

Temple Independent School District
Meridith-Dunbar Early Childhood Academy
2016-2017 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	6
School Culture and Climate	9
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
School Context and Organization	15
Technology	17
Comprehensive Needs Assessment Data Documentation	18
Goals	19
Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.	19
Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.	24
Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.	26
State System Safeguard Strategies	29
Federal System Safeguard Strategies	30
Title I	31
Schoolwide Program Plan	31
Ten Schoolwide Components	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Meridith-Dunbar Early Childhood Academy is a public school in Temple Independent School District. The school is on Avenue J on the East side of Temple, Texas. Meridith-Dunbar was named for G.C. Meridith, former principal of Dunbar High School and poet Paul Dunbar. It was established in 1896 between 10 and 12th Street. The first graduating class of three students received their diplomas in 1903. The school was named Dunbar High School in the early 1900's. It was renamed Meridith Junior High School in 1968. Meridith-Dunbar became an elementary school in 1970. Meridith-Dunbar opened its doors in the 2013-2014 as Meridith-Dunbar Early Childhood Academy.

The Campus Improvement Plan was developed in accordance with the Texas Education Code 11.251. The plan also meets the requirements of Title 1 School wide Components. The campus staff along with the Campus Site-Based Decision Making Committee developed the needs assessment and considered the campus strengths and needs. This group meets at least 6 to 8 times per year to consider agenda items including campus professional learning, budget items, and the implementing monitoring and evaluating the campus plan. The campus improvement planning process include, staff, parent, and community involvement. The committee reviews pre- kindergarten assessment developed by Center for Improving the Readiness of Children for Learning and Education(CIRCLE) and other relevant information and campus data.

Meridith -Dunbar serves a diversified population.

- Our ethnic breakdown is as follows:
 - African American 33.2
 - Hispanic 42.8
 - White 19.4
 - American Indian or Alaska Native 0.0

- Asian 2.0
- Two or more races 2.5

Demographics Strengths

Meridith - Dunbar Early Childhood Academy's strength is a strong student body with a commitment to come to school daily showing respect to adults and other students. We have zero referrals due to our commitment to grow and learn in a respectful environment. Our campus practices Conscious Discipline

Our strength is a strong commitment toward attending school each day. Our pre-k is a half day program without transportation. This makes it difficult for our parents to have their children in school. Our campus goal was an attendance goal of 92% .

Our attendance rates were as follows:

Total 92.1

Hispanic/Latino 92.5

Black or African America 91.1

Asian 92.5

Hawaiian or Other Pacific Islander 82.6%

White 93.3%

2 or more races 90.9%

Our attendance goal for 2016-2017 is 92%

Demographics Needs

2016-2017 Meridith has a full time Family Engagement Coordinator.

National studies consistently demonstrate that children who attend pre-K programs are more likely to be reading at grade level by third grade, graduate high school and go on to college. At Meridith-Dunbar Early Childhood Academy we are working to serve more families in Temple that are eligible for pre-k instruction.

Student Achievement

Student Achievement Summary

Our End of Year Data on the Student ENGAGE testing reported the following scores

Rapid letter - 91.27%

Vocabulary-88.57%

Rote counting-90.94%

Our End of Year Data on Student ENGAGE testing in spanish reported the following scores:

Rapid letter-

Vocabulary-

Rote counting-

Our End of Year Data on Student ENGAGE testing on our off sites for head start reported the followin scores:

Rapid letter

Vocabulary

Rote couting

We target these areas in our RTI interventions and keep weekling reports on students prpgress.

Student Achievement Strengths

Literacy/Language and Communication: Children in Pre-k develop the understanding of the everyday function of print as they gain the motivation to read and gain appreciation for different forms of literature. We will continue to use our Pre-k framework and increase our understanding of the Pre-k guidelines as we plan high level lessons.

- RTI/Center time in schedule every child will be active in CORE instruction
- Shared Reading daily along with a read alouds daily
- Focused writing time, with children making books
- Encourage families to read to their children daily
- Meridith-Dunbar's library is open to our families to check out books to read to their children along with children checking out books weekly with their class to take home.
- Create opportunities for children to interact with one another using their language in playful and purposeful ways.

Resources: Meridith Library and Destiny System, Literacy Library, TISD Scope and Sequence, Frog Street Press, Creative Teaching Strategies, ENGAGE, Web Based instruction using the Pre-K Outcomes.

Student Achievement Needs

Writing: Children in pre-k are learning how written language works and they begin to explore the uses of writing. Pre-k framework will be adjusted to increase our writing time as we build writers for many purposes.

- write for many different purposes
- Develop the understanding that writing conveys meaning
- Writing letters upon request
- Writes name
- Children engage in using print to convey meaning in different situations. As they engage in play/center time they do the following: make list, take orders, label and leave notes to convey what has occurred during their play/centers.

Resources: Foundations, Matt Glover workshop learning, Pre-Kindergarten Guidelines, TISD Scope and Sequence, and technology, such as iPads and smart boards in the classroom. A book binding machine was purchased to bind class or student books. Writing center stations were purchased for each classroom.

Area of Improvement and Focus: Vocabulary

Children's vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Pre-Kindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of future reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.

Increasing support with the implementation of Developing Talkers. End of Year Engage testing improved 2015-2016 with the use of specific and targeted vocabulary time during RTI and increasing our word study time, but greater gains are expected with the use of Developing Talkers.

Resources: Meridith Library and Destiny System, Foundations, TISD Scope and Sequence, Frog Street Press, Creative Teaching Strategies, ENGAGE, RTI intervention time, Developing Talkers, Web Based instruction using the Pre-K Outcomes.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate at Meridith-Dunbar is defined by our student-centered philosophy. All decisions are based on what is best for our students. During the year a multitude of activities were started to enhance our student and family centered philosophy.

Meridith-Dunbar is utilizing a culture of learning and having a growth mindset so that the needs of our 21st century students are met.

Our monthly staff bulletins share the campus' accomplishments. These bulletins celebrate campus-wide instructional successes, notifies staff members of upcoming meetings and professional development dates, shares pictures of events that have happened school-wide, and gives instructional tips for instructional practices that are being worked on campus-wide. A newsletter also goes home each six weeks to our parents. Our parent newsletter, in both Spanish and English, highlight events that have happened at our school and the newsletter promotes future events for our families.

Our campus has a web site with current events , photos, principal corner, and other information for our families to lead to a positive connection.

A campus wide safety plan is in place. All staff members are trained on the safety plan prior to the beginning of school. Each teacher then reviews the plan with their class on a regular basis. Fire drills, shelter in place, and lock down drills are reviewed as well as supplies and materials are kept up to date in their safety bags.

To ensure the safety of students at Meridith - Dunbar, there is a formal car/pick-up card system as they are being dropped off and picked up that is communicated to parents prior to the beginning of the school year. The safe arrival and dismissal of students is a priority for all staff.

In order for students to be successful, Meridith-Dunbar provides students additional avenues to engage all parts of a child's personality and ability. Here at Meridith we make a focused effort to do just that. Family nights are held each month with our PTO meetings which spotlight learning time together. Daily an early supper is offered to all children under 18 years of age reading/sotry time sessions are offered to encourage reading. We will spotlight our ESL students at Meridith as we will provide a special ELL afternoon each six weeks. Fall and Spring Carnivals along with family movie afternoons are all on the calendar to increase family participation in their child's academic success and social involvement in school. A parent survey will be sent in fall and spring to ask about after school family events.

School Culture and Climate Strengths

The strengths of the culture and climate at Meridith-Dunbar begins with our students. Meridith-Dunbar is committed to having a growth mindset as evidenced by classroom verbiage and conversations between the teacher, the students, curriculum, and monthly bulletin reminders. We are a committed

staff. Meridith -Dunbar has a strong classroom management plan in Conscious Discipline which builds strong decision making in our students.

Our monthly P.T.O. meetings consist of a P.T.O. business meeting, student performance and a parent informational Meetings to increase parent knowledge for example : conscious discipline , nutrition, literacy, safety, & wellness.

Our school motto this year THE POWER OF YOU1 Demeonstrates the fact that our climate and culture can make a difference with our children and families.

School Culture and Climate Needs

Communication with our families is a great need:

Our goal is to have two positive communications with each parent each six weeks. This can be email, face to face, phone, or tezt message.

Our teachers at Meridith complete and turn in a communication log each six weeks to Ms. Brock

Return all calls, emails, text messages within a 24 hour period.

Purple folder communaiaon folders increase communication in a written form

Digital communication is encouraged with parents as teachers create a digital protfolio.

Increase programs for the community to build a stronger school-home partnership is a central theme of our Parent Engagement Coordinator.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The focus and heart of all we do revolves around giving students the tools for emotional, physical, and academic achievement. Grade level leaders, administrators, and instructional coach meet regularly to collaborate lessons plans. Our students benefit when teachers collaborate and integrate lesson objectives with hand-on activities because the students understand and make connections between the subject matter and real world connections. ENGAGE Assessments scores are examined three times a year. Areas with low scores form the basis for our campus level goals. The collaborative effort among the teachers helps ensure that the best instructional and assessment practices are used in every classroom. Our highly qualified staff believes effective learning and teaching looks like time well spent in purposeful planning, practicing, and re-evaluating our scope and sequence to improve student performance. Effective learning in return looks like happy children participating with their attention, voices, and hands which keeps them engaged in meaningful work based on our pre- guidelines and our pre-k scope and sequence.

Response to Intervention Team meetings are scheduled to discuss and make decisions for the child to include academic or behavioral interventions based on the specific needs of the student. Follow up meetings are scheduled as needed to review the progress of the student.

Our intervention groups will be formed after our BOY CIRCLE data is complete. We will focus in our ENGAGE data is on letter recognition in reading, vocabulary, and rote counting in math.

Meridith has implemented a campus analysis plan this plan implemented our Framework for reading, writing , ELAR, math, social studies, science, and math. We work to promote early literacy skills to build oral language in our children.

Writing plan is a district focus. Our plan strives to encourage the natural connection between oral language and writing. We encourage our students to write about stories they have heard and acted out which lead children to develop as writers in a natural way.

Meridith-Dunbar Early Childhood has developed Focus documents in reading, writing,& technology. An Instructional Focus document has also been created to assure that lessons are delivered to the highest of instructional standards per our pre-k guidelines.

Curriculum, Instruction, and Assessment Strengths

The following strengths characterize the curriculum, instruction, and assessment program:

- According to the ENGAGE reading assessment end of year data our pre-kindergarten students scored 92% in English and 92% Spanish End of Year scores.
- Scope and Sequence for TISD
- Framework for ELAR
- Skyward report card and portfolio system to collect data
- CLI improved ENGAGE assessment
- SMART Goal data reviewed each six weeks
- Focus Documents in reading & writing
- Balanced Literacy focus

Curriculum, Instruction, and Assessment Needs

Vocabulary - We will implement Developing Talkers

Phonics- We will implement Foundations.

Family and Community Involvement

Family and Community Involvement Summary

At any age, a student's learning is dramatically enhanced when parents are involved. Therefore, we strongly encourage parent involvement in any and every way possible. From attending school events and activities to checking on student's work, parents make a difference in their student's learning performance. Therefore, parents are an important component of Meridith-Dunbar.

Parent Teacher Organization will provide services and resources to help accurate information between school and home. Staff members appreciate and value the time and effort parents contribute to school. The P.T.O. host meetings monthly to increase parent education regarding their child's early literacy and community programs.

Meridith has a parent liaison and a school counselor who plan to strengthen our parent and community relationship with special events to build our community ties.

The Principal news letter on the school Web site, letter sent home each six weeks will promote home school communications.

Family and Community Involvement Strengths

Parent involvement will continue to be a strength at Meridith-Dunbar. Specifically our parent engagement coordinator works through out the year with our PTO, and other parents and families. She holds regularly scheduled meetings to assist with parent education.

We have a parent and children programs each month. Our PTO programs, parent education programs, and our Powerful Family Learning Events each month build our home-school connection.

Our library is open daily for parents and families to check out books. We also hold scheduled community events in the library to promote early literacy. Daily story time events are scheduled in the library children and parents. in conjunction with our early supper.

Head Start is also on the Meridith-Dunbar campus. Communication with Head Start parents is a valuable resource. Meridith has integration teachers two other headstart sites and one private childcare site in the community to promote quality education for our young learners.

Family and Community Involvement Needs

Promote positive communication with our families.

1. Home-school communication folders sent home daily
2. Phone communication logs kept by teachers to promote communication
3. Website updated to promote communication
4. Calendar of events sent home on paper also
5. Teachers assisting with car dismissal duty to promote communication
6. Spotlight our bilingual and ESL families with a targeted event each six weeks.

School Context and Organization

School Context and Organization Summary

The context and organization at Meridith-Dunbar is defined by our student centered philosophy for early academics. All decisions are based on what is best for our young learners. Planning successful schedules began in the Spring with our Site Base Committee.

We are committed to providing time for a strong academic early literacy program with a scope and sequence for each six weeks. Our children have math and science also within their day. Our schedule provides instruction weekly in the blockroom, library, gym, Nature Explorer Classroom, & playground time. We have intervention and center time daily to provide hands on instruction in targeted areas.

Grade level leaders, teacher mentors, instructional coach, take leadership roles as they facilitate our Professional Learning Community meetings weekly. Planning and preparation for PLC is combined work of the IC, grade level leaders and principal. In order to plan quality instruction for our young children we examine the data on our student progress, analyze student work, determine effective strategies to facilitate learning, and design lessons. Professional Learning Communities plan for high expectations for all student learning and school improvement.

Meridith-Dunbar staff has excellent opportunity and invitations to voice their perspective of the daily operations through our Site Base Decision Making meetings.

Successful transitioning for our students is one of the key factors to academic success. Therefore we have several events that promote helping our students inter grate into Meridith-Dunbar through out the year. Meet the Teacher night allows students to meet their teacher and familiarize themselves with the building prior to the start of school. Pre-kindergarten provides children with the early learning experience that will enable them to meet academic standards throughout elementary and secondary school. Students attend sessions conducted by various elementary schools in the spring to help prepare them for a smooth transition to kindergarten.

A federal subsidized breakfast and lunch program is available for all who qualify. Students have a lunch in the lunchroom and a breakfast time in the classroom daily. Teachers and teacher assistants share in the responsibility of monitoring the breakfast and lunch times for our students.

Throughout the year Meridith-Dunbar provide opportunities for parents to participate within the academic presentations in the evening. We believe that building relationships within our community is a must. Relationships combined with strong instruction make for a solid foundation of success.

School Context and Organization Strengths

At Meridith-Dunbar Early Childhood Academy we believe in order to make the best decisions possible for our children, we need to know what the children are capable of. We administer a universal screener (ENGAGE/Gold Strategy Assessment) three times a year. We also plan SMART GOALS each six weeks with pre & post common assessments. We share the information to help you as the parent or guardian to help you and us as the educators to show the true potential of your student.

We provide Response to Intervention for students who are not meeting the standards or not working up to their potential on the universal screeners and or the report cards. You are encouraged to explore information to share with teachers at our parent conferences about your child to increase and apply those abilities to solve real life problems and increase student success.

School Context and Organization Needs

Needs :

building updates to make an even better place for small children to learn and grow . Our restrooms are not equipped for small children the bond election was passed for updates on the historical building. The restrooms along with other updates will make the building a safer place for our children.

Safety Priorities- will continue to be a need for our children:

- Continue conscious discipline training
- Increase our focus to greet and make each child feel special/safe throughout the day
- Build decision making and choices in our children
- Character traits monthly - building productive citizens a focus of our Parent Engagemenet Coordinator
- Continue the monthly fire drills
- Continue twice a year severe weather drills
- Continue lockdown drills
- buidling security along with making parents and friends feel welcome in our school

Technology

Technology Summary

Meridith Dunbar Early Childhood Academy integrates technology into the classrooms with Ipads, mimio boards, and desktop computers. Our staff is currently working to completely change the dynamics of the classroom by encouraging student-centered project-based learning. For example, in the book making center classrooms would have the traditional pencil/paper to write a story, but also have devices to make digital stories. Additional ideas are: documenting progress of the children with digital photos or portfolios.

Technology Strengths

Meridith-Dunbar Early Childhood Academy Technology - The goal is to integrate technology into the classrooms with iPads, mimo boards, and desktop computers. At Meridith, we provide student-centered project based learning. In writing the student will create books using devices to create digital stories; in reading, math, and science the students work with additional digital resources to increase the level of Blooms for the activity.

Each six weeks a technology PLC will be condicuted to focus on our technology learnings to strenthen our goal to integrate technology into the classrooms.

Technology Needs

We are also working this year to integrate our technology beyond the classroom to communicate our families through classroom and school websites, as well as usage of emails. Teachers will send weekly updates on their website, e-mails to parents, regarding class updates to replace the traditional newsletters.


Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 1: TISD campuses will meet or exceed state standards for the Texas Accountability System.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Continue the Early Literacy Initiative to increase rigor of the PK program by 1) Providing targeted staff development and 2) Implementation of Foundations and Esperanza (BIL).</p>	2, 4, 7	Executive Director of Elementary Education; Director of B/ESL; MDECA Campus Principal	Documentation of targeted staff development; monitor and support Foundations and Esperanza (BIL) implementation through classroom walkthroughs and lesson plan evaluation; meet district goals for MOY and EOY Circle, TPRI and Tejas LEE				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Implement PK-5 Reading plan to align reading instruction, resources and professional development</p>	2, 4	Executive Director of Elementary Education; Campus Principals; Instructional Coaches	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and BM scores on math assessments; STAR Reading assessment increases; Reading Workshop Walk-through documentation				
<p>3) Provide ongoing training for test coordinators to ensure successful testing.</p>		Director of Accountability, Assessment and PEIMS, Campus Principals	Documentation of training				
							

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.






Performance Objective 2: TISD will improve each district accountability measure: Index 1 from 62% to 65%, Index 2 from 35% to 37%, Index 3 from 31% to 32%, and Index 4 from 62% to 64%, as indicated in the state accountability system.

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 3: TISD will increase the graduation rate from 85.2% to 90.0% or above.


Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 4: TISD will decrease the dropout rate in grades 7 through 12 from 2.1% to 2.0% or less.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Strengthen instructional interventions and processes on all campuses by: (1) Monitoring the effectiveness of Tier 2 interventions; (2) Providing training and support in small group instruction for core academic areas; (3) Monitoring training and support of RtI processes; (4) Supporting further development of Elementary and Middle School RtI period.</p>	2, 8, 9	Executive Directors of Secondary and Elementary Education; Campus Principals; Instructional Coaches; Coordinator of Student Interventions	Monitor usage and documentation of interventions through RtI reports; documentation of targeted staff development; documentation of ongoing training and support for teachers; Increased student achievement on STAAR/ EOC scores				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 5: TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and NCLB, as indicated by no staging for PBMAS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Develop parent engagement activities that can be utilized at the campus level in order to meet the minimum requirement of one parent engagement activity each six weeks on every campus.</p>	1, 6, 10	Director of ACE, ACE Facilitator	Activities developed, documentation of parent engagement activities on every campus				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Apply and participate in CREST program with the Texas School Counseling Association.</p>		Director of Counseling, Campus Principals, Campus Counselors	Evidence of CREST application submitted at 100% of campuses; presentation of CREST applications October 14				
<p>Critical Success Factors CSF 2 CSF 4</p> <p>3) Revamp monthly trainings from the PEIMS department to ensure correctness of data, to enhance and improve services.</p>		Director of Accountability, Assessment and PEIMS, Campus Principals	Documentation of pre-PEIMS reports sent weekly and monthly to campuses; documentation of training				
							

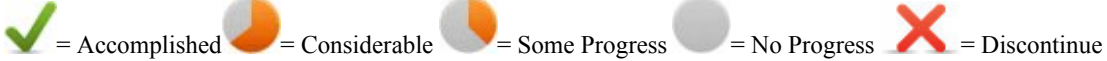
Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 6: TISD will hire only those teachers that have a valid Texas certification prior to their first day of instruction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Only certified teachers will be presented to the School Board for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position.</p>	3	Assistant Superintendent of Human Resources, Campus Principals	Board minutes; hiring documentation				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 7: TISD will reduce the teacher attrition rate to below 20%.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Implement process for after-school meetings.		Assistant Superintendent of Human Resources; Campus Principals	Campus meeting reports				
2) Monitor master schedules to assure balance in class loads for first and second-year teachers (class size, behavior).		Assistant Superintendent of Human Resources; Assistant Superintendent of Student Services; Campus Principals	Master schedules; PEIMS data regarding class loads and discipline				
3) Develop and implement process on New Teacher Walkthroughs for Quick Evals.		Assistant Superintendent of Human Resources; Campus Principals	Walkthrough documentation				
							

Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1: TISD will continue district-wide facilities improvements using bond funds.


Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 2: TISD will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1)) Identify and train members of a Medical Emergency Response Team (MERT) at each campus to recognize medical emergency situations and utilization of CPR and AED protocols.</p>		Assistant Superintendent of Student Services, Director of Health Services and Campus Administrators	<p>Evidence of MERT team on each campus (list of team members)</p> <p>Evidence of training for every team member in CPR and AED (sign in sheets and copies of certification documents)</p> <p>Evidence of annual on-site mock drills (completed drill evaluation documentation)</p>				
2) Monitor custodial services at the campus level for quality and completion.		Assistant Superintendent for Finance and Operations; GCA; Campus Principals	Custodial satisfaction survey information				
3) Monitor general operating and bond expenditures.		Assistant Superintendent for Finance and Operations; Campus Principals	Budgetary and bond expenditure reports				
4) Monitor student participation in the breakfast and lunch program to maintain daily participation at previous year levels.		Assistant Superintendent for Finance and Operations; Director of School Nutrition; Campus Principals	Breakfast and lunch participation data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 3: TISD campuses will improve discipline at each campus and decrease ISS, OSS, and DAEP placements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide CHAMPS training to 100% of teachers.</p>	4	Coordinator of Student Intervention Services	Eduphoria reports of teachers completing on-line refresher, New Teacher sign-in sheets, and New substitute training sign-in sheets				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Train new teachers in positive behavioral supports and interventions.</p>	2, 4	Coordinator of Student Intervention Services, Campus Principals, Assistant Principals	Certificates of Texas Behavior Support Initiative (TBSI) module completion				
<p>Critical Success Factors CSF 6</p> <p>3) Implement required counseling activities in line with state mandates at all campuses including Why Try?, No Place for Hate, and Career Cruising.</p>		Director of Counseling, Campus Counselors	Calendar of activities, participation documentation, Documentation of non-direct service delivery				
<p>Critical Success Factors CSF 6</p> <p>4) Support behavioral intervention strategies through Trust-Based Relational Intervention (TBRI) training and coaching.</p>	2, 4	Assistant Superintendent of Student Services, Director of Counseling, Campus Principals	Training plan in place and evidence of completion of plan				
							






Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 1: TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Continue to monitor Pre-K attendance.</p>	7	Truancy Officers, MDECA Administration	Documentation of parent contact through home visits and phone calls to support administration				
<p>Critical Success Factors CSF 4</p> <p>2) Develop presentation to inform and education staff on attendance accountability and truancy prevention.</p>	10	PEIMS Department, Truancy Officers	Presentation developed and presented at all campuses.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 2: TISD will increase teacher attendance average from 95.7% to 96.0%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Teacher attendance will be promoted consistently at each campus by the campus administration. Teacher attendance will be tracked with special recognition each grading period and at the end of the year.</p>	3	Assistant Superintendent of Human Resources; Campus Principals	Attendance tracking documentation; recognition documentation				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 3: TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Fine arts teachers will work with students to maintain a digital portfolio of student work via Artsonia / Google Drive / Schoology / SmartMusic and other specific software. This will be accessible to parents to demonstrate learning and growth for the individual students and/or the ensembles.</p>	1, 6, 10	Director of Fine Arts; Campus Principals	<p>Individual art portfolios created by every art student with a minimum of 2 works of art in the portfolio</p> <p>Music, Dance, Theatre teachers will have class portfolios of class performances with a minimum of 2 performances for each group or ensemble</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Work with principals to create campus-based activities that promote use of Family Access.</p>	6, 10	Director of Technology; Assistant Superintendent of C&; Campus Principals	Meeting agendas; increased participation of parent access; campus plans				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Implement PK-5 Reading plan to align reading instruction, resources and professional development

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Implement PK-5 Reading plan to align reading instruction, resources and professional development

Title I

Schoolwide Program Plan

Meridith-Dunbar Early Childhood Academy promotes and encourages parental involvement to increase home school connection. Our students are the youngest learners and early intervention and positive parental involvement is key to building positive early success for our students.

Increase our pre-kindergarten participation of our eligible pre-kindergarten students.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Increase Family /Student Literacy connection/increase parent and student reading a book together
2. Meaningful High Quality Family / student monthly events to increase parent and student interaction with literacy
3. Increase PTO involvement with noted CIP activities
4. Focused curriculum/framework and targeted intervention
5. Build our Writers Workshop in our pre-k classrooms to empower young writers
6. Increase vocabulary in our children as we work to develop talkers using academic language with the implementation of Developing Talkers
7. Spotlight our ESL and Bilingual parents
8. Character trait lessons
9. Maintain 92% attendance for students
10. Increase teacher attendance

2: Schoolwide Reform Strategies

Our school has implemented strategies to increase parent involvement in the area of early literacy. We have implemented our Mom and Tot reading program

daily in the library. We plan community outreach programs to increase literacy in families. Our parents and children not of school age are invited to the library to :

- Check out books
- participate in a story time
- have time to read with their child or children and interact with other Moms
- book drop outside school is always full of books to borrow

1. Powerful Learning Events/ Reading Logs/take home readers sent home monthly to build a home library/books are checked out to children on a weekly basis/

2. Early Supper event has a story element embedded/events that are scheduled for our families have a literacy connection with each school event

3. Event invitations , book, and reading logs are sent home at the first of each month. Our reading events are held each month. Parents and children are invited to interact in a story time read by the school principal and then work in various stations. Readers come to school from different organizations to build literacy.

4. Focused high level instruction to improve student performance. High level lessons will be embedded in our curriculum to spark the high level learners.

5. Writers Workshop as noted on the ELAR Framework will be monitored for implementarion.

6. Developing Talkers training will take place and implemented in the classrooms

7. Spotlight trainings each six weeks will be the second six weeks of school and continue each six weeks. We will invite our head start parents.

8. Character lessons are implemented in the classroom

9. Attendance rubric is followed with incentives given weekly, three week, six week, and at the semester.

10. Incentives will begin to increase our teacher attendance. Jeans on Wednesday will be one incentive along with our distirct incentives.

3: Instruction by highly qualified professional teachers

Meridith Dunbar Early Childhood Academy is a building rich in history and has deep roots in the Temple community. The children and families are very supportive of our school which assist in attracting great qualified teachers.

Our district has a wonderful new teacher mentor program with Paula Vasek which supports our new professionals.

Temple ISD has implemented a new Teacher Retention Plan 2016-2017. The plan increases support of our new teachers to Temple ISD.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

At Meridith we have the following professional development planned:

- Campus Meeting Structures And Communication Plans to Staff

3:30-4:15 Staff meeting one time a month

3:30-4:15 Technology PLC once a six weeks

3:30-4:15 Book Study Groups- meeting as determined by groups

11:00-11:45 conference time 4 days a week or 11:15-12:00 conference time 4 days a week

11:00-12:00 PLC on Wednesday beginning on week 3

11:15-11:45 planning with your grade level one day a week

Date of PD Meeting	Topic	Time/Pace	P.O.C.
August 11	Writing Workshop	8:00-4:40 training room	Brock
August 12	Writing Workshop	8:00-4:00 training room	Brock
August 15	Back to School	MDECA 8:00-4:00	Brock/Molton
August 16	Campus Day EIE	MDECALibrary Temple H.S	Brock/Molton

August 17	District Expectations	8:00-4:00	Brock
		MDECA	
August 18	Workday at Meridith	8:00-4:00	Molton/Brock
		Classrooms	
		5:30-6:00 AM Session	
August 18	Meet the Teacher	6:30-7:00 PM	Molton/Brock
		Session	
August 19	Campus Day/Planning/Set Goals for 1st Six weeks	8:00-4:00	Brock/Molton
August 22	Workday	8:00-4:00	Brock/Molton
August 23	Debrief	3:30-3:45	Brock
August 24	Staff meeting	3:30-4:15	Brock
	Meet to Plan		
August 31	Shorter time	11:15-11:45	Grade level
September 7	Technology PLC	3:30-4:15	Campus tech
September 7	Meet to Plan	11:15-11:45	Grade level
September 14	SMART Goal Data from 1st six weeks	3:30-4:15	Brock/Molton
September 14	Meet to Plan	11:15-11:45	Grade level
		11:00-12:00	
September 21	Extended Planning Set Goals for 2nd six weeks	3:30-4:30	Brock/Molton
September 21	Meet to Plan	11:15-11:45	Grade Level
September 28	Meet to Plan	11:15-11:45	Grade Level
September 28	Book studies	3:45-	Individual leaders
October 5	Meet to Plan	11:15-11:45	Grade Level
October 5	Technology PLC	3:45-4:15	Campus Technology
October 10	District Day Developing Talkers/Fundations and ENGAGE/Gold Strategy Assessment	8:00-4:00	Brock/Molton
October 12	Meet to Plan	11:15-11:45	Grade Level

October 12	Staff Meeting\Preparation for Parent Conference	3:30-4:15	Brock and Gardner
October 19	Meet to Plan	11:15-11:45	Grade Level
October 26	Meet to Plan	11:15-11:45	Grade Level
		11:00-12:00	
November 2	Extended Planning Set Goal for 3rd Six Weeks		Individual groups
		3:30-4:30	
November 2	Meet to Plan	11:15-11:45	Grade level
November 7	Parent Conferences	8:00-5:30	
November 9	Meet to Plan	11:15-11:45	Grade Level
November 9	SMART Goal data from 2nd six weeks	3:30-4:15	Brock/Molton
November 16	Meet to Plan	11:15-11:45	Grade level
November 16	Book studies	3:30-4:15	Individual groups
November 30	Technology PLC	3:45-	Campus technology
December 7	Planning	11:15-11:45	Grade level
		11:00-12:00	
December 7	Extended Planning Set Goals for the 4th Six weeks		Brock
		3:30-4:30	
December 14	Planning	11:15-11:45	Grade level
December 14	SMART GOAL data from the 3rd six weeks	3:30-4:15	Brock/Molton
January 3	District Day /RTI	8:00-4:00	Brock
January 4	Open	3:30-4:15	
January 11	Meet to plan	11:15-11:45	Grade level
December 14	SMART GOAL data from the 3rd six weeks	3:30-4:15	December 14
January 18	Meet to plan	11:15-11:45	Grade level
January 25	Meet to plan	11:15-11:45	Grade level
January 25	New Book Study Groups	3:45-	Individual groups
February 1	Meet to Plan	11:15-11:45	Grade level
February 1	Technology	3:30-4:00	Campus Technology
February 8	Meet to Plan	11:15-11:45	Grade level

February 8	SMART GOAL Data for the 4th six week goals	3:30-4:15 11:00-12:00	Brock/Molton
February 15	Extended Planning Set Goals for the 5th Six weeks and PLC	3:30-4:30	Brock/Molton
February 22	Book Study	3:45-	Individual Groups
February 22	Meet to plan	11:15-11:45	Grade level
March 1	Technology PLC	3:30-4:15	Campus Technology
March 1	Meet to plan	11:15-11:45	Grade level
March 8	Meet to plan	11:15-11:45	Grade level
March 8	Staff meeting	3:30-4:15	Brock Brock
March 22	PLC/Book Study	3:30-4:15	Individual leaders
March 22	Meet to plan	11:15-11:45	Grade level
March 29	Technology PLC	3:45	Campus Technology
March 29	Meet to plan	11:15-11:45	Grade level
April 5	Meet to plan	11:15-11:45	Grade level
April 5	SMART GOAL DATA for the 5th Six Weeks	3:30-4:30 11:00-12:00	Brock/Molton
April 12	Extended Planning for the 6th Six Weeks	3:30-4:30	Brock/Molton
April 12	Set Goals	11:15-11:45	Grade level
April 19	Meet to plan	3:30-4:15	Campus Technology
April 19	Technology PLC	11:15-11:45	Grade level
April 26	Meet to plan	3:45	Individual groups
April 26	Book Studies	11:15-11:45	Grade level
May 3	Meet to plan	3:30-4:15	Brock
May 3	PLC/End of Year Procedures		

May 10	Meet to plan	11:15-11:45	Meet to plan
May 10	Book studies	3:45	Individual groups
May 17	Meet to plan	11:15-11:45	Grade level
May 17	PLC SMART GOAL Celebrations/Engage/Gold Strategy Assessment	3:30	Brock/Molton Grade level
May 24	Meet to plan Technology PLC	11:15-11:45	Campus Technology
May 31	Meet to plan	11:15-11:45	Grade level

Principal meetings have not been set

Topics of PLC will be added according to ENGAGE dates, etc.

Grade level planning dates will be

This will impact some dates

5: Strategies to attract highly qualified teachers

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Our district has a wonderful new teacher mentor program with Paula Vasek which supports our new professionals. Temple ISD has worked to build a Retention Plan to effectively support new teachers to Temple.

6: Strategies to increase parental involvement

2016 Meridith has welcomed a Family Engagement Coordinator to increase our parental involvement. Parent Involvement is a key component to student success.

PAWS program Parents Always Welcome at School year round.

- family members on campus during the day to volunteer in classrooms or other areas at school.
- Parent access to computers in library and the foyer area
- Encourages parents in leadership roles PTO and parent advisory committee
- promotes a relationship between parent/school
- builds a capacity for future parent/school relationship

- integrates Head Start with Meridith Dunbar

Leap into Learning year round.

- Check out Leap Frog Learning Pads which encourage early literacy
- Check out books as a family with a library card

Parent Resource Library at school year round

- parents and extended family members may checkout books and other media from the library

Parent Academy year round

- A variety of programs are offered during the year to assist with various topics for example:

1. Conscious Discipline
2. Early Literacy
3. Nutrition

Powerful Learning Monthly Learning Events

- Monthly events held each month
- Events promote connected parent /school relationship
- build capacity of parent, child, and school relationship
- promotes early literacy acquisition

PTO

- monthly meetings held with informational topics for parents
- monthly children programs presented by our classrooms
- PTO group supports our teachers with meals and other great events for our teachers
- plan events for our children through out the year

ESL/Bilingual Parents

- spotlight meetings each six weeks

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The children in pre-k four are taken to their elementary school in May and given a tour of the campus. This will assist them in the transition to kindergarten.

Our April PTO program was a parent meeting which presented a power point on the topic How to Prepare your Child for Kindergarten. The program included a question and answer session.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The teachers and staff have PLC meetings to discuss and review the ENGAGE assessment BOY, MOY, & EOY. We will discuss the information on each student and the classrooms as a whole. Interventions are planned as well as whole group phonics instruction is planned. Strategies to assist in student success is planned in detail.

At parent teacher conference the parent will be given the BOY information on their child. The teacher will give the parent information regarding their child's assessment and how to assist them with the skills.

Teachers serve on the curriculum council which meets through out the year with Dr. Ott.

Site Base Decision Making Committee meets to discuss achievement and instruction through out the year.

RTI committee and individual meetings with Ms. Brock take place to discuss individual progress and overall instruction.

Professional development in October and in January are planned to review our assessment data and make instructional adjustments to improve student performance.

Progress reports and Report card information reports on the progress of each student in their overall instructional process. Portfolios and digital portfolios are kept on each child to document progress.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The pre-k teachers send the from interventions weekly to the campus principal beginning in November. Children who were not making adequate progress were provided targeted small group intervention on letter names, letter sounds, counting, and number identification. The children who continued to struggle were placed in RTI so they data could be charted on a graph and interventions adjusted as needed. Each pre-kindergarten classroom has an assistant during intervention time to allow for small group targeted instruction on specific skills.

Children who are ready to advance to reading have an additional session with the IC to develop higher order thinking skills. Meridith has implemented a

Balanced Literacy library for teachers to check out reading books for guided reading. Ms. Molton and teachers have developed plans to increase with higher levels of Blooms.

Vocabulary and writing focus has increased this year with targeted strategies to build our student success in this areas.

10: Coordination and integration of federal, state and local services and programs

Our Family Engagement Coordinator works closely with our parents and head start parents to assist them locate needed services. She also has meetings quarterly on discipline and other parent information. The program is also offered in Spanish.

Our Family Engagement Coordinator works closely to monitor our homeless students to assure the needed support is in place.

We work closely with our food services to integrate our breakfast and lunch programs to encourage students to eat. Our early supper assist with children 18 and under to have a hot meal at supper