

**Spring Branch Independent School District**  
**Meadow Wood Elementary School**  
**2022-2023 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.

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# 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 2021-2022 school year was 661. Projected enrollment for 2022-203 is over 700. Our students represent a wide variety of ethnicities. The ethnic distribution, per Compass Data Dashboard, is as follows:

- African American 10.2%
- Hispanic 23.2%
- White 57.7%
- Asian 4.9%
- Two or More Races 3.9%

Of our students, 32.6% are economically disadvantaged, 11.5% of our students are English Language Learners, and 30% of our students are considered at-risk. As of the 2022-2023 school year, we are no longer considered a Title I school. We have 45 highly qualified teachers with a wide range of experience, including many with advanced degrees, and 85 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 2021-22 are as follows:

- 3rd grade Math: 30% approaches/ 17% meets/ 39% masters (85% passing rate)
- 3rd grade Reading: 28% approaches/ 25% meets/ 26% masters (82% passing rate)
- 4th grade Math: 27% approaches/ 25% meets/ 28% masters (80% passing rate)
- 4th grade Reading: 13% approaches/ 38% meets/ 36% masters (86% passing rate)
- 5th grade Math: 20% approaches/ 28% meets/ 26% masters (73% passing rate)
- 5th grade Reading: 14% approaches/ 18% meets/ 47% masters (79% passing rate)
- 5th grade Science: 28% approaches/ 24% meets/ 15% masters (67% passing rate)

## Student Achievement Strengths

STAAR data showed an increase in performance at the mastery level.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Gaps continue to remain in all subject areas.

**Problem Statement 2:** STAAR testing now being conducted with online methodology may have impacted scores.

# School Culture and Climate

## School Culture and Climate Summary

With the pandemic still impacting our world, the 2021-2022 school year brought different challenges to MWE. Starting face-to-face present somewhat of a challenge for teachers and students due to many new students, some of whom had a full year of virtual instruction. The teachers worked diligently to make these students feel a part of the school community. One challenge was to help virtual students feel a part of the school community. Emotional considerations for both staff and students continue to be a concern and priority. A positive note for MWE is the return of campus volunteers, visitors, and programs.

## School Culture and Climate Strengths

Parents and staff work together to make MWE strong, both academically and social emotionally. Volunteer hours and parent involvement have increased to levels seen before the pandemic.

## Problem Statements Identifying School Culture and Climate Needs

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

**Problem Statement 2:** Dramatically increased enrollment will necessitate structured on-boarding for new families to ensure they feel a part of the school community.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 2022-2023 school year, the following major changes were made:

10 staff members resigned from MWE at the end of the 2021-2022 school year. Two retired, 2 moved to jobs in the private sector, 1 moved to a private school, 1 moved to our feeder middle school, 2 received promotions, and 2 decided to leave the workforce. In addition, we were allotted two additional classroom teachers (first and fourth grades), two additional resource teachers, and an ARD facilitator.

We have hired 2 first year teachers, one of whom did her student teaching at Meadow Wood and the other whom was at another SBISD elementary school. The other new hires are experienced.

## 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, continue to be a problem, especially with the national teaching shortage.

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

**Problem Statement 3:** Lack of substitute 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 and the Core Characteristics of a T-2-4 Graduate.
- Balanced Literacy - In ELA, all grade levels are implementing the components of balanced literacy/reader's and writer's workshop to support reading, writing, and phonics. All teachers who serve grades K-3 will participate in Reading Academy this school year. Online platforms including MyOn and Sora are also being utilized.
- MIZ - In math, teachers utilize a blended model, using ST Math and Think Up Math as online platforms for enhancing learning and for 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. Teachers will participate in Reading Academy this school year to further develop their understanding and skills regarding literacy instruction.

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

**Problem Statement 1:** Phonological awareness and grammar are a continued need to be addressed across grade levels.

**Problem Statement 2:** Gaps from virtual schooling are still evident, especially in math.

**Problem Statement 3:** A focus on strong small group instruction, addressing both gaps and enrichment, continues to be needed.

**Problem Statement 4:** Special Education and Emergent Bilingual learners lag behind mainstream learners in achievement rates.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and community engagement are critical elements 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. As our enrollment numbers are increasing, we are seeing different opportunities for parent engagement.

## Parent and Community Engagement Strengths

Parent engagement, shown through volunteer hours, historically have been a campus strength. In addition to traditional volunteer and engagement opportunities, we have reached out to less involved parents through Parent Huddles at our local community center. This is a joint effort between our Community in School liaison and a PTA Community Relations chair.

## Problem Statements Identifying Parent and Community Engagement Needs

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

**Problem Statement 2:** Multiple factor may limit parent involvement/engagement including limited parking, multiple platforms for signing up/reviewing information, unequal response to school messaging.

# Technology

## Technology Summary

All classrooms have adequate technology to meet student needs. Each contains a "smart" board, as well as a document camera. Students are provided with a personal device for school use (iPads in K and 1st; chrome books in 2nd - 5th).

## Technology Strengths

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

SBISD is moving to Canvas as it digital platform. This platform is much easier for teachers, students, and parents alike to access.

## 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

- 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.** Meadow Wood Elementary School students will master rigorous academic standards to ensure college and career readiness.





**Performance Objective 1: ACHIEVEMENT:** By June 2023, Meadow Wood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading by least 4 points and math by at least 6 points at each performance level (approaches, meets, masters).

2021-22: Reading: 84% (approaches), 65% (meets), 41% (masters); Math: 80% (approaches), 54% (meets), 30% (masters)

2020-21: Reading: 81% (approaches), 61% (meets), 41% (masters); Math: 83% (approaches), 64% (meets), 43% (masters)

**Evaluation Data Sources:** State Accountability Report Domain 1 (available mid-August)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive additional support on the PLC process during faculty and team meetings, as well as through specific professional development, 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>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>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teams will use data analysis protocols to analyze 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>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Additional resources and materials 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>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><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 11 - Instructional Services - \$38,040, Resources and materials - 199 PIC 23 - Special Education - \$1,590</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2: EARLY LITERACY:** By June 2023, 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 3 percentage points or  $\geq$  to 85%.

2021-22: Kindergarten 72% On/Above Grade Level; 1st Grade: 76% On/Above Grade Level; 2nd Grade: 72% On/Above Grade Level





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive support specific to the PLC process and to balanced literacy instruction during faculty and team meetings, as well as through specific professional development, 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>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 2 Details	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. Teachers will be given a planning day during the fall and spring semesters 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 Intervention Specialist Interventionists Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	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 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>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continued implementation of TCRWP and purchase of additional 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>TEA Priorities:</b> Build a foundation of reading and math</p> <p><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 - \$12,950</p>	Formative			Summative
	Oct	Jan	Apr	June
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**Goal 1: STUDENT ACHIEVEMENT.** Meadow Wood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES):** By June 2023, Meadow Wood Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or  $\geq$  to 85%.

2021-22: Reading - 55% met CGI; Math - 60% met CGI (Baseline Year)

**Evaluation Data Sources:** BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Following fall and winter assessments, Running Record and MAP/TX-KEA data will be reviewed to develop individualized plans for each student. TCRWP components and math curriculum/resources will be utilized for best instructional practices. Teachers will be given a planning day during the fall and spring semesters 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, TX-KEA, 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 District Personnel Teachers</p> <p><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			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionist - 282 ARP21 (ESSER III Campus Allocations) - \$62,900</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued implementation of TCRWP and math curriculum and purchase of additional resources to support classroom instruction, based on need. 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>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 1: STUDENT ACHIEVEMENT.** Meadow Wood Elementary School students will master rigorous academic standards to ensure college and career readiness.





**Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES):** By June 2023, Meadow Wood Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 44% met CGI; Math - 57% met CGI; 67% of STAAR Progress (Baseline Year)

**Evaluation Data Sources:** BOY to MOY MAP Reports Grades 3-5

Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Following fall and winter assessments, Running Record, PSA, and MAP data will be reviewed to develop individualized plans for each student. TCRWP components and math curriculum/resources will be utilized for best instructional practices. Teachers will be given a planning day during the fall and spring semesters 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, 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 District Personnel Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continued implementation of TCRWP and math curriculum and purchase of additional resources to support classroom instruction, based on need. 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 Teachers District Personnel</p> <p><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>	Formative			Summative
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**Goal 1: STUDENT ACHIEVEMENT.** Meadow Wood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 4 percentage points or  $\geq$  to 80%.

2021-22: TELPAS Progress Rate 54% (Based on completed TELPAS administrations in both 2021 and 2022.)





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interventionist will work with EL students to increase percentage of students scoring advanced high on TELPAS, thereby resulting in reclassification.</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>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	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>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Resources and materials - 199 PIC 25 - ESL/Bilingual - \$1,680</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Goal 2: STUDENT SUPPORT.** Meadow Wood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 1: INTERVENTIONS:** By June 2023, Meadow Wood Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

**Evaluation Data Sources:** PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will review and discuss analyzed data with administration and support team at least once per nine weeks to determine which students would benefit from Tier II interventions. Identified students will be work with Interventionists or will be provided additional support from the classroom teacher. Additional resources will be purchased as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on standardized assessments, resulting in higher percentages of students being on or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Leadership Team Interventionists Teachers</p> <p><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 and materials - 199 PIC 30 - At Risk School Wide SCE - \$4,100</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 2: STUDENT SUPPORT.** Meadow Wood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2023, Meadow Wood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through faculty meetings and other professional development opportunities, the Core Characteristics of a T-2-4 Graduate will be examined and ideas for support/implementation will be identified by staff. Commitments to action will be made.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased development of the Core Characteristics in our students</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Characteristics of a T-2-4 Graduate will be incorporated into counseling lessons and discussions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased development of the Core Characteristics in our students</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Counseling Team Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent informational sessions will be provided to highlight the Core Characteristics of a T-2-4 Graduate, as well as provide resources to support these characteristics at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased development of the Core Characteristics in our students</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Counseling Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: SAFE SCHOOLS.** Meadow Wood Elementary School will ensure a safe and orderly environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The current campus Discipline Management Plan will be reviewed and revised, to ensure alignment with the SBISD Discipline Management Plan and to address current campus discipline trends. The plan will be implemented by staff and communicated to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved support and direction for disciplinary infractions, resulting in a decrease in the number of incidents occurring annually.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Discipline data will be reviewed each nine weeks to determine if modifications needs to be made to the campus discipline plan or if additional resources/professional development is needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved support and direction for disciplinary infractions, resulting in a decrease in the number of incidents occurring annually.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will focus on Learning Environment Standards, utilizing the Learning Environment Screener and peer/administration walk-throughs to improve classroom management practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved support and direction for disciplinary infractions, resulting in a decrease in the number of incidents occurring annually.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: SAFE SCHOOLS.** Meadow Wood Elementary School will ensure a safe and orderly environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





**Evaluation Data Sources:** Campus Safety Committee

Strategy 1 Details	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>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	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>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: SAFE SCHOOLS.** Meadow Wood Elementary School will ensure a safe and orderly environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain 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	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>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	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>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 4: FISCAL RESPONSIBILITY.** Meadow Wood Elementary School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

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

Strategy 1 Details	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>	Formative			Summative
	Oct	Jan	Apr	June
<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		\$38,040.00
<b>Sub-Total</b>					\$38,040.00
<b>Budgeted Fund Source Amount</b>					\$38,040.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Resources and materials		\$1,590.00
<b>Sub-Total</b>					\$1,590.00
<b>Budgeted Fund Source Amount</b>					\$1,590.00
<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	5	2	Resources and materials		\$1,680.00
<b>Sub-Total</b>					\$1,680.00
<b>Budgeted Fund Source Amount</b>					\$1,680.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Resources and materials		\$4,100.00
<b>Sub-Total</b>					\$4,100.00
<b>Budgeted Fund Source Amount</b>					\$4,100.00

199 PIC 30 - At Risk School Wide SCE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0.00
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	4	Resources, materials, and professional development		\$12,950.00	
					<b>Sub-Total</b>	\$12,950.00
					<b>Budgeted Fund Source Amount</b>	\$12,950.00
					+/- Difference	\$0.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$96,900.00
					+/- Difference	\$96,900.00
282 ARP21 (ESSER III Campus Allocations)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	3	2	Interventionist		\$62,900.00	
					<b>Sub-Total</b>	\$62,900.00
					<b>Budgeted Fund Source Amount</b>	\$103,953.00
					+/- Difference	\$41,053.00
					<b>Grand Total Budgeted</b>	\$259,213.00
					<b>Grand Total Spent</b>	\$121,260.00
					+/- Difference	\$137,953.00