

Spring Branch Independent School District

Meadow Wood Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

At Meadow Wood Elementary, our mission is to provide the personalized academic, social, physical, and emotional support for each student to grow and reach his or her personal best.

Vision

Meadow Wood Elementary is where...

- Our mistakes turn into goals.
- Our failures turn into achievement.
- Our pain turns into empathy.
- Our friends turn into family.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Meadow Wood Elementary is one of twenty-five elementary schools in Spring Branch ISD. The total enrollment at the end of the 2019-2020 school year was 557. Projected enrollment for 2020-2020 is over 600. Our students represent a wide variety of ethnicities. The ethnic distribution, per Compass Data Dashboard, is as follows:

- African American 8.6%
- Hispanic 28.3%
- White 51.7%
- Asian 3.9%
- Two or More Races 7.4%

Of our students, 34.6% are economically disadvantaged, 13.6% of our students are English Language Learners, and 30% of our students are considered at-risk. As of the 2018-2019 school year, we are a Title I school. We have 33 teachers with a wide range of experience and 67 staff members total.

Demographics Strengths

MWE celebrates the diversity of our students through events such as an annual Multicultural Festival. Families share their cultures and countries through food, music, artifacts, and literature.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Historically, economically disadvantaged students and English language learners score lower than other peer groups on state and local assessments.

Student Achievement

Student Achievement Summary

Due to Covid-19, schools were not rated for the 2019-2020 school year. Based on the 2019 TEA Accountability System for the 2018-2019 school year, MWE met standard. The overall scaled score was an 86, with the breakdown as follows:

- Student Achievement - 90
- Academic Growth - 79
- Relative Performance - 80
- Closing the Gaps - 76

Campus assessments during 2019-2020, prior to Covid-19, showed an increase in math scores, as well as an increase in writing scores.

Student Achievement Strengths

Campus data showed an increase in performance in the areas of math and writing, prior to Covid-19.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Due to crisis schooling, we anticipate gaps to have remained and/or widened.

Problem Statement 2: Due to crisis schooling, student achievement may have declined.

School Culture and Climate

School Culture and Climate Summary

The 2019-2020 school year brought many changes to MWE. In addition to many changes in teams, a new principal was hired. Throughout the year, much work was done on building campus culture and increasing parent/community involvement. Though Covid-19 changed how we operated, efforts continued to maintain the positive results earlier in the year.

School Culture and Climate Strengths

Though modified due to Covid-19, the parent Panorama survey shows an increase in parent satisfaction in meeting community needs (69%, up 7).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Social emotional concerns due to the pandemic need to be addressed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2020-21 school year, no staff members changed teams. Five new teachers were hired - two to support additional classrooms, one to replace a teacher who received a promotion, one to replace a teacher who moved out of state, and one to replace a teacher who went to another SBISD school.

Staff Quality, Recruitment, and Retention Strengths

All newly hired staff come with prior teaching experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The following are MWE's initiatives:

- SEL Framework - From community circles to campus-wide expectations, our plan is proactive to support behavior and provide consistent language for all grade levels.
- TCRWP - In ELA, all grade levels are implementing the components learned from Lucy Caulkins to support reading and writing.
- MIZ - In math, teachers utilize a blended model, using ST Math as an online platform for learning and data collection.

Curriculum, Instruction, and Assessment Strengths

MWE teachers are well-trained in best practices to support campus initiatives. Special education staff is also highly trained and are an integral part of our success.

Fourth and fifth grade teams have added Digital Lab Monitors to improve differentiation for all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Covid-19 has changed the way instruction was given; a better implementation of virtual teaching and learning must occur.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community engagement is a critical element to Meadow Wood's success. Parents have many opportunities to become involved through PTA or campus-based initiatives. Efforts are made to keep parents informed and to give a variety of options for communicating with campus administration.

Parent and Community Engagement Strengths

Parent engagement, shown through volunteer hours, continue to be a campus strength.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family engagements is not represented equally by all sub-populations.

Technology

Technology Summary

All classrooms have adequate technology to meet student needs. Each contains a "smart" board, as well as a document camera. Students have access to iPads and Chromebooks. In fourth and fifth grades, a digital lab is utilized.

Technology Strengths

In third through fifth grades, student access to devices is close to 1:1.

Problem Statements Identifying Technology Needs

Problem Statement 1: In the event that remote instruction must take place, not all students have access to devices or the internet.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

Parent/Community Data

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

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Meadow Wood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).


2019-20: Not Rated due to COVID



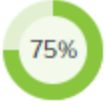




2018-19: Reading: 85% (approaches), 55% (meets), 36% (masters); Math: 87% (approaches), 51% (meets), 27% (masters)

2017-18: Reading: 79% (approaches), 47% (meets), 31% (masters); Math: 74% (approaches), 38% (meets), 17% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

<p>Strategy 1: Teachers will receive additional professional development and guidance on the PLC process during faculty and team meetings, as well as through specific conferences and workshops, to help them tailor lessons to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Interventionists Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Conference and Professional Development - 211 - Title I, Part A - \$6,765</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2: Teachers will utilize data including MAP, district PSAs, released STAAR, and common formative assessments to inform instruction. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Teachers will participate in professional development opportunities designed to address individualized needs and learning pathways. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Professional Development - 211 - Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Resources, including technology, will be purchased and utilized to enhance student learning and achievement. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Resources and materials - 199 PIC 11 - Instructional Services - \$28,885, Technology - 211 - Title I, Part A - \$7,782	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Meadow Wood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.

2019-20: Not Rated due to COVID

2018-19: English Learners 78%


2017-18: English Learners 61%







2018-19: Economically disadvantaged 74%

2017-18: Economically disadvantaged 58%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

<p>Strategy 1: Interventionists will work with student groups to increase percentage of students scoring in the meets or mastery range.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionists - 211 - Title I, Part A - \$33,257</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 2: Resources will be purchased to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources may include books, teacher professional books, supplies and materials, digital and technology resources.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Resources and Materials - 199 PIC 23 - Special Education - \$930, Magazines, Books, Technology - 211 - Title I, Part A - \$17,848, Resources, Materials and Technology - 199 PIC 24 - At Risk - \$4,040, Resources, Materials, and Technology - 199 PIC 25 - ESL/Bilingual - \$1,760</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Trainings for teachers on special populations (special education, English Learners, dyslexia, etc.) will be provide during faculty meetings and district staff development days.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Interventionists Special Education & Gen. Education Teachers Diagnostician</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Meadow Wood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Meadow Wood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 8 points, Math (K-5) increase by 8 points.



2019-20: Not Rated due to COVID







2018-19: Reading - 60% met CGI; Math - 60 % met CGI

2017-18: Reading - 58% met CGI; Math - 65 % met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: None

Strategy 1: Following fall and winter assessments, MAP data will be reviewed to develop individualized plans for each student. TCRWP and MIZ components will be utilized for best instructional practices. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Interventionists Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Teachers will be given a planning day during the fall semester to review data and revise curriculum, based on student needs. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Substitutes - 211 - Title I, Part A - \$3,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Interventionists will work with targeted groups of students, focusing both remediation and enrichment. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Interventionist - 211 - Title I, Part A - \$16,628	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Continued implementation of TCRWP and MIZ and purchase of resources to support classroom instruction. Ongoing professional development for staff. Strategy's Expected Result/Impact: Increased student achievement on multiple measures including MAP, STAAR, Running Records, PSAs and teacher created assessments and observations. This growth will result in stronger depth of knowledge for our students, increasing their college-readiness levels. Staff Responsible for Monitoring: Instructional Leadership Team Teachers District Personnel Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Resources, materials, and professional development - 199 PIC 99 - Undistributed - \$12,290	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Every Meadow Wood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Meadow Wood Elementary School students who feel connected as both individuals and learners will increase by at least 7 points.







2019-20: Not Rated due to COVID

2018-19: 63% School Climate

2017-18: 65% School Climate

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None







Strategy 1: Teachers will explore topics in the Panorama Playbook, as well as other resources, exploring some of the moves in their classroom. Strategy's Expected Result/Impact: Increased results on the Panorama Survey that indicate students feel both safe and connected in the school setting. Staff Responsible for Monitoring: Instructional Leadership Team Teachers SEL Committee Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Opportunities for parent engagement will continue through monthly Parent Nights, Lunch with MWE Leaders, expanded Friday Focus, and multiple volunteer activities. Strategy's Expected Result/Impact: Increased results on the Panorama Survey indicating that parents feel a strong partnership with the school. Staff Responsible for Monitoring: Instructional Leadership Team Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Engagement - 211 - Title I, Part A - \$1,200	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Every Meadow Wood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None







Strategy 1: All classrooms will continue to implement Community Circles as a way to foster emotional development and teacher-student relationships. Strategy's Expected Result/Impact: Increased results on the Panorama Survey indicating that students feel a sense of belonging, combined with grit and growth mindset. Staff Responsible for Monitoring: Instructional Leadership Team Counselors Teachers SEL Committee Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Counselors will provide guidance lessons and support, using Character Strong and additional resources, to meet students' social-emotional needs Strategy's Expected Result/Impact: Increased sense of belonging and understanding of the traits of purposeful people. Staff Responsible for Monitoring: Instructional Leadership Team Counselors SEL Committee Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None











Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None






Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. Meadow Wood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Resources and materials		\$28,885.00
Sub-Total					\$28,885.00
Budgeted Fund Source Amount					\$28,885.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Resources and Materials		\$930.00
Sub-Total					\$930.00
Budgeted Fund Source Amount					\$930.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Resources, Materials and Technology		\$4,040.00
Sub-Total					\$4,040.00
Budgeted Fund Source Amount					\$4,040.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Resources, Materials, and Technology		\$1,760.00
Sub-Total					\$1,760.00
Budgeted Fund Source Amount					\$1,760.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Resources, materials, and professional development		\$12,290.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$12,290.00
Budgeted Fund Source Amount					\$12,290.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Conference and Professional Development		\$6,765.00
1	1	3	Professional Development		\$1,000.00
1	1	4	Technology		\$7,782.00
1	2	1	Interventionists		\$33,257.00
1	2	2	Magazines, Books, Technology		\$17,848.00
1	3	2	Substitutes		\$3,500.00
1	3	3	Interventionist		\$16,628.00
2	1	2	Family Engagement		\$1,200.00
Sub-Total					\$87,980.00
Budgeted Fund Source Amount					\$87,980.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$49,296.00
+/- Difference					\$49,296.00
Grand Total					\$135,885.00

Addendums