

# Plano Independent School District

## Meadows Elementary

2020-2021



**Board Approval Date:** October 20, 2020

# **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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
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 Reading and STAAR Writing from 2019 to 2021.	11
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 2021.	17
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 2021.	20
2020-21 SBIC	21
Addendums	22

# 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:** Closing the Gaps data indicates that we need to increase the number of students scoring at the Meets and Mastery levels in order to meet the four targets

not met in the 2018-2019 school year.

# 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):** There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. **Root Cause:** Lack of share understanding and successful implementation of the writing component of Balanced Literacy.

**Problem Statement 2 (Prioritized):** The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade as measured by K-2 Reading Records and 3-5 Reading STAAR Meets and Mastery performance. **Root Cause:** Lack of a shared understanding and successful implementation of the components of Balanced Literacy.

**Problem Statement 3 (Prioritized):** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (36%) and the English Learner (32%) and Economically Disadvantaged (34%) student groups.

**Problem Statement 4 (Prioritized):** Math: There is a gap between the All student group Meets performance level on STAAR Math (48%) and the Special Education (37%) and Economically Disadvantaged (47%) student groups.

**Problem Statement 5 (Prioritized):** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (12%) and the English Learner (10%) and Economically Disadvantaged (7%) student groups.

**Problem Statement 6 (Prioritized):** Science: There is a gap between the All student group Meets performance level on STAAR Science (46%) and the English Learner (39%) and Economically Disadvantaged (42%) student groups.

# 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.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** TELPAS Data indicates a need to develop school-wide strategies and systems to support and monitor ELL throughout the campus.

# 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.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Most Parent Engagement activities are focused on building social connections between home and school. We need to increase the number of opportunities to engage families in supporting the academic success of our students.



# Priority Problem Statements

**Problem Statement 1:** The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade as measured by K-2 Reading Records and 3-5 Reading STAAR Meets and Mastery performance.

**Root Cause 1:** Lack of a shared understanding and successful implementation of the components of Balanced Literacy.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing.

**Root Cause 2:** Lack of share understanding and successful implementation of the writing component of Balanced Literacy.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (36%) and the English Learner (32%) and Economically Disadvantaged (34%) student groups.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Science: There is a gap between the All student group Meets performance level on STAAR Science (46%) and the English Learner (39%) and Economically Disadvantaged (42%) student groups.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (12%) and the English Learner (10%) and Economically Disadvantaged (7%) student groups.

**Root Cause 5:**

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Math: There is a gap between the All student group Meets performance level on STAAR Math (48%) and the Special Education (37%) and Economically Disadvantaged (47%) student groups.

**Root Cause 6:**

**Problem Statement 6 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

## **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**

- 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**

- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

Revised/Approved: September 28, 2020




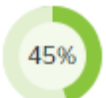


**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

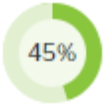















**Performance Objective 1:** HB3 - The percent of Meadows 3rd grade students that score meets grade level or above on STAAR Reading will increase from 29% in 2019 to 31% by June 2021. The English Learner student group performance will increase from 25% in 2019 to 29% in 2021. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 32% in 2021.

## HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Reading - 3rd Grade

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level teams will record and track reading level progress monthly. 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. <b>Strategy's Expected Result/Impact:</b> Reading Records & Running Records <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Grade level Teams will identify Essential Standards for K-5 Reading and Writing and track student performance on Essential Standards each month. Teachers will participate in monthly data meetings to analyze the data in order to identify strengths areas in need of improvement, and develop a instructional plan to address needs. <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Writing Rubric and Writing STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide follow-up professional learning on the components of Guided Reading such as: administering Running Records, analyzing Running Records, using data to organize Guided Reading groups, how to select Guided reading focus areas and text , and using data to adjust Guided Reading groups. <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Reading MAP and Reading STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administration Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide ongoing professional learning on the Talk Read Talk Write language structure and implement the strategy in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Running and Reading Records, Writing Rubric and STAAR, Math MAP and STAAR, Science MAP and STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 3	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Participate in a Reading Workshop book study so that we are able to develop and implement a structured routine for Reading Workshop. <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Reading MAP and Reading STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3 <b>Funding Sources:</b> Reading Workshop book - 211 Title I, Part A - \$960.58, Classroom Library Books - 211 Title I, Part A - \$12,988	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Parent Involvement opportunities will be developed and implemented to support school to home connections regarding ways parents can support reading development at home. <b>Strategy's Expected Result/Impact:</b> Reading and running records, Reading MAP, and Reading STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support, Student Support and Administrative Teams. <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Problem Statements:</b> Student Learning 1, 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 1 Problem Statements:

## Student Learning

**Problem Statement 1:** There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. **Root Cause:** Lack of shared understanding and successful implementation of the writing component of Balanced Literacy.

**Problem Statement 2:** The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade as measured by K-2 Reading Records and 3-5 Reading STAAR Meets and Mastery performance. **Root Cause:** Lack of a shared understanding and successful implementation of the components of Balanced Literacy.




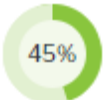


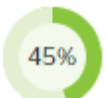


**Problem Statement 3:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (36%) and the English Learner (32%) and Economically Disadvantaged (34%) student groups.

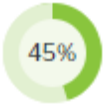









**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Meadows students that score Meets grade level or above on STAAR Reading 3-5 will increase from 36% in 2019 to 38% by June 2021. The English Learner student group performance will increase from 32% in 2019 to 36% in 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 39% in 2021.

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level teams will record and track reading level progress monthly. 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. <b>Strategy's Expected Result/Impact:</b> Reading Records & Running Records <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Grade level Teams will identify Essential Standards for K-5 Reading and Writing and track student performance on Essential Standards each month. Teachers will participate in monthly data meetings to analyze the data in order to identify strengths areas in need of improvement, and develop a instructional plan to address needs. <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Writing Rubric and Writing STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3, 5	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide follow-up professional learning on the components of Guided Reading such as: administering Running Records, analyzing Running Records, using data to organize Guided Reading groups, how to select Guided reading focus areas and text, and using data to adjust Guided Reading groups. <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Reading MAP and Reading STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administration Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide ongoing professional learning on the Talk Read Talk Write language structure and implement the strategy in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Running and Reading Records, Writing Rubric and STAAR, Math MAP and STAAR, Science MAP and STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 3, 5	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Participate in a Reading Workshop book study so that we are able to develop and implement a structured routines for Reading Workshop (mini lessons, word work, guided reading, stations, and independent reading). <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Reading MAP and Reading STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2, 3 <b>Funding Sources:</b> Leveled readers for Kinder and first grade classroom libraries to support independent reading. - 211 Title I, Part A - \$5,014	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:




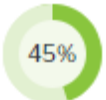


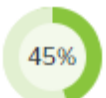


Student Learning
<b>Problem Statement 1:</b> There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. <b>Root Cause:</b> Lack of share understanding and successful implementation of the writing component of Balanced Literacy.
<b>Problem Statement 2:</b> The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade as measured by K-2 Reading Records and 3-5 Reading STAAR Meets and Mastery performance. <b>Root Cause:</b> Lack of a shared understanding and successful implementation of the components of Balanced Literacy.
<b>Problem Statement 3:</b> Reading: There is a gap between the All student group Meets performance level on STAAR Reading (36%) and the English Learner (32%) and Economically Disadvantaged (34%) student groups.
<b>Problem Statement 5:</b> Writing: There is a gap between the All student group Meets performance level on STAAR Writing (12%) and the English Learner (10%) and Economically Disadvantaged (7%) student groups.

**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 Reading and STAAR Writing from 2019 to 2021.








**Performance Objective 3:** The percent of Meadows students that score Meets grade level or above on STAAR Writing 4 will increase from 12% in 2019 to 14% by June 2021. The English Learner student group performance will increase from 10% in 2019 to 13% in 2021. The Economically Disadvantaged student group performance will increase from 7% in 2019 to 12% in 2021.

**Evaluation Data Sources:** 2021 STAAR Writing

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level teams will score and record student writing monthly. Teams will hold a data meeting each month to review progress of student writing, identify strategies that have assisted students making progress, identify needs and develop a plan to improve instruction and student results. <b>Strategy's Expected Result/Impact:</b> Writing Rubric <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 5	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Grade level Teams will identify Essential Standards for K-5 Reading and Writing and track student performance on Essential Standards each month. Teachers will participate in monthly data meetings to analyze the data in order to identify strengths areas in need of improvement, and develop a instructional plan to address needs. <b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Writing Rubric and Writing STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 2, 3, 5	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide ongoing professional learning on the Talk Read Talk Write language structure and implement the strategy in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Running and Reading Records, Writing Rubric and STAAR, Math MAP and STAAR, Science MAP and STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 3, 5	Formative		
	Nov	Feb	June
			



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Parent Involvement opportunities will be developed and implemented to support school to home connections regarding ways parents can support writing development at home. <b>Strategy's Expected Result/Impact:</b> Writing Rubric, and STAAR Writing performance <b>Staff Responsible for Monitoring:</b> Instructional Support, Student Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. <b>Root Cause:</b> Lack of share understanding and successful implementation of the writing component of Balanced Literacy.</p> <p><b>Problem Statement 2:</b> The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade as measured by K-2 Reading Records and 3-5 Reading STAAR Meets and Mastery performance. <b>Root Cause:</b> Lack of a shared understanding and successful implementation of the components of Balanced Literacy.</p> <p><b>Problem Statement 3:</b> Reading: There is a gap between the All student group Meets performance level on STAAR Reading (36%) and the English Learner (32%) and Economically Disadvantaged (34%) student groups.</p> <p><b>Problem Statement 4:</b> Math: There is a gap between the All student group Meets performance level on STAAR Math (48%) and the Special Education (37%) and Economically Disadvantaged (47%) student groups.</p> <p><b>Problem Statement 5:</b> Writing: There is a gap between the All student group Meets performance level on STAAR Writing (12%) and the English Learner (10%) and Economically Disadvantaged (7%) student groups.</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 2021.

**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 43% by June 2021. The Special Education student group performance will increase from 41% in 2019 to 44% in 2021. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 49% in 2021.

### HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Math - 3rd Grade

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level Teams will identify Essential Standards for K-5 Math and track student performance on Essential Standards each month. Teachers will participate in monthly data meetings to analyze the data in order to identify strengths areas in need of improvement, and develop a instructional plan to address needs. <b>Strategy's Expected Result/Impact:</b> Math MAP and Math STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional learning on best practices to use when implementing Number Talks in K-5 math instructional blocks. <b>Strategy's Expected Result/Impact:</b> Math MAP and Math STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:




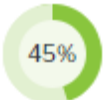









Student Learning
<b>Problem Statement 4:</b> Math: There is a gap between the All student group Meets performance level on STAAR Math (48%) and the Special Education (37%) and Economically Disadvantaged (47%) student groups.

**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 2021.

**Performance Objective 2:** The percent of Meadows students that score Meets grade level or above on STAAR Math 3-5 will increase from 48% in 2019 to 49% by June 2021. The Special Education student group performance will increase from 37% in 2019 to 40% in 2021. The African American student group performance will increase from 29% in 2019 to 33% in 2021.

**Evaluation Data Sources:** 2021 STAAR Math

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level Teams will identify Essential Standards for K-5 Math and track student performance on Essential Standards each month. Teachers will participate in monthly data meetings to analyze the data in order to identify strengths areas in need of improvement, and develop a instructional plan to address needs. <b>Strategy's Expected Result/Impact:</b> Math MAP and Math STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide ongoing professional learning on the Talk Read Talk Write language structure and implement the strategy in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Running and Reading Records, Writing Rubric and STAAR, Math MAP and STAAR, Science MAP and STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parent Involvement opportunities will be developed and implemented to support school to home connections regarding ways parents can support math development at home. <b>Strategy's Expected Result/Impact:</b> Math MAP and Math STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support, Student Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:

## Student Learning

**Problem Statement 1:** There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. **Root Cause:** Lack of shared understanding and successful implementation of the writing component of Balanced Literacy.

**Problem Statement 2:** The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade as measured by K-2 Reading Records and 3-5 Reading STAAR Meets and Mastery performance. **Root Cause:** Lack of a shared understanding and successful implementation of the components of Balanced Literacy.

**Problem Statement 3:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (36%) and the English Learner (32%) and Economically Disadvantaged (34%) student groups.

**Problem Statement 4:** Math: There is a gap between the All student group Meets performance level on STAAR Math (48%) and the Special Education (37%) and Economically Disadvantaged (47%) student groups.

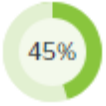






**Problem Statement 5:** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (12%) and the English Learner (10%) and Economically Disadvantaged (7%) student groups.

**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 2021.

**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 48% by June 2021. The English Learner student group performance will increase from 39% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 46% in 2021.

**Evaluation Data Sources:** 2021 STAAR Science

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide ongoing professional learning on the Talk Read Talk Write language structure and implement the strategy in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Running and Reading Records, Writing Rubric and STAAR, Math MAP and STAAR, Science MAP and STAAR <b>Staff Responsible for Monitoring:</b> Instructional Support and Administrative Teams <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 6	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. <b>Root Cause:</b> Lack of shared understanding and successful implementation of the writing component of Balanced Literacy. <b>Problem Statement 6:</b> Science: There is a gap between the All student group Meets performance level on STAAR Science (46%) and the English Learner (39%) and Economically Disadvantaged (42%) student groups.

# 2020-21 SBIC

Committee Role	Name	Position
Administrator	Katherine Foster	Principal
Administrator	Jennifer Wells	AP
District-level Professional	Scott Schweikhard	AP
Parent	Aracely Salazar	Parent for Alexis Campillo (4th grade)
Parent	Manuela Lopez	Parent for Emily Gutierrez Lopez ( 2nd grade)
Community Representative	Mary Hardin	Principal at Memorial Ele
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	Eboni Walls	Kinder Team Rep
Classroom Teacher	Janet Byler	1st Grade Team Rep
Special Education Team Leader	Stacey Cale	SpEd Team Rep
Special Education Team Leader	Stephanie Ketcham	SpEd Team Rep
Classroom Teacher	Stephani Holguin	Second Grade Team Rep
Classroom Teacher	Lauren Pollard	3rd Grade Team Rep
Classroom Teacher	Lisa Flores	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	SS Team Rep
Business Representative	Craig Williams	Plano Bible Church Pastor

# 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
<b>2019 # of Students</b>		60	6					17	64		52	59	14	73
<b>2019</b>	40	27	33					53	27		25	31	21	29
<b>2020</b>	42	29	33					54	29		27	31	22	30
<b>2021</b>	44	32	34					56	32		29	32	24	31
<b>2022</b>	47	35	35					58	36		31	33	26	33
<b>2023</b>	51	40	36					60	41		35	34	29	35
<b>2024</b>	56	45	37					63	47		39	35	33	37

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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
<b>2019 # of Students</b>	5	60	6					17	64		52	59	14	73
<b>2019</b>	20	43	33					41	45		46	47	21	42
<b>2020</b>	22	45	33					42	47		47	47	22	43
<b>2021</b>	24	47	34					44	49		48	48	23	43
<b>2022</b>	27	50	34					46	52		50	48	25	44
<b>2023</b>	31	54	35					48	56		52	49	27	46
<b>2024</b>	36	59	36					51	61		55	50	30	47

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

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