30-8:20 am	TL	Monday	2:00-2:45 pm	806
2nd Grade:	Thursday	7:30-8:20 am	TL	Monday	1:15-2:00 pm	806
3rd Grade:	Tuesday	7:30-8:20 am	TL	Thursday	10:05-10:50 am	806
4th Grade:	Tuesday	7:30-8:20 am	806	Thursday	9:15-10:00 am	TL
5th Grade:	Wednesday	7:30-8:20 am	806	Monday	3:05-3:40 pm	TL
Sped	Wednesday	7:30-8:20 am	TL	Friday	7:45-8:15 am	TL
Specials	Tuesday	8:30-9:15 am	806			
Faculty Meetings	Monday	7:35-8:05 am	LIBRARY	1st Monday of every month		
Guiding Coalition Mtgs.	Monday	7:35-8:05 am	806	3rd Monday of every month		
Behavior Coalition Mtgs.	Monday	7:35-8:05 am	806	2nd Monday of every month		
Team Leader	Monday	7:35-8:05 am	806	4th Monday of every month		
ARD Mtgs/Staffings /504s:	TUESDAYS WEDNESDAYS					

7/11/2023

1

[illegible]