

**Spring Branch Independent School District**  
**Meadow Wood Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

At Meadow Wood Elementary, our mission is to provide the personalized academic, social, physical, and emotional support for each student to grow and reach his or her personal best.

## Vision

Meadow Wood Elementary is where...

- Our mistakes turn into goals.
- Our failures turn into achievement.
- Our pain turns into empathy.
- Our friends turn into family.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

# Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

# Table of Contents

- Comprehensive Needs Assessment 5
  - Demographics 5
  - Student Achievement 5
  - School Culture and Climate 6
  - Staff Quality, Recruitment, and Retention 7
  - Curriculum, Instruction, and Assessment 8
  - Parent and Community Engagement 9
  - Technology 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
  - Goal 1: STUDENT ACHIEVEMENT. Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness. 15
  - Goal 2: STUDENT SUPPORT. Every Meadow Wood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs. 23
  - Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year. 25
  - Goal 4: FISCAL RESPONSIBILITY. Meadow Wood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students. 27
- Campus Funding Summary 28
- Addendums 30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Meadow Wood Elementary is one of twenty-five elementary schools in Spring Branch ISD. The total enrollment at the end of the 2020-2021 school year was 598. Projected enrollment for 2021-2022 is over 600. Our students represent a wide variety of ethnicities. The ethnic distribution, per Compass Data Dashboard, is as follows:

- African American 9.6%
- Hispanic 26.6%
- White 54%
- Asian 4.3%
- Two or More Races 5.3%

Of our students, 31.8% are economically disadvantaged, 12.7% of our students are English Language Learners, and 32% of our students are considered at-risk. As of the 2018-2019 school year, we are a Title I school. We have 36 teachers with a wide range of experience and 79 staff members total.

### Demographics Strengths

MWE celebrates the diversity of our students through events such as an annual International Festival. Families share their cultures and countries through food, music, artifacts, and literature.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Historically, economically disadvantaged students and English language learners score lower than other peer groups on state and local assessments.

# Student Achievement

## Student Achievement Summary

Due to Covid-19, schools were not rated for the 2019-2020 or 2020-2021 school years. Based on the 2019 TEA Accountability System for the 2018-2019 school year, MWE met standard. The overall scaled score was an 86, with the breakdown as follows:

- Student Achievement - 90
- Academic Growth - 79
- Relative Performance - 80
- Closing the Gaps - 76

Preliminary STAAR results for 2020-21 are as follows:

- 3rd grade Math: 90% approaches/ 58% meets/33% masters
- 3rd grade Reading: 85% approaches/ 65% meets/ 43% masters
- 4th grade Math: 75% approaches/ 58% meets/ 42% masters
- 4th grade Reading: 74% approaches/ 47% meets/ 25% masters
- 4th grade Writing: 70% approaches/ 37% meets/ 10% masters
- 5th grade Math: 87% approaches/ 71% meets/ 50% masters
- 5th grade Reading: 85% approaches/ 71% meets/ 53% masters
- 5th grade Science: 75% approaches/ 51% meets/ 21% masters

## Student Achievement Strengths

STAAR data showed an increase in performance in the areas of math and reading in 5th grade especially at the mastery level.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** In most grade levels/subject areas, scores compared to previous years have declined.

**Problem Statement 2:** Gaps continue to remain in all subject areas.

# School Culture and Climate

## School Culture and Climate Summary

The 2020-2021 school year brought more challenges to MWE. The school year began with virtual learning for all, followed by a return of face-to-face instruction in increments. One challenge was to help virtual students feel a part of the school community. Another challenge was to continue to check on the emotional concerns of staff and students. A final challenge was the fact that parents and volunteers were unable to come on campus - this created a slight disconnect between the school and community.

## School Culture and Climate Strengths

Due to stable staffing, minimal change contributed to strong instruction. Virtual learning was not without challenges; however, parents and staff worked together to ensure needs were met.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Lingering emotional effects due to the pandemic will need to continued to be addressed.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 2021-2022 school year, the following major changes were made:

3 professional staff members left Meadow Wood, resulting in hiring 4 new staff members. 2 of the 4 are experienced teachers, one did her student teaching at MWE, and one has been a long-term substitute at MWE.

2 paraprofessional staff members left Meadow Wood, and we were allotted an additional 3 Kindergarten paraprofessionals. This resulted in the hiring of 5 new paraprofessionals to fill all positions.

MWE was also allotted 2 Associate Teachers, who will be working in Kindergarten and First Grade.

## Staff Quality, Recruitment, and Retention Strengths

Strong mentor program with support from experienced and caring colleagues in learning communities. Volunteer support from the community celebrating our diversity.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Locating and hiring quality teachers that fit our learning community, including experienced teachers and new teachers that will do well in our mentorship program.

**Problem Statement 2:** Improving and encouraging the observation of peer teachers.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The following are MWE's initiatives:

- SEL Framework - From community circles to campus-wide expectations, our plan is proactive to support behavior and provide consistent language for all grade levels, utilizing the Character Strong curriculum.
- Balanced Literacy - In ELA, all grade levels are implementing the components of balanced literacy/reader's and writer's workshop to support reading and writing.
- MIZ - In math, teachers utilize a blended model, using ST Math as an online platform for learning and data collection.

## Curriculum, Instruction, and Assessment Strengths

MWE teachers are well-trained in best practices to support campus initiatives. Special education staff is also highly trained and are an integral part of our success.

A Digital Lab has been added to the Specials rotation to support all students across grade levels.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Phonological awareness and grammar are weaknesses across grade levels.

**Problem Statement 2:** Gaps from virtual schooling are anticipated.

**Problem Statement 3:** Small group instruction was conducted differently due to Covid protocols. Returning to strong small group instruction, addressing both gaps and enrichment, is needed.

**Problem Statement 4:** English Language Learners lag behind non-English learners in achievement rates.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and community engagement is a critical element to Meadow Wood's success. Parents have many opportunities to become involved through PTA or campus-based initiatives. Efforts are made to keep parents informed and to give a variety of options for communicating with campus administration.

## Parent and Community Engagement Strengths

Parent engagement, shown through volunteer hours, historically have been a campus strength. As covid protocols are reduced, we expect to see this continue.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Family engagements is not represented equally by all sub-populations.

# Technology

## Technology Summary

All classrooms have adequate technology to meet student needs. Each contains a "smart" board, as well as a document camera. Students have access to a Digital Lab through their specials rotation and by classroom appointment.

## Technology Strengths

In all grade levels, student access to devices is 1:1.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Training and technical support for both teachers and users continue to be a need.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## 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

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2022, Meadow Wood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).



2020-21: Reading: 81% (approaches), 61% (meets), 43% (masters); Math: 84% (approaches), 63% (meets), 42% (masters)






2019-20: Not Rated due to COVID

2018-19: Reading: 85% (approaches), 55% (meets), 36% (masters); Math: 87% (approaches), 51% (meets), 27% (masters)

2017-18: Reading: 79% (approaches), 47% (meets), 31% (masters); Math: 74% (approaches), 38% (meets), 17% (masters)

**Evaluation Data Sources:** STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive additional professional development and guidance on the PLC process during faculty and team meetings, as well as through specific conferences and workshops, to help them tailor lessons to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Interventionists Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I, Part A - 6200 - \$2,000</p>	Formative		
	Oct	Jan	Apr
	 40%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize data including Running Records, MAP, district PSAs, released STAAR, and common formative assessments to inform instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
	 40%		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Resources, including technology, will be purchased and utilized to enhance student learning and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Resources and materials - 199 PIC 23 - Special Education - \$470, Resources and materials - 199 PIC 11 - Instructional Services - \$34,385, Technology - 211 - Title I, Part A - 6300 - \$6,000, Supplies and materials - 211 - Title I, Part A - 6320 - \$7,756</p>	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			












**Goal 1: STUDENT ACHIEVEMENT.** Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY LITERACY:** By June 2022, Meadow Wood Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 10 percentage points or  $\geq$  to 85%.

2020-21: Kindergarten 71% On Grade Level or Above Grade Level; 1st Grade: 68% On Grade Level or Above Grade Level; 2nd Grade: 54% % On Grade Level or Above Grade Level

**Evaluation Data Sources:** Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will receive additional professional development and guidance specific to the PLC process and to balanced literacy instruction during faculty and team meetings, as well as through specific workshops, to help them tailor lessons to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on running records, resulting in higher percentages of students being on or above grade level in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team Literacy Intervention Specialist Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Following fall and winter assessments, Running Record data will be reviewed to develop individualized plans for each student. TCRWP components will be utilized for best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on running records, resulting in higher percentages of students being on or above grade level in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Interventionists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will be given a planning day during the fall semester to review data and revise instruction, based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on running records, resulting in higher percentages of students being on or above grade level in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Literacy Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes - 211 - Title I, Part A - \$3,000, Substitutes - 199 PIC 23 - Special Education - \$500</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Interventionists will work with targeted groups of students, focusing both remediation and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on running records, resulting in higher percentages of students being on or above grade level in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionist - 211 - Title I, Part A - 6100 - \$21,688</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continued implementation of TCRWP and purchase of resources to support classroom instruction. Ongoing professional development for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on running records, resulting in higher percentages of students being on or above grade level in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Teachers District Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Resources, materials, and professional development - 199 PIC 99 - Undistributed - \$11,540</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 1: STUDENT ACHIEVEMENT.** Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.






**Performance Objective 3: GAP-CLOSING:** By June 2022, Meadow Wood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.

2020-21: English Learners - 36%; non-English Learners 60%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Interventionist will work with ELL students to increase percentage of students scoring in the meets or mastery range on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELL student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionist - 211 - Title I, Part A - 6100 - \$21,698</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 0%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Resources will be purchased to facilitate responsive teaching based on ELL student needs ELA, Math, and Science. Resources may include books, teacher professional books, supplies and materials, and digital and technology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELL student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Magazines, Books, Technology - 211 - Title I, Part A - 6300 - \$12,000, Resources, Materials and Technology - 199 PIC 30 - At Risk School Wide SCE - \$3,860, Resources, Materials, and Technology - 199 PIC 25 - ESL/Bilingual - \$1,860</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 20%		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Trainings for teachers on English Language Learners will be provided during faculty meetings and district staff development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELL student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
<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 1: STUDENT ACHIEVEMENT.** Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: STUDENT GROWTH:** By June 2022, Meadow Wood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 8 points, Math (K-5) increase by 5 points.



2020-21: Reading - 43% met CGI; Math - 51% met CGI

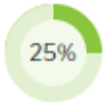





2019-20: Not Rated due to COVID

2018-19: Reading - 60% met CGI; Math - 60 % met CGI

2017-18: Reading - 58% met CGI; Math - 65 % met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Following fall and winter formal assessments, MAP data will be reviewed to develop individualized plans for each student. TCRWP and MIZ components will be utilized for best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, Running Records, and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Interventionists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will be given a planning day during the fall semester to review data and revise instruction, based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, Running Records, and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Literacy Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Interventionists will work with targeted groups of students, focusing on both remediation and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, Running Records, and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionist - 282 ARP21 (ESSER III Campus Allocations) - \$62,900</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continued implementation of TCRWP and MIZ and purchase of resources to support classroom instruction. Ongoing professional development for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on multiple measures including MAP, Running Records, and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Literacy Instructional Specialist Teachers District Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			







**Goal 1: STUDENT ACHIEVEMENT.** Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or  $\geq 80\%$ .

2020-21: TELPAS Progress Rate 58%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 3







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Interventionists will work with ELL students to increase percentage of students scoring advanced high on TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on TELPAS. This growth will result in stronger depth of knowledge for our students, increasing their academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionists - 211 - Title I, Part A - 6100 - \$21,688</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Resources will be purchased to facilitate responsive teaching based on ELL student needs in language acquisition and core subjects. Resources may include books, teacher professional books, supplies and materials, digital and technology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on TELPAS. This growth will result in stronger depth of knowledge for our students, increasing their academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: STUDENT SUPPORT.** Every Meadow Wood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2022, the % of Meadow Wood Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2020-21: 68% School Climate  
 2019-20: Not Rated due to COVID  
 2018-19: 63% School Climate  
 2017-18: 65% School Climate

**Evaluation Data Sources:** Panorama Student Survey







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will explore topics in the Panorama Playbook, Character Strong curriculum, and other resources, exploring some of the moves in their classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased results on the Panorama Survey that indicate students feel both safe and connected in the school setting.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Teachers SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Opportunities for parent engagement will continue through monthly Parent Nights, Principal's Coffees, Eagle Updates newsletter, and multiple volunteer activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased results on the Panorama Survey indicating that parents feel a strong partnership with the school.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I, Part A - 6400 - \$1,050</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2: STUDENT SUPPORT.** Every Meadow Wood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.







**Evaluation Data Sources:** Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All classrooms will continue to implement Community Circles as a way to foster emotional development and teacher-student relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased results on the Panorama Survey indicating that students feel a sense of belonging, combined with grit and growth mindset.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Counselors Teachers SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Counselors will provide guidance lessons and support, using Character Strong and additional resources, to meet students' social-emotional needs</p> <p><b>Strategy's Expected Result/Impact:</b> Increased sense of belonging and understanding of the traits of purposeful people.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Counselors SEL Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 25%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.






**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 4: FISCAL RESPONSIBILITY.** Meadow Wood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Resources and materials		\$34,385.00
<b>Sub-Total</b>					\$34,385.00
<b>Budgeted Fund Source Amount</b>					\$34,385.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Resources and materials		\$470.00
1	2	3	Substitutes		\$500.00
<b>Sub-Total</b>					\$970.00
<b>Budgeted Fund Source Amount</b>					\$970.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Resources, Materials, and Technology		\$1,860.00
<b>Sub-Total</b>					\$1,860.00
<b>Budgeted Fund Source Amount</b>					\$1,860.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Resources, Materials and Technology		\$3,860.00
<b>Sub-Total</b>					\$3,860.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$3,860.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Resources, materials, and professional development		\$11,540.00
<b>Sub-Total</b>					\$11,540.00
<b>Budgeted Fund Source Amount</b>					\$11,540.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	6200	\$2,000.00
1	1	3	Technology	6300	\$6,000.00
1	1	3	Supplies and materials	6320	\$7,756.00
1	2	3	Substitutes		\$3,000.00
1	2	4	Interventionist	6100	\$21,688.00
1	3	1	Interventionist	6100	\$21,698.00
1	3	2	Magazines, Books, Technology	6300	\$12,000.00
1	5	1	Interventionists	6100	\$21,688.00
2	1	2	Family Engagement	6400	\$1,050.00
<b>Sub-Total</b>					\$96,880.00
<b>Budgeted Fund Source Amount</b>					\$96,900.00
<b>+/- Difference</b>					\$20.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Interventionist		\$62,900.00
<b>Sub-Total</b>					\$62,900.00
<b>Budgeted Fund Source Amount</b>					\$62,900.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$212,395.00

# Addendums