Plano Independent School District



Meadows Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 23, 2026 at 03:34 PM

Mission Statement

Meadows Mission

The Meadows Elementary learning community is committed to ensuring high levels of success for all students.

Vision

Meadows Vision

Meadows Elementary will serve as a cornerstone of Excellence, Caring, Collaboration, Learning and Success in our community.

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Comprehensive Needs Assessment

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Summary

2025-26 Plano ISD Comprehensive Needs Assessment

Student Achievement Mathematics A. Math MAP Growth (Fall to Winter and Fall to Spring)

Guide: FDA - PGR MAP Student Growth

Determine which groups of students are growing at least one academic year. For this metric (percent of projection) 100% is equivalent to a year's worth of growth. Break the data down to see which quintile groups are growing as expected. Note: Quintile 1 represents the highest students in achievement and Quintile 5 represents the lowest students in achievement.

	Spanish Math Fall to Winter PGR (Complete in January)			Spanish Math Fall to Spring PGR (Compete in June)		
	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%
K	Q1-70 Q3-94		Q2-124 Q4-148 Q5-122			Q1-130 Q2-155 Q3-155 Q4-174 Q5-128
1st	Q1-29 Q2-71 Q3-75 Q5-94	Q4-105		Q1-73	Q2-102 Q3-109 Q5-117	Q4-131
2nd		Q1-116 Q2-100 Q3-102 Q5-115	Q4-123	Q1-61 Q2-84 Q3-91 Q5-99	Q4-103	
3rd	Q1-68 Q2-96 Q3-78 Q4-73		Q5-127	Q5-98	Q2-113 Q4-108	Q1-128 Q3-130
4th	Q5-99	Q2-105	Q1-133 Q3-137 Q4-146			Q1-128 Q2-131 Q3-122 Q4-179 Q5-128
5th	Q1-36	Q5-112	Q2-155 Q3-155 Q4-138	Q3-83 Q4-84 Q5-41	Q1-107 Q2-108	

	English Math Fall to Winter PGR (Complete in January)			English Math Fall to Spring PGR (Compete in June)		
	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%
K	Q1-90 Q3-41 Q4-91 Q5-65	Q2-100			Q1-117 Q4-114 Q5-106	Q2-144 Q3-122
1st	Q2-98		Q1-200 Q3-133 Q4-128 Q5-152		Q3-117	Q1-141 Q2-148 Q4-123 Q5-121
2nd	Q1-65 Q5-78	Q3-111 Q4-113	Q2-153	Q1-89 Q5-83	Q4-111	Q2-131 Q3-127
3rd			Q1-190 Q2-130 Q3-144 Q4-167 Q5-126			Q1-135 Q2-167 Q3-202 Q4-186 Q5-151
4th	Q3-77 Q4-94	Q5-112	Q1-122 Q2-123		Q1-112	Q2-148 Q3-141 Q4-137 Q5-121
5th	Q1-96 Q3-81	Q5-114	Q2-131 Q4-160		Q4-116	Q1-148 Q2-167 Q3-180 Q5-204

B. Math MAP Achievement Projection and STAAR/EOC Performance

Record the percent of students projected to meet Approaches, Meets, and Masters based on MAP administration; student group observations available by using filters in Edugence or reporting in NWEA.

	2025 Math STAAR Performance Results			Math MAP Fall Projection Complete in September			Math MAP Winter Projection Complete in January			Math MAP Spring Projection Complete in May/June			2026 Math STAAR Performance Results Complete in June		
	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS
2nd				43.2%	10.5%	2.1%	44.3	11.3	1.0	34.0	13.8	2.1			
				Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:					
				41.1	8.9	1.8	30.8	15.4	0	15.4	30.8	0			
				Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:					
3rd	60%	30.7%	16%	40.4%	14.9%	0.0%	35.2	20.9	2.2	24%	34%	15%	68%	40%	17%
	Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:		
				37.9	10.3	3.4	54.5	36.4	0	33.3	41.7	25			
	Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:		
4th	60.7%	27.9%	13.1%	46.3%	20.0%	5.3%	27.8	20.6	2.2	35%	24%	15%	73%	57%	27%
	Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):		
				38.2	14.5	5.5	29.0	24.2	8.1	42.6	21.3	11.5			
	Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):		

	2025 Math STAAR Performance Results			Math MAP Fall Projection Complete in September			Math MAP Winter Projection Complete in January			Math MAP Spring Projection Complete in May/June			2026 Math STAAR Performance Results Complete in June		
5th	71.2%	57.6%	28.8%	46.5%	31.4%	2.3%	32.9	35.3	3.5	27%	34%	13%	72%	41%	8%
	Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):		
				52.1	22.9	2.1	29.8	35.1	3.5	32.1	32.1	7.1			
	Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):		

- **White rows represent all students. Green represents EB only.**

D. Math CNA Summary

See instructions on page 4.

	PreK	K	1st	2nd	3rd	4th	5th
MAP Growth (Fall to Winter)		**70% of projected growth met overall** Q1 90% - (7) Q3 - 41% growth (3) Q5 65% (9)	**134%of projected growth met overall** All but Q2 over 100% Q2 was 98%	**103% of projected growth met overall** Q1 - 65 %Growth (6) Q5 78% growth (7) Q2,3,4 - 100% growth or above	**148% growth met overall** All Quintines over 120% Growth	**107% of projected growth met overall** Q1,2 > 120% Q3 - 77%	**110% of projected growth met overall** Q2,4 > 120% (12) Q5 - 114% (6) Q3 81% Growth (12)
MAP Growth - Spanish (Fall to Winter)		**110% growth met overall** Q2,4,5 > 120% Q1 70% (5)	**81% growth met overall** Q1 - 29% (4) Q2,3 70% range	**112% growth met overall** All Quintines = or > 100%	**88% growth met overall** Q5 127% (7) ALI other quintiles below 100%	**120% growth met overall** Q1,3,4 > 120% (21) Q5 99% (11)	**137% growth met overall** Q2,3,4 > 120% Q5 - 112% Q1 (36% (5)

	PreK	K	1st	2nd	3rd	4th	5th
A. MAP Growth (Fall to Spring)		134%	107%	94%	144%	134%	139%
B. STAAR Projection Fall (BOY)							
				(F) 18% Raw Score	(F) 21% Raw Score	(D) 39% Raw Score	(D) 35% Raw Score
STAAR Projection Fall (MOY)							
				(F) 23% Raw Score	(F) 25% Raw Score	(F) 16% Raw Score	(D) 38% Raw Score
B. STAAR Projection Spring (EOY)							
				(F) 23% Raw Score	(C) 46% Raw Score	(C) 42% Raw Score	(C) 45% Raw Score

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	95	44	46.3%	39	41.1%	10	10.5%	2	2.1%
3	94	44	46.8%	34	36.2%	14	14.9%	2	2.1%
4	95	36	37.9%	35	36.8%	17	17.9%	7	7.4%
5	86	22	25.6%	40	46.5%	22	25.6%	2	2.3%
Total	370	146	39.5%	148	40.0%	63	17.0%	13	3.5%

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	97	42	43.3%	43	44.3%	11	11.3%	1	1.0%
3	91	38	41.8%	32	35.2%	19	20.9%	2	2.2%
4	97	40	41.2%	27	27.8%	20	20.6%	10	10.3%
5	85	24	28.2%	28	32.9%	30	35.3%	3	3.5%
Total	370	144	38.9%	130	35.1%	80	21.6%	16	4.3%

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	94	47	50.0%	32	34.0%	13	13.8%	2	2.1%
3	85	23	27.1%	20	23.5%	29	34.1%	13	15.3%
4	96	25	26.0%	34	35.4%	23	24.0%	14	14.6%
5	85	22	25.9%	23	27.1%	29	34.1%	11	12.9%
Total	360	117	32.5%	109	30.3%	94	26.1%	40	11.1%

	PreK	K	1st	2nd	3rd	4th	5th
B. STAAR Performance					**(C)** 41% Raw Score		
C. Circle							

Student Achievement Reading

A. Reading MAP Growth (Fall to Winter and Fall to Spring)

Guide: FDA - PGR MAP Student Growth

Determine which groups of students are growing at least one academic year. For this metric (percent of projection) 100% is equivalent to a year's worth of growth. Break the data down to see which quintile groups are growing as expected. Note: Quintile 1 represents the highest students in achievement and Quintile 5 represents the lowest students in achievement.

	Spanish Reading Fall to Winter PGR (Complete in January)			Spanish Reading Fall to Spring PGR (Complete in June)		
	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%
K	Q1-92 Q2-83 Q4-90	Q3-109	Q5-127	Q1-73	Q2-104	Q3-124 Q4-125 Q5-170
1st	Q1-39 Q2-66 Q3-28 Q5-30	Q4-105		Q1-87 Q2-83 Q3-81 Q4-99 Q5-58		
2nd	Q1-55 Q2-78 Q3-57		Q4-132 Q5-183	Q1-72 Q2-86 Q3-83 Q4-75		Q5-127
3rd	Q1-28 Q2-93 Q5-67	Q3-115	Q4-122		Q4-112	Q1-186 Q2-156 Q3-172 Q5-176
4th	Q1-97	Q3-108 Q4-114 Q5-107	Q2-167	Q3-83 Q4-84 Q5-41	Q1-107 Q2-108	
5th	Q1-(-125) Q3-(-2)	Q5-103	Q2-133 Q4-125	Q1-71	Q3-103 Q4-100 Q5-111	Q2-143

	English Reading Fall to Winter PGR (Complete in January)			English Reading Fall to Spring PGR (Complete in June)		
	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%
K	Q2-(-20) Q3-95 Q4-94 Q5-57		Q1-224	Q2-98 Q5-87	Q4-111	Q1-223 Q3-157
1st	Q2-33 Q3-56 Q4-85 Q5-47		Q1-175	Q2-96 Q3-95 Q4-99 Q5-87		Q1-192
2nd	Q2-61 Q3-52 Q4-53 Q5-75		Q1-191		Q4-110 Q5-106	Q1-134 Q2-171 Q3-124
3rd	Q1-(-25) Q5-67		Q2-151 Q3-121 Q4-127	Q1-38 Q5-94	Q4-114	Q2-135 Q3-132
4th	Q1-(-111) Q5-97		Q2-169 Q3-133 Q4-134	Q5-89		Q1-171 Q2-140 Q3-120 Q4-161
5th	Q1-25 Q2-(-79)		Q3-197 Q4-158 Q5-125		Q5-116	Q1-271 Q2-129 Q3-193 Q4-163

B. Reading MAP Achievement Projection and STAAR Performance

Record the percent of students projected to meet Approaches, Meets, and Masters based on MAP administration; student group observations available by using filters in Edugence or reporting in NWEA.

		2025 Reading STAAR Performance Results			Reading MAP Fall Projection Complete in September			Reading MAP Winter Projection Complete in January			Reading MAP Spring Projection Complete in May/ June			2026 Reading STAAR Performance Results Complete in June		
		AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS

		2025 Reading STAAR Performance Results			Reading MAP Fall Projection Complete in September			Reading MAP Winter Projection Complete in January			Reading MAP Spring Projection Complete in May/ June			2026 Reading STAAR Performance Results Complete in June		
2nd	All Eng				49.5%	14.7%	4.2%	38.1%	9.3%	8.2%	31.9%	18.1%	9.6%			
	Eng				29%	11%	11%	32								
	Span				19%	19%	11%	25	19%	11						
					Targeted Student Groups: **NWEA does not calculate Spanish proficiency norms below grade 3.*			Targeted Student Groups:			Targeted Student Groups:					
3rd	All Eng	%	%	%	31.9%	22.3%	7.4%	31.9%	26.4%	2.2%	27.1%	27.1%	9.4%	65%	29%	9%
	Eng															
	Span	%	%	%	37.3%	5.1%	11.9%	27.4%	12.9%	9.7%	27.8%	13	24.1%	%	%	%
		Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:		
4th	Eng	%	%	%	41.1%	15.8%	9.5%	29.9%	22.7%	10.3%	24	21.9%	14.6%	67%	36%	12%
	Span	%	%	%	22.4%	20.7%	6.9%	23.2%	17.9%	14.3%	19.6%	16.1%	10.7%	%	%	%
		Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):		

		2025 Reading STAAR Performance Results			Reading MAP Fall Projection Complete in September			Reading MAP Winter Projection Complete in January			Reading MAP Spring Projection Complete in May/ June			2026 Reading STAAR Performance Results Complete in June		
5th	Eng	%	%	%	30.2%	10.5%	11.6%	36.5%	16.5%	7.1%	27.4%	26.2%	13.1%	73%	41%	18%
	Span	%	%	%	36.7%	22.4%	12.2%	38	20%	14	28.8%	22	15.3%	%	%	%
		Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):			Targeted Student Groups: HB 1416 (AP):		

C. mCLASS/mCLASS Lectura Analyses

Guide: Comparing Measures Report (Link to guide for accessing this data on Amplify)

- Complete after **Beginning** of Year (BOY testing.

Look at the Composite Scores by grade level.

1. Identify the number/percentage of students within red, yellow, green, and blue. Compare groups across the grade level. Where are the majority of your students, to begin the year, within each grade level?
2. What additional questions do you want to ask your teams about this data?

Record the number and percentage of students within each performance category for the BOY administration.

	Comparing Measures - Composite Score			
	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kinder mCLASS DIBELS-24 Students	Number 11 /46 %	Number 2 / 8%	Number 6 / 25%	Number 5 / 21%
1st mCLASS DIBELS-23 Students	Number 10 / 43%	Number 1 / 4%	Number 7 / 30%	Number 5 / 23%
2nd mCLASS DIBELS-37 Students	Number 13 / 35%	Number 5 / 14%	Number 9 / 24%	Number 10 / 27%

	Comparing Measures - Composite Score			
	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kinder mCLASS Lectura-38 Students	Number 6 / 16%	Number 7 / 18%	Number 19 / 50%	Number 6 / 16%
1st mCLASS Lectura-51 Students	Number 21 / 41%	Number 8 / 16%	Number 17 / 33%	Number 6 / 10%
2nd mCLASS Lectura-54 Students	Number 12 / 22%	Number 3 / 6%	Number 18 / 33%	Number 22 / 39%

Guide: Correlation Report (Link to guide for accessing this data on Amplify)

- Complete after **Middle** of Year and **End** of Year testing.

Compare BOY to MOY or EOY. Look for large percentages of students whose Composite Score stayed at red or stayed at yellow. Look for the number of students/percentage who moved from red to yellow, yellow to green, or green to blue. **Bolded** squares indicate positive movement of students.

1. Compare number of students/percentage for your campus to the District averages at the bottom of the mCLASS Correlation Report. Ideally, your red and yellow percentages should be below the District average and your green and blue should be above the District average.
2. What additional questions do you want to ask your teams about this data?

Pull the number of students (or percentage) at each level of performance from the mCLASS Correlation report on this table:

BOY to MOY

	BOY to MOY Correlation - Composite Scores															
	Well Below Benchmark				Below Benchmark				At Benchmark				Above Benchmark			
Kinder English DIBELS MOY %	100	0	0	0	0	50	0	50	0	50	50	0	0	0	20	80
1st English DIBELS MOY %	90	0	10	0	0	0	100	0	0	29	57	14	0	0	0	100
2nd English DIBELS MOY %	100	0	0	0	20	80	0	0	22	22	45	11	0	0	50	50
Kinder Spanish Lectura MOY %	40	20	20	20	17	17	66	0	0	5	79	16	0	0	33	67
1st Spanish Lectura MOY %	95	0	5	0	50	25	25	0	0	43	44	13	0	0	20	80
2nd Spanish Lectura MOY %	75	17	8	0	0	33	67	0	0	11	89	0	0	0	10	90

BOY to EOY

	BOY to EOY Correlation - Composite Scores															
	Well Below Benchmark				Below Benchmark				At Benchmark				Above Benchmark			
Kinder English Dibels EOY %	91	9	0	0	50	0	0	50	17	17	49	17	0	0	40	60
1st English Dibels EOY %	60	30	10	0	0	0	100	0	0	0	71	29	0	**0**	**0**	**100**
2nd English Dibels EOY %	100	0	0	0	0	60	40	0	0	23	62	13	0	**0**	**60**	**40**
Kinder Spanish Lectura EOY %	40	20	20	20	33	17	50	0	0	0	67	33	0	**0**	**0**	**100**
1st Spanish Lectura EOY %	83	11	6	0	62	25	13	0	6	25	38	31	0	**0**	**60**	**40**
2nd Spanish Lectura EOY %	50	42	8	0	0	33	67	0	0	6	88	6	0	**0**	**11**	**89**

E: Reading CNA Summary

See instructions on page 4.

	Pre-K	K	1st	2nd	3rd	4th	5th
A. MAP Growth (Fall to Winter)		Eng: 31 Sp: 44	Eng: 30 Sp: 25	Eng: 36 Sp: 47	Eng: 49 Sp: 56	Eng: 48 Sp: 52	Eng: 62 Sp: 47
A. MAP Growth (Fall to Spring)		Eng: 50 Sp: 53	Eng: 35 Sp: 32	Eng: 53 Sp: 39	Eng: 53 Sp: 77	Eng: 61 Sp: 42	Eng: 70 Sp: 56
B. STAAR Projection Fall (BOY)							

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	95	30	31.6%	47	49.5%	14	14.7%	4	4.2%
3	94	36	38.3%	30	31.9%	21	22.3%	7	7.4%
4	95	32	33.7%	39	41.1%	15	15.8%	9	9.5%
5	86	41	47.7%	26	30.2%	9	10.5%	10	11.6%
Total	370	139	37.6%	142	38.4%	59	15.9%	30	8.1%

	Pre-K	K	1st	2nd	3rd	4th	5th
B. STAAR Projection Fall (BOY) - Spanish							

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	59	27	45.8%	22	37.3%	3	5.1%	7	11.9%
4	58	29	50.0%	13	22.4%	12	20.7%	4	6.9%
5	49	14	28.6%	18	36.7%	11	22.4%	6	12.2%
Total	166	70	42.2%	53	31.9%	26	15.7%	17	10.2%

B. STAAR Projection Spring (EOY)

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	94	38	40.4%	30	31.9%	17	18.1%	9	9.6%
3	85	31	36.5%	23	27.1%	23	27.1%	8	9.4%
4	96	38	39.6%	23	24.0%	21	21.9%	14	14.6%
5	84	28	33.3%	23	27.4%	22	26.2%	11	13.1%
Total	359	135	37.6%	99	27.6%	83	23.1%	42	11.7%

B. STAAR Projection Spring (EOY) - Spanish

Achievement	
A	60
B	53
C	41
D	35
F	< 35

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	54	19	35.2%	15	27.8%	7	13.0%	13	24.1%
4	56	30	53.6%	11	19.6%	9	16.1%	6	10.7%
5	59	20	33.9%	17	28.8%	13	22.0%	9	15.3%
Total	169	69	40.8%	43	25.4%	29	17.2%	28	16.6%

B. STAAR Performance - English					Ap: 78 Me: 40 Ma: 14 Raw: 43 (C)	Ap: 79 Me: 39 Ma: 14 Raw: 44 (C)	Ap: 72 Me: 40 Ma: 22 Raw: 45 (C)

	Pre-K	K	1st	2nd	3rd	4th	5th
B. STAAR Performance - Spanish					Ap: 57 Me: 14 Ma: 2 Raw: 25 (F)	Ap: 37 Me: 27 Ma: 7 Raw: 23 (F)	Ap: 74 Me: 40 Ma: 11 Raw: 42 (C)
B. STAAR Performance - Total					Ap: 67 Me: 27 Ma: 8 Raw: 34 (F)	Ap: 66 Me: 36 Ma: 12 Raw: 38 (D)	Ap: 73 Me: 40 Ma: 18 Raw: 44 (C)

Student Achievement High Priority Knowledge & Skills (HPKS)_

Access the District HPKS report from the 2024-2025 school year to plan for 2025-2026:
DISTRICT 3-8 & EoC HPKS | April 2025

The Leadership Report Cards linked above were generated using the following checkpoints:

- **Checkpoint 1**: STAAR tests for the respective tested areas for the following school years: 2021, 2022, 2023
- **Checkpoint 2:** 2024/25 PMA/CFAs
- **Checkpoint 3:** 2024 STAAR

Student Achievement Science

A. Science MAP Growth (Fall to Winter and Fall to Spring)

Guide: FDA - PGR MAP Student Growth

Determine which groups of students are growing at least one academic year. For this metric (percent of projection) 100% is equivalent to a year's worth of growth. Break the data down to see which quintile groups are growing as expected. Note: Quintile 1 represents the highest students in achievement and Quintile 5 represents the lowest students in achievement.

	Science Fall to Winter PGR (Complete in January)				Science Fall to Spring PGR (Complete in June)		
	Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%		Quintiles below 100%	Quintiles at or above 100%	Quintiles above 120%
3rd	Q2: 91	Q5: 113	Q1: 275 Q3: 177 Q4: 194				Q1: 367 Q2: 179 Q3: 211 Q4: 170 Q5: 156
4th	Q1: -15 Q4: 74 Q5: 68		Q2: 176 Q3: 156			Q5: 102	Q1: 232 Q2: 185 Q3: 224 Q4: 129
5th	Q3: 84 Q5: 92		Q1: 308 Q2: 134 Q4: 171				Q1: 162 Q2: 189 Q3: 161 Q4: 196 Q5: 163

B. Science MAP Achievement Projection and STAAR Performance

Record the percent of students projected to meet Approaches, Meets, and Masters based on MAP administration; student group observations available by using filters in Edugence or reporting in NWEA.

	2025 Science STAAR Performance Results			Science MAP Fall Projection Complete in September			Science MAP Winter Projection Complete in January			Science MAP Spring Projection Complete in May/June			2026 Science STAAR Performance Results Complete in June		
	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS
5th	%*	%	%	34%	11%	0%	32%	9%	2%	26%	20%	7%	%	%	%
	Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:			Targeted Student Groups:		

***English and Spanish Combined**

C. Science CNA Summary

See instructions on page 4.

	3rd	4th	5th
A. MAP Growth (Fall to Winter)			
A. MAP Growth (Fall to Spring)	187%	137%	167%
B. STAAR Projection Fall (BOY)			

	3rd	4th	5th
B. STAAR Projection Winter (MOY)			
B. STAAR Projection Spring (EOY)			
B. STAAR Performance			

Student Achievement TELPAS

Use the table below to indicate the % of students on your campus who grew from one proficiency level to the next in TELPAS (or scored at the Advanced High level for two years). TELPAS growth data is available in Ellevation -

Guide: Calculating TELPAS growth percentage in Ellevation

Elementary School (Complete in June)

	Spring to Spring TELPAS Growth				
	Listening Level Growth	**Speaking Level Growth**	**Reading Level Growth**	**Writing Level Growth**	**Composite Level Growth**
	ex:35%	ex:45%	ex:15%	ex:25%	ex:40%
~~K~~	~~%~~	~~%~~	~~%~~	~~%~~	~~%~~
1st	22.5%	22.5%	12.2%	12.2%	20.4%
2nd	60.3%	47.6%	38.1%	27%	46%
3rd	50%	32.3%	45.2%	25.8%	33.9%
4th	3.2%*	33.3%	54.8%	32.3%	32.3%
5th	34.5%	27.3%	47.3%	43.6%	41.8%

*This is not a typo

Prior Year points on Domain 3 for “Progress in Achieving English language Proficiency” is ____4___ out of 4 possible points.
Use the Accountability Summary Report for Domain 3 in your campus data folder to complete this statement.

*Once you have completed this table, you will want to dig into your data further to understand the needs of your students and the area of focus for your campus.
Recommended Next Steps:

- Identify which EB groups are contributing, newcomers, long-terms, etc..
- Identify reading needs as this will affect STAAR scores, Domain 3 and RDA

- Identify if there are specific grade levels, teachers or courses with strengths or opportunities for growth
- Identify opportunities for goal setting with students
- Identify testing environments and what could benefit student performance
- Identify the “droppers and hoppers” in TELPAS

College, Career & Military Readiness (CCMR) Metrics A.

MAP On-Track for CCR Ready (Grade 5)

Record the percentage of students in each category and grade level who are designated to be on track to be college and career ready (CCR) in MAP based on the SAT benchmarks for each student group using the NWEA **Projected Proficiency Summary Report** (all students, ethnicity and program) in Fall, Winter and Spring.

Student Groups	MAP Reading			MAP Math		
	% On Track to CCR Met (SAT)			% On Track to CCR Met (SAT)		
Grade	5th			5th		
Term	F	W	S	F	W	S
All Students	30.2%	%	%	17.4%	%	%
African Am	60%	80%	66.7%	20%	40%	50%
Asian	100%	100%	0%	0%	0%	0%
Hispanic	25%	29.7%	40.3%	17.2%	32.8%	36.5%
White	42.9%	33.3%	50%	0%	0%	33.3%
Econ Dis	25.3%	%	%	16.5%	%	%
EB	19%	%	%	15.5%	%	%
SpEd	12.9%	%	%	12.9%	%	%

Behavior & Attendance Data A. Risk Ratios

Record the Risk Ratios based on each of the RDA indicators as outlined below.
Note: To retrieve Risk Ratio Data: Go to OnPoint; Click on the “Accountability” Header; Open “Results Driven Accountability”; Open “Indicators: Special Education”; Find Reports for all indicators (Risk Ratios are on the last line of the report); Run at end of year.

RISK RATIOS *Rate Threshold > 2.5 = SD designation for: SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable*	Hispanic / Latino	Amer Indian / Alaskan	Asian	African American	Native Hawaiian / Pacific	White	Two or More Races
RDA SPED Indicator #11: SPED OSS and Expulsion 10 Days Rate (Ages 3-21)	0	0	0	**0**	0	0	0
RDA SPED Indicator #16: SPED ISS 10 Days Rate (Ages 3-21)	1.1	1	.4	1.6	2.2	.9	.9
RDA SPED Indicator #18: SPED Total Disciplinary Removals Rate (Ages 3-21)	1.2	.4	.3	1.9	1	.7	.8

B. Behaviors by Student Group

Record the data related to student groups and disciplinary actions as indicated below; the second table is specifically for special education students.

Note: Navigate to the Root Cause Tab in Edugence by logging in to Edugence on the Webdesk; from the menu on the left, click "Discipline". Once there, your discipline dashboard will appear. Click on the Root Cause Analysis tab. Run at end of year.

All Students	Afr. Amer	Asia	Hispanic	Native American	Pacific Islander	Two or more	White	Total
Number of students referred for Disciplinary Action	5	2	53			9	6	75
Number of students enrolled in District/School	26	10	401			18	35	492
%age of students referred for Disciplinary Action	6.67%	2.67%	70.67%			12.00%	8%	100%
%age of students enrolled in District/School	5.28%	2.03%	81.5%			3.66%	7.11%	100%
%age of students within group reflected by referrals for disciplinary action	19.23%	20%	13.22%			50%	17.14%	15.24%
Relative risk ratio of students receiving a disciplinary action	1.28	1.32	.55			3.59	1.14	

	Afr. Amer	Asia	Hispanic	Native American	Pacific Islander	Two or more	White	Total
Number of SPED students referred for Disciplinary Action	3	1	24			3	2	33
Number of SPED students enrolled in District/School	10	2	128			4	14	158
%age of SPED students referred for Disciplinary Action	9.09	3.03	72.73			9.09	6.06	100
%age of SPED students enrolled in District/School	6.33	1.27	81.01			2.53	8.86	100
%age of SPED students within group reflected by referrals for disciplinary action	30	50	18.75			75	14.29	20.89
Relative risk ratio of all SPED students receiving a disciplinary action	1.48	2.44	.63			3.85	.66	

C. Attendance Data

Record the attendance percentages by reporting period.

To access your data, log into **OnPoint** on the **Webdesk**. At the top, click on **Students.** Then, click on the **Attendance Reports** tab. Once there, your information will be under **Percentage in Attendance Comparison by Ethnicity, Gender, Grade and Special Populations.**

Fill in at the end of each six weeks.	PIA - Reporting Period 1	PIA - Reporting Period 2	PIA - Reporting Period 3	PIA - Reporting Period 4	PIA - Reporting Period 5	PIA - Reporting Period 6	PIA - Cumulativ
All Students	95.7%	95.6%	94.7%	94.9%	95.1%	94.7%	95.1%
By Ethnicity							
Hispanic/Latino	96.0%	95.8%	94.8%	95.1	95.3	95.1	95.4
American Indian or Alaska Native	98.2%	98.0%	98.3%	95.8%	96.8%	98.3%	97.6%
Asian	95.0%	93.2%	95.7%	93.8%	93.5%	91%	93.7%
Black or African American	94.6%	93.6%	94.1%	89.9%	89.3%	88.8%	91.5%
Native Hawaiian or Other Pacific Islander	%	%	%	%	%	%	%
White	93.3%	94.6%	94.1%	96.5%	96.2%	95.3%	95.0%
Two or More Races	95.6%	96.0%	92.6%	94.9%	96.4%	96.3%	95.3%
By Gender							
Male	95.8%	95.5%	94.7%	95.1%	95.4%	95.2%	95.3%
Female	95.7%	95.7%	94.7%	94.6%	94.8%	94.2%	94.9%
By Grade							
Early Education	%	%	%	%	%	%	%
PreK	%	%	%	%	%	%	%
Kindergarten	94.3%	93.4%	93.6%	93.3%	93.4%	92.7%	93.4%
1st	95.8%	95.3%	94.4%	95.2%	95.0%	95.1%	95.1%
2nd	95.6%	95.5%	94.1%	94.5%	94.9%	95.2%	95.0%
3rd	95.5%	96.1%	94.9%	95.1%	95.4%	95.0%	95.3%
4th	97.1%	96.2%	95.9%	96.2%	96.3%	95.9%	96.3%
5th	95.8%	96.5%	95.0%	94.4%	94.9%	93.8%	95.0%
6th	%	%	%	%	%	%	%
7th	%	%	%	%	%	%	%
8th	%	%	%	%	%	%	%
9th	%	%	%	%	%	%	%
10th	%	%	%	%	%	%	%
11th	%	%	%	%	%	%	%
12th	%	%	%	%	%	%	%
By Special Population							
At Risk	95.7%	95.7%	95.0%	95.0%	95.4%	94.9%	95.3%
Early Reading Indicator	%	%	%	%	%	%	%

Fill in at the end of each six weeks.	PIA - Reporting Period 1	PIA - Reporting Period 2	PIA - Reporting Period 3	PIA - Reporting Period 4	PIA - Reporting Period 5	PIA - Reporting Period 6	PIA - Cumulativ
Economic Disadvantage	95.8%	95.7%	94.7%	94.7%	95.0%	94.5%	95.1%
Emergent Bilingual	96.0%	96.0%	95.4%	95.0%	95.7%	95.3%	95.6%
Foster Care	100%	100%	100%	97.9%	98.4%	100%	99.2%
Gifted and Talented	97.0%	98.3%	93.9%	97.1%	95.5%	97.2%	96.4%
Homeless Status	94.2%	94.7%	93.9%	93.0%	95.9%	95.4%	94.6%
Migrant	%	%	%	%	%	%	%
Military Connected	97.6%	95.1%	93.5%	94.0%	97.5%	97.0%	95.9%
RDSPD	82.6%	%	%	%	%	%	82.6%
Section 504	93.5%	92.9%	95.0%	94.2%	96.1%	94.3%	94.3%
Special Education	95.7%	94.3%	94.5%	94.9%	94.9%	94.5%	94.8%
Transfer In Students	92.9%	93.6%	93.1%	91.5%	94.4%	95.8%	93.5%

Demographics Comprehensive Needs Analysis - Demographics

A. Send all demographic data listed in the Campus Improvement Plan Guiding document to Demographic CNA members prior to the meeting for their review.
B. Attendees should come with 3 observations from the data.
C. Demographic CNA members will designate a scribe who will record the discussion, strengths, and problem statements on this document.

2025-2026	Kinder - 61	First - 71	Second - 94	Third - 85	Fourth - 96	Fifth - 85
Ethnicity	Hispanic-75 .41% White-13.11‘ Afr Am-6.56% 2 or More-1.64% Asian-3.28% Am Ind.-0%	Hispanic-81. 69% White-2.82% Afr Am-8.45% 2 or More-4.23% Asian-1.41% Am Ind.-1.41%	Hispanic-81. 91% White-8.51% Afr Am-1.06% 2 or More-4.26% Asian-3.19% Am Ind.-1.06%	Hispanic-89. 41% White-4.71% Afr Am-3.53% 2 or More-2.35% Asian-0% Am Ind.-0%	Hispanic-79 .17% White-7.29% Afr Am-6.25% 2 or More-4.17% Asian-3.13% Am Ind.-0%	Hispanic-80% White-7.06% Afr Am-7.06% 2 or More-4.71% Asian-1.18% Am Ind.-0%
Program	G/T-6.56% Sped-24.59% 504-0%	G/T-5.63% Sped-33.8 504-0	G/T-12.77 Sped-23.4 504-2.13	G/T-3.53 Sped-29.41 504-3.53	G/T-11.46 Sped-39.58 504-2.08	G/T-8.24 Sped-40 504-2.35
EB	Bil-59.02% ESL-9.84% Den-0%	Bil-66.2 ESL-5.63 Den-1.41	Bil-57.45 ESL-12.77 Den-1.06	Bil-60 ESL-14.12 Den-0	Bil-55.21 ESL-11.46 Den-0	Bil-55.29 ESL-10.59 Den-1.18
Eco Dis	Free-78.69% Reduced-9. 84%	Free-88.73 Reduced-2. 82	Free-90.43 Reduced-1. 06	Free-85.88 Reduced-5. 88	Free-82.29 Reduced-5. 21	Free-90.59 Reduced-2. 35
At Risk	86.89	76.06	87.23	91.76	80.21	84.74

Demographics

Summary

2025-2026	Kinder - 61	First - 71	Second - 94	Third - 85	Fourth - 96	Fifth - 85
Ethnicity	Hispanic-75.41% White-13.11% Afr Am-6.56% 2 or More-1.64% Asian-3.28% Am Ind.-0%	Hispanic-81.69% White-2.82% Afr Am-8.45% 2 or More-4.23% Asian-1.41% Am Ind.-1.41%	Hispanic-81.91% White-8.51% Afr Am-1.06% 2 or More-4.26% Asian-3.19% Am Ind.-1.06%	Hispanic-89.41% White-4.71% Afr Am-3.53% 2 or More-2.35% Asian-0% Am Ind.-0%	Hispanic-79.17% White-7.29% Afr Am-6.25% 2 or More-4.17% Asian-3.13% Am Ind.-0%	Hispanic-80% White-7.06% Afr Am-7.06% 2 or More-4.71% Asian-1.18% Am Ind.-0%
Program	G/T-6.56% Sped-24.59% 504-0%	G/T-5.63% Sped-33.8 504-0	G/T-12.77 Sped-23.4 504-2.13	G/T-3.53 Sped-29.4 504-3.53	G/T-11.46 Sped-39.5% 504-2.08	G/T-8.24 Sped-40 504-2.35
EB	Bil-59.02% ESL-9.84% Den-0%	Bil-66.2 ESL-5.63 Den-1.41	Bil-57.45 ESL-12.77 Den-1.06	Bil-60 ESL-14.12 Den-0	Bil-55.21 ESL-11.46 Den-0	Bil-55.29 ESL-10.59 Den-1.18
Eco Dis	Free-78.69% Reduced-9.84%	Free-88.73 Reduced-2.82	Free-90.43 Reduced-1.06	Free-85.88 Reduced-5.88	Free-82.29 Reduced-5.21	Free-90.59 Reduced-2.35
At Risk	86.89	76.06	87.23	91.76	80.21	84.74

Summary:

More Dual students vs. monolingual
High SPED population.

Below 70% on CCMR for all demographics.

50% for all in Math for ccmr

Attendance improved the most. Last year 95%

15% of pop. received an admin. referral.

Strengths

Strength #1: Strong Student Attendance

The campus maintained a cumulative attendance rate of 95.1%, demonstrating strong student engagement and family commitment despite serving a high-needs population.

Strength #2: Diverse Linguistic Assets

More than half of students participate in bilingual programs, creating opportunities to leverage multilingualism and biliteracy as strengths in the learning environment.

Strength #3: Stable Student Population

Attendance and enrollment data reflect a consistent student population that allows for sustained intervention and support systems over time.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The percentage of students projected to be on track for college and career readiness remains below desired levels for multiple student groups, particularly Emergent Bilingual, Economically Disadvantaged, and Special Education students.	Students require earlier and more intentional development of academic language, literacy, and problem-solving skills to support future college and career readiness outcomes.
2	The campus serves a high percentage of economically disadvantaged, at-risk, emergent bilingual, and special education students, creating diverse instructional and support needs across grade levels.	The student population requires multiple layers of academic, behavioral, and language support services to address varying learning needs and readiness levels.
3	CCMR readiness indicators for several student groups remain below desired levels.	Students require earlier access to rigorous academic experiences and stronger development of foundational literacy, language, and problem-solving skills.
4	Attendance rates for some student populations remain below the campus average.	Student attendance is affected by varying home, family, and support service needs which can impact consistent school participation.

★ = Priority

Student Learning

Summary

Students have shown growth comparative/greater than district in Math.

Reading Urgent academic need*
Spanish/English low growth in K-2 1st-2nd share the same patterns as the district in Spanish.
SPAN1st: 32% met MAP growth projection SPAN2nd: 39% met MAP growth projection
Grade 3 and 4 STAAR performance

TELPAS: English Proficiency growth

Strengths

Strength #1: Strong Academic Growth

Students demonstrated significant growth in mathematics and science across multiple grade levels, indicating that instructional systems are successfully accelerating student learning.

Strength #2: Science Achievement Growth

Science MAP growth exceeded projected expectations across all tested grade levels, with especially strong growth in grades 3–5.

Strength #3: Evidence of Student Progress

Although mastery levels remain an area for growth, students are consistently making academic gains, demonstrating the effectiveness of current instructional and intervention supports.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are demonstrating academic growth but are not consistently performing at the Meets and Masters levels in reading and mathematics.	Consistent implementation of rigorous grade-level instruction, literacy practices, and data-driven intervention systems has not yet resulted in accelerated achievement for all students.
2	Students are demonstrating academic growth but are not consistently achieving at the Meets and Masters performance levels in reading and mathematics.	Students require increased access to rigorous grade-level instruction and targeted interventions that accelerate learning toward mastery-level performance.
3	Students in kindergarten through second grade continue to demonstrate significant foundational literacy needs.	Many students begin school below literacy benchmarks and require sustained early intervention and progress monitoring to close skill gaps.
4	Emergent bilingual students are not consistently demonstrating desired levels of language growth and college and career readiness indicators.	Students require additional opportunities to develop academic language proficiency across all content areas and instructional settings.
5 ★	Multiple student groups are performing below desired outcomes at all performance levels, which is resulting in lower Domain 1 and 3 scores compared to past years performances.	Students were not tracked by student group identifier when progress monitoring was occuring.

★ = Priority

School Processes & Programs

Summary

Strength #1: Strong student growth in math and science indicates that many instructional and intervention systems are positively impacting student learning.

Need #1: Early literacy systems require refinement as large percentages of K-2 students continue to perform below benchmark and upper-grade reading achievement remains below desired levels.

Need #2: Academic language development and supports for Emergent Bilingual students require additional focus as evidenced by TELPAS and CCR readiness indicators.

Need #3: Campus systems should focus on moving students from Approaches to Meets and Masters performance levels through increased rigor, targeted intervention, and consistent PLC/data processes.

Strengths

Strength #1: Effective Growth-Oriented Instructional Systems

Student growth data suggests that PLC structures, intervention supports, and instructional systems are positively impacting learning outcomes in mathematics and science.

Strength #2: Strong Intervention Mindset

The campus demonstrates a commitment to identifying and supporting students through multiple intervention systems including MTSS, HB1416 supports, bilingual services, and special education programming.

Strength #3: Data-Driven Decision Making

The campus regularly utilizes multiple data sources, including MAP, mCLASS, STAAR, TELPAS, and attendance data, to inform instructional decisions and monitor student progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus intervention systems are producing student growth; however, growth is not consistently translating into mastery-level achievement.	Current intervention structures are effective in supporting progress but require continued refinement to accelerate learning toward grade-level mastery.
2	Variation exists in student outcomes across literacy and language-development measures.	Consistent implementation of literacy, language-development, and progress-monitoring practices across classrooms remains an area for continued improvement.
3	Some HB1416 and intervention students continue to struggle to recover and maintain grade-level proficiency.	Students requiring intervention often need additional time, targeted support, and frequent progress monitoring to close achievement gaps.

★ = Priority

Perceptions

Summary

Students perceive Meadows to be a safe and collaborative school- they score Meadows high on all of the indicators. The only indicator that students were 50/50 on is them having formal ways to provide input.

Parents and staff have a consensus that is similar to how students perceive Meadows.

Admin disagreed with some of the leading indicators in both Level 1 and Level 2.

Strengths

Strength #1: Positive School Climate

Students, staff, and families perceive Meadows as a safe and supportive learning environment.

Strength #2: Strong Stakeholder Alignment

Survey responses indicate that parents, students, and staff share similar positive perceptions regarding campus culture and climate.

Strength #3: Strong Relationships and Sense of Belonging

Student survey responses reflect positive relationships and a strong sense of community across the campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While stakeholders report positive perceptions of campus climate and safety, opportunities exist to increase student voice, engagement, and ownership.	Students have limited structured opportunities to provide feedback, contribute to decision-making processes, and participate in leadership experiences within the campus community.
2	Although stakeholders report positive perceptions of campus climate and safety, opportunities exist to increase student voice and leadership.	Students have limited structured opportunities to provide feedback, participate in decision-making, and contribute to campus leadership initiatives.
3	Stakeholder groups demonstrate varying perspectives on some High Reliability Schools indicators.	Stakeholders experience campus systems from different perspectives and may have varying levels of awareness regarding schoolwide initiatives and practices.
4	The campus seeks to strengthen student ownership of learning and engagement in the educational process.	Students benefit from additional opportunities to reflect on progress, set goals, and take ownership of their learning experiences.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students are demonstrating academic growth but are not consistently performing at the Meets and Masters levels in reading and mathematics.	Consistent implementation of rigorous grade-level instruction, literacy practices, and data-driven intervention systems has not yet resulted in accelerated achievement for all students.
2 ★	While stakeholders report positive perceptions of campus climate and safety, opportunities exist to increase student voice, engagement, and ownership.	Students have limited structured opportunities to provide feedback, contribute to decision-making processes, and participate in leadership experiences within the campus community.
3 ★	Multiple student groups are performing below desired outcomes at all performance levels, which is resulting in lower Domain 1 and 3 scores compared to past years performances.	Students were not tracked by student group identifier when progress monitoring was occuring.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Priorities

Priority 1

Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade systems).

Goal 1

By May 2027, the percentage of students meeting grade-level expectations in Reading will increase to 85% approaches or above and 65% achieves meets or above as measured by STAAR Reading and MAP Reading, and mCLASS/Lectura performance, while at least 50% of identified HB1416 students will increase one performance level through targeted intervention and progress monitoring.

Performance Target: By the end of the 2025-2026 school year, in Reading:
Third Grade students will score 43% Meets or above as measured by Reading STAAR and Reading EOY MAP.
Fourth Grade students will score 64% Meets or above as measured by Reading STAAR and Reading EOY MAP.
Fifth Grade students will score 61% Meets or above as measured by STAAR and EOY MAP.

By the end of the 2025-2026 school year, in Math:
Third Grade students will score 40% Meets or above as measured by Math STAAR and Math EOY MAP.
Fourth Grade students will score 53% Meets or above as measured by Math STAAR and Math EOY MAP.
Fifth Grade students will score 40% Meets or above as measured by Math STAAR and Math EOY MAP.

By the end of the 2025-2026 school year, in Science:
Fifth Grade students will score 35% Meets or above as measured by Science STAAR and EOY MAP.

K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 39% in 2022 to 43% by June 2026. The Special Education student group performance will increase from 30% in 2022 to 46% by June 2026. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 48% by 2026.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 60% in 2022 to 64% by June 2026. The Special Education student group performance will increase from 23% in 2022 to 39% by June 2026. The Economically Disadvantaged student group performance will increase from 60% in 2022 to 70% by 2026.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 57% in 2022 to 61% by June 2026. The Special Education student group performance will increase from 46% in 2022 to 62% by June 2026. The Economically Disadvantaged student group performance will increase from 51% in 2022 to 61% by 2026.

K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 33% in 2022 to 40% by June 2026. The Special Education student group performance will increase from 30% in 2022 to 45% by June 2026. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 42% by 2026.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 46% in 2022 to 53% by June 2026. The Special Education student group performance will increase from 23% in 2022 to 38% by June 2026. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 59% by 2026.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 32% in 2022 to 39% by June 2026. The Special Education student group performance will increase from 31% in 2022 to 46% by June 2026. The Economically Disadvantaged student group performance will increase from 25% in 2022 to 38% by 2026.

By the end of the 2026-2027 school year, the percent of White students will increase 10% in Reading and Math in all performance levels. Reading (53% to 63% Approaches, 35% to 45% Meets, and 6% to 16% Masters) Math (53% to 63% Approaches, 41% to 51% Meets, and 18% to 28% Masters)

Expected Result: Teacher effectiveness at designing learning that engages all students at the Tier I level, and use of data to make adjustments throughout instructional units will decrease student learning gaps.

Strategy 1

Teachers will actively monitor daily Tier I instruction and provide timely feedback and small group support to students, ensuring that by the end of each lesson at least 80% of students

demonstrate mastery of daily assessments aligned to the learning target, as measured through the active monitoring tracker, exit tickets, walkthroughs, and PLC data discussions.

Staff Responsible for Monitoring: Instructional Support Team, Team Leaders and Administrators

Problem Statements: Student Learning 1, 5

Formative Reviews

November	February	June

Strategy 2

Teachers will implement weekly progress monitoring checks, participate in data meetings to analyze results, and provide reteach opportunities aligned to identified student needs to improve mastery of grade-level standards, as measured by student performance on common formative assessments, district assessments, and progress monitoring tools.

Staff Responsible for Monitoring: Team Leaders, Instructional Support Team and Administrators

Problem Statements: Student Learning 1, 5

Formative Reviews

November	February	June

Strategy 3

Teachers will use Extended Planning to align units to High Priority Knowledge and Skills, create weekly lesson plans, and develop weekly assessments, and will monitor progress through CFA results, PLC data reviews, and walkthrough observations to guide reteach and targeted interventions that improve student mastery.

Staff Responsible for Monitoring: Team Leaders, Instructional Support Team

Problem Statements: Student Learning 1, 5

Funding Sources: Extra Duty Pay and Sub Pay 211 Title I, Part A, $40,000

Formative Reviews

November	February	June

Strategy 4

Adult Temps will be used to provide additional intervention for students who are not demonstrating adequate growt.

Staff Responsible for Monitoring: Student Support Llaison

Problem Statements: Student Learning 5

Funding Sources: 211 Title I, Part A, $2,100, Adult Temp Pay 211 Title I, Part A, $100,000

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are demonstrating academic growth but are not consistently performing at the Meets and Masters levels in reading and mathematics.	Consistent implementation of rigorous grade-level instruction, literacy practices, and data-driven intervention systems has not yet resulted in accelerated achievement for all students.
5	Multiple student groups are performing below desired outcomes at all performance levels, which is resulting in lower Domain 1 and 3 scores compared to past years performances.	Students were not tracked by student group identifier when progress monitoring was occuring.

Goal 2

By May 2027, students will demonstrate achievement in mathematics, as measured by MAP Growth and STAAR Mathematics performance achieving 85% approaches or better, 65% Meets or better and 30% Masters, while increasing the percentage of students performing at Meets Grade Level and ensuring at least 50% of HB1416 students increase one performance level.

Performance Target: By the end of the 2026-2027 school year, in Reading:
Third Grade students will score 43% Meets or above as measured by Reading STAAR and Reading EOY MAP.
Fourth Grade students will score 64% Meets or above as measured by Reading STAAR and Reading EOY MAP.
Fifth Grade students will score 61% Meets or above as measured by STAAR and EOY MAP.

By the end of the 2025-2026 school year, in Math:
Third Grade students will score 40% Meets or above as measured by Math STAAR and Math EOY MAP.
Fourth Grade students will score 53% Meets or above as measured by Math STAAR and Math EOY MAP.
Fifth Grade students will score 40% Meets or above as measured by Math STAAR and Math EOY MAP.

By the end of the 2025-2026 school year, in Science:
Fifth Grade students will score 35% Meets or above as measured by Science STAAR and EOY MAP.

K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 39% in 2022 to 43% by June 2026. The Special Education student group performance will increase from 30% in 2022 to 46% by June 2026. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 48% by 2026.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 60% in 2022 to 64% by June 2026. The Special Education student group performance will increase from 23% in 2022 to 39% by June 2026. The Economically Disadvantaged student group performance will increase from 60% in 2022 to 70% by 2026.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 57% in 2022 to 61% by June 2026. The Special Education student group performance will increase from 46% in 2022 to 62% by June 2026. The Economically Disadvantaged student group performance will increase from 51% in 2022 to 61% by 2026.

K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 33% in 2022 to 40% by June 2026. The Special Education student group performance will increase from 30% in 2022 to 45% by June 2026. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 42% by 2026.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 46% in 2022 to 53% by June 2026. The Special Education student group performance will increase from 23% in 2022 to 38% by June 2026. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 59% by 2026.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 32% in 2022 to 39% by June 2026. The Special Education student group performance will increase from 31% in 2022 to 46% by June 2026. The Economically Disadvantaged student group performance will increase from 25% in 2022 to 38% by 2026.

Expected Result: Teacher effectiveness at providing targeted intervention and and making adjustments based on progress monitoring will close student learning gaps.

Strategy 1

Teachers will facilitate structured student goal-setting conferences, guide students in creating specific action steps, and review progress during scheduled data checkpoints (e.g., CFA results, MAP growth, and classroom assessments) to build student accountability and ownership of learning.

Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Support Team and Administrators

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Strategy 2

Teachers will monitor student progress toward growth goals through weekly checks and data reviews, and CFUs; results will be analyzed in data meetings to provide targeted instruction and reteach opportunities based on student performance to accelerate growth.

Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Support Team and Administrators

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Strategy 3

Teachers will collect a student writing sample once per week and maintain weekly assessment into individual student folders. These work samples will be used during data meetings/SST meetings/ARD meetings/parent conferences/student goal conferences to analyze progress, and plan targeted interventions or enrichment to ensure each student's growth.

Staff Responsible for Monitoring: Teachers, Team Leaders, SSL, Instructional Support Team and Administrators.

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Multiple student groups are performing below desired outcomes at all performance levels, which is resulting in lower Domain 1 and 3 scores compared to past years performances.	Students were not tracked by student group identifier when progress monitoring was occuring.

Priority 2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By May 2027, Meadows will promote a positive and supportive learning environment by implementing PBIS practices and the Plano ISD Code of Civility, resulting in increased student belonging with less than 3% of studen will have more than 3 referrals and strengthened home-school partnerships, and a reduction in PEIMS-reportable discipline referrals.

Performance Target: 1st Nine Weeks:

Fewer than 5% of students have more than 3 referrals.

2nd Nine Weeks:

Fewer than 4% of students have more than 3 referrals.

3rd Nine Weeks:

Fewer than 3.5% of students have more than 3 referrals.

4th Nine Weeks (End-of-Year Target):

Fewer than 3% of students have more than 3 referrals.

Expected Result: Effective implementation of proactive behavior supports, consistent classroom management practices, and targeted interventions for students needing additional support, resulting in improved school culture and reduced disciplinary incidents.

Strategy 1

The Administrative Team will analyze weekly behavior data, including classroom management reports, incident logs, and PBIS tracking. Based on trends, administrators will provide feedback, collaborate with teachers during grade-level or PLC meetings, and support the implementation of targeted behavior interventions.

Staff Responsible for Monitoring: Administrative Team, PBIS Team, Instructional Support Team and Teachers

Problem Statements: Student Learning 1, 5

Formative Reviews

November **February** **June**

Strategy 2

Teachers will engage in professional learning sessions focused on effective classroom routines, procedures, and management strategies, as measured through walkthroughs. Follow-up support will include coaching, modeling, and feedback to ensure teachers implement these strategies consistently.

Staff Responsible for Monitoring: Administrative Team, and Instructional Support Team

Problem Statements: Student Learning 1, 5

Formative Reviews

November **February** **June**

Strategy 3

Teachers will establish and communicate structured behavior strategies at the start of the school year, consistently reinforce them throughout daily instruction, and collaborate with administrators to implement a behavior recognition system that rewards positive behavior through ClassDojo points, classroom incentives, and school-wide recognition of individual and grade-level successes. Progress will be monitored through behavior data tracking, ClassDojo reports, and regular review of discipline and recognition outcomes to ensure consistent implementation and impact.

Staff Responsible for Monitoring: Administrative Team, and Instructional Support Team

Problem Statements: Student Learning 1, 5

Formative Reviews

November **February** **June**

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are demonstrating academic growth but are not consistently performing at the Meets and Masters levels in reading and mathematics.	Consistent implementation of rigorous grade-level instruction, literacy practices, and data-driven intervention systems has not yet resulted in accelerated achievement for all students.
5	Multiple student groups are performing below desired outcomes at all performance levels, which is resulting in lower Domain 1 and 3 scores compared to past years performances.	Students were not tracked by student group identifier when progress monitoring was occuring.

Priority 3 Create a culture of belonging for all members of the Plano ISD community.

Goal 1

By May 2027, Meadows will maintain and improve student attendance by 96% promoting the Plano ISD Code of Civility, strengthening family communication and engagement, increasing student connectedness and belonging, and reducing chronic absenteeism among targeted student groups.

Performance Target: 1st Nine Weeks: 94.7%

2nd Nine Weeks: 95.1%

3rd Nine Weeks: 95.5%

4th Nine Weeks: 96.0%

Expected Result: Improved student engagement, fewer absences, and stronger family/school partnerships around attendance.

Strategy 1

The Administrative Team will review weekly attendance data, identify students at risk of chronic absenteeism, and collaborate with teachers, the PBIS team, counselors, and families to implement targeted interventions and supports to improve attendance to 96%, while teachers and administrators establish and communicate a tiered recognition system that celebrates students with perfect or improved attendance through classroom and school-wide rewards, fostering a culture that values consistent attendance. Progress will be monitored through weekly attendance reports, tracking of intervention completion, and documentation of recognition participation and outcomes.

Staff Responsible for Monitoring: Administrative Team and PBIS Team

Problem Statements: Student Learning 1, 5 - Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Campus staff will educate parents about the critical role of attendance in academic success by sharing expectations during orientation, early-year communications, electronic reminders, and parent meetings. Families of students with excessive absences will participate in SST meetings to develop practical strategies and action plans, with weekly attendance data used to monitor progress, track improvement, and provide timely support to ensure consistent student

attendance.

Staff Responsible for Monitoring: Student Support Team, Family Engagement Committee and PBIS Team

Problem Statements: Student Learning 5

Formative Reviews

November	February	June

Strategy 3

Improve student attendance by partnering with families and teaching parents how to build strong, positive connections with their children at home and at school through shared activities such as playing board games.

Staff Responsible for Monitoring: Counselor and Student Support Team

Problem Statements: Student Learning 5

Funding Sources: Games to share with parents and students 211 Title I, Part A, $2,600

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are demonstrating academic growth but are not consistently performing at the Meets and Masters levels in reading and mathematics.	Consistent implementation of rigorous grade-level instruction, literacy practices, and data-driven intervention systems has not yet resulted in accelerated achievement for all students.
5	Multiple student groups are performing below desired outcomes at all performance levels, which is resulting in lower Domain 1 and 3 scores compared to past years performances.	Students were not tracked by student group identifier when progress monitoring was occuring.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While stakeholders report positive perceptions of campus climate and safety, opportunities exist to increase student voice, engagement, and ownership.	Students have limited structured opportunities to provide feedback, contribute to decision-making processes, and participate in leadership experiences within the campus community.

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra Duty Pay and Sub Pay	--	$40,000.00
1	1	4		--	$2,100.00
1	1	4	Adult Temp Pay	--	$100,000.00
3	1	3	Games to share with parents and students	--	$2,600.00
				Sub-Total	$144,700.00
				Budgeted Fund Source Amount	$61,335.00
				+/- Difference	**-$83,365.00**

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	37	2	0	0	0	10	42	4	33	43	6	49
2022	50	38	50				30	38	75	39	42	17	39
2023	52	40	51				33	40	76	41	43	18	40
2024	54	42	51				36	42	76	43	43	20	40
2025	56	44	52				40	44	77	46	44	22	41
2026	60	48	54				46	48	79	50	46	25	43
2027	64	52	55				53	52	80	55	47	28	44

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	43	2	0	3	0	13	52	3	39	39	18	57
2022	50	58	50		100		23	60	100	59	62	56	60
2023	52	60	51		100		26	62	100	61	63	57	61
2024	54	62	51		100		29	64	100	63	63	59	61
2025	56	64	52		100		33	66	100	66	64	61	62
2026	60	68	54		100		39	70	100	70	66	64	64
2027	64	72	55		100		46	74	100	75	67	67	65

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	44	8	0	1	0	13	51	2	41	43	17	60
2022	71	50	75		100		46	51	100	44	63	41	57
2023	73	52	76		100		49	53	100	46	64	42	58
2024	75	54	76		100		52	55	100	48	64	44	58
2025	77	56	77		100		56	57	100	51	65	46	59
2026	81	60	79		100		62	61	100	55	67	49	61
2027	85	64	80		100		69	65	100	60	68	52	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	23	124	12	0	4	0	36	145	9	113	125	41	166
2022	57	49	67		100		33	50	89	48	55	44	52
2023	59	51	68		100		36	52	90	50	56	45	53
2024	61	53	68		100		39	54	90	52	56	47	53
2025	63	55	69		100		43	56	91	55	57	49	54
2026	67	59	71		100		49	60	93	59	59	52	56
2027	71	63	72		100		56	64	94	64	60	55	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	37	2	0	0	0	10	42	4	33	43	6	49
2022	12	38	50				30	29	25	36	35	17	33
2023	15	40	51				33	31	26	38	36	19	34
2024	18	43	53				36	34	28	40	38	21	36
2025	21	47	55				40	38	30	43	40	24	38
2026	27	51	57				45	42	32	47	42	28	40
2027	33	57	60				52	48	35	52	45	33	43

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	43	2	0	3	0	13	52	3	39	39	18	57
2022	25	51	50		33		23	46	67	51	44	50	46
2023	28	53	51		34		26	48	68	53	45	52	47
2024	31	56	53		36		29	51	70	55	47	54	49
2025	34	60	55		38		33	55	72	58	49	57	51
2026	40	64	57		40		38	59	74	62	51	61	53
2027	46	70	60		43		45	65	77	67	54	66	56

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	44	8	0	1	0	13	51	2	41	43	17	60
2022	43	25	50		100		31	25	50	24	35	24	32
2023	46	27	51		100		34	27	51	26	36	26	33
2024	49	30	53		100		37	30	53	28	38	28	35
2025	52	34	55		100		41	34	55	31	40	31	37
2026	58	38	57		100		46	38	57	35	42	35	39
2027	64	44	60		100		53	44	60	40	45	40	42

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	23	124	12	0	4	0	36	145	9	113	125	41	166
2022	26	38	50		50		28	34	44	37	38	34	37
2023	29	40	51		51		31	36	45	39	39	36	38
2024	32	43	53		53		34	39	47	41	41	38	40
2025	35	47	55		55		38	43	49	44	43	41	42
2026	41	51	57		57		43	47	51	48	45	45	44
2027	47	57	60		60		50	53	54	53	48	50	47

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	44	8	0	1	0	13	51	2	41	43	17	60
2022	14	23	62		100		23	24	50	20	33	18	28
2023	17	25	63		100		26	26	51	22	34	20	29
2024	20	28	65		100		29	29	53	24	36	22	31
2025	23	32	67		100		33	33	55	27	38	25	33
2026	29	37	69		100		38	38	58	31	40	29	35
2027	35	43	72		100		45	44	62	36	43	33	38