

Fort Bend Independent School District

Meadows Elementary

2024-2025 Campus Improvement Plan



Mission Statement

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

Meadows Elementary provides a safe and equitable environment that empowers all students to reach futures beyond what they can imagine.

Vision

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

Meadows Elementary will instill the skills necessary for all students to embody FBISD's Profile of a Graduate.

Core Beliefs

1. All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

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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. Some important facts about Meadows Elementary are below:

Student Demographics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	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	12.39%	40.14%	24.54%	0.46%	17.66%	0%	4.82%	436

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%	24.08%	61.24%	2.06%	1.15%	16.51%

The percentage of economically disadvantaged and homeless students and families continue to rise. There is also an increase in students qualifying for Special Education services.

Student Attendance

2023-2024	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4	Reporting Period 5	Reporting Period 6	PIA - Cumulative
All Students	95.9%	95.0%	94.0%	94.2%	95.0%	94.2%	94.7%
Pre-Kindergarten	91.7%	93.7%	91.8%	93.7%	92.9%	93.6%	92.9%
Kindergarten	95.1%	93.4%	91.2%	93.5%	93.2%	91.3%	92.9%
1st	96.3%	94.4%	92.9%	93.2%	95.0%	93.7%	94.2%
2nd	96.2%	96.1%	94.2%	94.8%	95.4%	94.9%	95.2%
3rd	95.5%	94.5%	95.6%	93.7%	95.4%	94.9%	94.9%
4th	96.7%	96.4%	95.4%	95.9%	95.4%	94.7%	95.7%

2023-2024	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4	Reporting Period 5	Reporting Period 6	PIA - Cumulative
5th	96.3%	94.8%	94.5%	93.8%	95.4%	95.0%	95.0%

For the most part, our campus is meeting the district attendance goal of 95%.

Demographics Strengths

Meadows is comprised of a diverse group of staff, students, and families. Our school community fosters a welcoming environment for all which creates space for inclusivity, collaboration, communication, and problem-solving. We celebrate our individual students and what they bring to our school community.

Additional Strengths:

- We have a great partnership with families and the community (parents, guardians, PTO, City of Meadows mayor).
- Our diverse student population provides students the opportunity to collaborate with peers of all backgrounds and develop life-long skills.
- More students are qualifying for Gifted and Talented services.
- We serve a variety of Special Education programs such as Resource, In-Class Support, and Succeeding in Academic and Independent Living Skills (SAILS).
- Our students in first through fifth grade achieved the district attendance goal of 95%.
- All teachers who teach Emergent Bilingual students are ESL certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate of students in pre-kindergarten and kindergarten are below the campus and district goal of 95%.

Root Cause: There is a need to effectively communicate the importance of prek/k attendance and engage parents in committing to student success in the early ages.

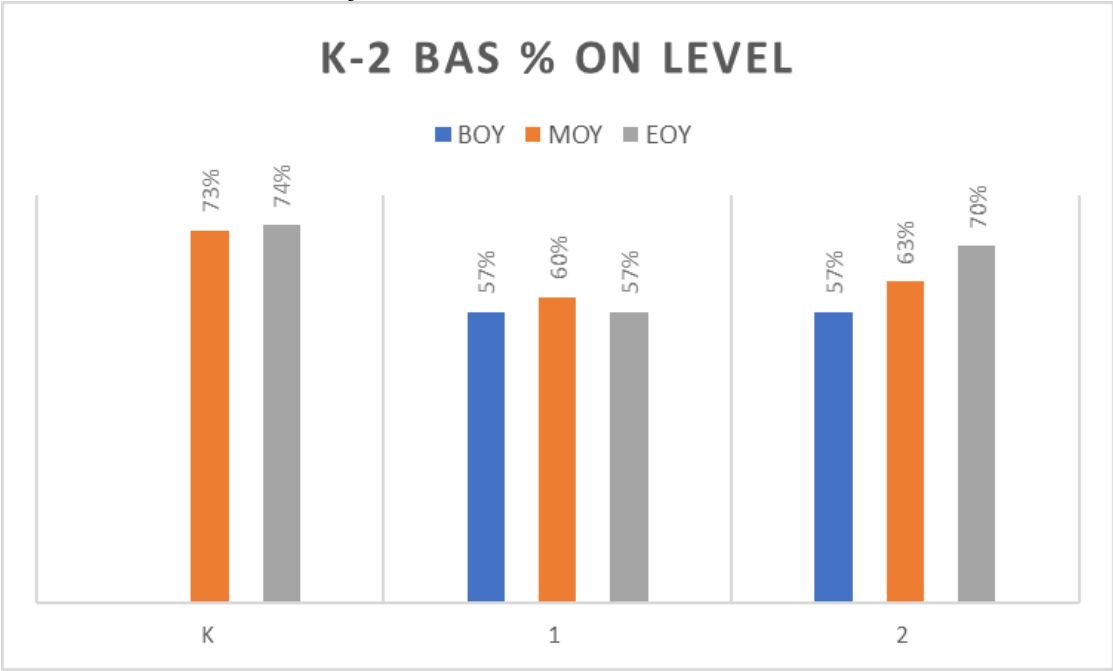
Student Learning

Student Learning Summary

STAAR Assessments

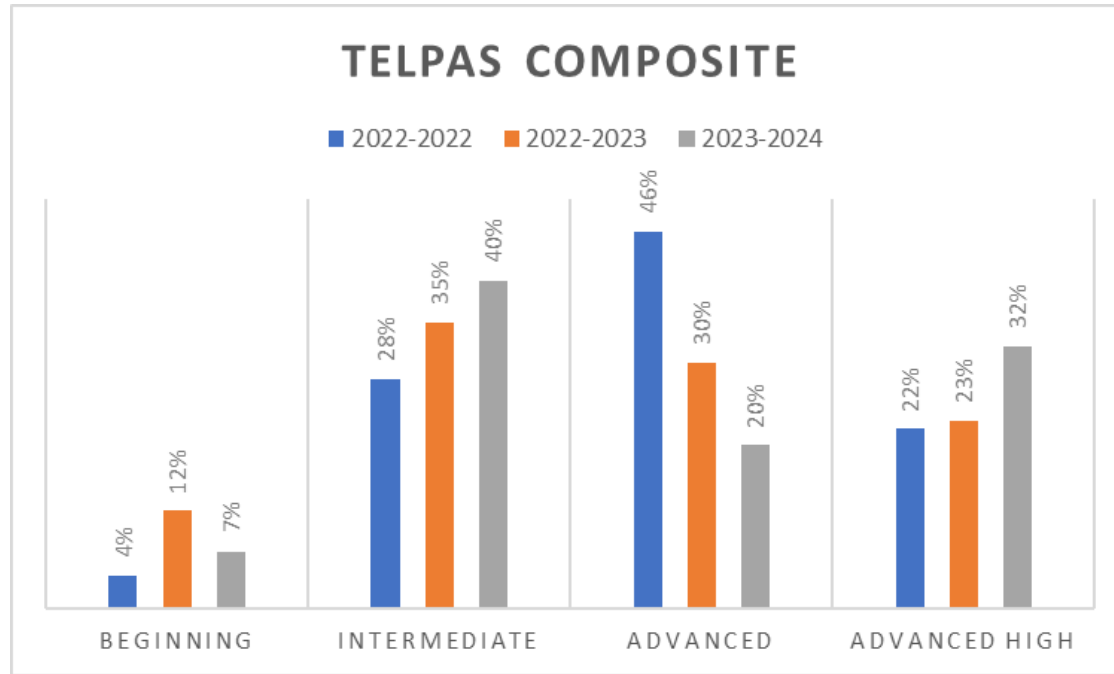
	Approaches or Above			Meets or Above			Masters		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3-5 Reading	78%	83%	74%	55%	59%	56%	30%	30%	28%
3-5 Math	64%	77%	71%	33%	51%	48%	15%	20%	19%
5 th Science	48%	58%	45%	20%	27%	11%	6%	8%	4%

K-2 Benchmark Assessment System



Students in kindergarten through second grade are assessed in reading through the Benchmark Assessment System (BAS) throughout the year. BAS provides teachers information on students' individual reading levels and tracks their progress in decoding and reading comprehension.

TELPAS



Emergent Bilingual (EB) students are assessed in their English proficiency in listening, speaking, reading, and writing through the Texas English Language Proficiency Assessment System (TELPAS).

Student Learning Strengths

Reading

Majority of students in kindergarten and second grade were reading on level at the end of year as measured by the Benchmark Assessment System (BAS). Majority of students in third through fifth grade received "Approaches or Above" on the end of year STAAR Reading assessment.

Math

Majority of students in third through fifth grade received "Approaches or Above" on the end of year STAAR Math assessment.

TELPAS

The percentage of students who received a composite score of "Intermediate" and Advanced High" on TELPAS continue to increase year after year.

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. Administrators, specialists, and teachers come together as a team during Professional Learning Community (PLC) meetings to ensure alignment across the campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A large percentage of students in first grade are not reading on level at the end of the year as measured by the Benchmark Assessment System (BAS).

Root Cause: There is a need to improve phonics practices and small group instruction to meet the individual needs of students.

Problem Statement 2 (Prioritized): Students are performing low on the Science STAAR assessments.

Root Cause: There is a need to strengthen tier 1 science instruction by following the instructional model and providing more opportunities for students to participate in science investigations.

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

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.

School Processes & Programs Strengths

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

Instructional

- Meadows instructional program is aligned with district curriculum and instruction expectations.
- Reading and writing workshop, math workshop, small group instruction
- 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
- Lessons aligned to the district's scope and sequence and instructional model
- Increase student ownership of learning by providing opportunities for feedback (teacher-student, peer-peer)

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 by teacher leaders and specialists
- Empowering teachers and staff by providing opportunities to lead professional development
- Collaborative working environment to support colleagues and share ideas

Reading Instruction Components

- Reading Conferences
- Analyzing Reading behaviors and Running Records
- Reading Responses, Graphic Organizers, Guided Reading Response Journals, Choice Menus
- Interactive Read Aloud

- Re-teaching and strategy grouping

Planning and Professional Learning Communities

- Every team is provided daily common planning time through our master schedule. Teachers also receive additional planning time (PLC) every six days.
- Pre-K through fifth grade and Outclass teams participate in a PLC rotation
- Unit Planning and Concept Mapping
- PLC Topics: curriculum, instructional planning, data analysis, assessment
- Teachers lead campus committees that focus on building a strong cohesive culture.
- 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.

Our teachers and staff are proficient in the use of technology. Our iPad carts, laptop cards, document cameras and projectors are integrated into our instructional program on a daily basis. 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.
- PLC Facilitators to guide their teams in collaboration towards a common goal.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is inconsistency in the implementation of schoolwide PBIS expectations.

Root Cause: There is a need to clarify identified components of PBIS and explicitly teach and consistently implement expectations.

Perceptions

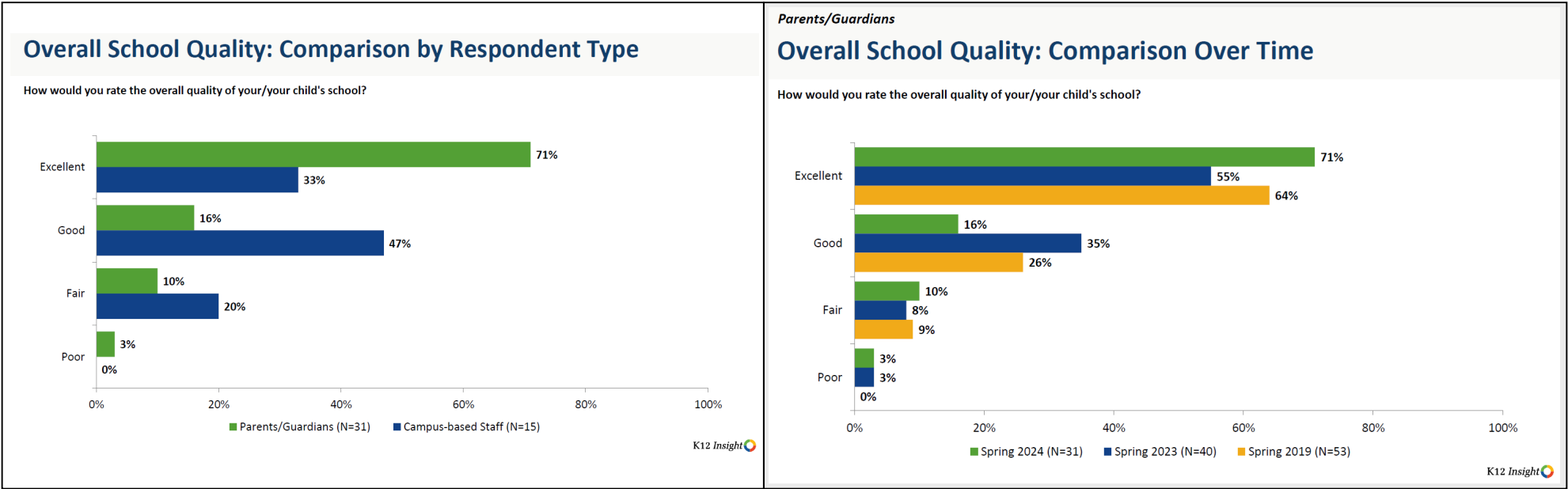
Perceptions Summary

At Meadows Elementary, our mission is to: Meadows provides a safe and equitable environment that empowers all students to reach futures beyond what they can imagine. We are fortunate to have a community that truly loves and values the school. Community members, the mayor, and our PTO stayed actively engaged throughout the entire process. Their support is pivotal to the success of Meadows Elementary.

Our Meadows faculty is made up of highly qualified educators that are committed to teaching and learning for the benefit of their students. We strive to create a climate of support and mutual respect. We consistently cultivate trusting and productive relationships - teachers, students, parents, and the school community. We focus on accommodating for the individual needs of students through differentiated instructional practices and unique scheduling of classes. We support a collaborative culture that strives to build teacher and student efficacy and leadership capacity.

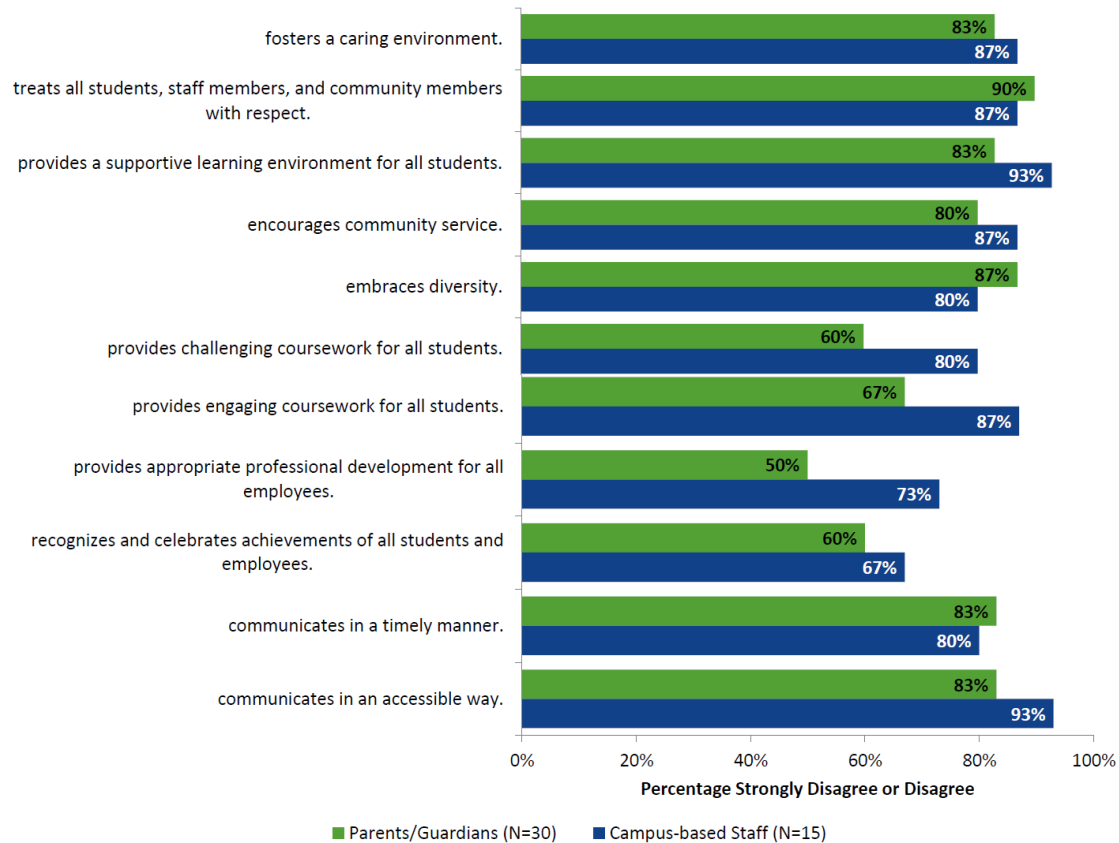
Both families and staff shared the need to increase programming for EL students, GT students, and extra-curricular activities for all students.

Culture and Climate 2023-2024 Results:



Community Perceptions: Comparison by Respondent Type

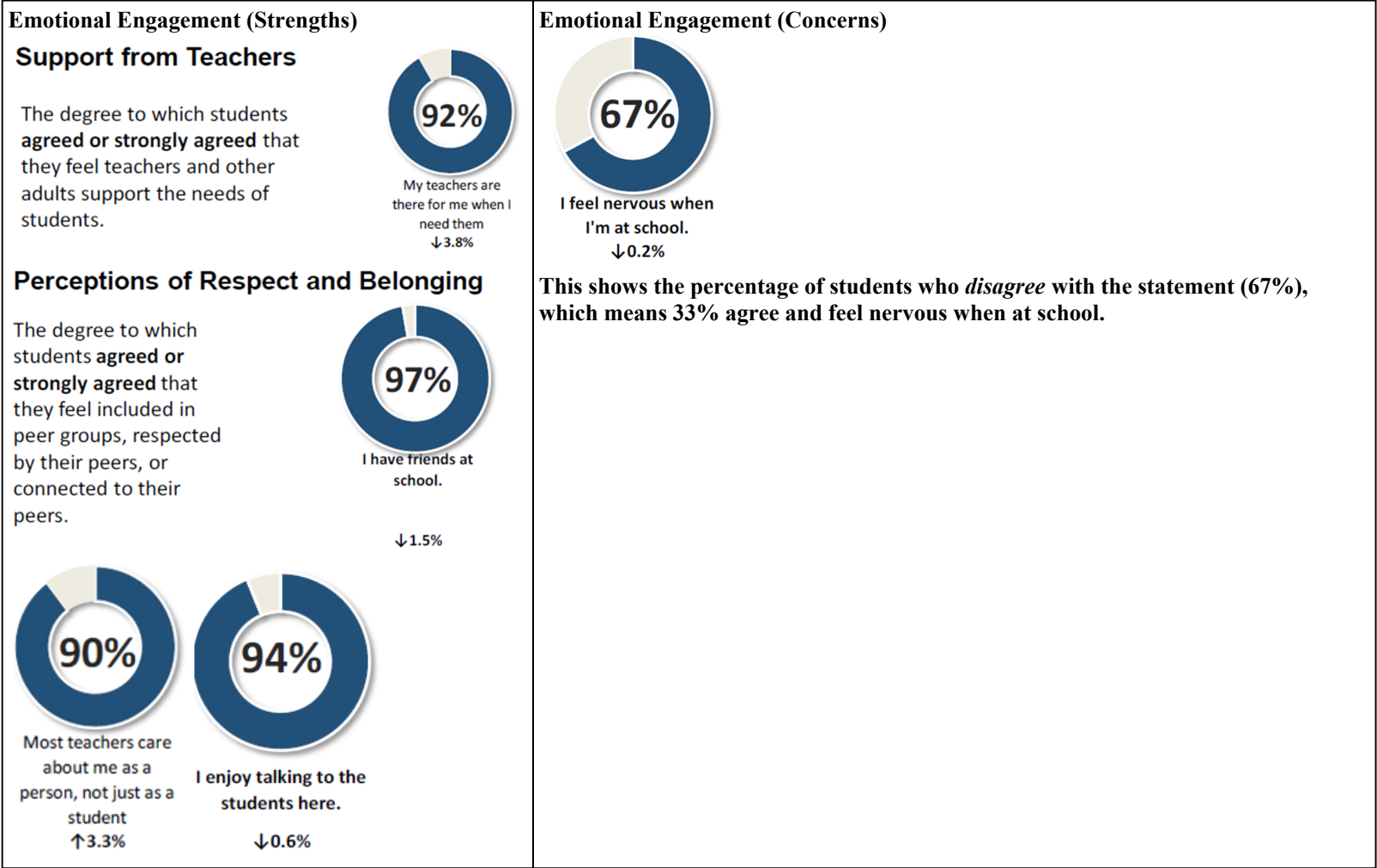
To help campus leaders fully understand community perceptions of their school, please tell us how strongly you agree or disagree with the following statements. Your/Your child's school...



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

K12 Insight

Student Engagement Survey 2023-2024 Results:



Perceptions Strengths

Meadows teachers and staff work collaboratively with families to create a partnership and support system for students. Two-way communication is ongoing and occurs in a variety of ways. We will continue to set expectations that focus on maintaining a collaborative culture among our learning community.

Our campus shares surveys to teachers and staff twice a year. The district also surveys families on their input of the school's culture and climate.

Our community and families are involved at Meadows in a variety of ways - participating in the PTO, serving on the CPAC, attending school events such as Open House, grade level musicals, family nights, field trips, class parties, career week, carnival, and parades. Our community also offers financial support through donations and fundraisers. Parents partner with teachers by staying in constant communication regarding their child(ren)'s progress and needs as well as extending learning at home by monitoring homework and daily work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some families are not engaged with school communication and activities.

Root Cause: There is a need to provide additional avenues for communicating with families including hard copies of calendars, events, and resources. There is also a need for improving parental engagement by scheduling additional opportunities for families to volunteer and engage with school activities.

Priority Problem Statements

Problem Statement 1: The attendance rate of students in pre-kindergarten and kindergarten are below the campus and district goal of 95%.

Root Cause 1: There is a need to effectively communicate the importance of prek/k attendance and engage parents in committing to student success in the early ages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A large percentage of students in first grade are not reading on level at the end of the year as measured by the Benchmark Assessment System (BAS).

Root Cause 2: There is a need to improve phonics practices and small group instruction to meet the individual needs of students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are performing low on the Science STAAR assessments.

Root Cause 3: There is a need to strengthen tier 1 science instruction by following the instructional model and providing more opportunities for students to participate in science investigations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is inconsistency in the implementation of schoolwide PBIS expectations.

Root Cause 4: There is a need to clarify identified components of PBIS and explicitly teach and consistently implement expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Some families are not engaged with school communication and activities.

Root Cause 5: There is a need to provide additional avenues for communicating with families including hard copies of calendars, events, and resources. There is also a need for improving parental engagement by scheduling additional opportunities for families to volunteer and engage with school activities.

Problem Statement 5 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
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, Meadows Elementary will improve tier 1 instruction in reading, math, and science through professional learning on implementation of instructional models and rigorous activities as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative Indicators of Success:

By December 2024, campus walkthrough data will indicate implementation of daily phonics lessons in 75% of kindergarten through third grade classrooms.

By December 2024, alignment to the instructional models will increase from 50% to 75%.

By December 2024, 80% of core content teachers will create rigorous formative assessments as evidenced in PLC agendas and notes.

By February 2025, campus walkthrough data will indicate implementation of small group instruction in 75% of classrooms.

The percentage of K-2 students showing growth in reading will increase by 3% from BOY to MOY as measured by the Benchmark Assessment System (BAS).

The percentage of students showing growth reading and math will increase by 3% from BOY to MOY as measured by the universal screener.

Summative Indicators of Success:

By May 2025, campus walkthrough data will indicate implementation of daily phonics lessons in 90% of kindergarten through third grade classrooms.




By May 2025, alignment to the instructional models will increase from 75% to 90%.










By May 2025, 90% of core content teachers will create rigorous formative assessments as evidenced in PLC agendas and notes.





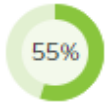
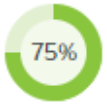




By May 2025, campus walkthrough data will indicate implementation of small group instruction in 90% of classrooms.

The percentage of K-2 students showing growth in reading will increase by 5% from BOY to EOY as measured by the Benchmark Assessment System (BAS).

The percentage of students showing growth reading and math will increase by 5% from BOY to EOY as measured by the universal screener.

Strategy 1 Details	Reviews			
Strategy 1: Teachers in kindergarten through third grade will engage in professional learning to implement the district phonics curriculum. Strategy's Expected Result/Impact: Increase in student performance in decoding Increase reading performance as measured by the Benchmark Assessment System (BAS) Staff Responsible for Monitoring: Teachers, Grade Level Teams, Administration, Specialists 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
				

Strategy 2 Details	Reviews			
Strategy 2: Provide campus-wide professional learning on written curriculum and components of the instructional models. Strategy's Expected Result/Impact: Increase alignment to the district curriculum and components of reading, math, and science instructional models Staff Responsible for Monitoring: Teachers, Grade Level Teams, Administration, Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement Professional Learning Community process to design rigorous lessons and assessments. Strategy's Expected Result/Impact: Increase in alignment to the rigor of grade-level standards Staff Responsible for Monitoring: Teachers, Grade Level Teams, Administration, Specialists 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
				
Strategy 4 Details	Reviews			
Strategy 4: Professional Learning Community process to review K-5 student performance and small group instruction to plan for student grouping and small group lessons. Strategy's Expected Result/Impact: Increase student achievement, students receive individual support Staff Responsible for Monitoring: Teachers, Grade Level Teams, Administration, Specialists 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
				

Strategy 5 Details	Reviews			
Strategy 5: Conduct ongoing professional learning on Student Ownership of Learning practices and resources, progress monitoring, and feedback. Strategy's Expected Result/Impact: Increase in the implementation of student ownership of learning opportunities Staff Responsible for Monitoring: Teachers, Grade Level Teams, Administration, Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus walkthroughs will be conducted to check for implementation of instructional models. Strategy's Expected Result/Impact: Campus will be able to monitor progress and identity targets for professional learning Staff Responsible for Monitoring: Administration, Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By May 2025, Meadows Elementary will improve the daily intervention and enrichment block through targeted intervention, enrichment, progress monitoring, and professional learning as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By October 2024, identified students in tiered intervention will have reading and or math goals as evidenced in the progress monitoring protocols.

By October 2024, GT teachers will meet with all GT students and record GT learning plan goals.

By December 2024, students in tiered intervention will show growth as evidenced in progress monitoring documentation, classroom benchmarks, and district assessments.



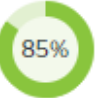



By February 2025, the number of students receiving tier 3 intervention will reduce by 3%.






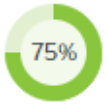




Summative Indicators of Success:

By May 2025, the Student Support team will meet monthly to discuss student academic and behavior progress.

By May 2025, all GT teachers will meet with all GT students to review progress on goals.

By May 2025, the number of students receiving tier 3 intervention will reduce by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Student Support Team process to identify students who need targeted intervention in reading and/or math. Strategy's Expected Result/Impact: Students who need additional support will receive targeted intervention Staff Responsible for Monitoring: Student Support Team (Teachers, Specialists, Administration) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide materials and progress monitoring resources for intervention and enrichment. Strategy's Expected Result/Impact: Increase in use of research-based practices and resources and effectiveness of interventions Staff Responsible for Monitoring: Specialists, Administration 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
				

Strategy 3 Details	Reviews			
Strategy 3: Monitor students receiving tiered instruction during monthly Student Support Team meetings. Strategy's Expected Result/Impact: Ensure the efficacy of interventions and create action plans for students who may require additional support/evaluation Staff Responsible for Monitoring: Student Support Team (Teachers, Specialists, Administration) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize scheduled PLC to review student data, group students for intervention, and design targeted instruction. Strategy's Expected Result/Impact: Increase student achievement and move students from tiered intervention back to tier 1 Staff Responsible for Monitoring: Teachers, Grade Level Teams, Specialists, Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Meadows Elementary will improve social emotional learning for all students through the implementation of Positive Behavior Interventions and Supports (PBIS) as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By August 2024, Meadows will create school-wide behavior expectations for common areas and post expectations in classrooms and throughout the school.

By September 2024, teachers and staff will participate in professional learning on implementing PBIS strategies.






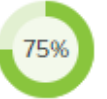
By October 2024, Meadows will survey students in 3rd-5th grade as evidenced in the counselor's Student Needs Assessment survey.



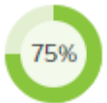


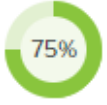




By December 2024, the number of office referrals will decrease by 2%.

Summative Indicators of Success:

By May 2025, the number of office referrals will decrease by 5%.

By May 2025, all students will have engaged in ongoing guidance lessons from the school counselor.

Strategy 1 Details	Reviews			
Strategy 1: Meadows will incorporate a multi-tiered system of supports for positive behavior such as classroom respect agreements, Guidelines for Success, and guidance lessons from the counselor. Strategy's Expected Result/Impact: Teachers will become knowledgeable of the variety of supports for student behavior. They will be able to utilize resources in order to meet the needs of their students. Staff Responsible for Monitoring: Teachers, Counselor, Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will participate in ongoing professional development on PBIS expectations as well as social emotional learning for students. Strategy's Expected Result/Impact: Teachers will be able to implement classroom and school-wide expectations for behavior. Teachers will be able to support the social emotional learning of students. Staff Responsible for Monitoring: Administration, Counselor, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: The PBIS Committee will meet monthly to review campus discipline data and plan for targeted professional learning. Strategy's Expected Result/Impact: Decrease in the number of office referrals Staff Responsible for Monitoring: PBIS Committee (Administration, Counselor, Teachers) ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: The campus counselor will provide character development and guidance lessons for all students and provide additional lessons based on grade or campus specific needs. Strategy's Expected Result/Impact: Increase in student ownership of behavior Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



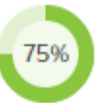



Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff









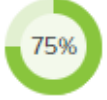




Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025, Meadows Elementary will improve the effectiveness of parent engagement through the implementation of various communication methods and engagement opportunities as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:
By October 2024, campus and PTO representatives will schedule parent engagement events on and off campus.
By December 2024, families will receive newsletters from campus administration and grade-level teams.

Summative Indicators of Success:
By May 2025, families will continue to receive communication from campus/teachers weekly.

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will send bi-weekly communication to families to include campus updates, events, due dates, and resources. Strategy's Expected Result/Impact: Increase home-school communication and partnership Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will send weekly communication to families containing grade-specific information. Strategy's Expected Result/Impact: Increase home-school connection and partnership Staff Responsible for Monitoring: Teachers, Grade Level Teams ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Meadows Elementary will send monthly digital and hard copies of campus calendars to inform families of events. Strategy's Expected Result/Impact: Increase home-school communication, parent engagement, and partnership with families Staff Responsible for Monitoring: Administration, Front Office Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Meadows Elementary will partner with PTO to schedule events and provide additional opportunities for families to volunteer on campus. Strategy's Expected Result/Impact: Increase parent engagement and volunteers Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide Pre-kindergarten and kindergarten orientation and family events to encourage attendance and parent engagement. Strategy's Expected Result/Impact: Increase pre-kindergarten and kindergarten attendance Staff Responsible for Monitoring: Teachers, Grade Level Teams, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Meadows Elementary

Total SCE Funds: \$3,717.00

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.