

Fort Worth Independent School District

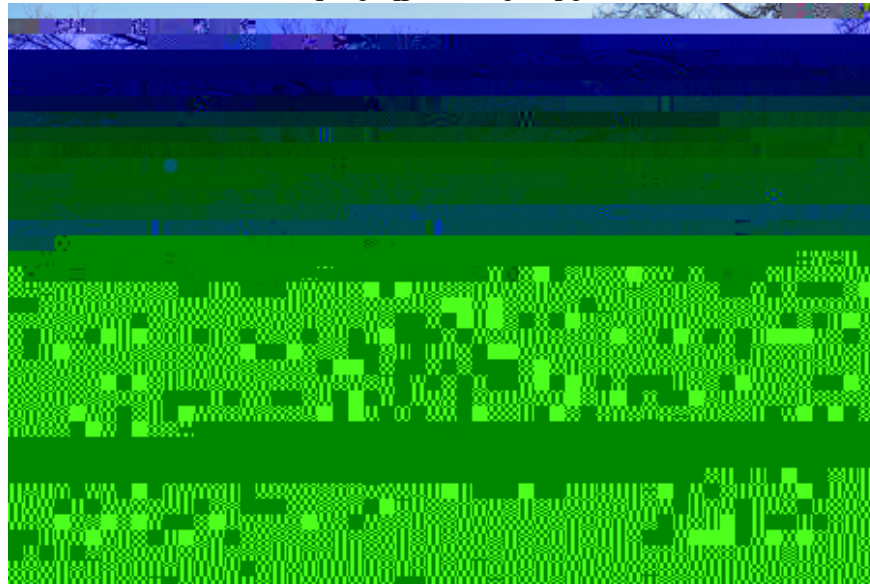
141 Meadowbrook Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

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Mission Statement

Meadowbrook Elementary will ignite a passion for lifelong learning and collaboration by providing academic and social foundations to ALL students and families.

Vision

The Meadowbrook staff, in collaboration with students, parents, and the community, inspires to provide a safe and positive learning environment that fosters and cultivates reflective thinkers and lifelong learners, extending beyond these walls and into the future.

Comprehensive Needs Assessment

Revised/Approved: April 12, 2023

Demographics

Demographics Summary

Meadowbrook Elementary is a large, diverse Title-One campus that serves students in grades PreK through 5th grade. The school is located in a historic area of Fort Worth, Texas, where a natural spring used to be located. The school was built in 1936 and was designed by architect Wyatt C. Hedrick. Our student population is eighty percent Hispanic, thirteen percent African American, five percent White, and two percent two or more. Ninety-four percent of our students fall into the lower social-economic category. We have fifty percent of our students coded as limited English proficient. Thirteen percent of our students currently receive special education services. Campus mobility rate is approximately twenty-one percent. Our daily average attendance falls between ninety-three to ninety-four percent.

Our stakeholders include parents, community members, school board members, teachers, administrators, and students. Our special programs highlight our diverse community through a Dual Language program, ESL certified teachers, Special Education services, free breakfast and lunch for all students, GT, and Dyslexia services. The staff at Meadowbrook Elementary are certified according to TEA requirements. Levels of teaching experience range from zero years to twenty-eight years. Twelve staff members are bilingual certified, thirty-four are generalist and three have special education certifications.

Demographics Strengths

Dedicated teachers and staff are invested in Meadowbrook's success.

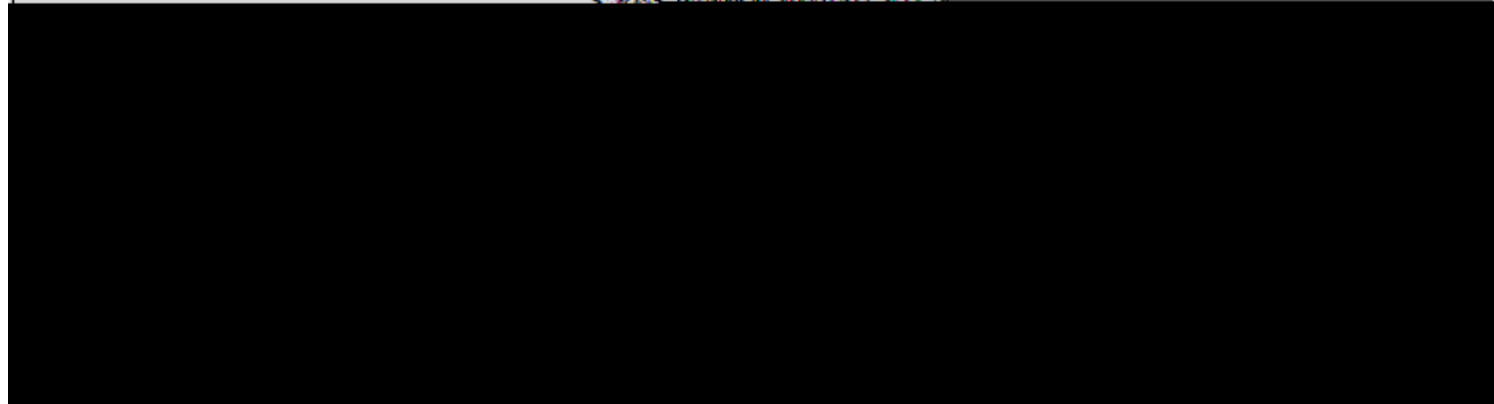
Staff values student growth, learning, and is invested in the PLC process to ensure all learners are successful.

Teachers in grades kinder through third implement the science of teaching reading through Amplify to facilitate students' acquisition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

All students in grades prek through fifth created and signed a relational agreement and teachers utilized the PBIS framework to increase student engagement.

The campus has a 1:18 teacher to student ratio.

Problem Statements Identifying Demographics Needs



STAAR Math 2023													
Grade	Total	Raw	Scale	Percent	Annro	Maste	Performance Level Indicator						
							1	2	3	4	5	6	7
5th	141	141	141	100%	141	141	74	19	1954	53%	73%	30%	
Economic Disadvantage	74	74	74	100%	74	74	1	0	1	0%	0%	0%	0%
	67	67	67	100%	67	67	0	0	0	0%	0%	0%	0%
Hispanic	19	19	19	100%	19	19	0	0	0	0%	0%	0%	0%
	19	19	19	100%	19	19	0	0	0	0%	0%	0%	0%
Currently Emergent Bilingu	27	27	27	100%	27	27	0	0	0	0%	0%	0%	0%
	27	27	27	100%	27	27	0	0	0	0%	0%	0%	0%
Social Ed Indicator	10	10	10	100%	10	10	0	0	0	0%	0%	0%	0%
	10	10	10	100%	10	10	0	0	0	0%	0%	0%	0%
Economic Disadvantage	54	54	54	100%	54	54	22	0	0	52%	0%	0%	0%
	54	54	54	100%	54	54	22	0	0	52%	0%	0%	0%
Asian	0	0	0	0%	0	0	0	0	0	0%	0%	0%	0%
	0	0	0	0%	0	0	0	0	0	0%	0%	0%	0%
Black/African American	10	14	0	34%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	10	14	0	34%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	19	23	0	58%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	19	23	0	58%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	4	26	0	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	4	26	0	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Currently Emergent Bilingu	27	24	0	57%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	27	24	0	57%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Ed Indicator	10	18	0	42%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	10	18	0	42%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	2022	2023	2024	%	%	%	%
Economic Disadvantage	53	21	0	54%	0%	0%	0%
Asian	1	0	0	33%	0%	0%	0%
0%	Black/African American	9	16	0	42%	0%	0%
0%	Hispanic	49	22	0	57%	0%	0%
0%	White	4	26	0	65%	0%	0%
0%	Currently Emergent Bilingual	36	22	0	55%	0%	0%
0%	Special Ed Indicator	19	0	0	22%	0%	0%

Change in TELPAS Composite Rating from 2022-2023

2023 TELPAS Composite Comparison to 2022			
Count	% of	Count	% of
32	91%	3	9%
9	23%	26	67%
4	10%	4	10%
22	59%	13	35%
4	11%	4	11%
11	39%	11	30%
6	21%	6	21%
19	54%	19	54%
14	40%	14	40%
93	53%	67	39%
16	9%	16	9%

Student Learning Strengths

STAAR 2023 Strengths:

86% of 3rd graders met projected growth.

Weekly attendance competition between classes and grade levels help to improve attendance.

We have a mentor program for new teachers and monthly new teacher meetings focused on professional development.

All kindergarten through third grade teachers and administrators completed the HB3 Reading Academies based on the Science of Reading. Our campus provides breakfast in the

Perceptions

Perceptions Summary

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The 2022-2023 FWISD Data Dashboard indicates 11 out of school suspension incidents as compared to 1 in 2021-2022. **Root Cause:** Inconsistent implementation of our systematic program intended to address the social and emotional needs of our students.

Problem Statement 2 (Prioritized): The 2023 FWISD Data Dashboard indicates that 27% of PreK and Kinder students are chronically absent as compared to 21% of students in grades 1st-5th. **Root Cause:** Lack of systems to educate parents on the importance of attendance in the early grades.

Problem Statement 8 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

- 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
- 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

District Goals

Revised/Approved: June 13, 2023

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Evaluation Data Sources: Circle, CLI and report card data

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Strategy's Expected Result/Impact: To ensure students are provided with high quality Pre-K instruction that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers

Instructional Coach

Leadership Team

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 2 - Perceptions 2

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Strategy's Expected Result/Impact: To ensure students are provided with high-quality Pre-K instruction that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Data Analyst

Teachers
Leadership Team

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will engage in high-quality, standard-aligned professional learning sessions in PLCs.</p> <p>Intended Audience: Teachers and paraprofessionals</p> <p>Provider / Presenter / Person Responsible: Instructional Coach Teachers Leadership Team</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: Early Learning Department</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-141-30-510-000000-24F10 - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By August 2023, develop a system/cycle of observation and feedback of literacy instruction aligned to Creative Curriculum content and share observation cycle with staff by mid September 2023.</p> <p>Intended Audience: Teachers</p>				

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Evaluation Data Sources: MAP Data

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Strategy's Expected Result/Impact: To ensure students are provided with high-quality instruction that meets their social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers

Instructional Coach

Leadership Team

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details

Reviews

Action Step 1: Through the master schedule teachers will be provided time to participate in weekly PLC meetings to collaborate with colleagues, instructional coach, and leadership team.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Teachers

Instructional Coach

Leadership Team

Date(s) / Timeframe: August 2023-May 2024

Delivery Method: In Person

Funding Sources: - Title I (211) - 211-11-6112-OPD-141-30-510-000000-24F10 - \$5,000

Action Step 2 Details

Reviews

Action Step 2:

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Action Step 2 Details	Reviews
Action Step 2:	

Students

Provider / Presenter / Person Responsible: Teachers

Leadership Team

Data Analyst

Instructional Coach

Date(s) / Timeframe: August 2023-May 2024

Delivery Method: In Person



No Progress

Action Step 1 Details	Reviews			
<p>Action Step 1: Share existing resources and guidelines that will aid in increasing the knowledge of electronic resources and processes for campus procedures for MTSS, specialized curricula tools, Dyslexia, and 504 supports.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach</p> <p>Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Special Education Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
	Action Step 2 Details	Reviews		
<p>Action Step 2: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and</p>				

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Action Step 2 Details

Reviews

Action Step 2: Co-teaching cycles will be planned and executed with teachers, with a focus on intentionally planned math

Action Step 2 Details	Reviews			
<p>Action Step 2: Scheduled daily intervention time will target students who are below grade level in math skills, using a variety of resources to differentiate intervention activities for those students.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Leadership team Teachers Campus Instructional Coach</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			

Action Step 2 Details	Reviews
Action Step 2:	

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Action Step 2 Details

Reviews

Action Step 2: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for CLI, MAP, STAAR, Unit Assessments, daily formative assessments and DreamBox.





Intended Audience: Teachers

Provider / Presenter / Person Responsible: Teachers

Action Step 4 Details

Reviews

Action Step 4: Students who did not meet the standard on the 2023 STAAR will receive after school tutorials in Reading

Action Step 2 Details	Reviews			
<p>Action Step 2: Through professional learning, develop the capacity of faculty, staff, on Ron Clark House System, Restorative Practices, culturally responsive teaching, and mental health and wellness skills for adults and students.</p> <p>Intended Audience: Teachers Students Parents</p> <p>Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Instructional Team</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Book Study - Title I (211) - 211-13-6329-04E-141-30-510-000000-24F10 - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Provide incentives for increased attendance at Parent and Family Engagement.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Instructional Team</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Family Action Planning</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - Title I (211) - 211-61-6499-04L-141-30-510-000000-24F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Problem Statement 1: The 2022-2023 FWISD Data Dashboard indicates an attendance rate of 91% for African Americans as compared to 95% for Hispanics. **Root Cause:** Inconsistent communication with families regarding school attendance expectations.

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Strategy's Expected Result/Impact: Decrease in the overall number of discipline referrals .

Staff Responsible for Monitoring: Leadership Team

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide tools and resources to staff to support students with disabilities and learning needs.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Counselor Specialist Multi-Tiered System of Supports</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-141-30-510-000000-24F10 - \$2,924.34</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Faculty and Staff will continue the implementation of tiered systems on positive behavior expectations, restorative practices, rewards and consequences, and the Ron Clark House System.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Leadership Team Counselor PBIS Committee</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Student Support Services</p> <p>Delivery Method: In Person</p>	Formative			Summative
	Nov	Jan		



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Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African Americans.

Staff Responsible for Monitoring: Student Support Team
Leadership Team

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews
<p>Action Step 1: Provide parent information in the areas of SEL and trauma through counselor, principal and teacher communications.</p> <p>Intended Audience:</p>	

Action Step 2 Details	Reviews		
<p>Action Step 2: Student of the month ceremonies will recognize students demonstrating positive character traits.</p> <p>Intended Audience: Families</p> <p>Provider / Presenter / Person Responsible: Leadership Team Counselor PBIS Committee Family Engagement Specialist</p> <p>Date(s) / Timeframe: October 2023-May 2024</p> <p>Delivery Method: In Person</p>	Formative		Summative
	Nov	Jan	

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Action Step 2 Details	Reviews
Action Step 2:	

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Supplies and materials for instructional use	211-11-6399-04E-141-30-510-000000-24F10	\$500.00
1	1	2	1		Supplies and materials for instructional use	211-11-6399-04E-141-30-510-000000-24F10	\$5,500.00
1	1	2	2		Subs for professional development	211-11-6112-OPD-141-30-510-000000-24F10	\$500.00
1							

Title I (211)

District Goal	School Performance
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BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Budgeted Fund Source Amount	\$3,349.00
						+/- Difference	\$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		\$374.00
						Sub-Total	\$374.00
						Budgeted Fund Source Amount	\$374.00
						+/- Difference	