

DeSoto Independent School District
The Meadows Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

The mission of DeSoto ISD is **to ensure students, without exception, learn and grow at their highest levels.**

Vision

The vision of DeSoto ISD is **to inspire curiosity and consciousness, develop character, build courage and nurture compassion.**

Value Statement

Our Values:

Every Student

Relentless Equity

Unconditional Belonging

Collective Excellence

Courageous Learning

Community Greatness

Graduate Profile:

Our approach to graduate success will be driven by learning opportunities designed to provide solutions to real-world problems through research-based and STEM-focused thinking as well as critical thinking, communication, and social justice orientation.

Commitments & Priorities:

DeSoto ISD has adopted seven commitments that encompass the aspirations of the district. Each of these commitments include a set of priorities (or strategies) that go along with them.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
How Are Our Students Doing?	6
School Processes & Programs	7
What Are Our Programs and Processes?	7
Curriculum and Instruction	7
Professional Development and Teacher Support	7
Leadership and Decision-Making	7
Communication and Family Engagement	7
Campus Organization and Scheduling	8
Student Support Services	8
Technology Integration	8
Extracurricular and Enrichment Opportunities	8
Overall Identified Priority Need	9
School Processes & Programs Strengths	9
Perceptions	11
How Well Do We Conduct Business?	11
School Culture and Climate	11
Parent and Family Engagement	11
Communication and Stakeholder Feedback	11
Staff Culture, Collaboration, and Retention	11
Community Partnerships and Volunteer Engagement	12
Student Voice and Engagement	12
Overall Identified Priority Need	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. (Approved Board Goals will be added as Performance Objectives under Strategic Goal 1)	16
Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.	21
Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.	24
Goal 4: Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.	26
Goal 5: Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.	28
Goal 6: Promotes its programs and activities with aggressive communication.	29
Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.	31
Goal 8: Secures emerging technology to maximize student achievement and manage information efficiently.	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Meadows Elementary serves **312** students in grades K-5. As an urban school in the DeSoto Independent School District, our student population is diverse and primarily economically disadvantaged. Therefore, we strive to provide services that meet the needs of all students, including special education, gifted and talented, 504, Emergent Bilingual/ESL, and other identified needs. In addition, we have a quality staff that works diligently to differentiate for the diverse needs of our students. Currently, we have 0 teachers who have earned a Teacher Incentive Allotment (TIA) designation, and we support our new teachers by partnering them with a mentor teacher in that teacher's selective grade/subject area. The areas in which we are developing our classroom teachers include ongoing coaching and feedback, monthly professional development, weekly newsletters with teacher tips and support to support student achievement and teacher capacity building.

Our school is unique because we offer our students experiences such as **The Meadows Art Club and The Meadows Student Council**. These opportunities encourage students' interest and support our attendance rates. In the 2024-25 academic year, our average attendance rate was 92%. We continue to strive for improvements in our attendance rate, but are pleased with the progress we have made since the pandemic.

Our campus also works closely with our families and community, and offered **18** engagement opportunities this past year. A few of these opportunities include Fall Festival, Grandparents Day, monthly Parents to Lunch, Donuts with Grownups, K-3 Sneaker Ball, and 4th & 5th Prom. In addition to engaging our families and community, we are striving to increase our overall student enrollment by offering choice options that appeal to students and families.

Demographics Strengths

- ☒ Increasing student attendance through targeted efforts.
- ☒ Creating opportunities for family engagement.
- ☒ Recruiting and retaining an experienced staff.
- ☒ Maintaining a low student/teacher ratio.
- ☒ Promoting the programs and opportunities we provide to students.

Student Learning

Student Learning Summary

How Are Our Students Doing?

The Meadows Elementary continues to face significant challenges in student achievement, academic growth, and closing performance gaps. The campus received an overall **F accountability rating for the 2025–2026 school year**, following a D rating in 2024–2025. These results indicate a continued need to strengthen instructional practices and accelerate student performance across all grade levels.

Analysis of state and local assessment data identifies Reading Language Arts, Mathematics, and fifth-grade Science as priority areas for improvement. Students demonstrate ongoing needs in reading comprehension, mathematical reasoning, problem-solving, and application of grade-level concepts. Increasing the percentage of students performing at the Meets and Masters levels remains a significant campus priority.

Additionally, the campus must continue to examine performance among students receiving special education services, emergent bilingual students, and other student groups to ensure equitable access to rigorous Tier 1 instruction and targeted academic support. Student performance will be monitored through STAAR, i-Ready diagnostic assessments, TELPAS, curriculum assessments, and individualized progress-monitoring data, as applicable.

For the 2026–2027 school year, the campus has established achievement targets of **70% Approaches, 40% Meets, and 15% Masters**. These targets will guide instructional planning, intervention decisions, and progress monitoring as the campus works toward achieving a C accountability rating.

Identified Priority Need: Increase the percentage of students demonstrating grade-level proficiency and academic growth in Reading Language Arts, Mathematics, and Science, with particular emphasis on improving Meets and Masters performance and closing achievement gaps among student groups.

Student Learning Strengths

- ☒ A majority of students are meeting their projected growth in reading and math on i-Ready.
- ☒ Our teachers plan lessons in alignment with the district's curriculum.
- ☒ Our teachers use high-quality instructional materials to support student learning and academic success.
- ☒ Teachers are held to high standards for quality instruction by campus leadership.
- ☒ Administrators are regularly in classrooms and focused on instructional improvement.

School Processes & Programs

School Processes & Programs Summary

What Are Our Programs and Processes?

The Meadows Elementary has established instructional, operational, and leadership systems designed to improve student achievement, strengthen teacher effectiveness, and support a positive learning environment. As a campus focused on continuous improvement, our priority is ensuring that programs and processes are implemented consistently, monitored for effectiveness, and aligned to student learning needs.

Curriculum and Instruction

The campus implements the district-adopted curriculum, including Bluebonnet Learning, to support standards-aligned, high-quality Tier 1 instruction. Teachers participate in weekly Professional Learning Communities (PLCs) focused on lesson internalization, instructional planning, student work analysis, and assessment-driven instructional decisions.

The campus utilizes i-Ready diagnostic assessments, curriculum assessments, and STAAR performance data to identify learning gaps and monitor student progress. A designated 45-minute WIN (What I Need) intervention block provides targeted academic support in Reading and Mathematics. Intervention groups are developed based on student performance data and adjusted according to student needs.

Area for Growth: Strengthen the consistency of Tier 1 instruction, lesson internalization, differentiated instruction, and data-driven reteaching across all grade levels.

Professional Development and Teacher Support

Professional learning is aligned to campus instructional priorities, teacher needs, and student performance trends. Teachers receive instructional support through PLCs, coaching cycles, classroom walkthroughs, collaborative planning, and district-provided professional development.

The campus utilizes the T-TESS framework and LIFT classroom observation tools to provide actionable feedback, with particular emphasis on instructional delivery, student engagement, classroom management, and monitoring and adjusting instruction.

Area for Growth: Strengthen the connection between professional development, classroom implementation, coaching follow-up, and measurable student achievement outcomes.

Leadership and Decision-Making

Campus leadership utilizes collaborative decision-making structures, including the Instructional Leadership Team (ILT), administrative meetings, team leader meetings, and PLCs. These structures support instructional planning, campus operations, progress monitoring, and implementation of improvement initiatives.

Leadership decisions are informed by student achievement data, classroom observation trends, attendance, behavior data, and stakeholder feedback. Campus leadership monitors progress toward established accountability goals and adjusts instructional supports based on identified needs.

Area for Growth: Increase the consistency of leadership monitoring, documentation of action steps, and follow-through on instructional decisions.

Communication and Family Engagement

The campus communicates with families through ClassDojo, School Messenger, campus newsletters, social media, parent conferences, and school events. The reestablished Parent

Teacher Association (PTA) provides additional opportunities for family involvement and school-community partnerships.

Family engagement activities, including Title I meetings, academic information sessions, and campus events, support communication regarding student achievement, school expectations, and opportunities for family participation.

Area for Growth: Increase meaningful family participation in academic engagement opportunities and strengthen two-way communication regarding student progress.

Campus Organization and Scheduling

The campus master schedule is designed to maximize instructional time, provide grade-level planning opportunities, and ensure students receive required instructional minutes. Daily schedules include core academic instruction, intervention, enrichment, and social-emotional learning.

As the campus has experienced significant enrollment growth and staffing adjustments, ongoing reviews of the master schedule are necessary to maintain instructional alignment and equitable access to learning opportunities.

Area for Growth: Strengthen master schedule implementation, protect instructional minutes, and ensure consistency in instructional transitions and intervention delivery.

Student Support Services

The campus provides academic, behavioral, social-emotional, and specialized student supports through counseling services, Multi-Tiered Systems of Support (MTSS), special education services, and individualized interventions.

The counselor, instructional specialist, behavior specialist, and campus leadership collaborate with teachers to address student needs, support positive behavior, and connect families with appropriate resources.

Area for Growth: Strengthen intervention documentation, progress monitoring, and collaboration among general education, special education, and student support personnel.

Technology Integration

Technology supports classroom instruction, assessment, intervention, and student engagement. The campus utilizes Chromebooks, i-Ready, digital instructional resources, and district-supported platforms to provide differentiated learning opportunities and monitor academic performance.

The campus continues working toward equitable student access to instructional technology as enrollment increases.

Area for Growth: Ensure consistent access to instructional devices and strengthen purposeful technology integration that directly supports student learning.

Extracurricular and Enrichment Opportunities

Students participate in enrichment opportunities through Fine Arts, Physical Education, Music, Art, and campus-sponsored clubs. These experiences support student engagement, creativity, collaboration, and social-emotional development.

The campus also promotes a positive school culture through student recognition, family engagement activities, and schoolwide initiatives aligned to the campus theme, *All Gas, No Brakes — Accelerating Learning, Maximizing Instruction*.

Area for Growth: Expand equitable access to enrichment opportunities and strengthen student participation and engagement.

Overall Identified Priority Need

The Meadows Elementary has established foundational instructional and operational systems; however, greater consistency in implementation, monitoring, and follow-through is needed to ensure these systems positively impact student achievement.

The campus must strengthen the alignment between curriculum implementation, professional learning, data-driven instructional decisions, intervention effectiveness, and leadership accountability to accelerate student growth and improve overall campus performance.

School Processes & Programs Strengths

• School Processes & Programs Strengths

The Meadows Elementary has established instructional, leadership, and student support systems designed to strengthen teaching and learning and promote continuous campus improvement.

1. **Structured Professional Learning Communities (PLCs):** Weekly Reading and Mathematics PLCs provide opportunities for collaborative planning, Bluebonnet Learning lesson internalization, student work analysis, and data-driven instructional decisions.
2. **Data-Driven Instruction and Intervention:** The campus utilizes STAAR, i-Ready, and curriculum assessment data to identify student learning needs, establish instructional priorities, and provide targeted Reading and Mathematics interventions through a designated 45-minute WIN block.
3. **Instructional Leadership and Teacher Development:** Campus leadership conducts classroom walkthroughs, provides T-TESS-aligned feedback, and collaborates with district instructional coaches to strengthen instructional practices and teacher effectiveness.
4. **Collaborative Leadership Structures:** Established leadership meetings, instructional leadership teams, and grade-level team leaders support shared decision-making, communication, and monitoring of campus improvement priorities.
5. **Comprehensive Student Support Services:** The campus provides counseling, special education, MTSS, behavioral interventions, and social-emotional learning opportunities to address students' academic and social-emotional needs.
6. **Family and Community Engagement:** The reestablishment of the Parent Teacher Association (PTA), consistent communication through ClassDojo and School Messenger, and family engagement events strengthen school-home partnerships.
7. **Protected Instructional Time and Enrichment:** The campus master schedule prioritizes core instruction, intervention, collaborative planning, and student enrichment opportunities, including Fine Arts, Physical Education, and extracurricular clubs.
8. **Clear Campus Improvement Targets:** The campus has established measurable academic performance targets of 70% Approaches, 40% Meets, and 15% Masters, providing a common focus for instructional planning, progress monitoring, and accountability.

- **Overall Strength:** The Meadows Elementary has established foundational systems for collaborative planning, instructional leadership, student intervention, and family engagement. These structures provide a framework for strengthening instructional consistency and accelerating student achievement as the campus works toward a C

accountability rating.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1:

There is a lack of adherence to the defined processes for professional learning communities, as evidenced by the 49 % of students meeting growth targets on i-Ready Reading and 51% of students meeting growth targets on i-Ready Math.

Root Cause: Clear expectations regarding Professional Learning Communities (PLCs) have not been established.

Perceptions

Perceptions Summary

How Well Do We Conduct Business?

The Meadows Elementary is committed to fostering a positive, safe, and collaborative school environment that supports student achievement, staff effectiveness, and meaningful family engagement. The campus continues to strengthen organizational systems, stakeholder relationships, and communication practices to promote a culture of accountability, transparency, and continuous improvement.

School Culture and Climate

The campus promotes a student-centered culture grounded in high expectations, positive relationships, safety, and academic excellence. Schoolwide expectations, social-emotional learning, student recognition, and behavioral support systems are utilized to create a welcoming and supportive learning environment.

The campus theme, *All Gas, No Brakes — Accelerating Learning, Maximizing Instruction*, reinforces a collective commitment to academic growth, instructional excellence, and shared responsibility for student success.

Parent and Family Engagement

The campus has reestablished an active Parent Teacher Association (PTA), creating additional opportunities for family participation, volunteerism, and school-community collaboration. As of October 2026, PTA membership has increased to 72 members, with a campus goal of at least 100 members.

Family engagement opportunities include Title I meetings, parent-teacher conferences, Parents to Lunch, academic information sessions, and campuswide events. These activities provide families with opportunities to connect with school personnel, learn about academic expectations, and participate in the school community.

Area for Growth: Increase family participation in academic-focused events and strengthen the use of parent feedback to guide campus improvement decisions.

Communication and Stakeholder Feedback

The campus utilizes multiple communication platforms, including ClassDojo, School Messenger, newsletters, social media, and direct parent contact, to share important information and promote family engagement.

Stakeholder input is gathered through parent and staff surveys, meetings, conferences, and informal feedback. The campus is also providing opportunities for stakeholders to participate in the Turnaround Plan feedback process.

Area for Growth: Establish more consistent systems for documenting stakeholder feedback, monitoring communication effectiveness, and communicating actions taken in response to concerns.

Staff Culture, Collaboration, and Retention

The campus promotes staff collaboration through grade-level teams, Professional Learning Communities, team leader meetings, and professional development opportunities. Staff recognition initiatives and collaborative campus activities support morale, professional relationships, and a positive work environment.

As the campus continues to experience enrollment growth, staffing changes, and increased instructional demands, maintaining a supportive and stable workforce remains a priority.

Area for Growth: Strengthen staff feedback processes, professional support, conflict-resolution practices, and retention efforts to promote organizational stability.

Community Partnerships and Volunteer Engagement

The campus collaborates with the PTA, families, district departments, and community stakeholders to support student learning and campus initiatives. Community participation contributes to school events, student recognition, and opportunities for family involvement.

Area for Growth: Expand community partnerships and establish consistent systems to track volunteer participation, partnership contributions, and their impact on student and family engagement.

Student Voice and Engagement

Student voice is supported through classroom discussions, student-teacher relationships, counseling services, social-emotional learning, and opportunities for participation in campus activities.

Area for Growth: Develop more systematic opportunities to collect student feedback regarding school safety, belonging, engagement, and academic support.

Overall Identified Priority Need

The Meadows Elementary has established foundational systems for communication, collaboration, family engagement, and campus culture. However, more consistent collection, analysis, and use of stakeholder feedback are needed to evaluate organizational effectiveness.

The campus will prioritize strengthening two-way communication, increasing meaningful family participation, supporting staff retention, and utilizing stakeholder feedback to guide continuous improvement.

Perceptions Strengths

- ☒ Teachers have high expectations for students.
- ☒ Strong adherence to safety guidelines and expectations.
- ☒ There is a strong feeling of safety among students and staff.
- ☒ The counseling program has been effective in meeting students' social/emotional needs.
- ☒ Internal and external communication efforts have supported a positive perception of the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers and staff indicate low levels of engagement of 69% and satisfaction as evidenced by the panorama survey.

Root Cause: There is not a defined staff morale plan that is executed with fidelity to improve culture and climate.

Problem Statement 2: There is a lack of parent awareness and engagement in their child's academic progress as evidenced by the panorama survey 56% satisfaction rating.

Root Cause: Parent feedback is not being collected and utilized to make changes in practice.

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
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data

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

Employee Data

- Professional learning communities (PLC) data

Goals

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. (Approved Board Goals will be added as Performance Objectives under Strategic Goal 1)

Performance Objective 1: By June 2027, the percentage of 5th grade students achieving "Meets" on the Science STAAR assessment will increase from 2% to 12%.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Science Instruction Through Hands-On Learning and Cross-Curricular Integration Strategy's Expected Result/Impact: * Provide professional development on inquiry-based, hands-on science instruction. * Ensure each unit includes at least one hands-on lab aligned to tested TEKS. * Collaborate with reading and math teachers to integrate science vocabulary into literacy and problem-solving activities. * Conduct monthly science PLCs to review student data and adjust instruction. Staff Responsible for Monitoring: Science Teacher, Science District Coordinator Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Targeted Small-Group Science Instruction Strategy's Expected Result/Impact: Use formative data (unit tests, DOLs, exit tickets) to identify students performing below grade level in science. * Provide small-group instruction during intervention/enrichment blocks focused on TEKS vocabulary, hands-on experiments, and STAAR-aligned questioning. * Monitor progress biweekly through exit tickets and mini-assessments. Staff Responsible for Monitoring: Science teacher, Instructional coach, Administrator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. (Approved Board Goals will be added as Performance Objectives under Strategic Goal 1)

Performance Objective 2: By June 2027, the percentage of 3rd grade students achieving "Meets" on the Reading STAAR assessment will increase from 20% to 30% in 2026.

Strategy 1 Details	Reviews			
Strategy 1: Strengthening Tier I Instruction Strategy's Expected Result/Impact: - Aligned professional development - Consistent observation & feedback cycles - Full implementation of lesson slide decks - Instructional rounds & peer observation Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Progress Monitoring of Student Data Strategy's Expected Result/Impact: Monitoring of Student Data - Use BOY i-Ready, DOLs, district benchmarks - Data triangulation every six weeks - Establish clear systems for tracking & responding Staff Responsible for Monitoring: Interventionist, Assistant Principal, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Small Group/WIN & Accelerated Instruction Strategy's Expected Result/Impact: Master schedules with protected WIN times - Small-group instruction driven by data - Targeted identification of Tier II/III scholars Staff Responsible for Monitoring: Interventionist, Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. (Approved Board Goals will be added as Performance Objectives under Strategic Goal 1)

Performance Objective 3: By June 2027, the percentage of 3rd grade students achieving "Meets" on the Math STAAR assessment will increase from 14% to 24% in 2026.

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. (Approved Board Goals will be added as Performance Objectives under Strategic Goal 1)

Performance Objective 4: The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2026 to 48% by May 2030.

Goal 1: Attains maximum student achievement through relevant and rigorous instructional programs. (Approved Board Goals will be added as Performance Objectives under Strategic Goal 1)

Performance Objective 5: The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment, will increase from 29% in May 2026 to 42% by May 2030.

Evaluation Data Sources: STAAR Data, Benchmark (Interim Data), I-Ready Performance

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 1: By June 2027, The Meadows Elementary will maintain 100% of core instructional classrooms with an assigned teacher and increase the percentage of certified teachers while providing structured coaching, mentoring, and professional learning to all novice, alternatively certified, and identified teachers requiring instructional support.

Strategy 1 Details	Reviews			
Strategy 1: Strategic Mentoring & Certification Support Strategy's Expected Result/Impact: Assign certified/experienced mentor teachers to novice and alternatively certified teachers. Develop individualized certification/support plans and monitor progress regularly. Expected Result: 100% of identified teachers will have an assigned mentor and documented support plan. Staff Responsible for Monitoring: Mentor Teachers and Assistant Principal/Principal ESF Levers: Lever 2: Talent Retention and Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaching & Feedback Cycles Strategy's Expected Result/Impact: Implement consistent walkthrough, coaching, and feedback cycles based on teacher need and campus instructional priorities. Teachers will receive actionable feedback connected to T-TESS Domains 2 and 3. Expected Result: 100% of teachers receive at least 3 documented walkthrough/feedback opportunities each six weeks. Staff Responsible for Monitoring: Principal & Assistant Principal ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Targeted Professional Learning Strategy's Expected Result/Impact: Provide professional development based on walkthrough trends, student achievement data, PLC needs, curriculum implementation, classroom management, differentiation, and identified teacher needs. Expected Result: 100% of instructional staff participate in targeted professional learning with evidence of implementation monitored through walkthroughs and PLCs. Staff Responsible for Monitoring: Principal/Assistant Principal, Instructional Specialist, District Instructional Support TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Staff Retention, Recognition & Culture Strategy's Expected Result/Impact: Implement intentional staff recognition, celebration, feedback, and opportunities for teacher voice to strengthen belonging and retention. Expected Result: Improve staff satisfaction and belonging indicators and increase retention of effective staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Attracts, hires, and retains exemplary employees who are competent, caring, and inspiring role models.

Performance Objective 2: By June 2027, 100% of teachers will receive a minimum of three documented walkthrough/feedback opportunities per six-week grading period focused primarily on T-TESS Domains 2 and 3.

High Priority

Goal 3: Initiates and supports thriving partnerships with the home and community, which are immersed in the educational experience of their students.

Performance Objective 1: By June 2027, The Meadows Elementary will strengthen family and community partnerships by increasing meaningful opportunities for families to participate in academic, engagement, and school-community activities; increasing PTA membership from 53 members in 2025-2026 to at least 100 members in 2026-2027; and increasing family satisfaction and engagement as measured by participation data, family feedback, and the EOY Panorama Survey.

HB3 Goal

Evaluation Data Sources: PTA membership records; family event sign-in sheets; Title I meeting documentation; parent-teacher and student-led conference participation; family engagement calendars; parent surveys and feedback forms; Panorama Survey results; ClassDojo and School Messenger engagement data; academic event participation; volunteer records; and campus communication documentation.

Strategy 1 Details	Reviews			
Strategy 1: Provide a variety of meaningful opportunities throughout the school year for families to participate in the campus community, including academic family nights, Title I meetings, parent-teacher conferences, student-led conferences, Parents to Lunch, Fall Festival, Donuts with Dad/Grownups, student performances, celebrations, volunteer opportunities, PTA-sponsored activities, and other campus events. Strategy's Expected Result/Impact: The campus will provide at least one meaningful family engagement opportunity each month, with participation monitored throughout the school year. Family participation will increase from the campus baseline, and engagement opportunities will include both academic and school-community activities. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Administrative Assistant, Campus Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen the campus PTA as a family-school partnership by conducting membership campaigns, promoting membership through campus communication platforms and events, and providing opportunities for families and staff to participate in PTA-sponsored activities and campus initiatives. Strategy's Expected Result/Impact: PTA membership will increase from 53 members in 2025-2026 to at least 100 members by June 2027, representing approximately an 89% increase in membership. Staff Responsible for Monitoring: Principal, PTA Executive Board, Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide families with opportunities to understand and support their child's academic progress through Title I Goals Night, academic family events, parent-teacher conferences, student-led conferences, i-Ready reports, STAAR information, student data folders, intervention communication, and resources for supporting learning at home. Strategy's Expected Result/Impact: Families will receive actionable information regarding student achievement and growth throughout the school year, resulting in increased participation in academic conferences/events and increased parent understanding of student progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain consistent, timely, and accessible communication with families regarding academics, attendance, student progress, campus goals, intervention, upcoming events, celebrations, Title I programs, and opportunities for family involvement through multiple district-approved communication platforms. Strategy's Expected Result/Impact: Families will receive consistent weekly communication and timely information regarding student learning and campus activities, contributing to increased family participation and improved family satisfaction with campus communication. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Administrative Assistant, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Provides a safe, purpose-driven school environment reflective of a quality learning culture that promotes exemplary performance.

Performance Objective 1: By June 2027, The Meadows Elementary will strengthen the learning environment by increasing student attendance to at least 95%, reducing office discipline referrals and exclusionary disciplinary incidents by at least 15% from the 2025-2026 baseline, and increasing consistent implementation of campus-wide behavioral, safety, and instructional expectations as measured by attendance, discipline, walkthrough, and school climate data.

Evaluation Data Sources: Student attendance/ADA reports; chronic absenteeism data; discipline referral data; suspension data; behavior intervention documentation; MTSS records; walkthrough data; T-TESS observations; counseling/guidance documentation; campus safety records; Panorama school climate data; student/staff surveys; and campus procedure monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor consistent campus-wide behavioral expectations, classroom management procedures, and a clearly defined discipline matrix to ensure students experience predictable expectations and responses across classrooms and common areas. Strategy's Expected Result/Impact: 100% of instructional staff will receive and implement campus behavior expectations and procedures. Office discipline referrals and exclusionary disciplinary incidents will decrease by at least 15% from the 2025-2026 baseline, resulting in increased instructional time and a more consistent learning environment. Staff Responsible for Monitoring: Assistant Principal, Behavior Specialist Aide, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen MTSS behavioral supports by identifying students demonstrating repeated behavioral, social-emotional, or attendance concerns and providing targeted Tier II/III interventions, counseling supports, behavior plans, check-ins, progress monitoring, and appropriate family communication. Strategy's Expected Result/Impact: 100% of students identified as requiring Tier II/III behavioral support will receive documented interventions and progress monitoring. Students receiving targeted interventions will demonstrate a reduction in repeated behavioral incidents and/or improvement toward individualized behavioral goals. Staff Responsible for Monitoring: Assistant Principal, Counselor, Behavior Specialist/Aide, Instructional Specialist/MTSS, Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement a campus-wide attendance system that includes weekly monitoring of student attendance, identification of students demonstrating chronic or emerging attendance concerns, timely family outreach, attendance interventions, incentives, celebrations, and collaboration with district personnel as appropriate. Strategy's Expected Result/Impact: Campus average daily attendance will increase toward or reach 95% by June 2027, and the percentage of students demonstrating chronic absenteeism will decrease from the prior-year baseline. Staff Responsible for Monitoring: Principal, Attendance Clerk/Receptionist, Counselor, Assistant Principal, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Establish, communicate, and monitor campus-wide expectations for maximizing instructional time through bell-to-bell instruction, timely transitions, established classroom routines, appropriate lesson pacing, structured lesson openings/closures, and protection of core instructional and intervention blocks. Strategy's Expected Result/Impact: At least 90% of classroom walkthroughs will demonstrate effective use of instructional time, including timely lesson implementation, established routines, purposeful student engagement, and minimal loss of instructional minutes. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement intentional systems for recognizing student growth, achievement, attendance, behavior, leadership, and improvement while providing opportunities that promote student belonging and connection to the campus. Strategy's Expected Result/Impact: Students will have regular opportunities to be recognized for academic achievement, growth, attendance, behavior, and leadership. Student climate and belonging indicators will demonstrate improvement from the campus baseline. Staff Responsible for Monitoring: Counselor, Assistant Principal, Behavior Specialist/Aide, Campus Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Operates a business finance division that maximizes revenues and constantly evaluates resource allocations.

Performance Objective 1: By June 2027, the number of budget meetings will increase from 0 to 2 per month to ensure transparency and strategic financial planning, supported by a scheduled meeting calendar, stakeholder involvement, and documented meeting outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Develop a criteria for budget meetings and a discussed agenda as it relates to budget and campus needs. Strategy's Expected Result/Impact: 100% of budget meetings will be documented.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that budget decisions are directly connected to CIP priorities, student achievement data, and instructional needs. Strategy's Expected Result/Impact: 75% of all funds being allocated and utilized in alignment with identified needs.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Promotes its programs and activities with aggressive communication.

Performance Objective 1: By June 2027, The Meadows Elementary will strengthen internal and external communication by maintaining consistent weekly communication with families and staff, posting a minimum of three times per week on official campus social media platforms, regularly communicating student academic progress and campus priorities, and increasing family satisfaction with campus communication by at least 5 percentage points as measured by the EOY Panorama Survey.

High Priority

Evaluation Data Sources: Weekly parent and staff newsletters; ClassDojo communication; School Messenger records; campus social media posts and engagement data; teacher-family communication logs; campus website; academic progress reports; i-Ready and assessment communication; event calendars/flyers; parent surveys; Panorama Survey results; staff surveys; and campus communication artifacts.

Strategy 1 Details	Reviews			
Strategy 1: Implement a consistent campus-wide communication system to provide families with timely information regarding academics, attendance, student progress, campus expectations, upcoming events, safety/operational updates, intervention opportunities, and resources available to support student learning. Communication will utilize multiple district-approved platforms, including weekly newsletters, ClassDojo, School Messenger, social media, and other appropriate communication methods. Strategy's Expected Result/Impact: Families will receive at least one comprehensive campus communication each week, along with timely communication regarding urgent or time-sensitive information. Increased consistency and accessibility of communication will contribute to improved family awareness, engagement, and satisfaction. Staff Responsible for Monitoring: Principal, Administrative Assistant, Assistant Principal, Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide families with regular, understandable, and actionable information regarding student academic performance, including i-Ready growth, classroom assessments, district assessments, STAAR performance, intervention needs, attendance, student goals, and campus academic priorities. Strategy's Expected Result/Impact: 100% of families will have multiple opportunities throughout the school year to receive information regarding their child's academic progress through progress reports, report cards, conferences, student data folders, i-Ready reports, assessment communication, and/or teacher-family communication. Family understanding of student academic performance and campus academic expectations will increase as measured through family feedback. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Classroom Teachers, Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Consistently promote The Meadows Elementary programs, instructional practices, student learning, academic growth, attendance, staff accomplishments, student achievements, extracurricular opportunities, family engagement, and campus celebrations through official communication platforms. Strategy's Expected Result/Impact: The campus will maintain a minimum of three social media posts per week highlighting student learning, achievement, staff accomplishments, family engagement, and campus programs. Social media and campus communication engagement will increase from the prior-year baseline. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Principal, Administrative Assistant, Campus Social Media/Communication Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain consistent internal communication systems to ensure staff receive timely information regarding instructional priorities, campus procedures, student needs, upcoming events, deadlines, professional learning, safety expectations, and campus improvement priorities. Communication will occur through established campus systems including staff newsletters, staff meetings, team lead meetings, PLCs, email, and other district-approved platforms. Strategy's Expected Result/Impact: Staff will receive consistent weekly communication regarding campus priorities and expectations, resulting in increased clarity, organizational alignment, and timely implementation of campus initiatives. Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistant, Instructional Specialist, Team Leads	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Provides aesthetically pleasing, well-maintained, and comfortable facilities that support the educational programs.

Performance Objective 1: By June 2027, the campus will conduct weekly environment and facility walks to ensure all learning and common areas are safe, clean, and well maintained.

Strategy 1 Details	Reviews			
Strategy 1: Create a shared log of issues observed during walks, actions taken, and completion timelines to monitor progress and recurring concerns. Strategy's Expected Result/Impact: 90% of identified Maintenance issues are addressed and submitted within 10 business days. Staff Responsible for Monitoring: Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and display campus-wide procedures in all common areas to support clear expectations and a well-managed learning environment. Strategy's Expected Result/Impact: 100% of campus-wide procedures will be displayed in all common areas before the 2nd week of school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Initiate campus beautification in a common area to improve student/staff/parent experience. Strategy's Expected Result/Impact: 10% increase in the campus climate category as evidenced by the EOY Panorama Survey	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Secures emerging technology to maximize student achievement and manage information efficiently.

Performance Objective 1: By June 2027, 100% of students will be provided with one-to-one technology to support academic achievement and increase access to skill-based digital programs.

Strategy 1 Details	Reviews			
Strategy 1: Implement a digital tracking system to assign devices to individual students, monitor usage, and manage repairs or replacements. Strategy's Expected Result/Impact: A comprehensive inventory report will be completed showing 100% accuracy in device counts, with identified gaps in student access clearly documented.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for teachers on how to effectively embed digital tools and skill-based programs into daily instruction across content areas. Strategy's Expected Result/Impact: 100% of instructional staff provided professional development for curriculum based instructional technology.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incorporate enrichment class that promotes digital citizenship, technological literacy, exposure to graphic making and general computer skills, and navigating key instructional platforms. Strategy's Expected Result/Impact: 25% increase in student proficiency in digital citizenship, basic computer operations, and use of instructional platforms.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				