

Fort Worth Independent School District

051 Meacham Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Meacham Middle School exists to create a pathway to success in college, career, and community leadership.

Vision

To be the most caring, reflective, intentional, and consistent staff while creating the highest performing middle school campus in Fort Worth.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	14
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.	16
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	18
Goal 4: Learning Environment (based on the Covid constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment through consistent implementation of SEL strategies and monitoring of all Covid procedures for safety.	21
Goal 5: Decrease the percentage of students who are chronically absent from 9% to 5% by May 2022. Accomplished through consistent monitoring at PLC along with follow up for chronic violators. Recognition of those who are demonstrating acceptable attendance.	25
Plan Notes	26
Site-Based Decision Making Committee	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Meacham Middle School is a neighborhood community with about 780 students of 6th, 7th and 8th graders. Most of our students are predominantly English Language Learners and our feeder elementary schools are four neighboring campuses. Chavez Elementary, Diamond Hill Elementary, Helbing Elementary and M. H. Moore Elementary. 99% of our students live nearby and therefore do not take the district school buses or use public transportation to get to school. Most of our pyramid campuses are within walking distance from our school. We have established community partnerships with Panda Express, Lockheed Martin, and the National Latino Law Enforcement Organization.

Meacham Middle School student demographics are: 96% Latino; 46% LEP; 13.1% Mobility Rate, 95% Economically Disadvantaged, and 10% SPED. To meet the needs of our demographics, 18% of our teachers are Spanish speaking and 22% are ESL Certified.

In addition, MMS has 48 teachers. Of the total teachers, there are 43 who hold a STANDARD Certification, 5 long-term subs working on getting into their ACP program.

- Adrian Rodriguez CTE LT sub
- Adrian Buruato PE/Wellness LT sub
- Brenda Lozano Spanish LT sub
- Rodolfo Zuniga PE/Wellness LT sub
- Kelsey McCracken LT Sub Math
- Alex Meza Certified CTE
- Marissa Moore Certified ELA
- Cesar Vasquez Certified Math 7th

Specifics from data are listed below:

- Teaching staff that are Spanish speaking? 18%
- Administrators that are Spanish speaking? 66%
- Counselors that are Spanish speaking? 100%
- Staff that are ESL Certified? 22%

1. Ballard
2. Cipcic
3. Cumberland

4. Ridley
5. Lahoud
6. Luna
7. Mischo
8. Mullins
9. Porras
10. Robinson
11. Self
12. Warren

Demographics Strengths

Neighborhood pride! Meacham Middle School students come from multi-generational homes and as such have long lasting ties to our community and our campus.

Over 95% of our students arrive on time to their first period class and parents are in contact with the campus. Our programs such as Mariachi, athletics and Robotics are aligned to the desires of our students, parents and community.

We offer EOC courses in English Language Arts, Biology, Algebra I. Our Biology is at 93% approaches, with 67% at Meets level. English I is 100% Approaches and 93% Meets.

Our Literacy scores are most stable from our 2019 to our 2021 STAAR Scores at the approaches and meets levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance has decreased from 96% in (2019-2020) to 91% in 2020-2021. **Root Cause:** Due to the unpredictable nature of transitioning to and from in person to virtual and hybrid learning, we did not have set systems in place to ensure and support ongoing attendance.

Problem Statement 2: Staffing is a new concern for this campus. We currently have 5 uncertified staff in place, and 6 unfilled vacancies with not even a substitute to cover. **Root Cause:** Strategies for staff retention were not in place and systems that had been successful were not utilized.

Problem Statement 3 (Prioritized): Low impact campus tier one instruction. **Root Cause:** Systems were not implemented with consistency across the campus based on the FWISD instructional framework.

Problem Statement 4 (Prioritized): EL students are not showing enough growth in Math. According to the MAP Growth STAAR Projection levels by student group, our EL learners have decreased from 17% to 9% on Meets Grade Level. **Root Cause:** There are not consistent systems in place across our campus to regularly monitor the progress of our special population of students such as English Learners.

Student Learning

Student Learning Summary

Our students had a growth of 44% between the BOY and MOY in Reading MAP Growth, this is 5 percentage points higher than the district average of 39%.

Our student also had growth of 48% between the BOY and MOY in Math MAP Growth, this is 7 percentage points higher than the district average of 41%.

Student Learning Strengths

6th and 7th graders are using Lexia Power Up or My Path with fidelity to close learning gaps in reading.

8th graders are using My Path on a weekly basis to close learning gaps in reading.

In our MAP Growth -Reading our percent Met BOY to MOY projected growth by student group our Hispanic student population had 44% and our SPED population had 39%, the district Hispanic population had a 38% and the district SPED population had 34%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading is only 26%. **Root Cause:** Our campus experienced a decrease in student participation for both in-person and virtual students; leading to increased gaps in literacy. Teachers had lower expectations for the blended learners due to very little training in virtual instruction and engagement. This was due to a lack of follow up for PD that was presented on Virtual Engagement and no BOY campus wide instructional vision.

Problem Statement 2 (Prioritized): Low impact campus tier one instruction. **Root Cause:** Systems were not implemented with consistency across the campus based on the FWISD instructional framework.

Problem Statement 3 (Prioritized): EL students are not showing enough growth in Math. According to the MAP Growth STAAR Projection levels by student group, our EL learners have decreased from 17% to 9% on Meets Grade Level. **Root Cause:** There are not consistent systems in place across our campus to regularly monitor the progress of our special population of students such as English Learners.

Problem Statement 4 (Prioritized): Our attendance has decreased from 96% in (2019-2020) to 91% in 2020-2021. **Root Cause:** Due to the unpredictable nature of transitioning

to and from in person to virtual and hybrid learning, we did not have set systems in place to ensure and support ongoing attendance.

School Processes & Programs

School Processes & Programs Summary

We currently have systems in place to monitor the progress of subgroups by department and/or by grade; however, the systems are not aligned campus-wide.

During PLC and data meetings special populations such as students with disabilities are independently monitored by departments but not streamlined by departments or grade levels.

School Processes & Programs Strengths

During many department data meetings, samples of student work for LEP, SPED and Above-Level (gifted) are reviewed. The department completes Know/Show charts to help identify gaps based on student work assignments. Grade level teachers either re-teach to close the learning gaps or present new data from the re-teaching to show the higher learning mastery level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): EL students are not showing enough growth in Math. According to the MAP Growth STAAR Projection levels by student group, our EL learners have decreased from 17% to 9% on Meets Grade Level. **Root Cause:** There are not consistent systems in place across our campus to regularly monitor the progress of our special population of students such as English Learners.

Problem Statement 2: POC selection does not foster a pipeline for students to remain in the Diamond Hill pyramid. **Root Cause:** Current programs of choice are not coordinated between the high school and our POC staff.

Problem Statement 3 (Prioritized): Low impact campus tier one instruction. **Root Cause:** Systems were not implemented with consistency across the campus based on the FWISD instructional framework.

Problem Statement 4 (Prioritized): Our attendance has decreased from 96% in (2019-2020) to 91% in 2020-2021. **Root Cause:** Due to the unpredictable nature of transitioning to and from in person to virtual and hybrid learning, we did not have set systems in place to ensure and support ongoing attendance.

Perceptions

Perceptions Summary

At the beginning of the year the teaching faculty integrates SEL (Social Emotional Learning) lessons to build relationships between both students and staff on campus. The lessons are visited regularly both formally and informally, to ensure we are growing our staff-student relationships. Our behavior has dramatically decreased from 2019-2020 to 2020-2021 by 93%. We encourage student attendance by celebrating those with perfect attendance every 6 weeks, the celebrations include gift cards, certificates, awards, gifts such as (TVs and bicycles), along with campus social media recognition. We have a system in place where our teaching staff regularly monitors student attendance / grades and follow up with parents by documenting phone calls to provide support to students and families. In order to secure long term effective staff, we interview all our candidates via panels, utilizing predetermined criteria to look for individuals that match the campus needs and vision. To establish grounded relationships, we employ a mentor program designed for new teachers to bolster their pedagogical skills.

15% members of our teaching faculty have taught on our campus for over 10-15 years.

Perceptions Strengths

The campus has a media team comprised of staff members, that are responsible for posting student learning, student and staff celebrations, and athletic events happening on campus to social media platforms (Facebook, Twitter, and Instagram) multiple times a week. 81% of students have reported supportive relationships with adults on-campus based on the district Panorama survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Meaningful community involvement continues to be struggle for this campus. **Root Cause:** Trust around safety and understanding impedes engagement in our community and families.

Problem Statement 2 (Prioritized): Low impact campus tier one instruction. **Root Cause:** Systems were not implemented with consistency across the campus based on the FWISD instructional framework.

Problem Statement 3 (Prioritized): EL students are not showing enough growth in Math. According to the MAP Growth STAAR Projection levels by student group, our EL learners have decreased from 17% to 9% on Meets Grade Level. **Root Cause:** There are not consistent systems in place across our campus to regularly monitor the progress of our special population of students such as English Learners.

Problem Statement 4 (Prioritized): Our attendance has decreased from 96% in (2019-2020) to 91% in 2020-2021. **Root Cause:** Due to the unpredictable nature of transitioning to and from in person to virtual and hybrid learning, we did not have set systems in place to ensure and support ongoing attendance.

Priority Problem Statements

Problem Statement 1: Low impact campus tier one instruction.

Root Cause 1: Systems were not implemented with consistency across the campus based on the FWISD instructional framework.

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

Problem Statement 2: EL students are not showing enough growth in Math. According to the MAP Growth STAAR Projection levels by student group, our EL learners have decreased from 17% to 9% on Meets Grade Level.

Root Cause 2: There are not consistent systems in place across our campus to regularly monitor the progress of our special population of students such as English Learners.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Our attendance has decreased from 96% in (2019-2020) to 91% in 2020-2021.

Root Cause 3: Due to the unpredictable nature of transitioning to and from in person to virtual and hybrid learning, we did not have set systems in place to ensure and support ongoing attendance.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - 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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates

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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: August 24, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from (8%, 15%, and 14% respectively) to 30% in all grade levels by May 2022.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: Reading MAP Growth Reading scores.

Weekly/Unit assessments

Lexia data points

EL planning

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on developing the capacity of the ILT by implementing protocols for distributive leadership in the areas of instructional planning, school culture, data driven instruction and observation and feedback.</p> <p>Strategy's Expected Result/Impact: Building capacity by focusing on targeted feedback through Strategic Monitoring Methods. Campus wide professional development.</p> <p>Staff Responsible for Monitoring: Assistant Principals, teachers and Instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 10000 - Title I (211) - 211-11-6116-0PD-051-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Employ campus data analyst to monitor and inform staff as the year progresses.</p> <p>Strategy's Expected Result/Impact: Increased awareness of data as it pertains to targeted objectives.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Salary - Title I (211) - 211-13-6119-04N-051-30-510-000000-22F10 - \$80,818.40</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Update and increase number of titles available to students in the campus library. Strategy's Expected Result/Impact: Increased circulation around fresh reads. Staff Responsible for Monitoring: Librarian and administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Library books - Title I (211) - 211-12-6329-04N-051-30-510-000000-22F10 - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide one to one and small group learning activities to students in need of intense acceleration. Strategy's Expected Result/Impact: Accelerated growth for identified students Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-051-24-273-000000- - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Early Literacy





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of ELL students who score at meets on Staar ELA from an average of 17% to 30% by May 2022.

Evaluation Data Sources: EOC results

Weekly/Unit tests

EL planning

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Lexia and QTEL training for selected staff.</p> <p>Strategy's Expected Result/Impact: Improved and intentional Tier 1 instruction for ELL population across the campus.</p> <p>Staff Responsible for Monitoring: Principal and AP's and Instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Funding for PD - Title I (211) - 211-11-6116-0PD-051-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.





Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 14% to 30% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth data scores.

Weekly/Unit results

Tier 1/EL planning

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on campus for all math teachers, narrowing down on best instructional practices and data-driven assessments that will close learning gaps.</p> <p>Strategy's Expected Result/Impact: professional learning development will result in improved teaching practices for low performing students.</p> <p>Staff Responsible for Monitoring: instructional coaches and assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: subs - Title I (211) - 211-11-6116-OPD-051-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Developing Professional Learning Communities</p> <p>Strategy's Expected Result/Impact: Increased ability to examine student work and develop adjusted and improved materials for student consumption.</p> <p>Staff Responsible for Monitoring: Administrators and lead content teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies and materials for student consumption - Title I (211) - 211-11-6399-04N-051-30-510-000000-22F10 - \$24,818.60</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 43% to 53% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: EOC Algebra 1 scores.
Weekly/Unit results





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement weekly data review through PLC. Strategy's Expected Result/Impact: Increased awareness of student progress through the year. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Biology from 17% to 27% by May 2022.

Evaluation Data Sources: STAAR scores
 Benchmark assessments
 Weekly/Unit results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development targeting strategies to increase academic and content vocabulary and literacy skills across all contents. Develop campus-wide academic vocabulary that crosses all contents. Strategy's Expected Result/Impact: Increasing academic and content vocabulary across campus will increase student skills and reading.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional materials to promote increased written response proficiency. Strategy's Expected Result/Impact: Improved written response proficiencies. Staff Responsible for Monitoring: Administrator through walk through documentation of utilization and quality. Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - Title I (211) - 211-11-6399-04N-051-30-510-000000-22F10 - \$24,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: After school learning supplies and materials for accelerated learning opportunities. Strategy's Expected Result/Impact: Increased growth as measured through MAP testing Staff Responsible for Monitoring: Administrator and data analyst Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-051-24-273-000000- - \$1,512</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 6th grade students scoring at MEETS or above on STAAR Math from 6% to 16__% by May 2022.

Increase the percentage of LEP students from 5% to 15% by May 2022.

Evaluation Data Sources: STAAR Data

Benchmarks

Weekly/Unit results

EL lesson planning

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 3: Increase the percentage of 6th grade students scoring at MEETS or above on STAAR ELA from 13% to 23% by May 2022.
Increase the percentage of LEP students from 7% to 17% by May 2022.

Evaluation Data Sources: STAAR data

Benchmarks

Weekly/Unit results





EL lesson planning

Goal 4: Learning Environment (based on the Covid constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment through consistent implementation of SEL strategies and monitoring of all Covid procedures for safety.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 9% to 5% by May 2022.

Evaluation Data Sources: Attendance reports weekly
Teacher input
Stay in school coordinator (SART)





Strategy 1 Details	Reviews			
<p>Strategy 1: Create an attendance committee to focus on positive reinforcing incentives for all students with celebrations every 6 weeks. Committee will develop a plan for chronically absent students. Committee will meet on 3 week intervals to discuss chronically absent students and follow the developed plan. Utilize the process of contacting students and parents about absences.</p> <p>Strategy's Expected Result/Impact: Celebrations will build positive campus culture for students and staff. Monitored and improved attendance patterns will lead to less gaps in learning.</p> <p>Staff Responsible for Monitoring: Attendance committee, administration team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Student incentives - Title I (211) - 211-11-6499-04N-051-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use Family Engagement Specialist to establish Meacham as a resource for families in need of assistance through increased and focused contact.</p> <p>Strategy's Expected Result/Impact: Hire and train Family engagement specialist to conduct engagement activities</p> <p>Staff Responsible for Monitoring: Principal and AP's</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Activity snacks - Title I (211) - 211-61-6499-04L-051-30-510-000000-22F10 - \$2,700, Parent activity funding - Title I (211) - 211-61-6399-04L-051-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Learning Environment (based on the Covid constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment through consistent implementation of SEL strategies and monitoring of all Covid procedures for safety.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey.

Evaluation Data Sources: Panorama survey reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement student incentives and recognition to build rapport and relationships between staff and students. Strategy's Expected Result/Impact: More student buy in and willingness to participate. Staff Responsible for Monitoring: Teachers, administrative team Title I Schoolwide Elements: 2.6 Funding Sources: Student incentives - Title I (211) - 211-11-6499-04N-051-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Learning Environment (based on the Covid constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment through consistent implementation of SEL strategies and monitoring of all Covid procedures for safety.

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2022.

Evaluation Data Sources: Parent survey results





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Family engagement specialist to engage parents in meaningful on campus activities that promote relationships and buy in to the continued improvement of the campus.</p> <p>Strategy's Expected Result/Impact: Increased buy in and need to provide feedback as we grow our campus toward excellence.</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Parental engagement supplies - Title I (211) - 211-61-6399-04L-051-30-510-000000-22F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and grow a Student social media committee.</p> <p>Strategy's Expected Result/Impact: Increased positive perceptions of the campus growth and activity.</p> <p>Staff Responsible for Monitoring: Visual arts teachers, administrators, social media committee managers.</p> <p>Funding Sources: Cameras and related photography supplies - Title I (211) - 211-11-6398-04N-051-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Learning Environment (based on the Covid constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment through consistent implementation of SEL strategies and monitoring of all Covid procedures for safety.

Performance Objective 4: Provide opportunity for spacing as we test and perform other large group activities.

Evaluation Data Sources: Seating charts and testing schedules

Strategy 1 Details	Reviews			
Strategy 1: Provide additional Chromebook machines to utilize as we schedule testing throughout the year. Strategy's Expected Result/Impact: Increased availability of digital access for all students in alternate spaces throughout the building. Staff Responsible for Monitoring: Data analyst/testing coordinator Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Chromebooks - Title I (211) - 211-13-6396-04N-051-30-510-000000-22F10 - \$48,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Decrease the percentage of students who are chronically absent from 9% to 5% by May 2022. Accomplished through consistent monitoring at PLC along with follow up for chronic violators. Recognition of those who are demonstrating acceptable attendance.

Plan Notes

Expected Outcome:

- As a result of ELA and Math departments having weekly professional learning community meetings, where student data will be analyzed regularly focusing on SPED and EL learner's growth, we will show a 20% MAP GROWTH in ELA and 25% in ELA MAP GROWTH IN BOY-EOY.
- By May 22, 2022 Through ongoing monitoring of student data we will have growth in all SPED students of 15% from BOY to EOY in ELA MAP GROWTH.
- By May 22, 2022 Through ongoing monitoring of student data we will have growth in all EL students of 12% from BOY to EOY in MATH MAP GROWTH.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Kayla Cipic	ELA 7th
Classroom Teacher 2	Ruby Robinson	Inclusion
Classroom Teacher 3	Jamin Vess	Inclusion
Classroom Teacher 4	Logan Wheeler	S Studeis 6th
Professional Non-Teaching Staff	Shawanda Grayson	Data analyst
Community Representative 2	Wendy Carrillo	community support
Business Representative 1	Jasmine Dominguez	Director of Marketing
Business Representative 2		
DERC Representative 1	Lester Tucker	JROTC leader
DERC Representative 2	Jenae Bean	Fine arts teacher
Additional Representative (optional)	Deleceia Mcgee	Assistant Principal
Professional District-Level Staff	Patrick Smith	Employee services director
Non-classroom Professional	Ertasha Jackson	Instructional Specialist
Parent 2		
Parent 3		
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	10000	Extra duty pay for PD after hours	211-11-6116-0PD-051-30-510-000000-22F10	\$10,000.00
1	1	2	Salary	Data Analyst	211-13-6119-04N-051-30-510-000000-22F10	\$80,818.40
1	1	3	Library books	Reading materials for library use	211-12-6329-04N-051-30-510-000000-22F10	\$12,000.00
1	2	1	Funding for PD	Extra duty pay for PD after hours	211-11-6116-0PD-051-30-510-000000-22F10	\$10,000.00
2	1	1	subs	Extra duty pay for PD after hours	211-11-6116-0PD-051-30-510-000000-22F10	\$10,000.00
2	1	2	Supplies and materials for student consumption	Supplies and materials for instructional use	211-11-6399-04N-051-30-510-000000-22F10	\$24,818.60
3	1	2		Supplies and materials for instructional use	211-11-6399-04N-051-30-510-000000-22F10	\$24,000.00
4	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04N-051-30-510-000000-22F10	\$2,000.00
4	1	2	Activity snacks	Snacks for parents to promote participation	211-61-6499-04L-051-30-510-000000-22F10	\$2,700.00
4	1	2	Parent activity funding	Supplies and materials for parental involvement	211-61-6399-04L-051-30-510-000000-22F10	\$1,500.00
4	2	1	Student incentives	Snacks or incentives for students	211-11-6499-04N-051-30-510-000000-22F10	\$2,000.00
4	3	1	Parental engagement supplies	Supplies and materials for parental involvement	211-61-6399-04L-051-30-510-000000-22F10	\$4,000.00
4	3	2	Cameras and related photography supplies	Equipment	211-11-6398-04N-051-30-510-000000-22F10	\$2,000.00
4	4	1	Chromebooks	Technology for data analyst	211-13-6396-04N-051-30-510-000000-22F10	\$48,000.00
Sub-Total						\$233,837.00
Budgeted Fund Source Amount						\$233,837.00
+/- Difference						\$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	4		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-051-24-273-000000-	\$7,000.00
3	1	3	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-051-24-273-000000-	\$1,512.00
Sub-Total						\$8,512.00
Budgeted Fund Source Amount						\$8,512.00
+/- Difference						\$0.00
Grand Total						\$242,349.00