

Fort Bend Independent School District
Meadows Elementary
2023-2024 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: Meadows 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 through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/working environment by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels 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 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. Some important facts about Meadows Elementary are below:

Demographics	Count	Percent
Black - African American	53	12%
Hispanic - Latino	188	42%
White	105	24%
American Indian - Alaskan Native	2	.45%
Asian	80	18%
Two or More Races	15	3.4%
Economically Disadvantaged	253	57%
Emergent Bilingual	129	29%
Special Education	67	15%
Gifted and Talented	9	2%
At-Risk	143	32%

Demographics Strengths

The Meadows school community continues to be diverse including staff, students, and their families. Our teachers remain current in their professional development in order to meet the academic and social-emotional needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More opportunities are needed for our Emergent Bilingual students to increase their proficiency in listening, speaking, reading, and writing.
Root Cause: There is an increase in the number of Emergent Bilingual students enrolled who speak a variety of languages and dialects. Some teachers need additional resources to support students in providing high levels of comprehensible output.

Student Learning

Student Learning Summary

STAAR 3-5 Math

Performance	20-21	21-22	22-23
Did Not Meet	43%	41%	25%
Approaches	57%	59%	75%
Meets	33%	30%	48%
Masters	16%	14%	19%

STAAR 3-5 Reading

Performance	20-21	21-22	22-23
Did Not Meet	28%	26%	21%
Approaches	72%	74%	79%
Meets	43%	52%	56%
Masters	25%	28%	29%

STAAR 5 Science

Performance	20-21	21-22	22-23
Did Not Meet	38%	58%	45%
Approaches	62%	42%	55%
Meets	28%	18%	26%
Masters	5%	5%	8%

Student Learning Strengths

As reflected in the chart above, Meadows Elementary's rates for Approaches, Meets, and Masters on the STAAR assessments improved from last school year.

Teachers and specialist 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): There is a decline in the rigor of lessons, activities, and assessments which affect student engagement and achievement. **Root Cause:** Some teachers may not be familiar with the district's protocols for planning rigorous lessons and assessments.

Problem Statement 2 (Prioritized): Students are having difficulty mastering scientific vocabulary. **Root Cause:** Campus has not clearly communicated the importance of implementing scientific investigations during the science instructional time.

School Processes & Programs

School Processes & Programs Summary

Meadows Elementary has many collaborative teams that make up our organization:

Administrative Team: Principal, Assistant Principal, Counselor, and Executive Assistant

Instructional Leadership Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, Literacy Intervention Teacher, Reading Specialist, Math Specialist, and ESL Specialist

Team Leaders: PreK, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, SPED and Special Services (Art, Music, PE)

PLC Facilitators: PreK, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade

FBISD's curriculum in Schoology is the foundation of our instructional program. Teachers will use the resources provided as well as integrating campus resources to provide lessons aligned with the units of study in each content area. Our teachers plan collaboratively and meet weekly in PLCs to do data digs, plan instructional strategies, analyze student work products and evaluate the effectiveness of instructional practices used in each class. Differentiation continues to be a focus in all classrooms through small groups and student needs assessments. Co-teaching will continue to be implemented in 4th and 5th grade reading with a focus on utilizes more advances modes of instructional delivery. Other instructional focuses for this year which will drive our professional learning opportunities are:

1. Reading Workshop
2. Writing Workshop
3. Math Workshop
4. Building Teacher Efficacy
5. Building Student Efficacy

We continue to be strategic with our hiring in order to diversify our staff to represent our school demographics and to bring experienced Title 1 teachers to our teams to infuse strategies and practices that work with diverse populations. With this in mind, the retention of highly qualified teachers and staff members is a priority. The Meadows faculty is intrinsically motivated and seek out ways to be the best for the students. New staff members to Meadows, whether "rookies" or experienced, are immediately assigned a mentor or "buddy" to help them adjust to Fort Bend ISD and/or Meadows Elementary.

Instructional - Curricular

- Meadows instructional program is aligned with district curriculum and instruction expectations.
- Enrichment time during library pull-out program
- Increased opportunities for GT students to engage in programs to enhance their learning: Destination Imagination and Power Hour
- Development of lessons aligned to the instructional model
- Increase use of peer communication and consist differentiated instruction

Personnel (recruit/support/retain)

- TAPP Mentor program
- Instructional coaching by math specialist and literacy interventionist

Organizational

- NEHS
- Teacher mentors for identified students

- KKME Broadcast Studio
- Profile of a Graduate student and staff recognition
- GT Parent information Meetings

2023-2024 Campus Focus: Feedback

Student Engagement

- Strengthening of PLC Process- 3rd-5th grade
- Kinder and 1st grade will continue impact teams
- Blended learning professional development
- Increased knowledge on formative assessments
- Continuation of Professional development in the implementation of effective strategies for ELs (SIOP)
- Strengthening of the Reading Instructional Block K-5

SIOP Components (Listening, Speaking, Reading, Writing)

- 7 Steps Training
- Lesson Preparation
- Building Background
- Interactions
- Academic Vocabulary

Reading Instruction Components

- Reading Conferences
- Analyzing Reading behaviors and Running Records
- Reading Responses, Graphic Organizers, Guided Reading Response Journals, Choice Menus
- Interactive Read Alouds
- Re-teaching and strategy grouping

PLC Components

- Unit Planning and Concept Mapping
- Increase of Impact Team model on the campus

School Processes & Programs Strengths

Strengths at Meadows Elementary are:

- Every team is provided a common planning time through our master schedule. This year teachers will have 45 daily plus an additional 70 minutes every 6 days.
- We have 2 co-teach classrooms, and these teachers have a common planning time to build collaboration and ownership.
- Every grade level will participate in PLCs on a rotation basis.
- 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 iPad carts, laptop carts, 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 LIT to model, coach and support teachers and well as instruct students.
- Professional Learning Leads (PLLs) and Technology Integration Champion (Tech Champ) for other teachers to observe, collaborate with and learn from.
- PLC Facilitators to guide their teams in collaboration towards a common goal.

Strengths noted for the quality, recruitment and retention of teachers and staff at Meadows Elementary are:

- teamwork and support
- desire to help student achieve
- high expectations of all stakeholders
- open communications
- high levels of accountability
- collaborative culture
- high levels of respect among staff
- sharing of information among team members and across all grade levels
- positive morale
- willingness to support and encourage in any way
- "whatever it takes" attitude to assist students
- experienced teachers

Strengths:

- Teacher/Leadership Team collaboration meetings and subsequent action is a strength of the school's efforts in meeting campus, district and state performance standards.
- Mustang Time to provide students with intervention and enrichment

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is inconsistency in the implementation of schoolwide PBIS expectations. **Root Cause:** Individual teachers were not familiar with certain components of PBIS and how to 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.

Meadows Elementary is 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.

Perceptions Strengths

The staff at Meadows works collaboratively with families which creates a partnership and support systems 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 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, and parades and providing financial support through donations and fundraisers. Parents also 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): The number of volunteers at Meadows Elementary has decreased which affected the home-school connection and support for school activities.

Root Cause: There are not enough opportunities for families to volunteer and engage with school activities except for grade-level specific events.

Priority Problem Statements

Problem Statement 1: More opportunities are needed for our Emergent Bilingual students to increase their proficiency in listening, speaking, reading, and writing.

Root Cause 1: There is an increase in the number of Emergent Bilingual students enrolled who speak a variety of languages and dialects. Some teachers need additional resources to support students in providing high levels of comprehensible output.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a decline in the rigor of lessons, activities, and assessments which affect student engagement and achievement.

Root Cause 2: Some teachers may not be familiar with the district's protocols for planning rigorous lessons and assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are having difficulty mastering scientific vocabulary.

Root Cause 3: Campus has not clearly communicated the importance of implementing scientific investigations during the science instructional time.

Problem Statement 3 Areas: Student Learning

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

Root Cause 4: Individual teachers were not familiar with certain components of PBIS and how to explicitly teach and consistently implement expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The number of volunteers at Meadows Elementary has decreased which affected the home-school connection and support for school activities.

Root Cause 5: There are not enough opportunities for families to volunteer and engage with school activities except for grade-level specific events.

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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 2024, Meadows will improve the effectiveness of reading, math, and science instruction through professional learning communities, student ownership of learning practices, and implementation of written curriculum as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:

By November 2023, all teachers in PreK-5 will engage in unit and concept mapping as evidenced in PLC protocols.

By December 2023, administrators will analyze lesson plans, formative assessments, and student data during PLC meetings as evidenced in PLC agendas.

By February 2024, 85% of students will show growth in reading and math as measured by Ren 360 and BAS.



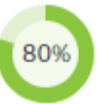
By April 2024, 90% of teachers will demonstrate proficient or above in content knowledge and expertise as evidenced in T-TESS walkthroughs and observations.








Summative Indicators of Success:

By May 2024, 95% of students will show a year's worth of growth as measured by Ren 360 reading and math EOY data.

By May 2024, 100% of 4th and 5th grade students will meet expected or accelerated growth on STAAR reading and math.

By May 2024, the percent of students demonstrating approaching on 5th grade STAAR Science will increase to 80%.

Strategy 1 Details	Reviews			
Strategy 1: Utilize scheduled and ongoing PLC process to review K-5 student performance and identified areas of targeted instruction. Strategy's Expected Result/Impact: Increase in student performance in reading, math, add science, specifically with skill identified and focused small group instruction. Staff Responsible for Monitoring: Teacher, Administration, Specialists 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: Conduct ongoing professional learning on Student Ownership of Learning practices and resources, progress monitoring, and feedback. Strategy's Expected Result/Impact: Teachers will be able to implement and provide opportunities for student ownership of learning Staff Responsible for Monitoring: SST Team, Teachers, Administration, Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 2024, Meadows will improve the daily intervention and enrichment block through targeted intervention, enrichment, and professional learning as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By October 2023, identified students in tiered intervention will have reading and or math goals as evidenced in the progress monitoring protocols.







By October 2023, GT teachers will meet with all GT students and record GT learning plan goals.

By December 2023, students in tiered intervention will show growth as evidenced in progress monitoring documentation, classroom benchmarks, and district assessments.

Summative Indicators of Success:

By May 2024, the Student Support team will meet monthly to discuss student academic and behavior progress.

By May 2024, all GT teachers will meet with all GT students to review progress on goals.

Strategy 1 Details	Reviews			
Strategy 1: Ongoing SST process to identify students who need improvement in Tier 1 instruction using assessment and classroom data. Strategy's Expected Result/Impact: Teachers and specialists will be able to create schedules and plans to support students who need intervention Staff Responsible for Monitoring: Administrators, Teachers, Specialists 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: Utilize scheduled and ongoing PLC process to review and monitor student intervention including HB4545 and enrichment including GT using progress monitoring data. Strategy's Expected Result/Impact: Teachers will be able to analyze data and create action plans to support intervention/enrichment Staff Responsible for Monitoring: Administrators, Teachers, Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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 2024, Meadows will improve social emotional learning for all students through the implementation of PBIS as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By August 2023, Meadows will create school-wide behavior expectations for common areas and post expectations in classrooms and throughout the school.

By August 2023, 100% of teachers will create Respect Agreements with students.



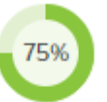



By October 2023, Meadows will survey students in 3rd-5th grade as evidenced in the counselor's Student Needs Assessment survey.

By November 2023, teachers and staff will participate in professional development on PBIS components and expectations.

Summative Indicators of Success:

By May 2023, Meadows will maintain low discipline referrals as evidenced in the Skyward report.

By May 2023, 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: Administrators, Counselor, Teachers 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 social emotional learning strategies, behavior management, and health/wellness. Strategy's Expected Result/Impact: Teachers will be equipped with strategies for supporting the social emotional and behavioral needs of students. Students will have the skills for dealing with their emotions and behaviors. Staff Responsible for Monitoring: Administrators, Counselor, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

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.

Addendums

	Strengths	Concerns
Student Engagement Survey	<div>Emotional Engagement:</div> <div><div><div>Support from Teachers</div><div>The degree to which students agreed or strongly agreed that they feel teachers and other adults support the needs of students.</div><div><div>96%</div><div>My teachers are there for me when I need them ↑2.7%</div></div></div></div> <div><div>Perceptions of Respect and Belonging</div><div>The degree to which students agreed or strongly agreed that they feel included in peer groups, respected by their peers, or connected to their peers.</div><div><div>99%</div><div>I have friends at school.</div></div></div> <div><div><div><div>92%</div><div>I feel safe at school</div></div><div><div>94%</div><div>I enjoy talking to the students here.</div></div></div></div>	<div>Emotional Engagement:</div> <div><div><div>69%</div><div>Students here respect what I have to say.</div></div></div> <div><div><div>67%</div><div>I feel nervous when I'm at school. ↑10.9%</div></div><div>Only 67% of students disagree that they feel nervous when at school, which means 33% agree and feel nervous when at school.</div></div>

Cognitive Engagement:

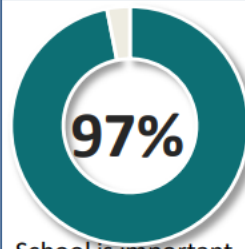
Future Goals The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.



My education will create many chances for me to reach my future goals.
↓1.1%



I am hopeful about my future.
↑3.1%



School is important for reaching my future goals.
↓0.3%

% of Students who Strongly Agree		
3rd	4th	5th
70%	62%	53%

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Approximately 30% of students feel that other students do not respect what they have to say.	<ul style="list-style-type: none">• Respect Agreements• Guidance Lessons on respect, conflict resolution• Profile of a Graduate• PBIS	<ul style="list-style-type: none">• Classroom teachers within first nine weeks• Counselor – ongoing• Classroom teachers – ongoing• PBIS team, classroom teachers - ongoing	<ul style="list-style-type: none">• Counselor Guidance Lessons• Profile of a Graduate lessons in Schoology• PBIS Guidelines for Success and Matrix	<ul style="list-style-type: none">• Time to explicitly and effectively train new staff on available resources• Implementation fidelity of PBIS by staff	<ul style="list-style-type: none">• Counselor will share Guidance lesson schedule and resources with staff• Assistant principal and PBIS team will create action plan, train teachers on PoG lessons in Schoology
Approximately 30% of students feel nervous when at school.	<ul style="list-style-type: none">• PBIS: Morning check-ins• Individual and Group Counseling• SEL professional development on building positive relationships and fostering safe/welcoming environment	<ul style="list-style-type: none">• Classroom teachers – ongoing• Counselor – ongoing• Counselor and administration - ongoing	<ul style="list-style-type: none">• Various check-ins (poster, Microsoft form, sticky notes, etc.)• Counseling forms and questionnaires• SEL training resources	<ul style="list-style-type: none">• There might be some conflicts with counselor’s schedule, but we can anticipate and plan accordingly.	<ul style="list-style-type: none">• Counselor will communicate with staff on counseling schedules and procedures.• We may need to reach out to district personnel for additional SEL resources.