

**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.

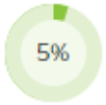









## HB3 Goal

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

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

| Strategy 1 Details   | Formative Reviews  |  |  |
|--|--|--|--|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Increase in students reading on level as measured by Reading Records, Running Records, MAP and STAAR.<br><b>Staff Responsible for Monitoring:</b> Instructional Support. Team Leaders, Teachers and Administrative Team<br><br><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math<br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> 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 | Formative  |  |  |
|  | Nov  | Feb  | June   |
|  |  |  |  |

| Strategy 2 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in students reading on grade level as measured by MAP, running records, Reading Records and Reading STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Support Team , Team Leaders, Teachers, and Administrative Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> 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><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Running and Reading Records, Writing Rubric and STAAR, and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Support Team, Team Leaders, Teachers, and Administrative Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>  | Formative   |   |   |
|   | Nov   | Feb   | June  |
|   |    |    |    |
| Strategy 4 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Reading and Running Records, Reading MAP and Reading STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Support Team, Team Leaders, Teachers and Administrative Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> 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   |   |   |
|---|---|---|---|
| <b>Strategy 5:</b> Parent Involvement opportunities will be developed and implemented to support school to home connections regarding ways parents can support reading development at home.<br><b>Strategy's Expected Result/Impact:</b> Reading and Running records, Reading MAP, and Reading STAAR<br><b>Staff Responsible for Monitoring:</b> Family Engagement Committee, Teachers and Administrative Teams.<br><br><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2<br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> Building Student Libraries - Literacy Night in April 2022 - 211 Title I, Part A - \$4,499.47 | Formative   |   |   |
|   | Nov   | Feb   | June  |
|   |  |  |  |
| Strategy 6 Details  | Formative Reviews   |   |   |
| <b>Strategy 6:</b> Meadows will increase instructional time and overall safety by ensuring more staff have access to radio/walkie talkies to communicate needs throughout the building.<br><b>Strategy's Expected Result/Impact:</b> Increase number of students reading on grade level.<br><b>Staff Responsible for Monitoring:</b> Administrators and teachers<br><br><b>Funding Sources:</b> Walkie Talkies/radios - 211 Title I, Part A - \$3,460.64  | Formative   |   |   |
|   | Nov   | Feb   | June  |
|   |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |   |   |

### Performance Objective 1 Problem Statements:

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



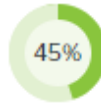







**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**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   |   |   |
|--|---|---|---|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Math MAP and Math STAAR<br><b>Staff Responsible for Monitoring:</b> Instructional Support, Teachers and Administrative Teams<br><br><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 | Formative   |   |   |
|  | Nov   | Feb   | June  |
|  |    |    |    |
| Strategy 2 Details   | Formative Reviews   |   |   |
| <b>Strategy 2:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Math MAP and Math STAAR<br><b>Staff Responsible for Monitoring:</b> Instructional Support, teachers and Administrative Teams<br><br><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1  | Formative   |   |   |
|  | Nov   | Feb   | June  |
|  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |   |   |

### Performance Objective 1 Problem Statements:


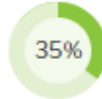
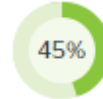




|  |
|--|
| <b>Demographics</b>  |
| <b>Problem Statement 1:</b> 47 percent of students are scoring at the Does Not Meet level for Numerical Representation and Relationships as measured by MAP. <b>Root Cause:</b> Need to address consistent implementation of Tier I Numerical Representation and Relationships 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   |   |   |
|---|---|---|---|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Science MAP and Science STAAR<br><b>Staff Responsible for Monitoring:</b> Instructional Support, Teachers and Administrative Teams<br><br><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 | Formative   |   |   |
|   | Nov   | Feb   | June  |
|   |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |   |   |

### Performance Objective 1 Problem Statements:

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



# 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 |
|---------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| <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%<br>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%<br>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)<br>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> |  |  |
|--|--|--|--|