

Fort Worth Independent School District
141 Meadowbrook Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Meadowbrook Elementary will ignite a passion for lifelong learning and collaboration by providing academic and social foundations to ALL students and families.

Vision

The Meadowbrook staff, in collaboration with students, parents, and the community, inspires to provide a safe and positive learning environment that fosters and cultivates reflective thinkers and lifelong learners, extending beyond these walls and into the future.

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2024

Demographics

Demographics Summary

Meadowbrook Elementary is a large, diverse Title-One campus that serves students in grades PreK through 5th grade. The school is located in a historic area of Fort Worth, Texas, where a natural spring used to be located. The school was built in 1936 and was designed by architect Wyatt C. Hedrick. Our student population is eighty one percent Hispanic, eleven percent African American, six percent White, and two percent two or more. Ninety-four percent of our students fall into the lower social-economic category. We have fifty two percent of our students coded as limited English proficient. Ten percent of our students currently receive special education services. Campus mobility rate is approximately twenty six percent. Our daily average attendance falls between ninety-five percent.

Our stakeholders include parents, community members, school board members, teachers, administrators, and students. Our special programs highlight our diverse community through a Dual Language program, ESL certified teachers, Special Education services, free breakfast and lunch for all students, GT, and Dyslexia services. The staff at Meadowbrook Elementary are certified according to TEA requirements. Levels of teaching experience range from zero years to twenty-nine years. Thirteen staff members are bilingual certified, thirty-five are generalist and two have special education certifications.

Demographics Strengths

Dedicated teachers and staff are invested in Meadowbrook's success.

Staff values student growth, learning, and is invested in the PLC process to ensure all learners are successful.

Teachers in grades kinder through third implement the science of teaching reading through Amplify to facilitate students' acquisition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

All students in grades prek through fifth created and signed a relational agreement and teachers utilized the PBIS framework to increase student engagement.

The campus has a 1:18 teacher to student ratio.

We provide opportunities not only for our students but also for our parents to be involved in campus activities such as: Meet the Teacher Night, Student Led Conferences, Hispanic Heritage Activities, Black History Month Events, Career Day/Fair, Red Ribbon Week (Anti-Drug Week), Monthly Music Performances, Family Science Night, Gifted and Talented Presentations, After School Program, Field Day, Parent Conferences, etc.

Four teachers have earned the Teacher Incentive Allotment designation from TEA.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Fall 2023 Focus data indicates African Americans made up 56% of classroom discipline referrals as compared to 11% of Hispanics. **Root Cause:** Additional professional learning opportunities and support is needed on classroom management techniques and conflict resolution.

Problem Statement 2 (Prioritized): The 2023-2024 ADQ MOY Attendance Report indicates an average attendance rate of 90% for African Americans as compared to 96% for Hispanics. **Root Cause:** Inconsistent implementation of behavioral and academic supports.

Student Learning

Student Learning Summary

STAAR Reading English 2023															
		Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
3rd Grade	141 - Meadowbrook ES	49	24	1384	46%	67%	39%	6%	0%	15%	17%	17%	13%	33%	6%
	Economic Disadvantage	43	23	1371	44%	63%	35%	7%	0%	17%	19%	19%	10%	29%	7%
	Asian	1	15	1301	29%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
	Black/African American	4	30	1173	57%	75%	75%	25%	0%	0%	0%	0%	0%	67%	33%
	Hispanic	40	23	1400	44%	68%	33%	5%	0%	18%	15%	20%	15%	28%	5%
	White	4	28	1463	53%	75%	75%	0%	0%	0%	25%	0%	0%	75%	0%
	Currently Emergent Bilingual	18	23	1408	45%	61%	33%	6%	0%	6%	33%	11%	17%	28%	6%
	Special Ed Indicator	10	16	1300	30%	40%	0%	0%	0%	40%	20%	30%	10%	0%	0%
4th Grade	141 - Meadowbrook ES	52	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	41	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	12	0	23%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	6	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	41	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	22	24	0	47%	0%	0%	0%	%	%	%	%	%	%	%
	Special Ed Indicator	8	20	0	39%	0%	0%	0%	%	%	%	%	%	%	%
5th Grade	141 - Meadowbrook ES	65	29	0	56%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	55	28	0	54%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	43	0	83%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	11	28	0	54%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	49	29	0	56%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	34	0	65%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	36	28	0	54%	0%	0%	0%	%	%	%	%	%	%	%
	Special Ed Indicator	10	18	0	35%	0%	0%	0%	%	%	%	%	%	%	%

STAAR Reading Spanish 2023

		Total Students	Raw Score	Scale Score	Percent Score	Approach es	Meets	Masters	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approach es Low	Approach es High	Meets	Masters
3rd Grade	141 - Meadowbrook ES	24	23	1275	44%	50%	17%	13%	0%	22%	26%	17%	17%	4%	13%
	Economic Disadvantage	22	23	1327	45%	50%	18%	14%	0%	23%	27%	18%	14%	5%	14%
	Hispanic	24	23	1275	44%	50%	17%	13%	0%	22%	26%	17%	17%	4%	13%
	Currently Emergent Bilingual	24	23	1275	44%	50%	17%	13%	0%	22%	26%	17%	17%	4%	13%
4th Grade	141 - Meadowbrook ES	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%

STAAR Math 2023

		Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
									Excluded	Did Not Meet	Did Not Meet	Approaches Low	Approaches High	Meets	Masters
3rd Grade	141 - Meadowbrook ES	74	19	1354	51%	73%	38%	18%	0%	12%	10%	17%	20%	22%	19%
	Economic Disadvantage	66	19	1358	50%	71%	36%	18%	0%	13%	11%	19%	18%	19%	19%
	Asian	1	16	1392	43%	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%
	Black/African American	7	13	777	36%	29%	14%	0%	0%	25%	25%	0%	25%	25%	0%
	Hispanic	62	19	1409	52%	76%	42%	19%	0%	12%	10%	18%	17%	23%	20%
	White	4	22	1497	60%	100%	25%	25%	0%	0%	0%	0%	75%	0%	25%
	Currently Emergent Bilingual	37	21	1482	57%	86%	49%	24%	0%	8%	5%	16%	22%	24%	24%
	Special Ed Indicator	10	14	1360	38%	50%	10%	10%	0%	20%	30%	30%	10%	0%	10%
4th Grade	141 - Meadowbrook ES	70	20	0	49%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	53	19	0	49%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	13	0	33%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	14	14	0	36%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	50	21	0	52%	0%	0%	0%	%	%	%	%	%	%	%
	Two or More Races	1	20	0	50%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	23	0	57%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	27	21	0	51%	0%	0%	0%	%	%	%	%	%	%	%
Special Ed Indicator	11	16	0	41%	0%	0%	0%	%	%	%	%	%	%	%	
5th Grade	141 - Meadowbrook ES	64	23	0	55%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	54	22	0	52%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	40	0	95%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	10	14	0	34%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	49	24	0	58%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	26	0	62%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	36	24	0	57%	0%	0%	0%	%	%	%	%	%	%	%
	Special Ed Indicator	10	18	0	42%	0%	0%	0%	%	%	%	%	%	%	%

May 2023 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
141 - Meadowbrook ES	63	22	0	56%	0%	0%	0%
Economic Disadvantage	53	21	0	54%	0%	0%	0%
Asian	1	30	0	77%	0%	0%	0%
Black/African American	9	16	0	42%	0%	0%	0%
Hispanic	49	22	0	57%	0%	0%	0%
White	4	26	0	65%	0%	0%	0%
Currently Emergent Bilingual	36	22	0	55%	0%	0%	0%
Special Ed Indicator	10	15	0	38%	0%	0%	0%

2023 TELPAS Composite Comparison to 2022			
Grade	Change in Composite from 2022	# of Students	% of Grade Level
1	Improved	32	91%
	Stayed the same	3	9%
2	Improved	9	23%
	Stayed the same	26	67%
	Regressed	4	10%
3	Improved	22	59%
	Stayed the same	13	35%
	Regressed	4	11%
4	Improved	11	39%
	Stayed the same	11	39%
	Regressed	6	21%
5	Improved	19	54%
	Stayed the same	14	40%
	Regressed	2	6%
MES Overall	Improved	93	53%
	Stayed the same	67	39%
	Regressed	16	9%

Student Learning Strengths

STAAR 2023 Strengths:

Overall, 69% of students scored at the Approaches (passing) level in Math and 66% in Reading. 16% of 3rd, 4th, and 5th graders mastered in Reading and Math.

5th Math: 19% mastered compared to 11% mastery in district. 3rd Math: 17% mastery for MES; 9% mastery FWISD

4th Spanish Reading: 60% approached for MES; 32% mastery in FWISD

3rd Math: 80% of MES students scored at the approaches level; 58% in FWISD

4th Reading: 79% of MES students scored at the approaches level; 66% in FWISD

MAP Data Strengths MOY 2024:

2024 MAP MOY MATH

African Americans improved from 38% met RIT norm BOY to 55% at MOY.

Emergent Bilinguals improved from 47% met RIT norm BOY to 50% at MOY.

48% of students testing in English met grade level norm up 8% from BOY.

75% of second grade special education students met grade level norm.

100% of all African Americans in 2nd, 4th and 5th met grade level norm.

2024 MAP MOY ENGLISH READING

41% of students testing in English met grade level norm up 3% from last year.

73% of Kinder English testers met grade level norm up 32% from BOY.

100% of African Americans in 4th and 5th grade met grade level norm.

2024 MAP MOY SPANISH READING

Overall, the average RIT increased by 8 points.

Special Education students testing in Spanish meeting grade level norm increased from 9% BOY to 14% MOY.

All grade levels showed an increase in RIT score.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading.

Root Cause: Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.

Problem Statement 2 (Prioritized): The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students. **Root Cause:** Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

School Processes & Programs

School Processes & Programs Summary

The school day begins at 7:50 am and ends at 2:30 pm for PreK and 3:20 pm for kinder through 5th.

The implementation of the Ron Clark House system has created a sense of belonging for all students.

PLC meetings are held weekly to help teachers analyze data, drive instruction, and share best practices.

Bi-weekly leadership team meetings are held to receive input from campus leaders on instructional practices observed and campus needs.

Weekly implementation of Boys Town Skills used to teach students social skills.

Monthly implementation and recognition of positive character traits.

One-way dual language program is used to serve the needs of our English Language Learner population.

Master schedule is created to maximize instructional time in all subjects and provide common grade level planning periods.

Branching Minds is used to monitor RTI interventions of tier two and three students.

We have committees and grade level leaders to help lead events at the campus level.

Daily attendance tracker by class to help identify students at risk for chronic absenteeism.

Consistent walkthrough feedback provided to help support and build teacher capacity.

We participate in the Texas Tech Teacher program, which brings teacher candidates to Meadowbrook.

HB1416 and small group interventions are implemented by Meadowbrook teachers to help address learning gaps of students.

Grades third through fifth are departmentalized.

Students use technology daily during the Math block, Reading block, and intervention time.

Intervention time is built in the master schedule.

School Processes & Programs Strengths

PLCs meet weekly to review and plan for instruction in teaching the Texas Essential Knowledge and Skills (TEKS) in the areas of Math, Reading , and Science.

Implementation and usage of Lead4Ward to assist with meaningful data analysis and engaging instructional strategies.

Master schedule maximizes instructional, PLC, and common planning time.

Technology ratio of 1:1 helped improve student engagement.

Effective implementation of Pull-out GT instruction, Lexia, and Dreambox.

Weekly attendance competition between classes and grade levels help to improve attendance.

We have a mentor program for new teachers and monthly new teacher meetings focused on professional development.

All kindergarten through third grade teachers and administrators completed the HB3 Reading Academies based on the Science of Reading. Our campus provides breakfast in the classroom to help improve classroom performance, attendance, and reduce off-task behaviors.

Tutorial programs are offered before and after school to support identified students.

The school implemented a House Point System in grades third through fifth to help create a positive climate and culture for all students and staff.

The school utilizes AWARE to help disaggregate data and to compile a student monitor list and identify areas of opportunity.

The school provides and monitors interventions for Tier 2 and Tier 3 students who need intensive support during the instructional day

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes. **Root Cause:** New teachers did not receive consistent and ongoing instructional and behavioral support.

Problem Statement 2 (Prioritized): In 2023-2024, Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports and resources. **Root Cause:** Lack of a systematic structure to request, track, and monitor counseling needs and supports for students, families, and staff.

Perceptions

Perceptions Summary

Vision: The Meadowbrook staff, in collaboration with students, parents, and the community, inspires to provide a safe and positive learning environment that fosters and cultivates reflective thinkers and lifelong learners, extending beyond these walls and into the future.

Mission: Meadowbrook Elementary will ignite a passion for lifelong learning and collaboration by providing academic and social foundations to ALL students and families.

Student Pledge

I pledge today to do my best

In reading, math, and all the rest.

I promise to obey the rules

In my class and in the school.

I'll respect myself and others, too.

I'll expect the best in all I do.

I'm here to learn all I can,

to try my best and be all I am.

The MOY 2023-2024 attendance rate was 95%, and for this 2023-2024 school year, we strive for at least 96%.

Meadowbrook is a PBIS campus in which we embed restorative discipline practices for student offenses. Behavior trends on campus fluctuate and we average about 8 discipline incidents per semester which allows for high impact instruction to function with minimal impact to student learning.

Perceptions Strengths

Meadowbrook staff has established strong, positive relationships with students.

Meadowbrook communicates with parents in a variety of ways. PBIS, which includes daily social skills instruction, house points and student recognition/teacher recognition (Character Trait of the Month/Employee of the Month) is consistently implemented.

Family Engagement Specialist maintains regular communication with all parents and plans, organizes, and promotes family activities.

All classrooms have relational agreements and calming corners to help students regulate emotions and manage stress.

The campus has established a data driven culture that is driven by instruction and is visible in all classrooms.

Held monthly in person family nights.

Campus based committees allow teachers to have a voice in the decision making process at the campus level.

Meadowbrook has acquired a new community partnership with Vandervoort's Dairy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2024 MOY MAP Math data indicates English Language scholars are not performing on the same level as their peers on the MAP Growth assessment. Only 40% of Emergent Bilinguals met grade level norm as compared to 48% of non-lep students. **Root Cause:** Meadowbrook lacks a systematic process for increasing teacher capacity in the development of language acquisition strategies and accommodations.

Problem Statement 2 (Prioritized): 2024 MOY MAP Reading data indicates only 17% of Special Educations students met grade level norm as compared to 41% of their peers. **Root Cause:** Lack of consistent use of in-class supports for SpEd, 504, and Dyslexic students during the instructional day.

Priority Problem Statements

Problem Statement 1: Fall 2023 Focus data indicates African Americans made up 56% of classroom discipline referrals as compared to 11% of Hispanics.

Root Cause 1: Additional professional learning opportunities and support is needed on classroom management techniques and conflict resolution.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The 2023-2024 ADQ MOY Attendance Report indicates an average attendance rate of 90% for African Americans as compared to 96% for Hispanics.

Root Cause 2: Inconsistent implementation of behavioral and academic supports.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading.

Root Cause 3: Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students.

Root Cause 4: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In 2023-2024, Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports and resources.

Root Cause 5: Lack of a systematic structure to request, track, and monitor counseling needs and supports for students, families, and staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes.

Root Cause 6: New teachers did not receive consistent and ongoing instructional and behavioral support.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 2024 MOY MAP Math data indicates English Language scholars are not performing on the same level as their peers on the MAP Growth assessment. Only 40% of Emergent Bilinguals met grade level norm as compared to 48% of non-lep students.

Root Cause 7: Meadowbrook lacks a systematic process for increasing teacher capacity in the development of language acquisition strategies and accommodations.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 2024 MOY MAP Reading data indicates only 17% of Special Educations students met grade level norm as compared to 41% of their peers.

Root Cause 8: Lack of consistent use of in-class supports for SpEd, 504, and Dyslexic students during the instructional day.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 27, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 87.5 % to 92.0% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 95.8% to 98% by May 2025.

Increase the percentage of ED RP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 87.5% to 92.0% by May 2025.

Evaluation Data Sources: Circle and report card data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increased student achievement as measured by Creative Curriculum and district assessments.

Staff Responsible for Monitoring: Teachers

Instructional Coach

Leadership Team

Title I:

2.4, 2.6

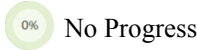
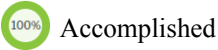
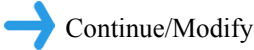

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will develop, display, and reference learning targets and language objectives as aligned to the PreK Guidelines throughout the lesson cycle.</p> <p>Intended Audience: Teachers and paraprofessionals</p> <p>Provider / Presenter / Person Responsible: Early Learning Specialists Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-61-6264-XXX-141-99-313-000000- - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: During PLCs, teachers will utilize the data analysis protocol process for classroom and district assessments to make adjustments to instructional and intervention practices to improve and increase student proficiency on challenging PreK Guidelines in reading, math, and science.</p> <p>Intended Audience: Teachers and paraprofessionals</p> <p>Provider / Presenter / Person Responsible: Early Learning Specialists Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-141-30-510-000000-25F10 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: All teachers will participate in further professional learning to strengthen our implementation of PLCs, as well as to help our teachers co-design and refine MTSS and RTI processes utilizing our PLCs, and become more effective at leveraging various data points to formulate impactful strategies that will ensure sustained success in the specified area of concern.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Steenport Leadership Coaching</p> <p>Date(s) / Timeframe: The PD would happen predominantly in August 2024, October & January 2025 when the school is protected for professional development and throughout the school year.</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: In person and virtually</p> <p>Funding Sources: ****PD contracted services - TITLE I (211) - 211-13-6299-04E-141-30-510-000000-25F10 - \$25,000</p>	Formative		Summative	
	Nov	Jan	Mar	June





Strategy 2: Improve the quality of tier and alignment of Tier 1 instruction for all students through the use of the use of Creative Curriculum and Lesson internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increased student achievement by providing targeted instruction to close the achievement gap in all core content areas for all students.

Staff Responsible for Monitoring: Early Learning Specialists
 Teachers
 Instructional Coach
 Leadership Team

Title I:
 2.4, 2.6
- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Special Education teachers will plan and participate in PLCs with General Education teachers to provide Special Ed identified students with on grade level content support and instruction.</p> <p>Intended Audience: Teachers Paraprofessionals Special Education Teacher</p> <p>Provider / Presenter / Person Responsible: Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Humanities Dept Special Education Dept</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - SPED (199 PIC 23) - \$1,000, - SPED (199 PIC 23) - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will engage in high quality, standard aligned professional learning sessions in PLCs.</p> <p>Intended Audience: Teachers and paraprofessionals</p> <p>Provider / Presenter / Person Responsible: Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning Humanities Special Education</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-141-99-313-000000- - \$8,260</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading. Root Cause: Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.</p>

School Processes & Programs

Problem Statement 1: 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes. **Root Cause:** New teachers did not receive consistent and ongoing instructional and behavioral support.

Perceptions

Problem Statement 2: 2024 MOY MAP Reading data indicates only 17% of Special Educations students met grade level norm as compared to 41% of their peers. **Root Cause:** Lack of consistent use of in-class supports for SpEd, 504, and Dyslexic students during the instructional day.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 58.4% to 63.0% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 46.3% to 50.0% by May 2025.

Increase the percentage of ED (Dual Lang) students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46.5% to 51.0% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PreK - 3 grade teachers using the gradual release model and assessment aligned with FWISD curriculum and engaging in further professional learning focused on PLC and MTSS systems and structures.

Strategy's Expected Result/Impact: Close the achievement gap in core content areas for general education and special education students by providing targeted instruction.

Staff Responsible for Monitoring: Teachers

Instructional Coach

Leadership Team





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Fully implement the vertically aligned Curriculum PK - 5th with fidelity including the use of research-based instructional strategies that support all students in all settings and utilize multiple sources of data and resources.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning Humanities</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-141-11-313-000000- - \$7,500, - TITLE I (211) - 211-13-6116-0PD-141-30-510-000000-25F10 - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide professional learning opportunities to Kinder - 3rd teachers focused on research based strategies targeting foundational skills (vocabulary, phonemic awareness, phonics, and listening comprehension).</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6329-04E-141-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  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>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading. Root Cause: Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.</p>
Perceptions
<p>Problem Statement 2: 2024 MOY MAP Reading data indicates only 17% of Special Educations students met grade level norm as compared to 41% of their peers. Root Cause: Lack of consistent use of in-class supports for SpEd, 504, and Dyslexic students during the instructional day.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 41.2% to 46.0% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 55.3% to 60.0% by May 2025.

Increase the percentage of ED (RP) students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 39.9% to 45.0% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with K - 5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum and engaging in further professional learning focused on PLC and MTSS systems and structures.

Strategy's Expected Result/Impact: To ensure students are provided with high quality instruction that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers

Instructional Coach

Leadership Team





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will develop, display, and reference learning targets and language objectives as aligned to the TEKS throughout the lesson cycle.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-13-6329-04E-141-30-510-000000-25F10 - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will analyze unit and interim assessment data throughout the school year using the data analysis protocol process to develop intervention groups.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers Instructional Coach Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-141-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students. Root Cause: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.</p>
School Processes & Programs
<p>Problem Statement 1: 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes. Root Cause: New teachers did not receive consistent and ongoing instructional and behavioral support.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 60.0% to 65.0% by May 2025.

Increase the percentage of ED (Dual Lang) students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50.0% to 55.0% by May 2025.

Evaluation Data Sources: Circle Data

Strategy 1: Improve Tier 1 Math instruction using Creative curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math Framework, and ongoing PLC & MTSS professional learning to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Meet or exceed the Math targets on the CIP tables.





Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: The campus will embed 30 minutes of targeted intervention each day. Teachers will use unit assessment/ MAP data to determine what skills students need to be taught or retaught.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers Leadership Team</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6396-001-141-24-313-000000- - \$5,000, - SCE (199 PIC 24) - 199-11-6399-001-141-24-313-000000- - \$265</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Deliver campus training on how to effectively monitor and adjust instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Leadership Team Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: Early Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: PreK teachers will implement small group math with fidelity using several data sources to monitor and adjust groups as needed. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Leadership Team Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: Early Learning Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop the capacity of PK teachers to ensure they are effectively implementing Creative Curriculum through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.





Strategy's Expected Result/Impact: Increase student achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Staff Responsible for Monitoring: Teachers
Instructional Coach
Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled for PK teachers to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data.</p> <p>Intended Audience: Teachers Paraprofessionals</p> <p>Provider / Presenter / Person Responsible: Teachers Leadership Team Instructional Coach Early Learning Specialist</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Scheduled daily intervention time will target students who are below grade level in math skills, using a variety of resources to differentiate intervention activities for those students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: During PLCs, teachers will utilize the data analysis protocol process to make adjustments to instructional and intervention practices to improve and increase student proficiency on targeted PK Guidelines.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers Leadership Team Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Early Learning</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading. **Root Cause:** Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.

Problem Statement 2: The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students. **Root Cause:** Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

School Processes & Programs

Problem Statement 1: 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes. **Root Cause:** New teachers did not receive consistent and ongoing instructional and behavioral support.

Perceptions

Problem Statement 1: 2024 MOY MAP Math data indicates English Language scholars are not performing on the same level as their peers on the MAP Growth assessment. Only 40% of Emergent Bilinguals met grade level norm as compared to 48% of non-lep students. **Root Cause:** Meadowbrook lacks a systematic process for increasing teacher capacity in the development of language acquisition strategies and accommodations.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 45.7% to 51.0% by May 2025.

Increase the percentage of SE students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29.8% to 35.0% by May 2025.

Evaluation Data Sources: MAP Data

Strategy 1: Examine processes in place to mitigate learning loss by identifying gaps and accelerated instruction available and engaging in ongoing PLC & MTSS professional learning to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: Increase Math performance for students receiving Special Education services on STAAR Math rated at approaches grade level or above.

Staff Responsible for Monitoring: Leadership Team

- Teachers
- Diagnostician
- Special Education Teachers

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Special Education teacher will plan and participate in PLCs with General Education teachers to provide SpEd identified students with on-grade level content support and resources.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Teachers Leadership Team Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Special Education Dept</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6117-04E-141-30-510-000000-25F10 - \$5,687.60</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers and administration will monitor and evaluate student performance on every district assessment to ensure growth is occurring for all instructional support programs (SpEd, 504 and Dyslexia), to meet the diverse needs of all students.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Leadership Team Instructional Coach Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: Special Education Dept Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide tools and resources to staff to support students with disabilities and learning needs.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Special Education Teacher Diagnostician Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: Special Education Dept Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Ensure PLCs are regularly scheduled o actively develop engaging and rigorous lessons based upon student needs with Eureka and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.





Strategy's Expected Result/Impact: Provide targeted instruction to close the achievement gap in core content areas for general education and special education students.

Staff Responsible for Monitoring: Leadership Team
Instructional Coach

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use unit assessment data and MAP to progress monitor student understanding of math concepts and provide differentiated instruction in flexible groups.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Special Education Teacher Diagnostician</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: During PLCs, teachers across all grade levels will plan, create, and implement lessons that require students to use manipulatives to create concrete models prior to moving to visual representations, then move to abstract representations.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Leadership Team Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading. **Root Cause:** Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.

Problem Statement 2: The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students. **Root Cause:** Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

School Processes & Programs

Problem Statement 1: 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes. **Root Cause:** New teachers did not receive consistent and ongoing instructional and behavioral support.

Perceptions

Problem Statement 1: 2024 MOY MAP Math data indicates English Language scholars are not performing on the same level as their peers on the MAP Growth assessment. Only 40% of Emergent Bilinguals met grade level norm as compared to 48% of non-lep students. **Root Cause:** Meadowbrook lacks a systematic process for increasing teacher capacity in the development of language acquisition strategies and accommodations.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Students identified as Emergent Bilinguals demonstrating achievement on 3rd grade state assessment in reading at the Meets Grade Level will have a 10% increase by May 2025.

Evaluation Data Sources: STAAR
MAP Data

Strategy 1: Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

Strategy's Expected Result/Impact: The corrective instruction action plans will lead to Students identified as Emergent Bilinguals demonstrating increased achievement on 3rd grade state assessment in reading at the Meets Grade Level.

Staff Responsible for Monitoring: Leadership Team
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Follow through: Teachers write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: MTSS Reading Math Consulting Leadership Coaching for MTSS & RTI structures</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 2023-2024 staff survey data indicates the need to provide new teachers with resources and mentorship that will enable them to be successful and effective with student outcomes. Root Cause: New teachers did not receive consistent and ongoing instructional and behavioral support.</p>
Perceptions
<p>Problem Statement 1: 2024 MOY MAP Math data indicates English Language scholars are not performing on the same level as their peers on the MAP Growth assessment. Only 40% of Emergent Bilinguals met grade level norm as compared to 48% of non-lep students. Root Cause: Meadowbrook lacks a systematic process for increasing teacher capacity in the development of language acquisition strategies and accommodations.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 43.6% to 48.0% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37.5% to 42.0% by May 2025.

Evaluation Data Sources: STAAR Data

Strategy 1: Develop and maintain a data informed culture to ensure evidence-based decision making that leads to positive student outcomes.





Strategy's Expected Result/Impact: Increase in STAAR Reading scores at Meets or higher for all student groups.

Staff Responsible for Monitoring: Leadership Team
Teachers

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Reading teachers will develop, display, and reference learning targets and objectives as aligned to the TEKS throughout the lesson cycle.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6112-XXX-141-11-313-000000- - \$2,000, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-141-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will use the PLCs to analyze student data by student groups and develop lessons that are aligned to state standards using district approved resources.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6116-001-141-25-313-000000 - \$1,000, - BEA (199 PIC 25) - 199-11-6399-001-141-25-313-000000 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Staff will implement after school tutorials for students in all student groups.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: October 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04E-141-30-510-000000-25F10 - \$4,000, - BASIC (199 PIC 11) - 199-11-6329-XXX-141-11-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 2023 STAAR data indicates 28% of Meadowbrook's Special Education students scored Meets level and 19% scored at Masters level in Reading. **Root Cause:** Lack of consistent use of in-class supports for Special Education, 504, and Dyslexic students during the instructional day.

Perceptions

Problem Statement 2: 2024 MOY MAP Reading data indicates only 17% of Special Educations students met grade level norm as compared to 41% of their peers. **Root Cause:** Lack of consistent use of in-class supports for SpEd, 504, and Dyslexic students during the instructional day.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 45.6% to 51.0% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12.5% to 18% by May 2025.

Evaluation Data Sources: STAAR Data

Strategy 1: Develop and maintain a data informed culture to ensure evidence-based decision making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase in STAAR Math scores at Meets or higher for all student groups.





Staff Responsible for Monitoring: Leadership Team
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Math teachers will develop, display, and reference learning targets and objectives as aligned to the TEKS throughout the lesson cycle.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-141-11-313-000000- - \$2,260</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Math teachers will use the PLCs to analyze student data by student groups and develop lessons that are aligned to state standards using district approved resources.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - GT (199 PIC 21) - \$605</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Leadership Team Instructional Coach</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Staff will implement after school tutorials for students in all student groups.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers</p> <p>Date(s) / Timeframe: October 2024 to May 2025</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04E-141-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  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>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students. **Root Cause:** Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

School Processes & Programs

Problem Statement 2: In 2023-2024, Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports and resources. **Root Cause:** Lack of a systematic structure to request, track, and monitor counseling needs and supports for students, families, and staff.

Perceptions

Problem Statement 1: 2024 MOY MAP Math data indicates English Language scholars are not performing on the same level as their peers on the MAP Growth assessment. Only 40% of Emergent Bilinguals met grade level norm as compared to 48% of non-lep students. **Root Cause:** Meadowbrook lacks a systematic process for increasing teacher capacity in the development of language acquisition strategies and accommodations.

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

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 15.8% to 10.0% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 52.5% to 47.0% by May 2025.

Evaluation Data Sources: Focus Attendance Reports

Strategy 1: School staff will monitor and improve student attendance through incentives, awareness, and through the creation of attendance contracts for students falling below 90%.

Strategy's Expected Result/Impact: Improve student attendance and academic achievement. By the end of the 2024-2025 school year, student attendance will be at 96%.

Staff Responsible for Monitoring: Teachers

Leadership Team

Data Clerk

Title I:





2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Parent/Teacher Conferences will be conducted to discuss student attendance, progress, learning concerns, the Home-School Compact, and students at risk of retention.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Data Clerk</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Family Action Planning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-141-30-510-000000-25F10 - \$2,100, - TITLE I (211) - 211-61-6116-04L-141-30-510-000000-25F10 - \$3,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Parents will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the fall. The Home-School Compact will be discussed and signed at a parent-teacher conference held in the fall.</p> <p>Intended Audience: Parents Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Data Clerk Date(s) / Timeframe: August 2024 to May 2025 Collaborating Departments: Family Action Planning Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-61-6399-04L-141-30-510-000000-25F10 - \$552, - TITLE I (211) - 211-61-6129-04L-141-30-510-000000-25F10 - \$32,604</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Improve student attendance through incentives, awareness, and promotion.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Data Clerk Date(s) / Timeframe: August 2024 to May 2025 Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04E-141-30-510-000000-25F10 - \$5,000, - TITLE I (211) - 211-61-6499-04L-141-30-510-000000-25F10 - \$1,500, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-141-30-510-000000-25F10 - \$552</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Fall 2023 Focus data indicates African Americans made up 56% of classroom discipline referrals as compared to 11% of Hispanics. Root Cause: Additional professional learning opportunities and support is needed on classroom management techniques and conflict resolution.</p>
<p>Problem Statement 2: The 2023-2024 ADQ MOY Attendance Report indicates an average attendance rate of 90% for African Americans as compared to 96% for Hispanics. Root Cause: Inconsistent implementation of behavioral and academic supports.</p>

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

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0.7% to 0.0% by May 2025.

Evaluation Data Sources: Focus Reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African Americans.

Staff Responsible for Monitoring: Leadership Team
Student Support Team

Title I:





2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: The counselor will collaborate with teachers to develop activities for INOK, Bullying Prevention Month, Red Ribbon Week, College and Career Readiness Week.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Counselor Leadership Team Teachers</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Counseling Department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-141-30-510-000000-25F10 - \$750, - UNDISTRIBUTED (199 PIC 99) - 199-31-6329-XXX-141-99-313-000000- - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Discipline committee members will closely monitor behavior referrals, attendance, and provide interventions through behavior intervention plans. Section 504 and Special Education BIPs will be closely monitored and adjusted to maintain the safety of the individual student and other students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Leadership Team Teachers Discipline Committee Counselor LSSP</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Special Education Student Support Services</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - SPED (199 PIC 23) - \$747, - TITLE I (211) - 211-11-6399-04E-141-30-510-000000-25F10 - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Faculty and staff will continue the implementation of tiered systems on positive behavior expectations, restorative practices, rewards and consequences, and the Ron Clark House System.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Counselor</p> <p>Date(s) / Timeframe: August 2024 to May 2025</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04E-141-30-510-000000-25F10 - \$2,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Fall 2023 Focus data indicates African Americans made up 56% of classroom discipline referrals as compared to 11% of Hispanics. Root Cause: Additional professional learning opportunities and support is needed on classroom management techniques and conflict resolution.</p>

Student Learning

Problem Statement 2: The 2022-2023 STAAR data indicates 13% of Meadowbrook's African American students were at Meets level or higher in Mathematics as compared to 48% of Hispanic students. **Root Cause:** Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Subs for professional development	211-11-6112-0PD-141-30-510-000000-25F10	\$500.00
1	1	1	3	****PD contracted services	Contracted professional development	211-13-6299-04E-141-30-510-000000-25F10	\$25,000.00
1	2	1	1		Extra duty pay for PD after hours	211-13-6116-0PD-141-30-510-000000-25F10	\$1,500.00
1	2	1	2		Reading materials & Software for classroom use	211-11-6329-04E-141-30-510-000000-25F10	\$2,000.00
1	3	1	1		Reading materials for professional development	211-13-6329-04E-141-30-510-000000-25F10	\$2,500.00
1	3	1	2		Subs for professional development	211-11-6112-0PD-141-30-510-000000-25F10	\$5,000.00
2	2	1	1		Tutors with degree or certified	211-11-6117-04E-141-30-510-000000-25F10	\$5,687.60
3	1	1	4		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-141-30-510-000000-25F10	\$4,000.00
3	2	1	4		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-141-30-510-000000-25F10	\$2,000.00
4	1	1	1		Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-141-30-510-000000-25F10	\$3,500.00
4	1	1	2		Family Engagement Specialist	211-61-6129-04L-141-30-510-000000-25F10	\$32,604.00
4	1	1	2		Supplies and materials for parental involvement	211-61-6399-04L-141-30-510-000000-25F10	\$552.00
4	1	1	3		Snacks for parents to promote participation	211-61-6499-04L-141-30-510-000000-25F10	\$1,500.00
4	1	1	3		Snacks or incentives for students	211-11-6499-04E-141-30-510-000000-25F10	\$5,000.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-141-30-510-000000-25F10	\$750.00
4	2	1	2		Supplies and materials for instructional use	211-11-6399-04E-141-30-510-000000-25F10	\$3,000.00
4	2	1	3		Snacks or incentives for students	211-11-6499-04E-141-30-510-000000-25F10	\$2,500.00
Sub-Total							\$97,593.60
Budgeted Fund Source Amount							\$97,593.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-141-30-510-000000-25F10	\$2,100.00
4	1	1	3		Supplies and materials for parental involvement	211-61-6399-04L-141-30-510-000000-25F10	\$552.00
Sub-Total							\$2,652.00
Budgeted Fund Source Amount							\$2,652.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-141-11-313-000000-	\$7,500.00
3	1	1	1		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-141-11-313-000000-	\$2,000.00
3	1	1	4		INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-141-11-313-000000-	\$1,500.00
3	2	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-141-11-313-000000-	\$2,260.00
Sub-Total							\$13,260.00
Budgeted Fund Source Amount							\$12,260.00

BASIC (199 PIC 11)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	-\$1,000.00
GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	2	1	2		GENERAL SUPPLIES		\$605.00	
							Sub-Total	\$605.00
							Budgeted Fund Source Amount	\$605.00
							+/- Difference	\$0.00
CTE (199 PIC 22)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							\$0.00	
							Sub-Total	\$0.00
							Budgeted Fund Source Amount	\$0.00
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	1	2	1		INSTRUCTIONAL MATERIALS		\$1,500.00	
1	1	2	1		SUBS - PROFESSIONAL		\$1,000.00	
4	2	1	2		INSTRUCTIONAL MATERIALS		\$747.00	
							Sub-Total	\$3,247.00
							Budgeted Fund Source Amount	\$4,247.00
							+/- Difference	\$1,000.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
2	1	1	1		Technology for instructional use	199-11-6396-001-141-24-313-000000-	\$5,000.00	
2	1	1	1		Supplies and materials for instructional use	199-11-6399-001-141-24-313-000000-	\$265.00	

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$5,265.00
Budgeted Fund Source Amount							\$5,265.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		Supplies and materials - instruction	199-11-6399-001-141-25-313-000000	\$800.00
3	1	1	2		Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-141-25-313-000000	\$1,000.00
Sub-Total							\$1,800.00
Budgeted Fund Source Amount							\$1,800.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		COMMUNITY SERVICES RENTALS-FURN/ COMPUT/EQUIP	199-61-6264-XXX-141-99-313-000000-	\$3,500.00
1	1	2	2		COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-141-99-313-000000-	\$8,260.00
3	1	1	1		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-141-99-313-000000-	\$500.00
4	2	1	1		GUIDANCE & COUNSELING SVC OTHER READING MATERIALS	199-31-6329-XXX-141-99-313-000000-	\$1,000.00
Sub-Total							\$13,260.00
Budgeted Fund Source Amount							\$13,260.00
+/- Difference							\$0.00
Grand Total Budgeted							\$137,682.60
Grand Total Spent							\$137,682.60

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024