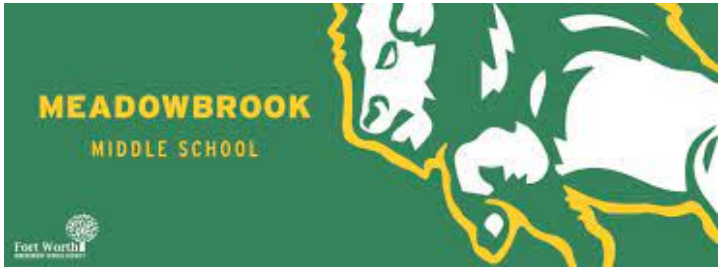
Fort Worth Independent School District

052 Meadowbrook Middle School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

We strive to spark in ALL students a commitment to respect one another, challenge themselves academically, and pursue personal excellence in a safe, supportive, and nurturing environment.

Vision

Meadowbrook Middle School aims to improve our world by empowering students to prepare for the future, participate as leaders in their community, and embrace life-long learning.

Value Statement

L.E.A.D

Leadership

Excellence

Academic growth

Determination

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Meadowbrook Middle School is a historic campus rooted in pride, tradition, and community, serving the east Fort Worth neighborhood since its opening in 1936. Known as *Buffalo Country*, the campus continues to honor its legacy of academic growth, equity, and familial connection while responding to the evolving needs of its diverse student population. During the 2025–2026 school year, Meadowbrook Middle School maintained stable enrollment at 733 students, reflecting consistent community trust and engagement. The student population is predominantly Hispanic/Latino (62%) and African American (31%), with 40% of students identified as Emergent Bilinguals and 16% receiving Special Education services. These demographics underscore the importance of targeted instructional supports, culturally responsive practices, and equitable systems to ensure academic success for all learners.

The campus offers a broad range of academic and extracurricular opportunities that contribute positively to student engagement and school climate. Approximately 32% of students participate in special programs such as Band, Choir, Theatre, Art, Career and Technical Education (CTE), and Athletics. Notably, the Theatre and Choir programs have demonstrated growth and success, earning UIL ratings that reflect both student commitment and instructional quality. These programs support whole-child development and foster a strong sense of belonging and pride within the school community.

Meadowbrook Middle School is staffed by a dedicated and well-structured team of educators and leaders, including campus administrators, instructional coaches, counselors, behavior specialists, and a Family Engagement Specialist. The campus maintained an 88% retention rate during the 2025–2026 school year, with a 12% turnover rate, highlighting both stability and an ongoing need to strengthen teacher retention efforts. In response, the campus implemented a Teacher Academy that provides new educators with mentorship and structured professional support, reinforcing a culture of continuous learning and professional growth.

Academically, the campus implemented the FWISD Instructional Framework across all core content areas—Math, Reading, Science, and Social Studies—resulting in measurable gains in student performance. Beginning-of-Year (BOY), Middle-of-Year (MOY), and Spring assessment data indicate growth across all subjects, with the campus earning an overall score of 84%, corresponding to a “B” rating. Students demonstrated notable growth and achievement gains, including increased performance in Reading, Math, Science, and Social Studies. However, despite overall progress, data indicates that Special Education and Emergent Bilingual students continue to perform below their peers, signaling a need for intensified instructional differentiation, language supports, and targeted interventions.

To address instructional and student support needs, Meadowbrook Middle School employs strong systems such as Data-Driven Instruction (DDI), embedded Professional Learning Communities (PLCs), and a Multi-Tiered System of Supports (MTSS). Teachers collaborate routinely to analyze data, internalize lessons, and align instruction to TEKS-based learning targets. The MTSS framework supports Tier I, II, and III interventions focused on academic performance, attendance, and behavior. Additionally, instructional coaching, walkthroughs, and weekly Instructional Leadership Team (ILT) meetings support continuous improvement and alignment between leadership actions and classroom practices.

The campus has also prioritized school culture and student well-being through a redesigned advisory program that integrates Social and Emotional Learning (SEL) twice weekly and embeds i-Ready Math and Reading to address skill gaps. The second year of House System implementation has further strengthened relationships, student engagement, and school pride through consistent check-ins and community-building activities. Family engagement remains a priority, with multiple opportunities for parent participation throughout the year, enhancing communication and partnerships.

While Meadowbrook Middle School has established strong instructional systems, supportive programs, and a positive school climate, the needs assessment reveals key areas for continued focus. These include improving academic outcomes for Special Education and Emergent Bilingual students, addressing disproportionality in discipline referrals—particularly among African American students—and strengthening professionalism and customer service among campus staff when interacting with families and community partners. Addressing these needs will be critical to sustaining progress, ensuring equity, and reinforcing trust within the Meadowbrook Middle School community.

Demographics

Demographics Summary

Our Story:

Meadowbrook Middle School is nestled in an historic neighborhood that first opened its doors in the fall of 1936 by Principal John C. Roberson. The student body welcomed 200 students who chose the beautiful school colors of green and gold with the iconic Buffalo as the mascot. This pride driven campus, known as Buffalo Country, is located in the east Fort Worth neighborhood of Meadowbrook. The school sits north of Meadowbrook Drive, east of Tierney Road, south of East Rosedale, and west of Oakland Boulevard.

Student enrollment at Meadowbrook Middle School has held steady during the 2025-2026 school year. Currently, we have 733 students enrolled at Meadowbrook Middle School. Our demographics are as follows: 62% Hispanic/Latino students, 31% African American, 4% Caucasian, 1.9% Two or More Races, and .2% Asian students. 16% of our population at Meadowbrook Middle School is receiving special education services and 40% of our population are Emergent Bilinguals. In an effort to meet optimal teacher-student ratios and to accommodate continued student growth, the master schedule has been completed with 100% of students scheduled for the upcoming school year.

Special Programs on Campus:

Over the recent years at Meadowbrook Middle School, there has been an increase in the scope and reach of our special programs which include, Band, Choir, Theatre, Art , CTE and Athletics. Presently, we are proud to report that approximately 32% of our student body actively participates in our programs. Our exceptional educators have collaboratively worked with parents and colleagues to cultivate and enhance each of the programs, fostering their development through active engagement and community outreach. Our Theatre and Choir program on campus are growing and students are taking an interest in those groups. This past year, our Theatre program went to the UIL competition and received a1 rating, with our Choir program receiving a 2 rating.

Staff at Meadowbrook Middle School:

At Meadowbrook Middle School, our distinguished staff includes 2 guidance counselors, 2 assistant principals, 2 Demonstration Teacher, 1 Dean of Instruction, 1 Restorative Specialist, 1 behavior intervention specialist, and 1 Family Engagement Specialist. In addition, our dedicated team comprises **5** custodians, **4** nutrition workers, **51** teachers/teacher assistants, and **3** administrators. The meticulous selection and retention of a highly-qualified and talented staff are of paramount importance to us.

For the academic year 2025-2026, we encountered a teacher turnover rate of 12%, underscoring the significance of our commitment to fostering a stable and proficient faculty. All recruited teachers are expected to embody the principles of life-long learning, demonstrate unwavering dedication to professional growth, and exhibit a steadfast commitment to academic excellence. This commitment is manifest in their comprehensive approach to planning, coaching, and participation in ongoing professional learning opportunities. Currently, we have a 88% retention rate.

Similarly, our administrators are held to a high standard, expected to serve as instructional leaders on campus and contribute substantially to the professional development of teachers within their caseload. To address the challenge of teacher retention, we have established a Teacher Academy on campus. This initiative ensures that all new teachers benefit from the guidance of an experienced mentor and participate in bi-monthly support meetings, facilitating a supportive and collaborative environment conducive to their continued growth and success.

Discipline and Attendance at Meadowbrook Middle School:

Our campus has created a comprehensive campus-wide discipline protocol and system designed to uphold classroom attendance and promote a conducive learning environment. Presently, it has come to our attention that African American students constitute 59% of our campus referrals, despite comprising on 37% of our overall enrollment. To address this disparity, our dedicated student support team is actively engaged in working with a specific case load of students. The primary objective of this team is to minimize disruptive behaviors within the classroom setting. Additionally, the team ensures consistent daily check-in for our students, fostering a proactive approach to support their overall well-being and academic success. We remain committed to fostering an inclusive and equitable learning environment for all students, addressing challenges and promoting positive outcomes.

Meadowbrook Middle School Mission and Vision:

Meadowbrook Middle School is steadfastly committed to upholding our core values, which encompass the principles of being life-long learners, promoting equity, fostering academic growth, and instilling determination in our students. Within our school community, we cultivate a sense of familial connectedness, viewing our collective as a supportive and nurturing family environment. Our overarching objective is to diligently prepare our students for the challenges of high school and beyond, ensuring they are well-equipped with the knowledge, skills, and values essential for future success.

Demographics Strengths

Meadowbrook Middle School's diverse student population is one of its most significant strengths, contributing to a rich and culturally vibrant learning environment. With an enrollment of **733 students**, the campus reflects the multicultural landscape of the Meadowbrook community. The student body is predominantly **Hispanic/ Latino (62%)**, followed by **African American students (31%)**, creating a school culture grounded in bilingualism, cultural pride, and varied perspectives. The presence of **Emergent Bilingual learners (40%)** enriches classroom discourse and drives instructional practices that emphasize language development, differentiation, and culturally responsive teaching.

In addition to cultural diversity, Meadowbrook Middle School's demographics highlight its commitment to serving a wide range of learner needs. With **16% of students receiving special education services**, the campus is equipped with targeted supports, specialized programming, and inclusive practices that strengthen academic and behavioral outcomes for students with exceptionalities.

Steady enrollment numbers and the successful scheduling of **100% of students** for the upcoming school year underscore the school's organizational strength and preparedness to support continued growth. The campus's ability to maintain optimal student–teacher ratios demonstrates proactive planning that directly supports instructional quality and student engagement.

Overall, Meadowbrook Middle School's demographic profile reflects a robust, dynamic, and inclusive educational community. This diversity—combined with strong instructional planning and a commitment to equitable access—serves as a foundational strength that enhances the school's culture, learning experiences, and overall academic mission.

Problem Statements Identifying Demographics Needs

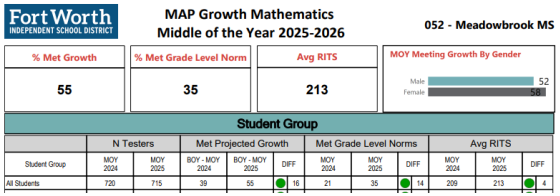
Problem Statement 1 (Prioritized): African American students are disproportionately represented in campus discipline referrals, making up 59% of referrals while only representing 31% of the student population.
Root Cause: Lack of culturally responsive behavior intervention strategies among staff. Limited targeted professional development on implicit bias and equitable discipline practices. Insufficient restorative practices being utilized as first interventions before formal referrals.

Student Learning

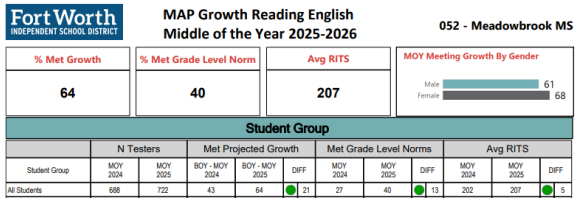
Student Learning Summary

For the 2025–2026 school year, our campus implemented the FWISD Instructional Framework across all core content areas—Math, Reading, Science, and Social Studies. As a result of this implementation, the campus has demonstrated measurable academic growth. The data presented below includes Beginning-of-Year (BOY) and Middle-of-Year (MOY) NWEA MAP results, as well as Fall and Spring performance data. Overall, the data reflects percentage increases across all subject areas, with the campus currently earning an overall score of 84%, corresponding to a “B” rating.

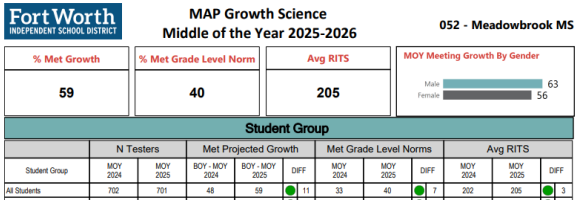
Math:



Reading:



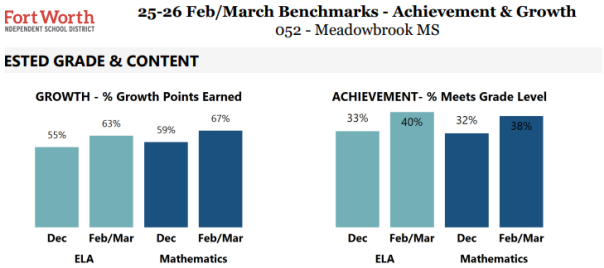
Science:



Middle-of-Year (MOY) NWEA MAP results and Spring Benchmark data demonstrate a strong positive correlation with student growth and achievement across core content areas. Spring Benchmark data reflects measurable increases in performance in Reading, Math, Science, and Social Studies. Specifically, Reading showed

an 8% increase in growth and a 7% increase in achievement, while Math demonstrated an 8% increase in growth and a 6% increase in achievement. In Science, students achieved a 7% increase in achievement and demonstrated 59% growth on the NWEA MAP assessment. Social Studies reflected a 20% increase in achievement.

While overall gains in both achievement and growth are evident across the campus, data indicates that our Special Education and Emergent Bilingual student populations continue to perform below other student subgroups. These findings highlight the need for continued targeted instructional supports and intentional interventions to ensure academic progress for all learners.



Analysis of STAAR performance data indicates an overall decline of four points, with the campus rating decreasing from 69 to 66. A review of Domain 3 data revealed areas of concern within our Emergent Bilingual, African American, and Hispanic student groups, highlighting the need for targeted instructional supports and accelerated learning opportunities.To address these achievement gaps, the campus has implemented the Cowtown 12 instructional framework with a deliberate focus on Explicit Modeling, Academic Language Development, and Frequent Practice opportunities. These instructional practices are designed to increase student engagement, strengthen conceptual understanding, and provide multiple opportunities for all students to demonstrate learning. Through consistent implementation of the Cowtown 12, the campus aims to improve instructional effectiveness, increase academic achievement across all student groups, and ensure equitable access to rigorous learning experiences.

Student Learning Strengths

During the 2025–2026 school year, Meadowbrook Middle School demonstrated strong instructional coherence and academic progress following the implementation of the FWISD Instructional Framework across all core content areas—Math, Reading, Science, and Social Studies. This consistent instructional approach has contributed to measurable gains in both student growth and achievement, as reflected in Beginning-of-Year (BOY), Middle-of-Year (MOY), and Spring assessment data.

Overall campus performance indicates positive upward trends across all subject areas, resulting in an overall score of 84%. MOY NWEA MAP data and Spring Benchmark results show a strong alignment between instructional practices and student outcomes, with notable improvements in core content performance. Reading and Math both reflected an 8% increase in student growth, with corresponding achievement gains of 7% in Reading and 6% in Math. Science performance demonstrated a 7% increase in achievement, coupled with 59% growth on the NWEA MAP assessment, indicating significant progress in student learning. Social Studies showed particularly strong results, with a 20% increase in student achievement.

These results highlight Meadowbrook Middle School's strengths in implementing a unified instructional framework, monitoring student progress through multiple data points, and fostering academic growth across content areas. While continued work remains to ensure all student subgroups achieve at high levels, the overall data reflects a solid foundation of effective instructional practices and a positive trajectory for student learning campus-wide.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education and Emergent Bilingual (EB) student populations continue to underperform compared to other student subgroups despite overall campus growth.
Root Cause: Inconsistent implementation of tiered instructional supports, combined with a lack of systematic integration of language development strategies and accommodations, and limited structured collaboration between general education teachers, Special Education staff, and Emergent Bilingual specialists, has resulted in insufficiently targeted instruction and progress monitoring for identified student sub

Problem Statement 2: Despite overall campus-wide academic growth, achievement gains are not yet consistent across all core content areas.
Root Cause: Variability in instructional rigor and consistency in implementing the FWISD Instructional Framework has impacted the campus's ability to fully convert student growth into sustained grade-level achievement in Reading and Math.

School Processes & Programs

School Processes & Programs Summary

At our school, we prioritize high-quality instruction through intentional collaboration, data-driven decision-making, and consistent instructional practices aligned to the FWISD Instructional Framework. Teachers engage regularly in the Data-Driven Instruction (DDI) process, which emphasizes purposeful planning, lesson internalization, and alignment to clear learning targets grounded in the Texas Essential Knowledge and Skills (TEKS). This process strengthens instructional coherence and ensures lessons are designed to promote student engagement, mastery of standards, and measurable academic progress.

To support effective collaboration, core content teachers in Math, English Language Arts (ELA), Science, and Social Studies participate in Professional Learning Communities (PLCs embedded within the instructional day. These PLCs are facilitated by an Administrator and a Demonstration Teacher and are structured to support lesson internalization, instructional practice, analysis of student work, and timely feedback. Teachers utilize a variety of instructional resources during planning, including FWISD Instructional Planning Calendars (IPCs), SAAVAS, Carnegie Learning, Lead4ward Playlists, and Lead4ward Field Guides, which provide standards-aligned strategies and instructional supports across disciplines.

The campus also maintains a strong focus on data analysis and progress monitoring to inform instruction. Teachers regularly review formative and summative assessments, including NWEA MAP, benchmarks, and common assessments, to identify student strengths and learning gaps. This data is used to adjust instruction, plan reteach opportunities, provide enrichment, and implement targeted interventions. The campus utilizes a Multi-Tiered System of Supports (MTSS) to address academic and behavioral needs, ensuring students receive appropriate Tier I, II, and III supports. Progress monitoring is conducted consistently to evaluate the effectiveness of interventions and guide instructional adjustments, with particular attention given to supporting Special Education and Emergent Bilingual students.

Instructional coaching is embedded within campus systems through ongoing classroom walkthroughs, instructional rounds, and feedback cycles. Instructional leaders provide focused, actionable feedback aligned to campus priorities, instructional rigor, and student engagement. Modeling, co-planning, and coaching conversations support teachers in strengthening instructional practices and increasing alignment between planning and classroom implementation.

The Instructional Leadership Team (ILT) meets weekly on Fridays to engage in strategic discussions aimed at improving instructional outcomes campus-wide. These meetings focus on analyzing trends from walkthroughs, instructional rounds, culture walks, and assessment data. The ILT provides feedback on PLC implementation, lesson internalization, and instructional practices, while also identifying areas in need of targeted support. The team collaboratively develops action steps to address instructional gaps and monitor progress, ensuring alignment between leadership decisions and classroom practice.

The campus prioritizes a positive school culture that supports student engagement, belonging, and academic success. Students have access to a variety of elective courses, including Speech, Touch Data Systems, Career and Technical Education (CTE), Spanish, AVID, Art, Band, Theatre, Junior Cadet Corps (JCC), and Choir. These programs promote whole-child development, student leadership, and increased engagement in the learning environment. The campus continues to strengthen systems that support positive behavior, social-emotional learning, and a safe, inclusive school climate.

Effective communication remains a cornerstone of campus operations. Monthly staff communication occurs through the *Buffalo Bulletin*, which highlights staff accomplishments, outlines instructional priorities, and shares important reminders and deliverables. Additionally, the Principal distributes a campus newsletter to families to share updates, celebrate student achievements, and communicate upcoming events and initiatives. The campus is committed to increasing the frequency

and quality of communication with parents and caregivers to strengthen partnerships and ensure families remain informed and engaged in their children's educational experience.

The school operates on a 90-minute block schedule designed to maximize instructional time and support deeper learning. Students receive daily instruction in Math and Reading, while Science and Social Studies are taught on alternating days. This scheduling model allows for extended learning opportunities, differentiation, targeted intervention, and enrichment, while supporting instructional depth across all content areas.

Through strong instructional systems, collaborative practices, targeted supports, and intentional communication, the campus remains committed to continuous improvement and ensuring high levels of learning and academic success for all students.

School Processes & Programs Strengths

Our school demonstrates strong organizational systems and instructional practices that support high-quality teaching and student learning. A key strength is the consistent use of the Data-Driven Instruction (DDI) process, which prioritizes collaborative planning, lesson internalization, and alignment to TEKS-based learning targets. This structured approach ensures instructional coherence across classrooms and content areas while strengthening teacher capacity to deliver rigorous, standards-aligned instruction.

Embedded Professional Learning Communities (PLCs) across all core content areas serve as a foundational strength of the campus. Facilitated by instructional leaders and Demonstration Teachers, PLCs are intentionally designed to support instructional practice, analysis of student data, feedback, and continuous improvement. Teachers are equipped with robust district-approved resources—including FWISD IPCs, SAAVAS, Carnegie Learning, and Lead4ward tools—to enhance planning and instructional delivery.

The campus exhibits strong systems for data analysis and progress monitoring. Teachers routinely use formative assessments, benchmarks, and NWEA MAP data to inform instructional decisions, reteach strategies, and targeted interventions. The implementation of a Multi-Tiered System of Supports (MTSS) allows for differentiated academic and behavioral supports, ensuring students receive timely interventions and enrichment opportunities based on ongoing progress monitoring.

Instructional leadership is another strength of the campus. The Instructional Leadership Team (ILT) meets weekly to analyze campus trends, review walkthrough and instructional round data, and provide feedback on PLC implementation and lesson quality. These meetings drive strategic planning and ensure alignment between instructional leadership actions and classroom practices. Ongoing coaching and feedback cycles further reinforce instructional expectations and support teacher growth.

The campus also demonstrates strength in scheduling and instructional design. A 90-minute block schedule allows for extended instructional time, deeper learning, and differentiation. Daily Math and Reading instruction supports foundational skill development, while alternating Science and Social Studies blocks ensure sustained engagement across all content areas. Additionally, a wide range of elective offerings promotes student engagement, leadership, creativity, and whole-child development.

Strong communication systems further enhance campus effectiveness. Regular staff communication through the *Buffalo Bulletin* and periodic Principal newsletters ensure staff and families are informed, aligned, and engaged. These efforts support transparency, shared vision, and community connection.

Overall, the campus's strengths lie in its intentional instructional systems, collaborative culture, data-informed practices, strong leadership structures, and commitment to continuous improvement—all of which contribute to a positive and effective learning environment for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional coaching and feedback systems are present, but their impact on accelerating instructional improvement is inconsistent.
Root Cause: While walkthroughs, instructional rounds, and feedback cycles occur regularly, the follow-up coaching actions, modeling, and accountability structures needed to ensure implementation of feedback are not consistently embedded across all classrooms and content areas.

Problem Statement 2: Intervention systems are in place; however, targeted supports are not consistently implemented with sufficient intensity or fidelity for all student subgroups.
Root Cause: The MTSS framework is utilized campus-wide, but variability in Tier II and Tier III implementation, progress monitoring practices, and alignment between data analysis and intervention planning has reduced the overall effectiveness of targeted instructional supports.

Perceptions

Perceptions Summary

During the current school year, Meadowbrook Middle School intentionally prioritized student well-being and academic support through a strengthened advisory program. Advisory classes were redesigned to include Social and Emotional Learning (SEL) instruction twice each week, fostering students' emotional growth, self-awareness, and relationship-building skills. In addition, i-Ready Math and Reading were embedded into advisory time to ensure students continued developing essential academic skills throughout the school year and to address learning gaps in a proactive manner.

To further support student success, the campus established a Multi-Tiered System of Supports (MTSS) team that plays a critical role in monitoring and intervening for Tier I, II, and III students. The MTSS team regularly reviews student data related to academic performance, attendance, and behavior to ensure timely and targeted supports are provided to students in need.

This school year also marks the second year of implementation of the campus House System. Through structured House meetings held every three weeks during advisory, students engaged in discussions centered on grades, attendance, and behavior while also participating in activities designed to build relationships, promote school pride, and strengthen a sense of belonging. The House System has contributed positively to campus culture by encouraging student connection and engagement.

Family engagement has remained a priority, with multiple opportunities for parent involvement throughout the year. These opportunities included the Back-to-School Block Party, Open House, House Parent Activities, Parent Conference Days, and the upcoming Coffee with the Principal event. These events have supported positive relationships between the school and families while strengthening communication and collaboration.

While Meadowbrook Middle School has made meaningful progress in fostering a supportive and engaging school environment, the campus recognizes the ongoing need to improve professionalism among both front office staff and campus staff when engaging with families and community partners. Addressing this area will further enhance school perceptions and strengthen trust and partnerships within the school community.

Perceptions Strengths

Meadowbrook Middle School demonstrates several strengths that positively shape perceptions among students, families, and the school community. A key strength is the intentional focus on student well-being and connection through the advisory program. By prioritizing Social and Emotional Learning (SEL) twice a week and embedding i-Ready Math and Reading, the campus reinforces the perception that student growth is supported both academically and emotionally throughout the school year.

The continued implementation of the House System is another notable strength that positively impacts school culture and perceptions of belonging. Regular House meetings provide students with consistent opportunities to reflect on grades, attendance, and behavior while building meaningful relationships through collaborative activities. This structure fosters school pride, connection, and a sense of community among students.

Parent and family engagement efforts also contribute positively to campus perceptions. Events such as the Back-to-School Block Party, Open House, House Parent Activities, Parent Conference Days, and Coffee with the Principal provide families with multiple touchpoints to engage with the school. These opportunities demonstrate the campus's commitment to open communication, partnership, and welcoming families into the school environment.

Additionally, the establishment of the MTSS team reflects a strong perception of care and responsiveness to student needs. By monitoring academics, attendance, and behavior across Tier I, II, and III supports, the campus reinforces a culture of support and accountability, ensuring students feel seen and supported.

Overall, Meadowbrook Middle School is perceived as a campus that values relationships, student support, family engagement, and intentional systems designed to promote a positive, inclusive, and supportive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The House System strengthens relationships and school culture, but its impact on sustained improvements in grades, attendance, and behavior is not yet maximized.
Root Cause: House meetings primarily focus on check-ins and relationship-building activities, with limited structured follow-up, accountability measures, and data-driven goal-setting tied to student outcomes.

Problem Statement 2: Family engagement opportunities exist, but participation and sustained community partnership remain inconsistent.
Root Cause: While multiple events are offered throughout the year, engagement strategies rely heavily on event-based participation with limited intentional outreach, follow-up, and two-way communication tailored to diverse family needs.

Problem Statement 3: Perceptions of professionalism among front office and campus staff negatively impact overall school climate and community trust.
Root Cause: Limited professional development, inconsistent expectations, and lack of ongoing feedback related to customer service, communication, and professional interactions have contributed to uneven staff practices when engaging families and community partners.

Priority Problem Statements

Problem Statement 1: Special Education and Emergent Bilingual (EB) student populations continue to underperform compared to other student subgroups despite overall campus growth.

Root Cause 1: Inconsistent implementation of tiered instructional supports, combined with a lack of systematic integration of language development strategies and accommodations, and limited structured collaboration between general education teachers, Special Education staff, and Emergent Bilingual specialists, has resulted in insufficiently targeted instruction and progress monitoring for identified student sub

Problem Statement 1 Areas: Student Learning

Problem Statement 2: African American students are disproportionately represented in campus discipline referrals, making up 59% of referrals while only representing 31% of the student population.

Root Cause 2: Lack of culturally responsive behavior intervention strategies among staff. Limited targeted professional development on implicit bias and equitable discipline practices. Insufficient restorative practices being utilized as first interventions before formal referrals.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The House System strengthens relationships and school culture, but its impact on sustained improvements in grades, attendance, and behavior is not yet maximized.

Root Cause 3: House meetings primarily focus on check-ins and relationship-building activities, with limited structured follow-up, accountability measures, and data-driven goal-setting tied to student outcomes.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Instructional coaching and feedback systems are present, but their impact on accelerating instructional improvement is inconsistent.

Root Cause 4: While walkthroughs, instructional rounds, and feedback cycles occur regularly, the follow-up coaching actions, modeling, and accountability structures needed to ensure implementation of feedback are not consistently embedded across all classrooms and content areas.

Problem Statement 4 Areas: School Processes & Programs

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent and community partnership data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 86% to 95%.

Performance Objective 1: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment from 58% to 10% by June 2027.

Evaluation Data Sources: STAAR ECR Data
Benchmark ECR and SCR data
DOLs

Strategy 1: Provide Targeted Intervention after school for Students Scoring '0' on ECRs

Strategy's Expected Result/Impact: Targeted students will show incremental growth from '0' to at least partially developed responses
Increased student confidence and ability to initiate and complete ECR tasks independently.
Reduction in overall '0' scores contributing to campus goal attainment.

Staff Responsible for Monitoring: Principal/Assistant Principals: Monitor intervention fidelity and progress data
Teachers: Collaborate on student identification and implement supports during targeted instruction

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Identify students scoring '0' and provide small-group targeted intervention 2-3 times per week, focusing on prompt analysis, organization, and use of textual evidence. This will be completed during daily Tier 1 Instruction and/or through After School Targeted Intervention. Use scaffolded supports (sentence stems, graphic organizers, exemplars, and chunked prompts) to gradually build student independence. Monitor student progress every 3-6 weeks using common formative assessments and adjust interventions accordingly. **Intended Audience:** Teachers and students **Provider / Presenter / Person Responsible:** Principal/Assistant Principal Teachers **Date(s) / Timeframe:** August 2026 - September 2026 - Identify students who have scored a "0" on STAAAR ECR and begin targeted interventions through daily Tier 1 Instruction and After School Tutoring. October 2026 - May 2027 - Continue implementation of targeted small group instruction and analyze data to adjusts groups, scaffold support, etc. January 2026 - Analyze Benchmark Data to determine progress of reduction of "0" on ECR **Collaborating Departments:** English Department **Delivery Method:** In-Person **Funding Sources:** Transportation - Title I (211) - 211-11-6412-502-052-30-052-101000 - $7,000, After School Tutoring Teacher Pay - Title I (211) - 211-11-6116-502-052-30-052-101000 - $10,000, Supplies - Title I (211) - 211-11-6399-502-052-30-052-101000 - $8,076 , Fringe - After School Tutoring Teacher Pay - Title I (211) - 211-XX-614X-502-052-30-052-101000 - $1,800			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Special Education and Emergent Bilingual (EB) student populations continue to underperform compared to other student subgroups despite overall campus growth. **Root Cause**: Inconsistent implementation of tiered instructional supports, combined with a lack of systematic integration of language development strategies and accommodations, and limited structured collaboration between general education teachers, Special Education staff, and Emergent Bilingual specialists, has resulted in insufficiently targeted instruction and progress monitoring for identified student sub
School Processes & Programs
Problem Statement 1: Instructional coaching and feedback systems are present, but their impact on accelerating instructional improvement is inconsistent. **Root Cause**: While walkthroughs, instructional rounds, and feedback cycles occur regularly, the follow-up coaching actions, modeling, and accountability structures needed to ensure implementation of feedback are not consistently embedded across all classrooms and content areas.

Goal 2: Reduce the number of schools that are rated F from X% to Y%.

Performance Objective 1: Increase the percentage of 6th through 8th grade students that score meets grade level or above on ELAR benchmark assessments from 20% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 55% by June 2027.

Evaluation Data Sources: District Benchmark Assessments
Demonstration of Learning (DOLs)

Strategy 1: Strengthen Tier 1 ELAR Instruction Through Data-Driven Differentiation.

Strategy's Expected Result/Impact: Increase the percentage of students scoring Meets Grade Level or above on ELAR benchmarks from 47% to 52% by June 2027.
Improve overall student proficiency in reading comprehension and written responses aligned to grade-level standards.

Staff Responsible for Monitoring: Principal
Assistant Principal
ELAR Department Chair
ELAR Teachers

Title I:
2.51, 2.52
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will deliver a structured 90-minute block that includes a 45-minute TEKS-aligned first teach, an immediate demonstration of learning (DOL), and a 30-minute data-driven small-group re-teach; teachers will use weekly PLCs and common assessment/ benchmark data to identify gaps and adjust instruction, ensuring rigorous reading comprehension, vocabulary development, extended constructed responses (ECRs), and targeted math support for all learners. **Intended Audience:** Students Teachers **Provider / Presenter / Person Responsible:** Assistant Principal ELAR Department Chair ELAR Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Delivery Method:** In-Person through Professional Learning Communities **Funding Sources:** Classroom Supplies - Title I (211) - 211-11-6399-502-052-30-052-101000 - $10,964, Library Books - Title I (211) - 211-11-6329-502-052-30-052-101000 - $6,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Special Education and Emergent Bilingual (EB) student populations continue to underperform compared to other student subgroups despite overall campus growth. **Root Cause**: Inconsistent implementation of tiered instructional supports, combined with a lack of systematic integration of language development strategies and accommodations, and limited structured collaboration between general education teachers, Special Education staff, and Emergent Bilingual specialists, has resulted in insufficiently targeted instruction and progress monitoring for identified student sub
School Processes & Programs
Problem Statement 1: Instructional coaching and feedback systems are present, but their impact on accelerating instructional improvement is inconsistent. **Root Cause**: While walkthroughs, instructional rounds, and feedback cycles occur regularly, the follow-up coaching actions, modeling, and accountability structures needed to ensure implementation of feedback are not consistently embedded across all classrooms and content areas.

Goal 2: Reduce the number of schools that are rated F from X% to Y%.

Performance Objective 2: Increase the percentage of 6th through 8th grade students that score meets grade level or above on Math benchmark assessments from 28% to 45% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 45% by June 2027.

Evaluation Data Sources: District Benchmark Assessments
Demonstration of Learning (DOLs)

Strategy 1: Strengthen the quality of Tier 1 Core Instruction for all students by delivering explicit instruction that enables teachers to actively monitor, adjust, and assess student understanding through formative assessments, ensuring the appropriate level of rigor through the learning process and provide immediate feedback for small group instruction.

Strategy's Expected Result/Impact: Improve overall math achievement (28% - 45%) by ensuring all students receive rigorous, grade-level instruction with targeted supports.

Staff Responsible for Monitoring: Principal/Assistant Principal
Math Department Chair
Math Teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Teachers will implement a structured 90-minute math instructional block in which students engage in a 45-minute high-quality first teach aligned to grade-level standards, immediately followed by a demonstration of learning (formative assessment). Based on student performance data, teachers will then provide a 30-minute targeted small-group re-teach to address identified skill gaps and reinforce mastery of the objective. **Intended Audience:** Teachers Students **Provider / Presenter / Person Responsible:** Principal/Assistant Principal Math Department Chair Math Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Curriculum and Instruction **Delivery Method:** In-Person **Funding Sources:** Classroom Supplies - Title I (211) - 211-11-6399-502-052-30-052-101000 - $12,887			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The Instructional Leadership Team (ILT) will conduct observation and feedback rounds, providing real-time coaching using the Cowtown 12 framework to ensure effective instruction across all classrooms at Meadowbrook Middle School. Through this process, the ILT will identify campus-wide instructional trends and use this data to develop and deliver targeted, high-impact professional development aligned to identified needs.. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal Assistant Principal Department Chairs (Reading, Math, Science, Social Studies, Electives) **Date(s) / Timeframe:** August 206 - May 2027 **Delivery Method:** In-Person **Funding Sources:** Professional Development Supplies - Title I (211) - 211-11-6399-502-052-30-052-101000 - $5,000, Extra Duty OT for Teacher Assistants - Professional Development - Title I (211) - 211-11-6121-502-052-30-052-101000 - $5,000, Fringe - Extra Duty - Title I (211) - 211-XX-614X-502-052-30-052-101000 - $900			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Special Education and Emergent Bilingual (EB) student populations continue to underperform compared to other student subgroups despite overall campus growth. **Root Cause**: Inconsistent implementation of tiered instructional supports, combined with a lack of systematic integration of language development strategies and accommodations, and limited structured collaboration between general education teachers, Special Education staff, and Emergent Bilingual specialists, has resulted in insufficiently targeted instruction and progress monitoring for identified student sub

School Processes & Programs

Problem Statement 1: Instructional coaching and feedback systems are present, but their impact on accelerating instructional improvement is inconsistent. **Root Cause**: While walkthroughs, instructional rounds, and feedback cycles occur regularly, the follow-up coaching actions, modeling, and accountability structures needed to ensure implementation of feedback are not consistently embedded across all classrooms and content areas.

Goal 3: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 78% to 85% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 14% to 25% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 0% to 25% by June 2027.
Increase 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 10% to 20% by June 2027.

Evaluation Data Sources: Master Schedule 2026-2027 School Year

Strategy 1: Awareness, Recruitment & Access to Programs at Meadowbrook Middle School

Strategy's Expected Result/Impact: Directly increases awareness across all programs
Builds early interest pipeline (5th-7th grade)

Staff Responsible for Monitoring: Principal/Assistant Principal
Fine Arts Teachers
Band Director
Choir Director
Theatre Director
Athletic Coaches
JCC Instructor
Family Engagement Specialist

Title I:
2.51
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Host a Multi-Program Recruitment Fair (Annual) - Showcase programs and create early interest before course selection. Form planning committee (admin, counselors, program leads) - Fall 2026 Invite feeder elementary schools (5th grade) and current 6th/7th graders - Spring 2027 Create interactive booths: Fine Arts: live performances/art stations JCC: demonstrations, leadership activities Athletics: skill stations, team meet-and-greet Include student panels featuring diverse student voices Provide enrollment assistance stations - Counselors (Progression plans) Track attendance and interest forms - Program leaders, Master Scheduler and Assistant Principal **Intended Audience:** Incoming 5th Grade Students Current 6th and 7th Grade Students **Provider / Presenter / Person Responsible:** Principal/Assistant Principal Family Engagement Specialist Fine Arts Teachers Band Director Theatre Director Choir Director JCC Instructor Athletic Coaches **Date(s) / Timeframe:** August 2026 - April 2027 **Collaborating Departments:** Fine Arts Program JCC Program Athletics Program **Delivery Method:** In-Person Fair **Funding Sources:** Marketing Materials (Flyers, banners, etc) - Title I (211) - 211-11-6399-502-052-30-052-101000 - $1,998.40			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: African American students are disproportionately represented in campus discipline referrals, making up 59% of referrals while only representing 31% of the student population. **Root Cause**: Lack of culturally responsive behavior intervention strategies among staff. Limited targeted professional development on implicit bias and equitable discipline practices. Insufficient restorative practices being utilized as first interventions before formal referrals.

Perceptions

Problem Statement 1: The House System strengthens relationships and school culture, but its impact on sustained improvements in grades, attendance, and behavior is not yet maximized. **Root Cause**: House meetings primarily focus on check-ins and relationship-building activities, with limited structured follow-up, accountability measures, and data-driven goal-setting tied to student outcomes.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 39% to 10%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 42% to 10% by June 2027.
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 47% to 10% by June 2027.

Evaluation Data Sources: FWISD Dashboard
Six Weeks Attendance Reports

Strategy 1: Identify and intervene early with chronically absent students, prioritizing African American population.

Strategy's Expected Result/Impact: Reduction in students crossing the 10% absence threshold each grading cycle.

Staff Responsible for Monitoring: Attendance Clerk
Principal
Family Engagement Specialist
Behavior Interventionist

Title I:
2.51, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement weekly attendance dashboard(FWISD) to identify Tier 1 (all), Tier 2 (5-9%), Tier 3 (10%+) students **Intended Audience:** Attendance Committee **Provider / Presenter / Person Responsible:** Attendance Clerk Admin Counselor **Date(s) / Timeframe:** August 2026 **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Assign case managers for Tier 2 & Tier 3 student and conduct family outreach (calls, meetings, home visits if needed) utilizing our Family Engagement Specialist. **Intended Audience:** Families and Students **Provider / Presenter / Person Responsible:** Admin Case Managers (Family Engagement Specialist, Counselor, Teachers) **Date(s) / Timeframe:** Beginning in September; every week **Delivery Method:** Communication logs via Branching Minds **Funding Sources:** Family Engagement Specialist - Title I (211) - 211-61-6129-503-052-30-052-101000 - $32,276, - Title I (211) - 211-XX-614X-502-052-30-052-101000 - $5,809.68			

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: By May 30, 2027, the Student Support Team, in collaboration with house leaders (including counselors, behavior interventionists, student engagement specialists, assistant principals, teachers, and the attendance clerk), will develop and implement a comprehensive support system to address the needs of chronically absent students. This will include: Weekly team meetings to review attendance data and identify at-risk students. Targeted intervention plans tailored to individual student needs. Engagement strategies to re-establish connections with school and learning. Progress monitoring through monthly attendance reports and student engagement check-ins. Develop individualized attendance success plans and provide incentives for improved attendance. The goal is to achieve a 10% reduction in chronic absenteeism by the end of the school year, as measured by district attendance records and student engagement indicators. **Intended Audience:** Students Attendance Committee **Provider / Presenter / Person Responsible:** Admin Team House Leaders Student Support Team (Counselors, Behavior Interventionists and Family Engagement Specialist) **Date(s) / Timeframe:** August 2026 - May 2027 August 2026 - 1st Meeting Meet Monthly (Every Grading Cycle) **Delivery Method:** Create a template for attendance success plan and provide attendance incentives in-person. **Funding Sources:** Celebration Incentives - Title I (211) - 211-11-6399-502-052-30-052-101000 - $2,500			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: OCI/ISS Redesign with Teacher Assistant Support

Strategy's Expected Result/Impact: Reduction in repeat OCI/ISS placements
Increase in assignment completion rates during ISS
Decrease in disproportionality for African American/marginalized students

Staff Responsible for Monitoring: OCI Teacher
Admin
Attendance Clerk

Title I:
2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Assign dedicated Teacher Assistant (TA) to OCI/ISS to provide structured academic support during OCI/ISS. Provide structured academic support during OCI/ISS, specifically in Math and Reading. Ensure access to grade-level assignments during placements Implement restorative practices & reflection activities Assist in conducting re-entry conferences before returning to regular classes. Monitor and analyze OCI/ISS data by subgroup monthly **Intended Audience:** Students **Provider / Presenter / Person Responsible:** OCI Teacher TA Admin Team Student Success Team (Counselors and Behavior Interventionists) Meadowbrook MS Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Admin Team OCI/ISS Team **Funding Sources:** Teacher Assistant - Title I (211) - 211-11-6129-502-052-30-052-101000 - $26,894, - Title I (211) - 211-XX-614X-502-052-30-052-101000 - $4,840.92			

No Progress Accomplished Continue/Modify Discontinue

Strategy 3: Foster relationships and build a strong sense of community among staff and students utilizing the House System and building a strong Advisory program.

Strategy's Expected Result/Impact: A decrease in chronic absenteeism from 39% to 25%, as students feel more connected, supported, and motivated to attend school regularly.
A decrease in chronic absenteeism among African American students (or the most marginalized student group) from 47% to 35%, through intentional relationship-building, mentorship, and culturally responsive community structures.

Staff Responsible for Monitoring: Principal/Assistant Principal
House Leaders and coordinator
Family Engagement Specialist

Title I:
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Utilize the House System to lower African American suspensions. The goal is to foster a sense of belonging and community to reduce suspensions among African American students at Meadowbrook Middle School. We will continue to implement the house system throughout the year to build a sense of belonging among all staff members and students. House leaders will create advisory sessions focused on building relationships among students and staff within the same house and emphasize increase academic performance and improving attendance. House Leaders in collaboration with the campus events team, will organize four family engagement events: Back to School Block Party, Fall Festival, Paint and Sip, and House Bash. These events will allow parents and families to engage with the campus house system and support their children's education. House Leaders will regularly monitor the impact of the House System on student behavior, attendance and academic performance. Collect feedback from students, teachers and parents to assess the effectiveness of the advisory sessions and family events. **Intended Audience:** Teachers Students **Provider / Presenter / Person Responsible:** Principal Assistant Principals House Leaders Teachers/Counselors **Date(s) / Timeframe:** August 2026 - May 2027 July - 6th Grade Transition Camp August - Grade Level Parent Meetings, Back to School Block Party September - Open House (Title 1 Meeting) September - April - House Meet-ups May - House Bash **Collaborating Departments:** All Departments **Delivery Method:** In-Person **Funding Sources:** Extra Duty Pay for Family Engagement Activities - Title I (211) - 211-11-6116-502-052-30-052-101000 - $15,000, Family Engagement Events - Family Engagement (211) - 211-61-6499-503-052-30-052-101000 - $3,969, Fringe - Extra Duty Pay - Title I (211) - 211-XX-614X-502-052-30-052-101000 - $1,800			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: African American students are disproportionately represented in campus discipline referrals, making up 59% of referrals while only representing 31% of the student population. **Root Cause**: Lack of culturally responsive behavior intervention strategies among staff. Limited targeted professional development on implicit bias and equitable discipline practices. Insufficient restorative practices being utilized as first interventions before formal referrals.

Perceptions

Problem Statement 1: The House System strengthens relationships and school culture, but its impact on sustained improvements in grades, attendance, and behavior is not yet maximized. **Root Cause**: House meetings primarily focus on check-ins and relationship-building activities, with limited structured follow-up, accountability measures, and data-driven goal-setting tied to student outcomes.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-052-30-052-101000	$8,076.00
1	1	1	1	Fringe - After School Tutoring Teacher Pay	Fringe	211-XX-614X-502-052-30-052-101000	$1,800.00
1	1	1	1	After School Tutoring Teacher Pay	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-052-30-052-101000	$10,000.00
1	1	1	1	Transportation	Instruction | Travel - Student (11-6412)	211-11-6412-502-052-30-052-101000	$7,000.00
2	1	1	1	Classroom Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-052-30-052-101000	$10,964.00
2	1	1	1	Library Books	Instruction | Other Reading Materials (11-6329)	211-11-6329-502-052-30-052-101000	$6,000.00
2	2	1	1	Classroom Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-052-30-052-101000	$12,887.00
2	2	1	2	Professional Development Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-052-30-052-101000	$5,000.00
2	2	1	2	Extra Duty OT for Teacher Assistants - Professional Development	Instruction | Extra Duty/Ot - Support (11-6121)	211-11-6121-502-052-30-052-101000	$5,000.00
2	2	1	2	Fringe - Extra Duty	Fringe	211-XX-614X-502-052-30-052-101000	$900.00
3	1	1	1	Marketing Materials (Flyers, banners, etc)	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-052-30-052-101000	$1,998.40
4	1	1	2	Family Engagement Specialist	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-052-30-052-101000	$32,276.00
4	1	1	2		Fringe	211-XX-614X-502-052-30-052-101000	$5,809.68

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	3	Celebration Incentives	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-052-30-052-101000	$2,500.00
4	1	2	1		Fringe	211-XX-614X-502-052-30-052-101000	$4,840.92
4	1	2	1	Teacher Assistant	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-502-052-30-052-101000	$26,894.00
4	1	3	1	Extra Duty Pay for Family Engagement Activities	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-052-30-052-101000	$15,000.00
4	1	3	1	Fringe - Extra Duty Pay	Fringe	211-XX-614X-502-052-30-052-101000	$1,800.00
						Sub-Total	$158,746.00
						Budgeted Fund Source Amount	$158,746.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	3	1	Family Engagement Events	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-052-30-052-101000	$3,969.00
						Sub-Total	$3,969.00
						Budgeted Fund Source Amount	$3,969.00
						+/- Difference	$0.00
						Grand Total Budgeted	$162,715.00
						Grand Total Spent	$162,715.00
						+/- Difference	$0.00