

Plano Independent School District

Meadows Elementary

2021-2022



Board Approval Date: November 3, 2021

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

Demographics

Demographics Summary

Meadows is a Title I campus with 85% students receiving free and reduced lunch.

We are a Bilingual campus and are implementing One-way Dual language in Kindergarten and First grades, and will add an additional grade each of the following years through fifth grade.

Meadows enrolls approximately 410 students. Over the last three or four years enrollment has declined, but we have maintained 400 students for the past two years.

Meadows attendance rates fall just slightly below the district average and continues to be a focus of our campus. Our Student Support team includes two counselors, one social worker and one parent liaison to support the needs of families on our campus.

Meadows has made significant academic gains over the last three years. We continue to focus on increasing the Meets and Mastery level performance of all students as measured by STAAR.

Demographics Strengths

Meadows has increased the number of student groups meeting the state standards. We have decreased the number of groups missing the targeted level of performance from 25 to 4 and are no longer identified as a campus in need of targeted support.

Special Education students have shown growth in scoring Approaching on STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 47 percent of students are scoring at the Does Not Meet level for Numerical Representation and Relationships as measured by MAP. **Root Cause:** Need to address consistent implementation of Tier I Numerical Representation and Relationships TEKS instruction.

Student Learning

Student Learning Summary

Meadows Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 70 percent of students are scoring at the Does Not Meet level for Foundations Skills as measured by MAP. **Root Cause:** Need to address consistent implementation of Tier I Foundation Skills TEKS instruction .

School Processes & Programs

School Processes & Programs Summary

Instructional Leadership Team meets bi-weekly to provide feedback on instructional plan and review campus data.

Instructional Planning Model is used for team planning.

- * Unpacking standards

- * Planning Formative and Summative Data

- * Analyzing student achievement data

- * Adjusting instruction based on student needs

Teachers provide input and school-wide systems and make adjustments as needed.

Extended Planning is used to provide teachers time to plan upcoming units.

School Processes & Programs Strengths

The Master Schedule and Instructional Support Schedule are built to support student needs and are adjusted as student achievement data demonstrates the need.

School-wide systems were developed with teacher input and we gather ongoing feedback from staff to ensure successful implementation and make adjustments.

Collaborative Team Planning.

Perceptions

Perceptions Summary

Meadows believes in and values parent and community collaboration to best meet the needs of all of our students. We work hard to provide a safe environment for students and staff. School-wide systems are in place and are continually re-evaluated to measure effectiveness based on teacher input.

Perceptions Strengths

Meadows has strong parent participation in social events such as: community picnic, books fairs, holiday music program, Spring dance, and science nights. Parent coffees have been successful in building a stronger partnership between school and bilingual parents and will continue. Meadows has been home to many generation of families in our community and we celebrate the pride our families and staff have in our school.

Priority Problem Statements

Problem Statement 2: 47 percent of students are scoring at the Does Not Meet level for Numerical Representation and Relationships as measured by MAP.

Root Cause 2: Need to address consistent implementation of Tier I Numerical Representation and Relationships TEKS instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 1: 70 percent of students are scoring at the Does Not Meet level for Foundations Skills as measured by MAP.

Root Cause 1: Need to address consistent implementation of Tier I Foundation Skills TEKS instruction .

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 20, 2021

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Meadows 3rd grade students that score meets grade level or above on STAAR Reading will increase from 29% in 2019 to 33% by June 2022. The English Learner student group performance will increase from 25% in 2019 to 31% in 2022. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 36% in 2022.

The percent of Meadows students that score Meets grade level or above on STAAR Reading 3-5 will increase from 36% in 2019 to 40% by June 2022. The English Learner student group performance will increase from 32% in 2019 to 38% in 2022. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 43% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will record and track reading level progress for Tier II and Tier III students on a monthly basis. Teams will hold a data meeting each month to review progress of student reading levels, identify strategies that have assisted students making progress, identify needs of students requiring additional support, and develop new intervention plans to support students not on track for meeting end of year reading level.</p> <p>Strategy's Expected Result/Impact: Increase in students reading on level as measured by Reading Records, Running Records, MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Support. Team Leaders, Teachers and Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Adult Temp for small group intervention support - 211 Title I, Part A - \$15,000, Collaborative Team Plan Book for PLC's at Work - 211 Title I, Part A - \$319.20</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level teams will monitor and track progress on essential foundational skills in reading during Tier 1 instruction to increase the number of students reading on or above grade level. Teams will hold a data meeting each month to review progress of student reading levels, identify strategies that have assisted students making progress, identify needs of students requiring additional support, and develop new intervention plans to support students not on track for meeting end of year reading level.</p> <p>Strategy's Expected Result/Impact: Increase in students reading on grade level as measured by MAP, running records, Reading Records and Reading STAAR</p> <p>Staff Responsible for Monitoring: Instructional Support Team , Team Leaders, Teachers, and Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Phonemic Awareness Curriculum K-2 - 211 Title I, Part A - \$520, Phonemic Awareness Curriculum resources and additional copies - 211 Title I, Part A - \$1,760.05, Magnetic Letters - 211 Title I, Part A - \$4,286.52, Magnetic letters board - 211 Title I, Part A - \$253,620, Sound Spelling - 211 Title I, Part A - \$4,323</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level teams will consistently unpack standards and create learning targets to use as an instructional tool when planning and implementing Tier 1 instruction and move towards proficiency in understanding how to create and implement a language objective.</p> <p>Strategy's Expected Result/Impact: Running and Reading Records, Writing Rubric and STAAR, and MAP</p> <p>Staff Responsible for Monitoring: Instructional Support Team, Team Leaders, Teachers, and Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grade level teams will plan for and implement the reading workshop model to focus on mini lesson, shared reading, interactive reading, guided reading and independent reading so that students improve their individual reading level.</p> <p>Strategy's Expected Result/Impact: Reading and Running Records, Reading MAP and Reading STAAR</p> <p>Staff Responsible for Monitoring: Instructional Support Team, Team Leaders, Teachers and Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Lucy Calkins Classroom Libraries - 211 Title I, Part A - \$15,114.08, Hameray Spanish Classroom Libraries - 211 Title I, Part A - \$4,142.84, Benchmark Spanish Trade Books for Classroom libraries - 211 Title I, Part A - \$5,593.50, Lakeshore Whisper Phones - 211 Title I, Part A - \$1,515.92</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Parent Involvement opportunities will be developed and implemented to support school to home connections regarding ways parents can support reading development at home.</p> <p>Strategy's Expected Result/Impact: Reading and Running records, Reading MAP, and Reading STAAR</p> <p>Staff Responsible for Monitoring: Family Engagement Committee, Teachers and Administrative Teams.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Building Student Libraries - Literacy Night in April 2022 - 211 Title I, Part A - \$4,499.47</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Meadows will increase instructional time and overall safety by ensuring more staff have access to radio/walkie talkies to communicate needs throughout the building.</p> <p>Strategy's Expected Result/Impact: Increase number of students reading on grade level.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Funding Sources: Walkie Talkies/radios - 211 Title I, Part A - \$3,460.64</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 70 percent of students are scoring at the Does Not Meet level for Foundations Skills as measured by MAP. Root Cause: Need to address consistent implementation of Tier I Foundation Skills TEKS instruction .</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Meadows 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% in 2019 to 44% by June 2022. The Special Education student group performance will increase from 41% in 2019 to 46% in 2022. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 52% in 2022. The percent of Meadows students that score Meets grade level or above on STAAR Math 3-5 will increase from 48% in 2019 to 50% by June 2022. The Special Education student group performance will increase from 37% in 2019 to 42% in 2022. The African American student group performance will increase from 29% in 2019 to 36% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will monitor and track progress on essential numeracy skills, specifically in patterns and relationships, during Tier 1 instruction to increase student performance. Teams will hold a data meeting each month to review student progress, identify strategies that have assisted students making progress, identify needs of students requiring additional support, and develop new intervention plans to support students not on track for meeting end of year grade level performance.</p> <p>Strategy's Expected Result/Impact: Math MAP and Math STAAR</p> <p>Staff Responsible for Monitoring: Instructional Support, Teachers and Administrative Teams</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level teams will consistently unpack standards and create learning targets to use as an instructional tool when planning and implementing Tier 1 instruction and move towards proficiency in understanding how to create and implement a language objective.</p> <p>Strategy's Expected Result/Impact: Math MAP and Math STAAR</p> <p>Staff Responsible for Monitoring: Instructional Support, teachers and Administrative Teams</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 47 percent of students are scoring at the Does Not Meet level for Numerical Representation and Relationships as measured by MAP. **Root Cause:** Need to address consistent implementation of Tier I Numerical Representation and Relationships TEKS instruction.

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Meadows students that score Meets grade level or above on STAAR Science 5 will increase from 46% in 2019 to 49% by June 2022. The English Learner student group performance will increase from 39% in 2019 to 42% in 2022. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 49% in 2022.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will consistently unpack standards and create learning targets to use as an instructional tool when planning and implementing Tier 1 instruction and move towards proficiency in understanding how to create and implement a language objective.</p> <p>Strategy's Expected Result/Impact: Science MAP and Science STAAR</p> <p>Staff Responsible for Monitoring: Instructional Support, Teachers and Administrative Teams</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 47 percent of students are scoring at the Does Not Meet level for Numerical Representation and Relationships as measured by MAP. Root Cause: Need to address consistent implementation of Tier I Numerical Representation and Relationships TEKS instruction.</p>
Student Learning
<p>Problem Statement 1: 70 percent of students are scoring at the Does Not Meet level for Foundations Skills as measured by MAP. Root Cause: Need to address consistent implementation of Tier I Foundation Skills TEKS instruction .</p>

2021-2022 SBIC

Committee Role	Name	Position
Administrator	Katherine Foster	Principal
Administrator	Jennifer Wells	AP
Parent	Aracely Salazar	Parent for Alexis Campillo (5th grade)
Parent	Manuela Lopez	Parent for Emily Gutierrez Lopez (3rd grade)
Community Representative	Scott Schweikhard	AP at Jasper HS
Business Representative	Peggy Dickerson	UTD Liason
Community Representative	Kelly Reed	Community Volunteer
Non-classroom Professional	Mireya Rodriguez	Social Worker
District-level Professional	Ginger Teaff	Math Coordinator
Parent	Ellen Cumba	Parent
Classroom Teacher	Lein Bui	Kinder Team Rep
Classroom Teacher	Jeannie Elizondo	1st Grade Team Rep
Special Education Team Leader	Stacey Cale	SpEd Team Rep
Special Education Team Leader	Stephanie Ketcham	SpEd Team Rep
Classroom Teacher	Christina Corral	Second Grade Team Rep
Classroom Teacher	Wendy Esquivel	3rd Grade Team Rep
Classroom Teacher	Stephani Holguin	4th Grade Team Rep
Classroom Teacher	Melissa Svec	5th Grade Team Rep
Non-classroom Professional	Monica McCaffrey	IS Team Rep
Non-classroom Professional	Bryce Dunnington	SFS Team Rep
Business Representative	Craig Williams	Plano Bible Church Pastor

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,724.00
+/- Difference					\$5,724.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,386.00
+/- Difference					\$1,386.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Collaborative Team Plan Book for PLC's at Work		\$319.20
1	1	1	Adult Temp for small group intervention support		\$15,000.00
1	1	2	Magnetic Letters		\$4,286.52
1	1	2	Phonemic Awareness Curriculum K-2		\$520.00
1	1	2	Sound Spelling		\$4,323.00
1	1	2	Phonemic Awareness Curriculum resources and additional copies		\$1,760.05
1	1	2	Magnetic letters board		\$253,620.00
1	1	4	Lucy Calkins Classroom Libraries		\$15,114.08
1	1	4	Lakeshore Whisper Phones		\$1,515.92
1	1	4	Hameray Spanish Classroom Libraries		\$4,142.84
1	1	4	Benchmark Spanish Trade Books for Classroom libraries		\$5,593.50
1	1	5	Building Student Libraries - Literacy Night in April 2022		\$4,499.47
1	1	6	Walkie Talkies/radios		\$3,460.64
Sub-Total					\$314,155.22
Budgeted Fund Source Amount					\$253,538.00

211 Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	-\$60,617.22
282 ESSER III						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$7,950.00
					+/- Difference	\$7,950.00
					Grand Total Budgeted	\$268,598.00
					Grand Total Spent	\$314,155.22
					+/- Difference	-\$45,557.22

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Meadows

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	33	34	44					40	34	45	32	36	37	36
2020	35	36	44					41	36	46	34	36	38	37
2021	37	39	45					43	39	48	36	37	40	38
2022	40	42	46					45	43	50	38	38	42	40
2023	44	47	47					47	48	53	42	39	45	42
2024	49	52	48					50	54	56	46	40	49	44

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	29	49	44					37	47	27	50	49	44	48
2020	31	51	44					38	49	28	51	49	45	49
2021	33	53	45					40	51	29	52	50	46	49
2022	36	56	45					42	54	31	54	50	48	50
2023	40	60	46					44	58	33	56	51	50	52
2024	45	65	47					47	63	36	59	52	53	53

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Meadows

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		60	6					17	64		52	59	14	73
2019	40	27	33					53	27		25	31	21	29
2020	42	29	33					54	29		27	31	22	30
2021	44	32	34					56	32		29	32	24	31
2022	47	35	35					58	36		31	33	26	33
2023	51	40	36					60	41		35	34	29	35
2024	56	45	37					63	47		39	35	33	37

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Meadows

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	5	60	6					17	64		52	59	14	73
2019	20	43	33					41	45		46	47	21	42
2020	22	45	33					42	47		47	47	22	43
2021	24	47	34					44	49		48	48	23	43
2022	27	50	34					46	52		50	48	25	44
2023	31	54	35					48	56		52	49	27	46
2024	36	59	36					51	61		55	50	30	47

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Meadows- STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 12% in 2019 to 14% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
13% 2019 Baseline: 12%	14%	16%	18%	20%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	0	10	*	*	*	*	*	*	7	*	10	7	33	12
2020	1	12	*	*	*	*	*	*	9	*	11	7	34	13
2021	4	14	*	*	*	*	*	*	12	*	13	8	36	14
2022	7	18	*	*	*	*	*	*	16	*	16	8	38	16
2023	11	22	*	*	*	*	*	*	21	*	19	9	41	18
2024	16	28	*	*	*	*	*	*	27	*	24	11	44	20
2019-2021	4	4	*	*	*	*	*	*	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Meadows - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 46% in 2019 to 48% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
47% 2019 Baseline: 46%	48%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	56	46	33	*	*	*	*	43	42	80	39	46	44	46
2020	57	47	33	*	*	*	*	44	43	81	40	46	45	47
2021	60	50	33	*	*	*	*	45	46	82	41	46	46	48
2022	63	52	34	*	*	*	*	47	49	84	42	47	48	49
2023	67	56	34	*	*	*	*	50	53	86	44	47	50	50
2024	72	61	35	*	*	*	*	53	58	89	47	48	53	51
2019-2021	4	4	0	*	*	*	*	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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