

Fort Bend Independent School District

Meadows Elementary

2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Meadows Elementary exists to provide a safe, collaborative, and inclusive environment that empowers and equips student ownership to aspire for greatness.

Vision

FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Meadows Elementary will provide the academic and social skills to inspire students to be lifelong learners and embody Fort Bend ISD's Profile of a Graduate.

Value Statement

Members of the Meadows Elementary community will Lead the HERD:

H – Help empower parents to become partners in the learning community

E – Engage students in a variety of learning modalities

R – Respect others to provide an inclusive learning environment

D – Don't give up!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Meadows Elementary was established in 1973 and is located in Meadows Place, TX. Meadows is home to students in pre-kindergarten through fifth grade and serves children of different cultures, backgrounds, and needs. Our Special Education programs include Early Childhood Special Education (ECSE), Succeeding in Academic and Independent Living Skills (SAILS), and Resource. Students benefit from attending a school with a diverse student body.

Some important facts about Meadows Elementary are below:

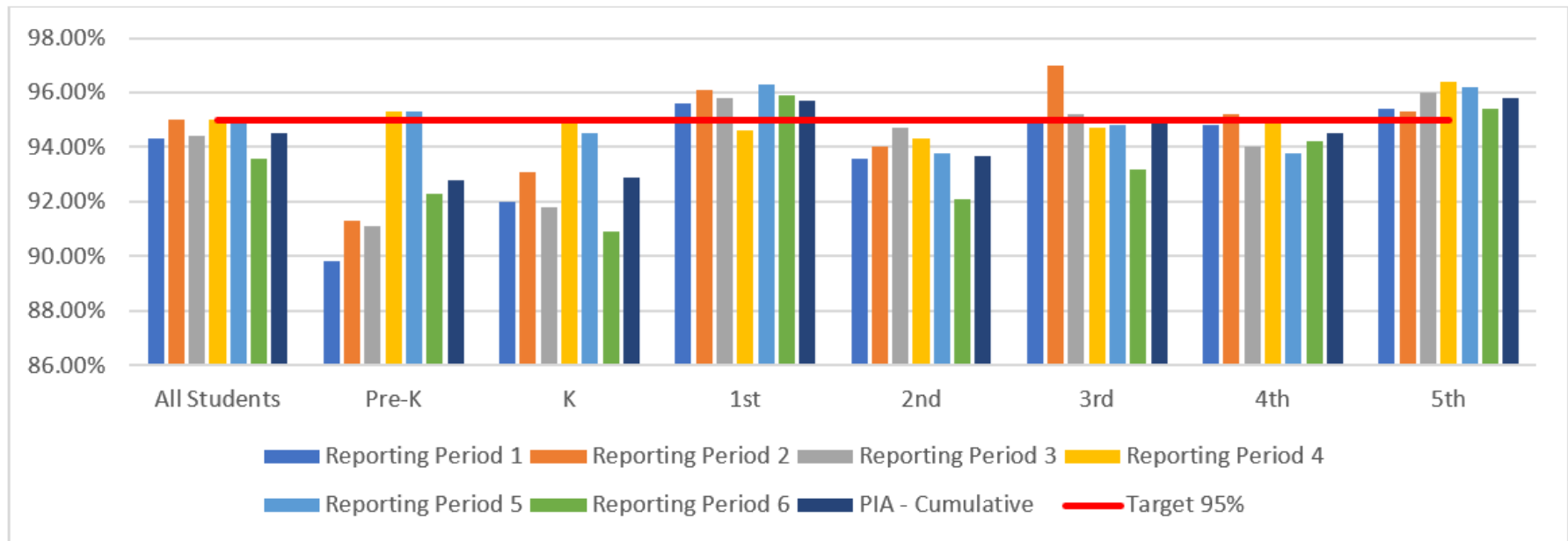
Student Demographics

Year	African American	Hispanic	White	American Indian	Asian	Native Hawaiian/P.I.	Two or More	Enrollment
2021-2022	10.5%	39.8%	27.5%	0%	18.8%	0%	3.3%	389
2022-2023	12%	42.4%	23.7%	0.5%	18.1%	0%	3.4%	443
2023-2024	12.4%	40.2%	24.6%	0.5%	17.7%	0%	4.6%	435
2024-2025	10.8%	43.3%	24.7%	0.5%	16.7%	0%	4%	425

Student Programs

Year	At-Risk	Emergent Bilingual	Eco. Dis.	Gifted & Talented	Homeless	Special Education
2021-2022	41.1%	29.6%	57.1%	2.1%	0.3%	14.4%
2022-2023	32.3%	29.1%	57.1%	2%	0.5%	15.1%
2023-2024	28.67%	24.1%	61.4%	2.1%	1.1%	16.3%
2024-2025	27.6%	24.7%	60%	3.5%	1.2%	20%

Student Attendance



2024-2025	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4	Reporting Period 5	Reporting Period 6	PIA - Cumulative
All Students	94.3%	95.0%	94.4%	95.0%	94.9%	93.6%	94.5%
Pre-Kindergarten	89.8%	91.3%	91.1%	95.3%	95.3%	92.3%	92.8%
Kindergarten	92.0%	93.1%	91.8%	94.9%	94.5%	90.9%	92.9%
1st	95.6%	96.1%	95.8%	94.6%	96.3%	95.9%	95.7%
2nd	93.6%	94.0%	94.7%	94.3%	93.8%	92.1%	93.7%
3rd	95.1%	97.0%	95.2%	94.7%	94.8%	93.2%	95.0%
4th	94.8%	95.2%	94.0%	95.0%	93.8%	94.2%	94.5%
5th	95.4%	95.3%	96.0%	96.4%	96.2%	95.4%	95.8%

Demographics Strengths

Meadows Elementary is a diverse school community. Our well-established Parent Teacher Organization is committed to supporting the needs of the campus. Our parents, guardians, and community partners are active participants in school events such as open house, fundraisers, parent/teacher conferences, campus celebrations, lunches, night events, Tuesday folders, newsletters/emails, and social media.

There is a steady decrease in percentage of At-Risk students. There is an increase in students qualifying for the Gifted & Talented program.

Demographics Areas of Focus

Student enrollment have slowly decreased since 2022. The percentage of economically disadvantaged population continue to rise. There is an increase of student membership in Special Education due to the addition of the Early Childhood Special Education (ECSE) program and more students qualifying for services.

There is a need to intervene and increase attendance for the overall campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall campus attendance continues to fall below the target of 95%.

Root Cause: A plan to intervene with and increase the attendance of younger students, specifically pre-kindergarten and kindergarten.

Student Learning

Student Learning Summary

STAAR Assessment trends:

- Reading performance is stable at the Approaches level but declining at the Masters level.
- Math shows a drop in both Approaches and Meets levels from 2022–2023 to 2024–2025, though Masters level slightly improved.
- Science saw the most significant gains across all performance levels, especially in Approaches (+19%) and Masters (+8%).

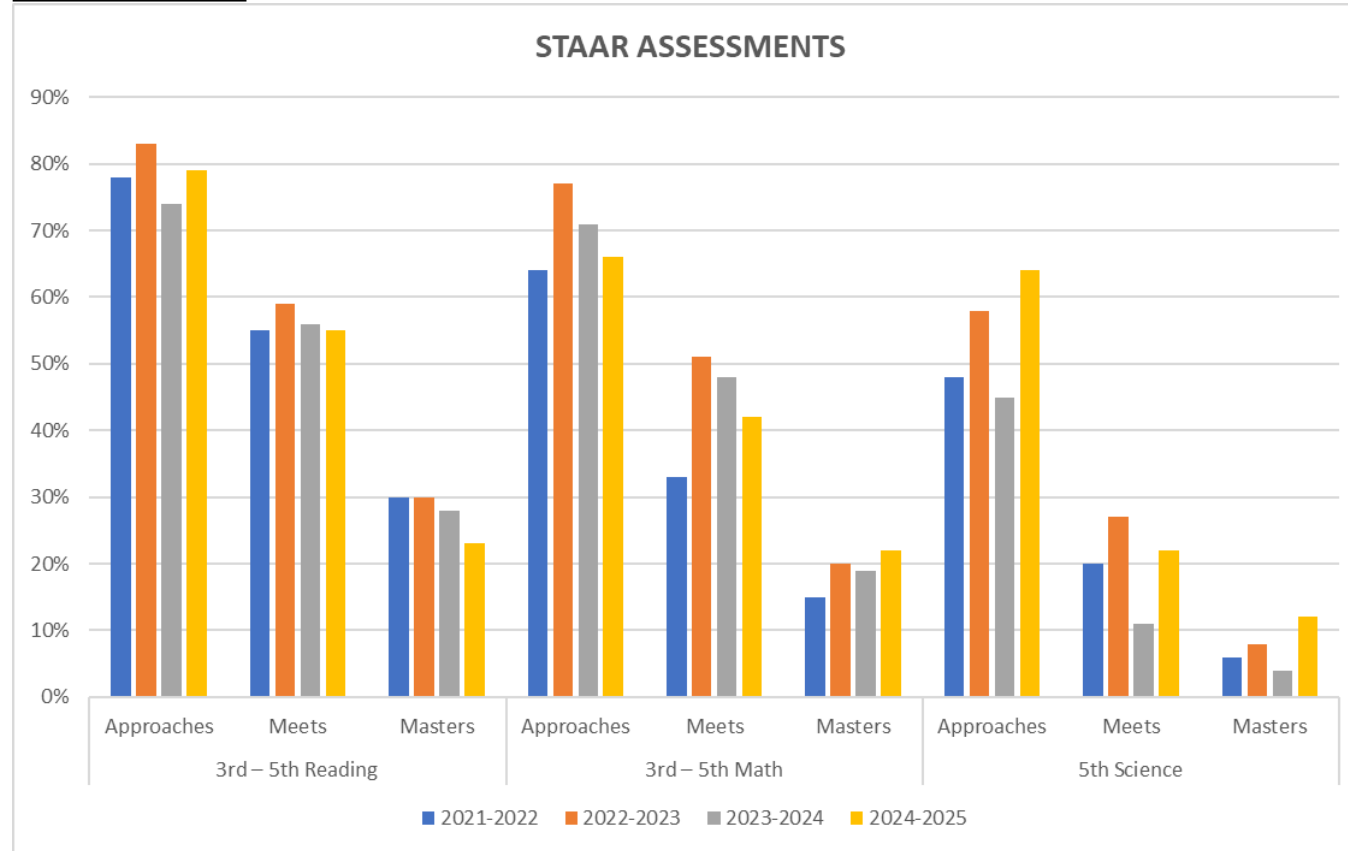
TELPAS Progress:

- Growth in Intermediate and Advanced levels indicates improvement in English language proficiency.
- Advanced High scores remained steady, suggesting consistent high-level performance.
- Beginning level fluctuated but did not show a concerning upward trend.

NWEA MAP Insights

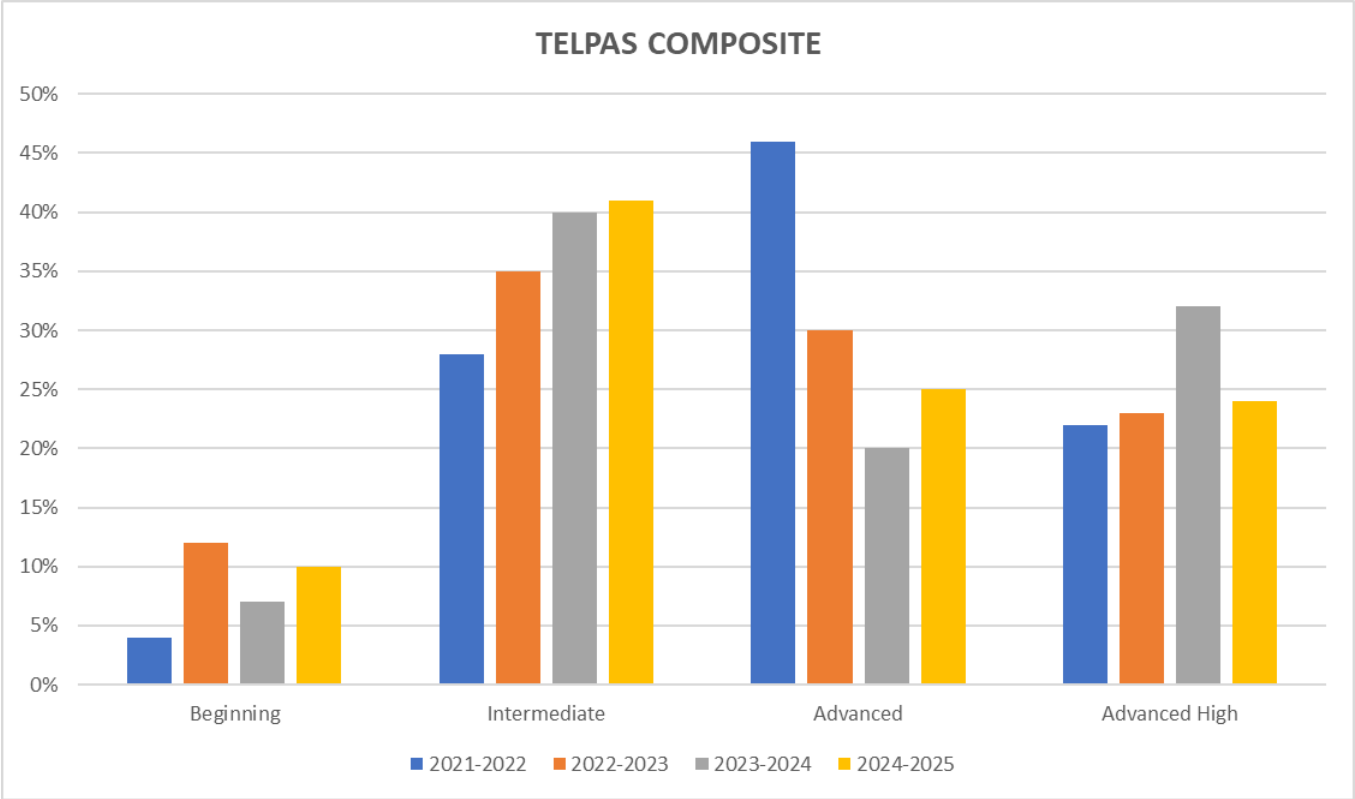
- Reading Fluency (K–2): Students are progressing well in foundational literacy skills.
- Growth & Achievement (K–5): Campus performance is above average (50th percentile), but growth from fall to spring may need attention.

STAAR Assessments



	3rd – 5 th Reading			3 rd – 5 th Math			5 th Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2021-2022	78%	55%	30%	64%	33%	15%	48%	20%	6%
2022-2023	83%	59%	30%	77%	51%	20%	58%	27%	8%
2023-2024	74%	56%	28%	71%	48%	19%	45%	11%	4%
2024-2025	79%	55%	23%	66%	42%	22%	64%	22%	12%

TELPAS

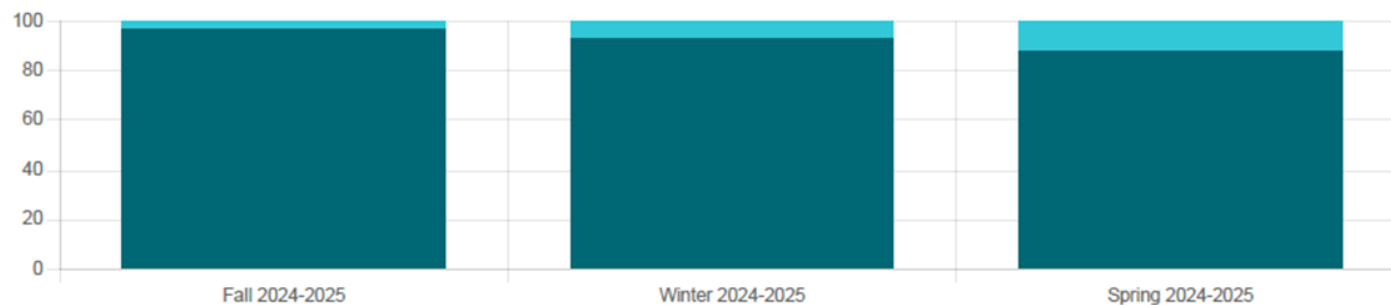


	Beginning	Intermediate	Advanced	Advanced High
2021-2022	4%	28%	46%	22%
2022-2023	12%	35%	30%	23%
2023-2024	7%	40%	20%	32%
2024-2025	10%	41%	25%	24%

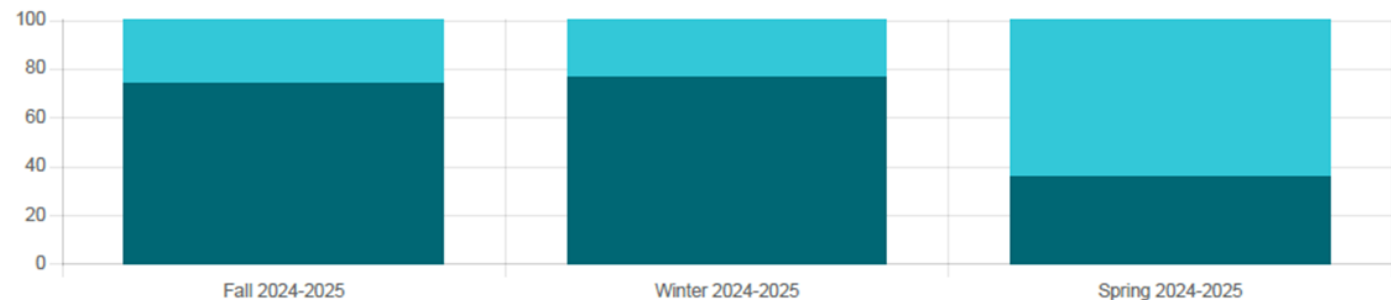
NWEA MAP Reading Fluency (K-2)

Students with Oral Reading & Foundational Skills Scores

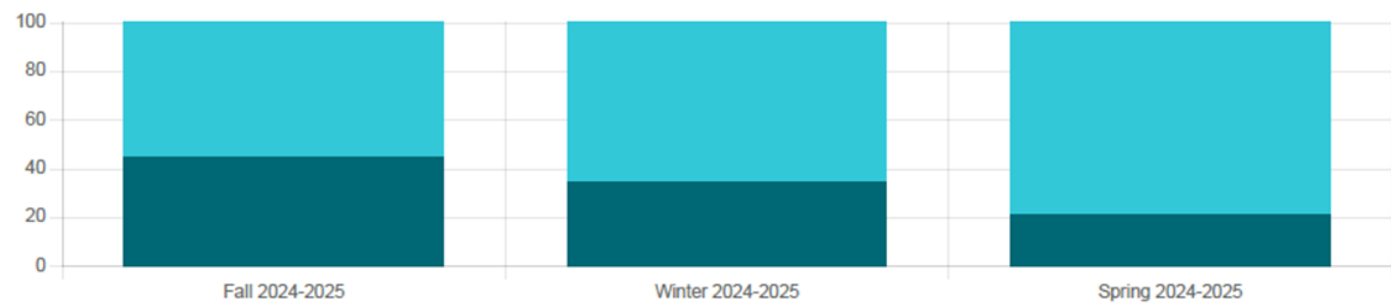
KINDERGARTEN



1ST GRADE



2ND GRADE



Oral Reading Foundational Skills



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Fort Bend ISD

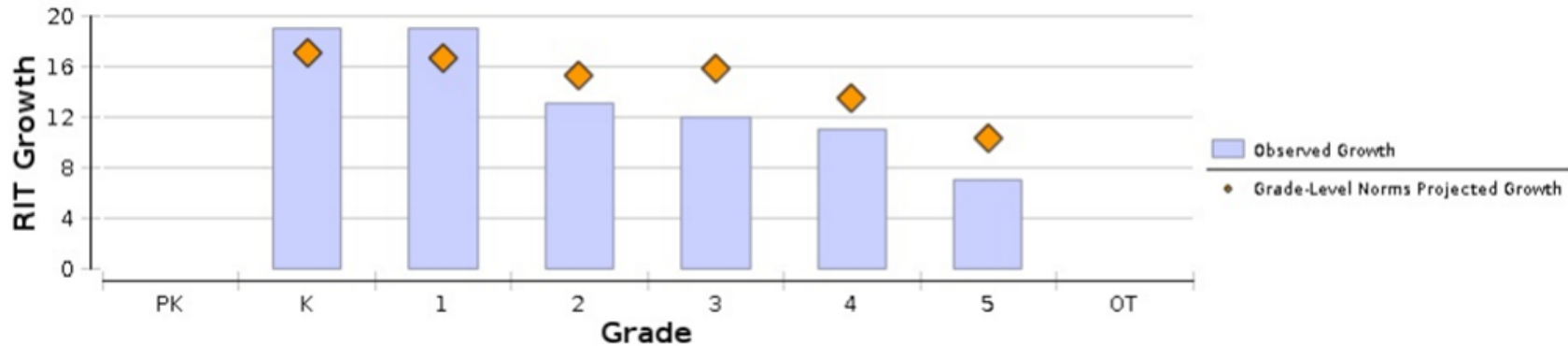
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 34 (Spring 2025)
Grouping: None
Small Group Display: No

MEADOWS E S

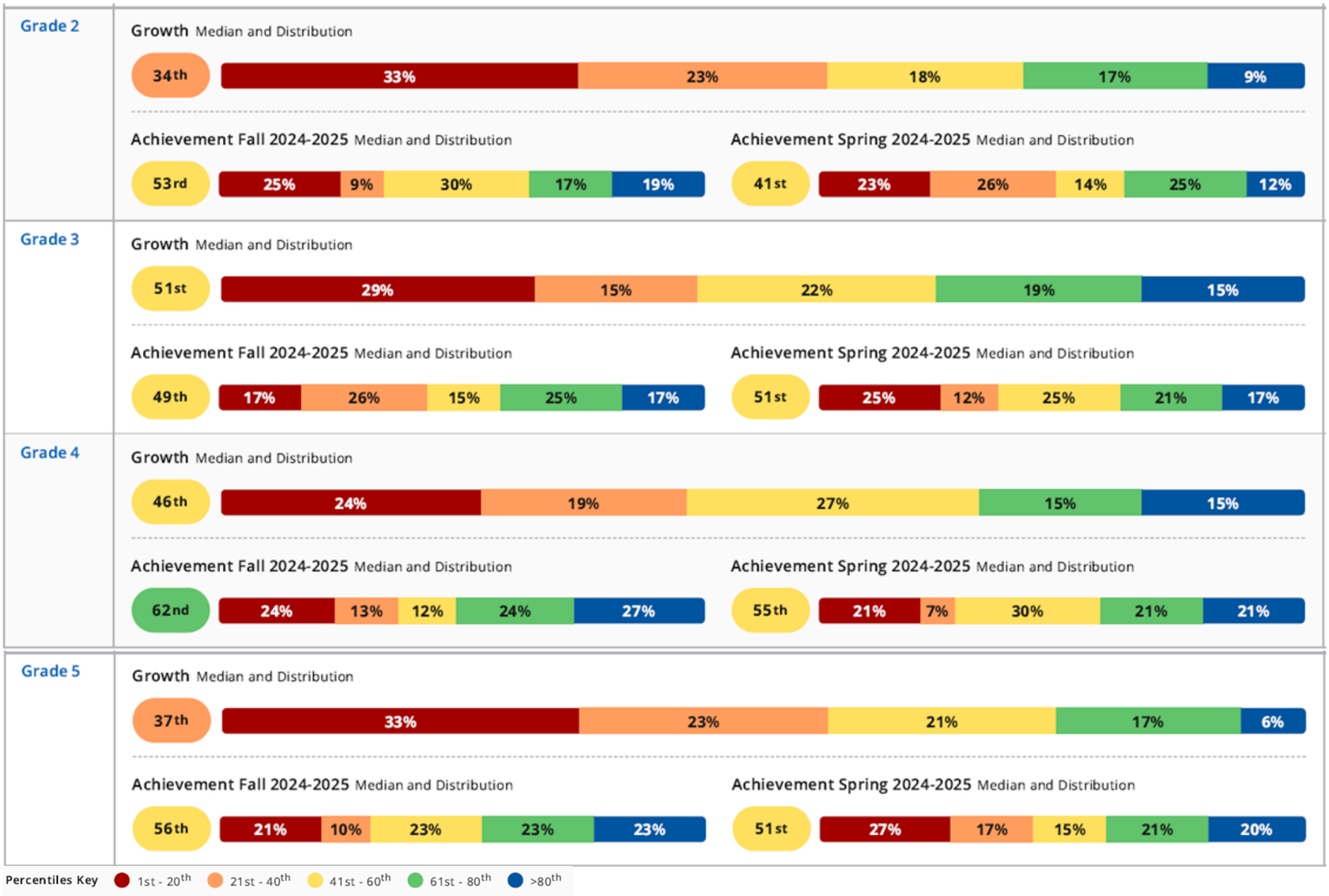
Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	56	142.7	14.0	57	161.6	13.3	67	19	1.1	17.1	0.46	68	56	32	57	56	
1	54	163.3	15.0	75	182.5	14.0	84	19	1.0	16.6	0.82	79	54	37	69	59	
2	57	174.9	12.6	59	187.8	11.3	46	13	1.0	15.3	-0.69	25	57	20	35	36	
3	65	189.0	12.3	75	200.8	15.2	55	12	0.9	15.9	-0.96	17	65	20	31	36	
4	67	199.2	17.1	66	210.4	17.8	53	11	0.8	13.5	-0.35	36	67	21	31	35	
5	65	209.6	18.9	70	217.0	21.7	55	7	0.8	10.3	-0.44	33	65	24	37	35	
OT	0	**			**			**					**				

Math: Math K-12



All Grades	Growth Median and Distribution										
	46th	25%		21%	20%	19%	15%				
	Achievement Fall 2024-2025 Median and Distribution			Achievement Spring 2024-2025 Median and Distribution							
	54th	20%	16%	20%	20%	24%	56th	20%	16%	20%	22%
K	Growth Median and Distribution										
	54th	18%	23%		13%	23%	23%				
	Achievement Fall 2024-2025 Median and Distribution			Achievement Spring 2024-2025 Median and Distribution							
	53rd	16%	20%	18%	14%	32%	62nd	13%	16%	20%	21%
Grade 1	Growth Median and Distribution										
	57th	11%	19%	21%	24%	25%					
	Achievement Fall 2024-2025 Median and Distribution			Achievement Spring 2024-2025 Median and Distribution							
	50th	13%	21%	25%	13%	28%	66th	11%	17%	15%	21%





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Fort Bend ISD

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 34 (Spring 2025)
Grouping: None
Small Group Display: No

MEADOWS E S

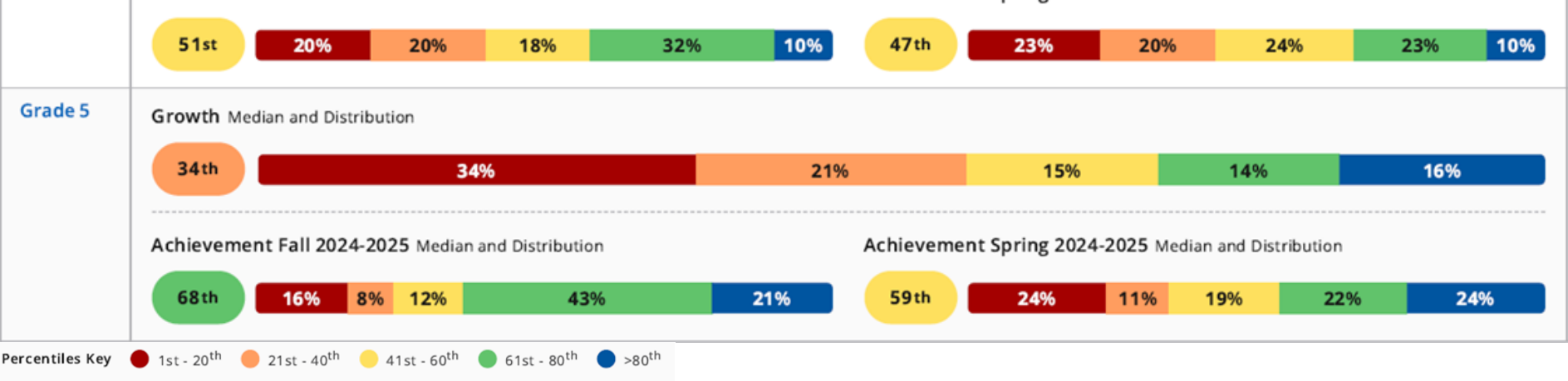
Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	54	159.3	16.2	75	176.5	17.1	87	17	1.3	13.4	1.15	88	54	37	69	61
2	57	173.6	16.9	68	190.1	14.8	84	16	1.4	11.9	1.17	88	57	39	68	64
3	65	190.6	16.2	78	195.6	17.8	59	5	1.1	9.0	-1.01	16	65	22	34	32
4	66	195.8	15.1	52	202.6	15.3	54	7	1.1	6.4	0.11	54	66	38	58	53
5	66	208.5	17.1	75	210.7	21.4	64	2	1.3	4.2	-0.49	31	66	31	47	42
OT	0	**			**			**					**			

Language Arts: Reading



All Grades	Growth Median and Distribution 43rd 29% 20% 17% 16% 18% Achievement Fall 2024-2025 Median and Distribution 60th 19% 15% 16% 28% 22% Achievement Spring 2024-2025 Median and Distribution 55th 22% 16% 18% 23% 21%
Grade 1	Growth Median and Distribution 49th 21% 17% 19% 17% 26% Achievement Fall 2024-2025 Median and Distribution 50th 17% 15% 27% 13% 28% Achievement Spring 2024-2025 Median and Distribution 61st 19% 19% 11% 17% 34%
Grade 2	Growth Median and Distribution 60th 11% 23% 19% 21% 26% Achievement Fall 2024-2025 Median and Distribution 54th 28% 14% 12% 18% 28% Achievement Spring 2024-2025 Median and Distribution 62nd 12% 21% 14% 28% 25%
Grade 3	Growth Median and Distribution 24th 45% 18% 11% 18% 8% Achievement Fall 2024-2025 Median and Distribution 65th 14% 18% 15% 27% 26% Achievement Spring 2024-2025 Median and Distribution 51st 29% 10% 18% 26% 17%
Grade 4	Growth Median and Distribution 43rd 27% 20% 24% 11% 18% Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Fort Bend ISD

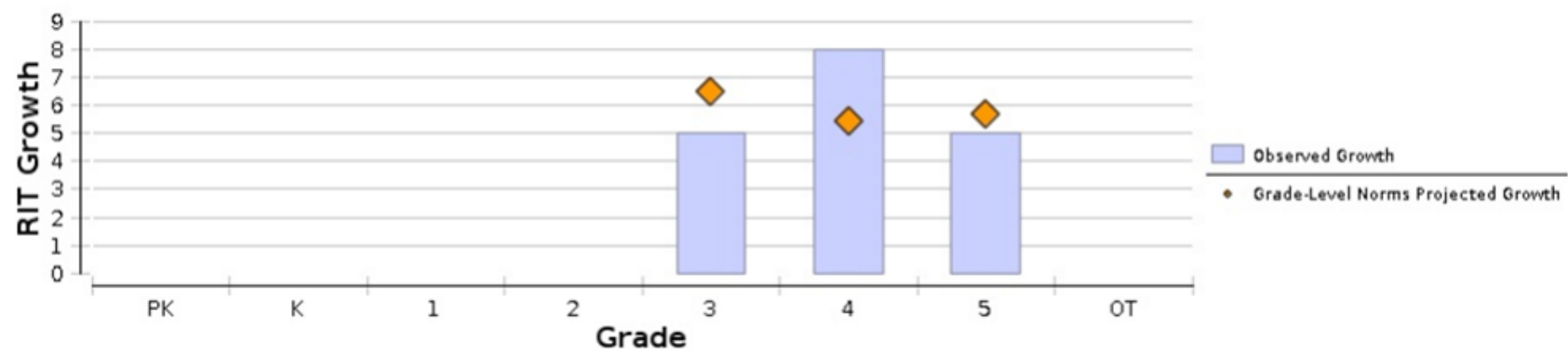
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 34 (Spring 2025)
Grouping: None
Small Group Display: No

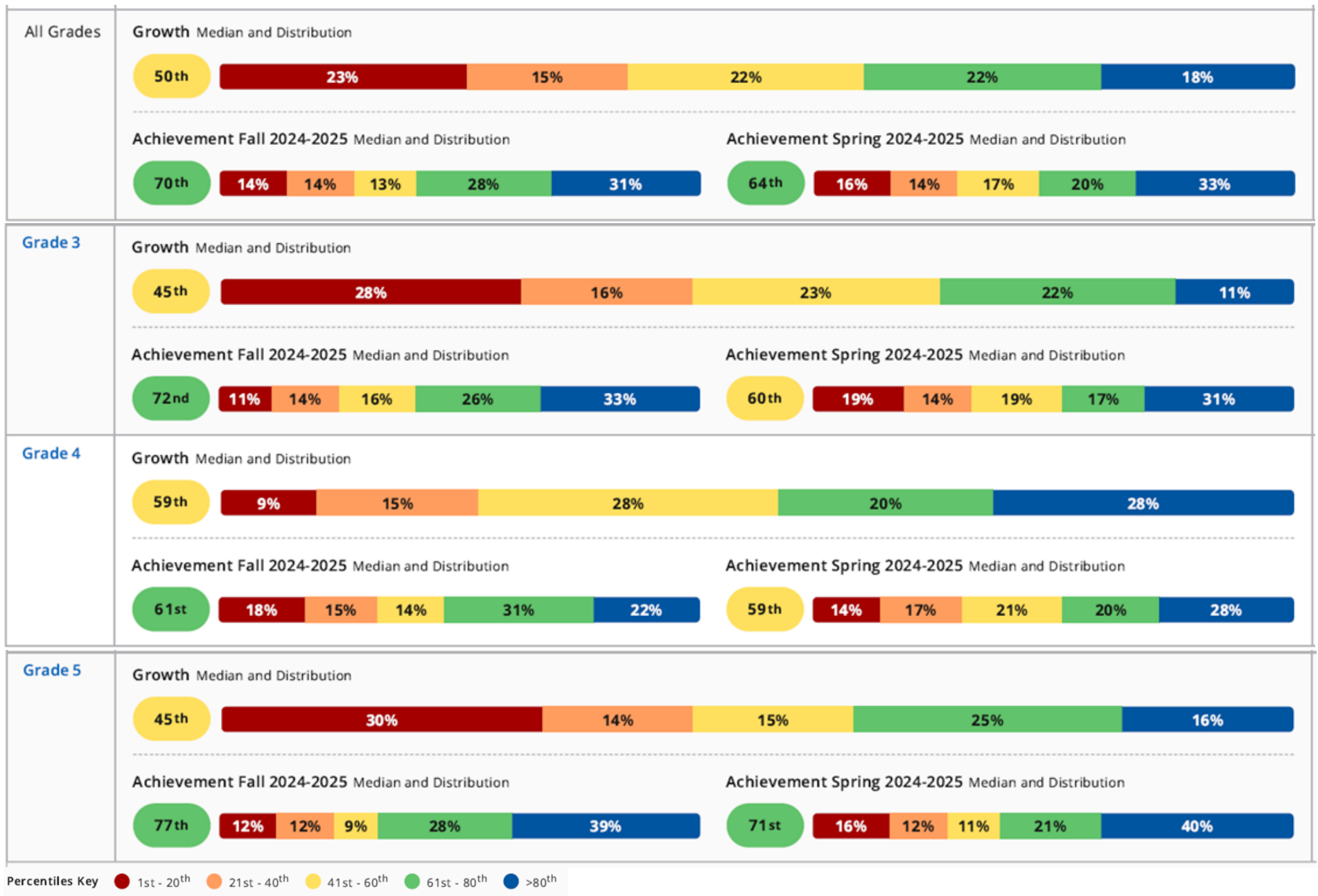
MEADOWS E S

Science: Science K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	64	193.6	12.3	85	198.4	12.9	75	5	1.1	6.5	-0.65	26	64	35	55	50	
4	65	195.4	12.4	55	203.7	12.2	70	8	0.8	5.4	0.64	74	65	48	74	63	
5	66	206.6	13.8	84	211.1	15.4	76	5	1.0	5.7	-0.37	36	66	33	50	46	
OT	0	**			**			**					**				

Science: Science K-12





Student Learning Strengths

State Assessments

STAAR Performance	Spring 2024	Spring 2025	% Increase
Reading – Approaches or Above	74%	79%	+5%
Math – Masters	19%	22%	+3%
Science – Approaches or Above	45%	64%	+19%
Science – Meets or Above	11%	22%	+11%
Science - Masters	4%	12%	+8%

TELPAS

The percentage of students who received a composite score of "Intermediate" and Advanced" on TELPAS increased from 2024 to 2025.

District Universal Screener

NWEA MAP Reading Fluency reports show the expected growth of students in kindergarten, first grade, and second grade from fall to spring. Students demonstrated proficiency in foundational skills and progressed to oral reading fluency and comprehension.

NWEA MAP Growth reports show the overall campus achievement in math, reading, and science fall and spring assessments were above the 50% percentile.

Student Learning Areas of Focus

State Assessments

STAAR Performance	Spring 2024	Spring 2025	% Decrease
Reading – Meets or Above	56%	55%	-1%
Reading – Masters	28%	23%	-5%
Math – Approaches or Above	71%	66%	-5%
Math – Meets or Above	48%	42%	-6%

District Universal Screener

NWEA MAP Growth reports show the overall campus growth in math, reading, and science from fall to spring were at or below the 50% percentile.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are underperforming on the Math STAAR assessments.

Root Cause: There is a need to strengthen tier 1 math instruction to include differentiation, rigorous formative assessments, and active monitoring of student progress.

School Processes & Programs

School Processes & Programs Summary

There are many collaborative teams at Meadows Elementary who help with decision-making and improving the overall success of our campus:

- Administrative Team: Principal, Assistant Principal, Counselor, and Executive Assistant
- Instructional Leadership Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, Literacy Intervention Teacher, Math Specialist, ESL Specialist, Dyslexia Teacher
- Team Leaders: PreK, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Special Education, and Outclass (Art, Music, PE, Library)
- PLC Facilitators: PreK, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Specialists, Administrators

FBISD's curriculum in Schoology is the foundation of our instructional program. Teachers utilize resources provided as well as supplement learning with campus resources to provide lessons aligned with the units of study in each content area. Our teachers plan collaboratively and meet weekly as teams in addition to PLCs to review instructional strategies, analyze student work and progress, and evaluate the effectiveness of instructional practices used in each class. Differentiation continues to be a focus in all classrooms through small groups, intervention, and enrichment.

The PTO, volunteers, and campus staff collaborate to create a safe, welcoming, and fun learning environment for students.

School Processes & Programs Strengths

Administrators, specialists, and teachers come together as a Professional Learning Community (PLC) to enhance teacher capacity and increase student achievement. Collaboration opportunities for PLCs, CPAC, staff meetings, professional learning, team leader, and Instructional Leadership Team are scheduled in advance to ensure all stakeholders are aligned and working to achieve our shared campus goals. Teachers and specialists regularly collect and analyze student data to plan instruction and assessments. The campus Student Support Team meets regularly to track and monitor progress, set goals, and make decisions to support the individual needs of students.

Campus administrators and staff regularly monitor instructional practices and participate in observation and feedback cycles through campus/district learning walks, peer visits, informal walkthroughs, and formal observations.

Our programs include: Special Education (SAILS, ECSE, Resource), 504, Gifted & Talented, and ESL. Students have opportunities to join school clubs such as choir, Art, crochet, garden, coding, safety patrol, NEHS, Student Council, No Place for Hate, Mathletes, American Sign Language, flags, and broadcasting. We plan to expand our options and add more student clubs.

The positive school culture and climate contribute to a high retention rate and low turnover.

Meadows Elementary is committed to continuous improvement and dedicated to increasing student achievement through our processes:

Instruction

- Meadows instructional program is aligned with district curriculum and instruction expectations.
- Student learning experiences are aligned to the district's scope and sequence and instructional model.
- Daily 45-minute intervention/enrichment time for all grade levels (Mustang Time)
- Increased opportunities for GT students to engage in programs to enhance their learning: Innovation Hour, Genius Hour, GT Learning Plans
- Increase student ownership of learning by providing opportunities for feedback (teacher-student, peer-peer)

- Teacher-led Small Group Instruction
- Research-based instructional materials for all subjects

Personnel

- Hiring and retention of highly qualified teachers and staff
- TAPP Mentor program for novice teachers to help build foundation in teaching and support in the implementation of Fort Bend ISD curriculum
- Instructional coaching and differentiated professional learning facilitated by teacher leaders and specialists
- Empowering teachers and staff by providing opportunities to lead professional development
- Collaborative working environment to support colleagues and build capacity

Planning and Professional Learning Communities

- Every team is provided daily common planning time through our master schedule. Teachers also receive additional time to meet as a PLC on a rotation basis.
- Unit Planning, Concept Planning, and rigorous assessments
- PLC Topics: curriculum, instructional planning, data analysis, assessment, professional learning
- Campus committees aligned to district and campus mission, vision, and goals
- Strong instructional models on each grade level to support teachers in need of additional support.
- Campus activities aligned to the characteristics of Profile of a Graduate.
- We provide opportunities for student leadership through Student Council and National Elementary Honor Society.

Student Support

- Comprehensive PBIS School-wide plan
- Support from school counselor (guidance lessons, individual & small group counseling, coaching, mentorship)
- Student incentives for behavior and academics
- Before and after school clubs

Our teachers and staff are proficient in the use of technology. Laptops, iPads, document cameras, and Smart Boards are integrated into our instructional program daily. Teachers seek out new applications to incorporate into their lessons, and students enjoy the opportunity to work collaboratively on projects and present their work using technology.

Training has been provided to teach and model campus expectations so that all staff can be successful. Leadership opportunities include:

- Instructional Leadership Team that provides campus leadership and coaching in collaboration with administration.
- Team Leaders that provide team leadership and collaborate with administration.
- Student Teacher Supervisors that provide opportunities for teachers in training to learn more about their craft and implement best practices.
- Campus specialists and teacher leaders coach and support peers and well as instruct students.
- Teacher leaders provide targeted professional learning to their peers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Challenge implementing updates on instructional practices, assessments, and resources with fidelity.

Root Cause: A need to leverage PLCs to enhance instructional practices and increase student outcomes. We need to streamline our PLCs and create a culture of collaboration and collective responsibility.

Perceptions

Perceptions Summary

The 2024–2025 survey shows strong satisfaction with school quality. Most parents (92%) and staff (100%) rated the school as good or excellent. Students in grades 3–5 reported highly positive relationships with teachers, with over 90% feeling supported and cared for. Peer support was also strong, though only 66% felt respected by classmates. Parents appreciated communication and instruction quality, with over half agreeing their children are well-prepared and engaged. Staff echoed these views, highlighting strengths in curriculum alignment and meaningful instruction, though some noted areas for improvement in feedback and communication.

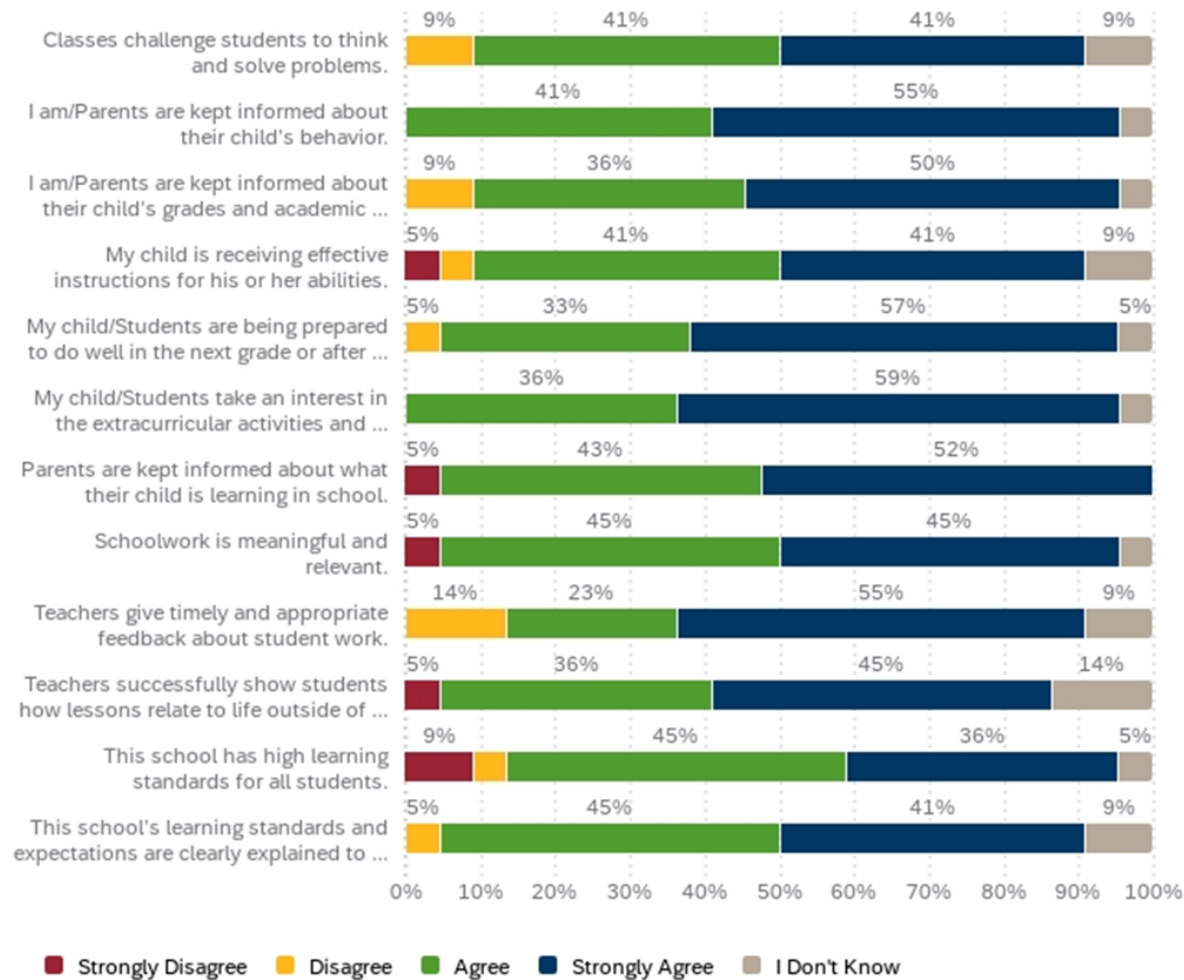
2024-2025 Culture & Climate Survey and Student Engagement Survey Results

Student Perceptions

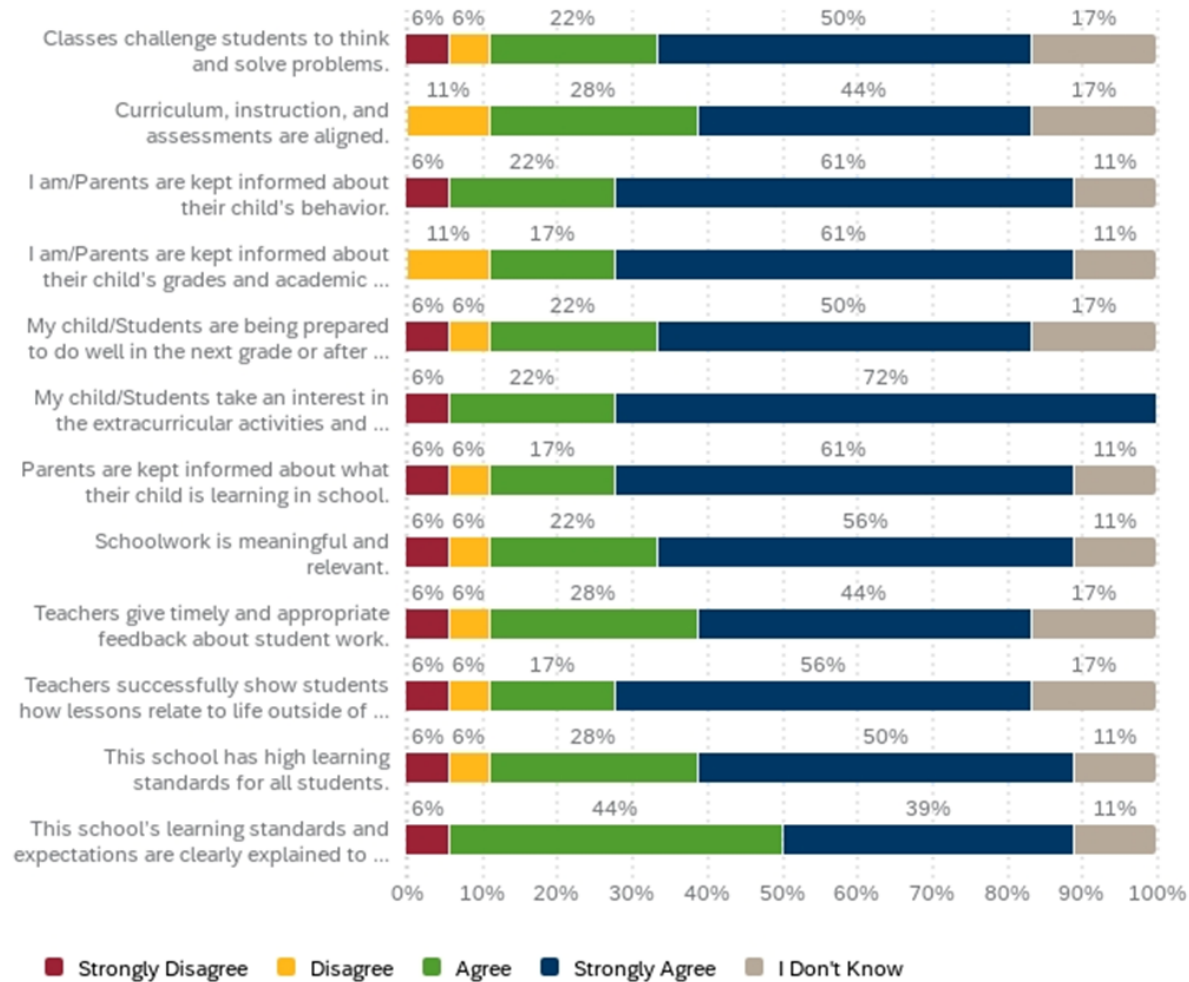
Percent of 3rd - 5th grade students who “Agree” or “Strongly Agree”

Teacher Student Relationships		Peer Support of Learning	
I feel safe at school	83%	Other students care about me.	82%
The rules at my school are fair	81%	Students at my school are there for me when I need them	82%
Teachers care about me	85%	Students here respect what I have to say.	66%
Teachers are honest with me	91%	Other students here like me the way I am.	75%
Adults are fair towards students	84%	I enjoy talking to the students here.	91%
Teachers are there for me	91%	I have friends at school.	92%
Adults at my school listen to the students	70%		
I like talking to the teachers here	87%		
Teachers at my school care about the students.	92%		

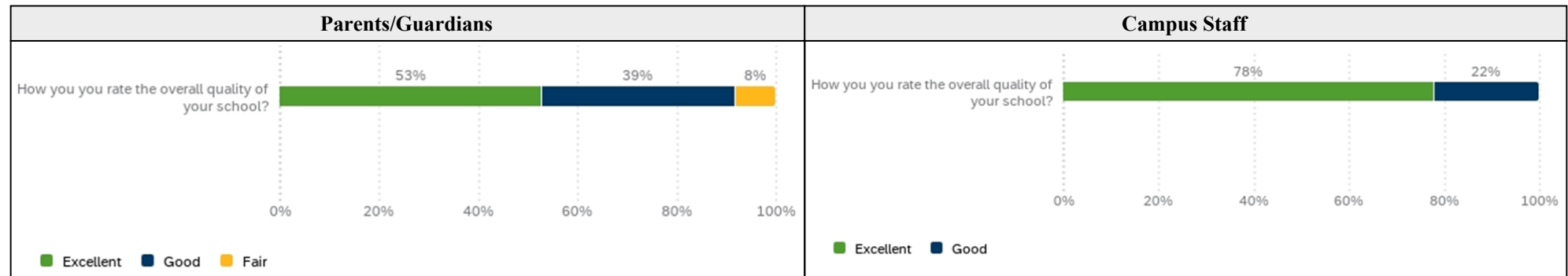
Parent/Guardian Perceptions



Campus Staff Perceptions



Overall School Quality



Perceptions Strengths

School Quality

- 92% of parents rate the overall quality of Meadows as good/excellent
- 100% of campus staff rate the overall quality of Meadows as good/excellent

Student Perceptions

- Many students agree/strongly agree to having positive relationships with their teachers. Highlights include: “Teachers are honest with me” (91%), “Teachers are there for me” (91%), and “Teachers at my school care about the students” (92%).
- Many students agree/strongly agree to having positive relationships with peers. Highlights include: “I enjoy talking to students here” *91%) and “I have friends at school” (92%).

Parent/Guardian Perceptions

- There is an overall positive perception about academic and student support.
- Highest results: “I am/Parents are kept informed about their child’s behavior” (96%), “My child/Students take an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations” (95%), “Parents are kept informed about what their child is learning in school” (95%), and “My child is excited to go to school” (96%).
- 95% of parents/guardians feels that bullying is not tolerated, their child is safe and secure at school, and staff members and students treat each other with respect.

Campus Staff Perceptions

- “My child/Students take an interest in the extracurricular activities and programs, including fine arts, athletics, or clubs/organizations” (94%), “There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem” (95%), and “There is a teacher, counselor, or staff member to whom a student can go for help with a school problem” (95%).
- All staff members feel bullying is not tolerated, are aware of safety and security procedures, and feel students are safe and secure at school.

School Leadership Perceptions

- There is an overall positive perception towards school leadership from parents/guardians (91%) and campus staff (93%).
- The following questions yielded 95% from both parents/guardians and campus staff: “School leaders act fairly and with integrity” and “School leaders make decisions that are in the best interest of students”.
- Additional questions yielded 95% from parents/guardians: “School leaders show they care about all students” and 95% from campus staff “School leaders are responsive when I have a concern.”

Perception Areas of Focus

- Students do not feel like adults listen to them. They also do not feel like other students respect what they have to say. How can we make them feel valued and heard?
- Parent/guardian perceptions about teachers giving timely and appropriate feedback about student work and students receiving individual support to prepare for the future
- Ensure educators talk positively about students in staff areas.
- Campus staff perceptions on instruction: a need to challenge students, preparing students for the next grade level, providing timely and appropriate feedback, relating lessons to life outside of school, and aligning curriculum, instruction, and assessments
- Ensure an overall understanding and commitment to the school’s mission, vision, and goals.
- 25% of parents/guardians answered “I don’t know” to the following areas: “All school staff members are aware of the safety and security procedures, “Bullying is investigated and addressed”, “Discipline is enforced fairly”, and “Staff members are responsive when students report bullying”.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholders have varying perceptions of student-teacher relationships relating to academics, social-emotional, and discipline.

Root Cause: There is a need for alignment in the implementation of the PBIS system, student ownership of learning and behavior, and social-emotional resources. We also need to regularly monitor our campus culture and climate.

Priority Problem Statements

Problem Statement 1: The overall campus attendance continues to fall below the target of 95%.

Root Cause 1: A plan to intervene with and increase the attendance of younger students, specifically pre-kindergarten and kindergarten.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are underperforming on the Math STAAR assessments.

Root Cause 2: There is a need to strengthen tier 1 math instruction to include differentiation, rigorous formative assessments, and active monitoring of student progress.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Challenge implementing updates on instructional practices, assessments, and resources with fidelity.

Root Cause 3: A need to leverage PLCs to enhance instructional practices and increase student outcomes. We need to streamline our PLCs and create a culture of collaboration and collective responsibility.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Stakeholders have varying perceptions of student-teacher relationships relating to academics, social-emotional, and discipline.

Root Cause 4: There is a need for alignment in the implementation of the PBIS system, student ownership of learning and behavior, and social-emotional resources. We also need to regularly monitor our campus culture and climate.

Problem Statement 4 Areas: Perceptions

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, Meadows Elementary will increase student achievement in math from 66% to 75% proficiency as evidenced through the Math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Formative Assessments, District Learning Assessments, NWEA MAP Student and School Profile Reports, STAAR Interim, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning and instructional coaching cycles focused on effective instructional strategies such as differentiation, data-informed planning, and rigorous formative assessments. Strategy's Expected Result/Impact: Increase in alignment to district curriculum, lesson framework, and rigor of grade-level standards. Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement small group instruction in math classes where teachers use formative assessment data to provided targeted instruction to meet specific needs. Strategy's Expected Result/Impact: Increase number sense, computation, and problem solving. Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Establish a system for active monitoring of student progress in math by using data tracking tools. Teachers will review and update student progress data weekly to adjust instruction as needed. Strategy's Expected Result/Impact: Increase student achievement, students receive individualized and targeted support, and campus will be able to monitor progress and identify targets for professional learning Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: All GT teachers will implement individualized enrichment opportunities using the Gifted Learning Plan Programming Services. Strategy's Expected Result/Impact: Teachers will be able to support GT students with their goals Staff Responsible for Monitoring: Administration, Campus Champion of Gifted Services (COGS), Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Monitor students receiving tired instruction during monthly Student Support Team meetings. Strategy's Expected Result/Impact: Ensure the efficiency of interventions and create plans for students who may need additional support or formal evaluation Staff Responsible for Monitoring: Administrators, Student Support Team, Specialists, Interventionists, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Professional development in supporting Emergent Bilinguals in the classroom (i.e., structured conversations, accommodations, research-based materials) Strategy's Expected Result/Impact: Teachers will be equipped to support Emergent Bilinguals in their reading, writing, listening, and speaking English proficiencies Staff Responsible for Monitoring: Administrators, ESL Support Teacher, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, Meadows Elementary will increase student achievement in science from 64% to 75% proficiency as evidenced through the Science STAAR.

Evaluation Data Sources: Professional Learning Communities, Campus Learning Assessments, District Learning Assessments, NWEA MAP Growth Math, STAAR Science Interim, STAAR Science

Strategy 1 Details	Reviews			
Strategy 1: Establish a structured PLC to ensure alignment to the science curriculum, focusing on integrating updated instructional practices and assessments. Strategy's Expected Result/Impact: Increase alignment to district curriculum, instructional model, and rigor of grade-level standards Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development sessions focused on effective science instructional strategies and resources, ensuring teachers are equipped to implement updates with fidelity. Strategy's Expected Result/Impact: Increase in alignment to research-based instructional strategies and resources Increase in student performance and achievement Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: During PLC meetings, use data from formative assessments to identify student gaps in science understanding and plan targeted small group instruction to address specific student needs. Strategy's Expected Result/Impact: Increase alignment to grade-level standards for instruction and assessments Increase student achievement in formative and summative assessments Individualized and targeted student support Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, Meadows Elementary will increase student achievement in math from 79% to 85% proficiency as evidenced through the Reading STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Formative Assessments, District Learning Assessments, NWEA MAP Student and School Profile Reports, STAAR Interim, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning and instructional coaching cycles focused on effective instructional strategies such as differentiation, data-informed planning, and rigorous formative assessments. Strategy's Expected Result/Impact: Increase in alignment to district curriculum, lesson framework, and rigor of grade-level standards. Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement small group instruction in RLA classes where teachers use formative assessment data to provide targeted instruction to meet specific needs. Strategy's Expected Result/Impact: Reading: Increase phonics, fluency, and comprehension. Math: Increase number sense, computation, and problem solving. Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Establish a system for active monitoring of student progress in RLA by using data tracking tools. Teachers will review and update student progress data weekly to adjust instruction as needed. Strategy's Expected Result/Impact: Increase student achievement, students receive individualized and targeted support, and campus will be able to monitor progress and identify targets for professional learning Staff Responsible for Monitoring: Administration, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Professional development in supporting Emergent Bilinguals in the classroom (i.e., structured conversations, accommodations, research-based materials) Strategy's Expected Result/Impact: Teachers will be equipped to support Emergent Bilinguals in their reading, writing, listening, and speaking English proficiencies Staff Responsible for Monitoring: Administrators, ESL Support Teacher, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, Meadows Elementary will increase overall elementary student engagement by 5% through a campus focus on PBIS and counseling as measured by the district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Student Engagement Survey, Culture-Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Conduct professional development sessions on effective PBIS strategies and social-emotional learning (SEL) practices and resources. Strategy's Expected Result/Impact: Cultivate positive school culture and teacher-student relationships Increase school climate and pride Reduce the amount of office referrals Staff Responsible for Monitoring: Administration, Counselor, Specialists, Grade Level Teams, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement a system for monitoring campus culture and climate by conducting quarterly surveys and focus groups to gather insights and make necessary adjustments. Strategy's Expected Result/Impact: Cultivate positive school culture and teacher-student relationships Increase school climate and pride Staff Responsible for Monitoring: Administration, Counselor, Specialists, Grade Level Teams, Teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improve parent engagement through ongoing communication of campus activities, volunteer opportunities, and partnership with PTO Strategy's Expected Result/Impact: Increase home-school communication and partnership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Meet as a committee four times a year to oversee school wellness programs as well as climate and culture activities. Strategy's Expected Result/Impact: Implementation of the District Wellness Policy FFA(LOca) Ensure we are monitoring the efficiency of wellness programs Staff Responsible for Monitoring: Administrators, Campus Wellness Committee Chairperson ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, Meadows Elementary will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs.

Evaluation Data Sources: Budget reports, CPAC minutes

Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly meeting with executive assistant to review budget and expenditures. Strategy's Expected Result/Impact: Ensure campus spending does not exceed allotments Ensure expenditures align with campus needs Staff Responsible for Monitoring: Principal, Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Meet with CPAC quarterly to review budget allocation and share how expenditures align with campus needs and student growth. Strategy's Expected Result/Impact: CPAC members will have a better understanding of budget and campus spending Staff Responsible for Monitoring: Principal, Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Meadows Elementary

Total SCE Funds: \$2,989.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our campus SCE funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. For ME, SCE funds are used to pay for supplemental pay for staff conducting morning tutorials as well as the purchase materials for intervention and enrichment. We offer accelerated instruction and intervention i math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy.

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
110 MEADOWS	MEADOWS E	MEADOWS E	AIDE PRE-KINDERGARTEN	0.5	ALTAIE	AZHAR	1 24		110	A	PRINCIPAL ELEM
110 MEADOWS	MEADOWS E	MEADOWS E	TEACHER GRADE PK	0.5	BRADABARCA	CHANTELLE	1 24		110	A	PRINCIPAL ELEM
110 MEADOWS	MEADOWS E	MEADOWS E	TEACHER GRADE PK	0.5	LOPEZ	CYNTHIA	1 24		110	A	PRINCIPAL ELEM
110 MEADOWS	MEADOWS E	MEADOWS E	AIDE PRE-KINDERGARTEN	0.5	GONZALEZMATAMOROS	MICHELLE	1 24		110	A	PRINCIPAL ELEM
110 MEADOWS	MEADOWS E	MEADOWS E	TEACHER LIT INTRVN	1	GARCIA	STACY	1 24		110	A	PRINCIPAL ELEM