

**Spring Branch Independent School District**  
**Meadow Wood Elementary School**  
**2023-2024 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	8
Staff Recruitment and Retention	10
Family and Community Engagement	12
Goals	13
Goal 1: STUDENT ACHIEVEMENT. Meadow Wood Elementary School students will master rigorous academic standards to ensure college and career readiness.	13
Goal 2: STUDENT SUPPORT. Meadow Wood Elementary School students will benefit from multi-tiered systems of support.	24
Goal 3: SAFE SCHOOLS. Meadow Wood Elementary School will ensure a safe and secure learning environment.	27
Goal 4: FISCAL RESPONSIBILITY. Meadow Wood Elementary School will ensure efficient and effective fiscal management of resources and operations.	30
Campus Funding Summary	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Meadow Wood Elementary School** serves students in grades PK-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 69 students from the 2020–2021 school year to the 2022–2023 school year.

### Enrollment Trends:

2022-2023: Enrollment – 657

2021-2022: Enrollment – 653

2020-2021: Enrollment – 588

*Source: PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Meadow Wood Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2022-2023 school year, 11.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 28.3% Economically Disadvantaged; 30.3% At-Risk; 1.8% Immigrant; 1.2% Homeless; 14.3% of students were identified for special education services; and 11.6% were identified for gifted and talented services.

### Demographic Trends: Race/Ethnicity

2022-2023: African American – 60 (9.1%)

2021-2022: African American – 66 (10.1%)

2020-2021: African American – 55 (9.4%)

2022-2023: American Indian-Alaskan Native – \*

2021-2022: American Indian-Alaskan Native – \*

2020-2021: American Indian-Alaskan Native – \*

2022-2023: Asian – 30 (4.6%)

2021-2022: Asian – 32 (4.9%)

2020-2021: Asian – 24 (4.1%)

2022-2023: Hispanic – 139 (21.2%)

2021-2022: Hispanic – 153 (23.4%)

2020-2021: Hispanic – 156 (26.5%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 396 (60.3%)  
2021-2022: White – 377 (57.7%)  
2020-2021: White – 316 (53.7%)

2022-2023: Two-or-more – 31 (4.7%)  
2021-2022: Two-or-more – 24 (3.7%)  
2020-2021: Two-or-more – 36 (6.1%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2022-2023: At-Risk – 199 (30.3%)  
2021-2022: At-Risk – 191 (29.3%)  
2020-2021: At-Risk – 134 (22.8%)

2022-2023: Economically Disadvantaged – 186 (28.3%)  
2021-2022: Economically Disadvantaged – 204 (31.2%)  
2020-2021: Economically Disadvantaged – 192 (32.7%)

2022-2023: Emergent Bilingual/English Learner – 72 (11.0%)  
2021-2022: Emergent Bilingual/English Learner – 77 (11.8%)  
2020-2021: Emergent Bilingual/English Learner – 81 (13.8%)

2022-2023: Gifted and Talented – 76 (11.6%)  
2021-2022: Gifted and Talented – 58 (8.9%)  
2020-2021: Gifted and Talented – 45 (7.7%)

2022-2023: Homeless – 8 (1.2%)  
2021-2022: Homeless – \*  
2020-2021: Homeless – 0 (0.0%)

2022-2023: Immigrant – 12 (1.8%)  
2021-2022: Immigrant – 5 (0.8%)  
2020-2021: Immigrant – 6 (1.0%)

2022-2023: Migrant – 0 (0.0%)  
2021-2022: Migrant – 0 (0.0%)  
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 94 (14.3%)  
2021-2022: Special Education – 86 (13.2%)  
2020-2021: Special Education – 77 (13.1%)  
*Source: PEIMS OnDataSuite Fall Dashboard*  
*\*Fewer than five students not shown*

**Attendance Rates:**

2020-2021: 96.4%  
2019-2020: 98.8%  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Chronic Absenteeism:**

2020-2021: 9.1%  
2019-2020: 1.8%  
*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**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 Emergent Bilingual students score lower than other peer groups on state and local assessments. **Root Cause:** Specific parent groups have limited time and resources to support students at home, are learning a new language and/or have a limited understanding of school. To solve this, additional opportunities for tutoring and parent support will be provided.

**Problem Statement 2:** Our special education numbers continue to climb, taxing our current resources and staff. **Root Cause:** Teachers and parents are becoming more educated in identifying cognitive and academic issues; however, our staffing is not increasing and strong special education teacher candidates are hard to find. To solve this, we will continue to recruit quality professionals and train all of our staff in strategies for working with special education students.

# Student Achievement

## Student Achievement Summary

Meadow Wood Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### **Below is a summary of the STAAR Reading passing rates:**

2022: 3rd Grade Reading - 88% Approaches; 59% Meets; 42% Masters

2021: 3rd Grade Reading - 85% Approaches; 65% Meets; 42% Masters

2022: 4th Grade Reading - 85% Approaches; 73% Meets; 35% Masters

2021: 4th Grade Reading - 73% Approaches; 46% Meets; 27% Masters

2022: 5th Grade Reading - 78% Approaches; 65% Meets; 44% Masters

2021: 5th Grade Reading - 85% Approaches; 71% Meets; 53% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:**

2022: SPED All Grades Reading - 55% Approaches; 34% Meets; 11% Masters

2021: SPED All Grades Reading - 50% Approaches; 29% Meets; 12% Masters

2022: EB/EL All Grades Reading - 86% Approaches; 60% Meets; 34% Masters

2021: EB/EL All Grades Reading - 79% Approaches; 52% Meets; 21% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Mathematics passing rates:**

2022: 3rd Grade Mathematics - 85% Approaches; 55% Meets; 37% Masters

2021: 3rd Grade Mathematics - 90% Approaches; 60% Meets; 34% Masters

2022: 4th Grade Mathematics - 78% Approaches; 51% Meets; 24% Masters

2021: 4th Grade Mathematics - 73% Approaches; 59% Meets; 43% Masters

2022: 5th Grade Mathematics - 76% Approaches; 56% Meets; 29% Masters

2021: 5th Grade Mathematics - 87% Approaches; 71% Meets; 50% Masters



Source: 2021-2022 Texas Academic Performance Report (TAPR)

**Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:**

2022: SPED All Grades Mathematics - 45% Approaches; 28% Meets; 17% Masters

2021: SPED All Grades Mathematics - 48% Approaches; 29% Meets; 14% Masters

2022: EB/EL All Grades Mathematics - 80% Approaches; 43% Meets; 26% Masters

2021: EB/EL All Grades Mathematics - 69% Approaches; 45% Meets; 14% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

**Student Achievement Strengths**

Preliminary assessments show that, even with the new STAAR test, achievement is aligned with previous years.

Additional STAAR highlights include:

- 3rd grade reading passing rates have increased.
- 4th grade reading passing rates have increased.
- Special Education reading passing rates have increased.
- EB/EL reading passing rates have increased.
- 3rd grade math masters level has increased.
- 4th grade math passing rates have increased.
- EB/EL math passing rates have increased.
- Special Education math masters level has increased.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Gaps remain between subpopulations, including special education, low socio-economic, Hispanic, and African-American students. **Root Cause:** The upper grades are still being impacted by Covid. In addition, STAAR expectations are increasing while we also have a higher number of students with special needs and limited English proficiency. To solve this, teachers should receive additional training on special populations and additional tutoring will be offered.

**Problem Statement 2:** Changes in the TEKS and curriculum, as well as changes to the actual state assessment, harm consistency in instructional delivery from year to year, hindering academic progress. **Root Cause:** The state continually makes changes to curriculum and instructional expectations. To solve this, teachers should continue to receive training on updates and strategies aligned to the new expectations.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Meadow Wood Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 4 FTE (9.3%)

2021-2022: Beginning – 3.8 FTE (9.5%)

2020-2021: Beginning – 1.9 FTE (5.7%)

2022-2023: 1-5 Years – 14.1 FTE (32.7%)

2021-2022: 1-5 Years – 10.9 FTE (27.4%)

2020-2021: 1-5 Years – 6.3 FTE (18.8%)

2022-2023: 6-10 Years – 10 FTE (23.2%)

2021-2022: 6-10 Years – 7 FTE (17.6%)

2020-2021: 6-10 Years – 6.2 FTE (18.5%)

2022-2023: 11-20 Years – 10 FTE (23.2%)

2021-2022: 11-20 Years – 14.1 FTE (35.4%)

2020-2021: 11-20 Years – 12 FTE (35.8%)

2022-2023: Over 20 Years – 5 FTE (11.6%)

2021-2022: Over 20 Years – 4 FTE (10.1%)

2020-2021: Over 20 Years – 7 FTE (20.9%)

2022-2023: Total – 43.1 FTE (100%)

2021-2022: Total – 39.8 FTE (100%)

2020-2021: Total – 33.5 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

## Staff Recruitment and Retention Strengths

MWE has a strong mentor program with support from experienced and caring colleagues in learning communities. Our community strongly supports our teachers through volunteering and special programming.

### **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** Locating and hiring experienced, quality teachers that fit our learning community continue to be a problem, especially in the area of special education. **Root Cause:** The number of people going into education has drastically decreased. Teachers are facing difficult times in the classroom (discipline, low pay, additional responsibilities, political climate, etc.) To solve, we will continue our great partnership with parents to show we value our staff.

**Problem Statement 2:** Many young teachers are not staying in the classroom, and many experienced teachers are retiring. **Root Cause:** Teachers are facing difficult times in the classroom (discipline, low pay, additional responsibilities, political climate, etc.) To solve, we will continue our great partnership with parents to show we value our staff.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

Meadow Wood Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

Meadow Wood Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

## Family and Community Engagement Strengths

Parent engagement, shown through volunteer hours and attendance at campus events, continues to be a great campus strength. MWE also partners with our local community center, Family Point Resources.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Family engagement is not represented equally by all sub-populations. **Root Cause:** Certain parent groups do not understand what is available, there are language barriers and cultural differences, and some parents have limited time/resources to give. To solve this, support from CIS and translation services will be utilized.

**Problem Statement 2:** Parent understanding of academic expectations (campus, district, state) is not as strong as could be. **Root Cause:** There are many rules and regulations regarding academics and school operation. These change frequently and can be hard to keep up with, especially for non-educators. To solve this, parent meetings and communications (such as weekly newsletters) will be used to highlight important information.

# 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 2024, Meadow Wood Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 6 percentage points in approaches, 5 percentage points in meets, and 4 percentage points in masters.

2022-23: Reading: 88% (approaches), 71% (meets), 39% (masters); Math: 85% (approaches), 60% (meets), 28% (masters) Baseline Year

**Evaluation Data Sources:** 2023 Texas Academic Performance Report (TAPR)

## Strategy 1 Details

**Strategy 1:** The campus schedule will be redesigned so that all teams will be given an additional planning period biweekly for Collaborative Team Time.

**Strategy's Expected Result/Impact:** Better analysis of data and development of action plans for improving student achievement.

**Staff Responsible for Monitoring:** Administration, Team Leaders

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Strategy 2 Details

**Strategy 2:** Data will be used to create strategic small groups to explicitly address gaps, as well as providing reinforcement for meeting higher standards.

**Strategy's Expected Result/Impact:** Decreased gaps and higher academic achievement

**Staff Responsible for Monitoring:** Administration, Team Leaders

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 3 Details

**Strategy 3:** Resources and materials will be purchased to support academic needs.

**Strategy's Expected Result/Impact:** Improved academic achievement

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$11,010

### Strategy 4 Details

**Strategy 4:** Vertical teams will meet to ensure alignment from grade level to grade level.

**Strategy's Expected Result/Impact:** Improved academic achievement

**Staff Responsible for Monitoring:** Administration, Team Leaders, district Instructional Specialists

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Performance Objective 2: STUDENT GROWTH:** By June 2024, Meadow Wood Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or  $\geq$  to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 71%/47% (Reading); 71%/57% (Math) Baseline Year

**Evaluation Data Sources:** 2023 TAPR

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Intervention will be provided to students in the form of before/after school tutorials and/or intervention time during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the gaps and improving mastery rates</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Resources and materials will be purchased as needed to support this goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - 199 PIC 23 - Special Education - \$1,810, - 199 PIC 24 - At Risk - \$3,780</p>

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

**Performance Objective 3: CLOSING THE GAPS:** By June 2024, Meadow Wood Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 19 component points.

2022-23: 19 of 32 Academic Achievement Points Met; 59.4% Component Points (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

Strategy 1 Details
<p><b>Strategy 1:</b> Through analysis of math progress monitoring and oral reading analysis, teachers will pull small groups in intervention or tutorials to address gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased gaps</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Student talks will be conducted monthly during CTT to analyze progress using multiple measures and to develop plans for advancement.</p> <p><b>Strategy's Expected Result/Impact:</b> Assurance that all students needs are being met, including both intervention and enrichment, thereby increasing academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, district Instructional Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>



### Strategy 3 Details

**Strategy 3:** Two part time interventionists will be utilized to support students in need of Tier 2 intervention.

**Strategy's Expected Result/Impact:** Closing the gaps and improving achievement

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

**Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 54% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> A part-time interventionist and an ESL assistant will work with individual/small groups of EB students, focusing on academic language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ratings on TELPAS and academic assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 PIC 99 - Undistributed - \$13,800</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> EB student talks will be conducted monthly during CTT to analyze progress using multiple measures and to develop plans for advancement.</p> <p><b>Strategy's Expected Result/Impact:</b> Assurance that all EB students' needs are being met, including both intervention and enrichment, thereby increasing academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>

### Strategy 3 Details

**Strategy 3:** Teachers will receive professional development specifically targeting strategies for EB students. Resources and materials will be purchased as needed.

**Strategy's Expected Result/Impact:** Improved instruction resulting in improved achievement.

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 25 - ESL/Bilingual - \$1,360

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

**Performance Objective 5: EARLY LITERACY:** By June 2024, Meadow Wood Elementary School will increase the percentage of K-2 students on track to read at grade level by 7 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling  
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

**Strategy 1 Details**

**Strategy 1:** All language arts teachers will participate in phonemic awareness instruction during the school year.

**Strategy's Expected Result/Impact:** Increased understanding of reading development that can be applied for improving students' reading.

**Staff Responsible for Monitoring:** Administration, Literacy Intervention Specialist

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Materials, including decodable texts, will be purchased for classroom instruction.

**Strategy's Expected Result/Impact:** Improved reading development/progress

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$11,010

### Strategy 3 Details

**Strategy 3:** Vertical teams will meet to ensure alignment from grade level to grade level.

**Strategy's Expected Result/Impact:** Improved reading achievement

**Staff Responsible for Monitoring:** Administration, Team Leaders, district Instructional Specialists

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

**Performance Objective 6: EARLY NUMERACY:** By June 2024, Meadow Wood Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** K-2 Math Progress Monitoring

**Strategy 1 Details**

**Strategy 1:** Professional development will be provided by the campus Math Instructional Specialist to increase math proficiency and to align by grade level.

**Strategy's Expected Result/Impact:** Improved classroom instruction resulting in improved math performance.

**Staff Responsible for Monitoring:** Administration, Math Instructional Specialist

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** Materials and resources will be purchased as needed to support this goal.

**Strategy's Expected Result/Impact:** Improved math progress

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$11,010

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

**Performance Objective 7: ADVANCED COURSES:** By June 2024, Meadow Wood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

**Evaluation Data Sources:** Multiple measures

Strategy 1 Details
<p><b>Strategy 1:</b> Meadow Wood will partner with Spring Forest Middle School by hosting collaborative sessions between the 5th and 6th grade teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding of and continuity with the middle school, resulting in more aligned instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students scoring at the meets or above level on practice STAAR will be encouraged to register for ACC courses. A parent night explaining course options will be held in the spring, in conjunction with Spring Forest Middle School.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of AAC courses and student opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>

**Goal 2: STUDENT SUPPORT.** Meadow Wood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2024, 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
<p><b>Strategy 1:</b> Core Characteristics will be highlighted in Community Circle, guidance lessons, and MWE's weekly newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding and implementation of the Core Characteristics</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>



**Goal 2: STUDENT SUPPORT.** Meadow Wood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 2: INTERVENTIONS:** By June 2024, Meadow Wood Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will utilize Collaborative Team Time to identify and create action plans for students in need of intervention. <b>Strategy's Expected Result/Impact:</b> Better analysis of data and development of action plans for improving student achievement <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders</p> <p><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 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> MWE will actively collaborate with System of Care for school-wide professional development and individual student and/or teacher needs. <b>Strategy's Expected Result/Impact:</b> Improved classroom management and behavior <b>Staff Responsible for Monitoring:</b> Administration, System of Care team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Intervention will be provided by teachers during the school day and through before/after school tutorials. Part time interventionists will also support this goal. <b>Strategy's Expected Result/Impact:</b> Closing the gaps and improving mastery rates <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction</p>

**Goal 2: STUDENT SUPPORT.** Meadow Wood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2024, student attendance at Meadow Wood Elementary School will increase or will be  $\geq$  98%.

**Evaluation Data Sources:** Skyward data, TAPR

Strategy 1 Details
<p><b>Strategy 1:</b> Using the A2A system, parents will be notified of excessive absences, and conferences will be scheduled to create Attendance Intervention Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ADA</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

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

**Strategy 1:** A review of and calibration on campus discipline processes will be conducted at the beginning of year during professional development.

**Strategy's Expected Result/Impact:** Strategic, aligned and consistent behavior management

**Staff Responsible for Monitoring:** Administration, Team Leaders

**ESF Levers:**

Lever 3: Positive School Culture

**Strategy 2 Details**

**Strategy 2:** Grade levels will create Discipline Management Plans that are in line with the district and campus plans. These plans will be communicated with parents.

**Strategy's Expected Result/Impact:** Strategic, aligned and consistent behavior management, resulting in fewer office referrals/code of conduct infractions.

**Staff Responsible for Monitoring:** Administration, Team Leaders

**ESF Levers:**

Lever 3: Positive School Culture

**Goal 3: SAFE SCHOOLS.** Meadow Wood Elementary School will ensure a safe and secure learning 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 roster and calendar

Strategy 1 Details
<p><b>Strategy 1:</b> The safety committee and crisis team will review campus procedures and data each semester, working to improve all areas of safety for the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and security on campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus safety officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 3: SAFE SCHOOLS.** Meadow Wood Elementary School will ensure a safe and secure learning 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
<p><b>Strategy 1:</b> The EOP will be completed by the beginning of the school year. Teachers will be trained on all safety procedures prior to the start of school, and additional training will be conducted throughout the year as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> A safe and secure campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus safety officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**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
<p><b>Strategy 1:</b> The principal and administrative assistant will meet monthly to review the campus budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective and efficient use of campus funds</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$11,010.00
1	5	2			\$11,010.00
1	6	2			\$11,010.00
<b>Sub-Total</b>					\$33,030.00
<b>Budgeted Fund Source Amount</b>					\$33,030.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$1,810.00
<b>Sub-Total</b>					\$1,810.00
<b>Budgeted Fund Source Amount</b>					\$1,810.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,780.00
<b>Sub-Total</b>					\$3,780.00
<b>Budgeted Fund Source Amount</b>					\$3,780.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$1,360.00
<b>Sub-Total</b>					\$1,360.00
<b>Budgeted Fund Source Amount</b>					\$1,360.00
<b>+/- Difference</b>					\$0.00

**199 PIC 99 - Undistributed**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1			\$13,800.00
<b>Sub-Total</b>					\$13,800.00
<b>Budgeted Fund Source Amount</b>					\$13,800.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$53,780.00
<b>Grand Total Spent</b>					\$53,780.00
<b>+/- Difference</b>					\$0.00