

Fort Worth Independent School District

141 Meadowbrook Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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.

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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

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): 2022-2023 MOY MAP Foundational Skills data indicates 73% of kinder through second grade students are exhibiting below grade level growth in phonological awareness skills as compared to 70% in 2021- 2022. **Root Cause:** Inconsistent systematic implementation of a Foundational Skills framework.

Student Learning

Student Learning Summary

STAAR Reading English 2023															
		Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
3rd Grade	141 - Meadowbrook ES	49	24	1384	46%	67%	39%	6%	0%	15%	17%	17%	13%	33%	6%
	Economic Disadvantage	43	23	1371	44%	63%	35%	7%	0%	17%	19%	19%	10%	29%	7%
	Asian	1	15	1301	29%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
	Black/African American	4	30	1173	57%	75%	75%	25%	0%	0%	0%	0%	0%	67%	33%
	Hispanic	40	23	1400	44%	68%	33%	5%	0%	18%	15%	20%	15%	28%	5%
	White	4	28	1463	53%	75%	75%	0%	0%	0%	25%	0%	0%	75%	0%
	Currently Emergent Bilingual	18	23	1408	45%	61%	33%	6%	0%	6%	33%	11%	17%	28%	6%
	Special Ed Indicator	10	16	1300	30%	40%	0%	0%	0%	40%	20%	30%	10%	0%	0%
4th Grade	141 - Meadowbrook ES	52	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	41	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	12	0	23%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	6	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	41	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	25	0	48%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	22	24	0	47%	0%	0%	0%	%	%	%	%	%	%	%
	Special Ed Indicator	8	20	0	39%	0%	0%	0%	%	%	%	%	%	%	%
5th Grade	141 - Meadowbrook ES	65	29	0	56%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	55	28	0	54%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	43	0	83%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	11	28	0	54%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	49	29	0	56%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	34	0	65%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	36	28	0	54%	0%	0%	0%	%	%	%	%	%	%	%
	Special Ed Indicator	10	18	0	35%	0%	0%	0%	%	%	%	%	%	%	%

STAAR Reading Spanish 2023															
		Total Students	Raw Score	Scale Score	Percent Score	Approac hes	Meets	Masters	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approac hes Low	Approac hes High	Meets	Masters
3rd Grade	141 - Meadowbrook ES	24	23	1275	44%	50%	17%	13%	0%	22%	26%	17%	17%	4%	13%
	Economic Disadvantage	22	23	1327	45%	50%	18%	14%	0%	23%	27%	18%	14%	5%	14%
	Hispanic	24	23	1275	44%	50%	17%	13%	0%	22%	26%	17%	17%	4%	13%
	Currently Emergent Bilingual	24	23	1275	44%	50%	17%	13%	0%	22%	26%	17%	17%	4%	13%
4th Grade	141 - Meadowbrook ES	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	6	24	0	46%	0%	0%	0%	%	%	%	%	%	%	%

STAAR Math 2023

		Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Performance Level Indicator						
									Excluded	Did Not Meet	Did Not Meet	Approaches Low	Approaches High	Meets	Masters
3rd Grade	141 - Meadowbrook ES	74	19	1354	51%	73%	38%	18%	0%	12%	10%	17%	20%	22%	19%
	Economic Disadvantage	66	19	1358	50%	71%	36%	18%	0%	13%	11%	19%	18%	19%	19%
	Asian	1	16	1392	43%	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%
	Black/African American	7	13	777	36%	29%	14%	0%	0%	25%	25%	0%	25%	25%	0%
	Hispanic	62	19	1409	52%	76%	42%	19%	0%	12%	10%	18%	17%	23%	20%
	White	4	22	1497	60%	100%	25%	25%	0%	0%	0%	0%	75%	0%	25%
	Currently Emergent Bilingual	37	21	1482	57%	86%	49%	24%	0%	8%	5%	16%	22%	24%	24%
	Special Ed Indicator	10	14	1360	38%	50%	10%	10%	0%	20%	30%	30%	10%	0%	10%
4th Grade	141 - Meadowbrook ES	70	20	0	49%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	53	19	0	49%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	13	0	33%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	14	14	0	36%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	50	21	0	52%	0%	0%	0%	%	%	%	%	%	%	%
	Two or More Races	1	20	0	50%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	23	0	57%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	27	21	0	51%	0%	0%	0%	%	%	%	%	%	%	%
5th Grade	141 - Meadowbrook ES	64	23	0	55%	0%	0%	0%	%	%	%	%	%	%	%
	Economic Disadvantage	54	22	0	52%	0%	0%	0%	%	%	%	%	%	%	%
	Asian	1	40	0	95%	0%	0%	0%	%	%	%	%	%	%	%
	Black/African American	10	14	0	34%	0%	0%	0%	%	%	%	%	%	%	%
	Hispanic	49	24	0	58%	0%	0%	0%	%	%	%	%	%	%	%
	White	4	26	0	62%	0%	0%	0%	%	%	%	%	%	%	%
	Currently Emergent Bilingual	36	24	0	57%	0%	0%	0%	%	%	%	%	%	%	%
	Special Ed Indicator	10	18	0	42%	0%	0%	0%	%	%	%	%	%	%	%

	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
141 - Meadowbrook ES	63	22	0	56%	0%	0%	0%
Economic Disadvantage	53	21	0	54%	0%	0%	0%
Asian	1	30	0	77%	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	10	15	0	38%	0%	0%	0%

Change in TELPAS Composite Rating from 2022-2023

2023 TELPAS Composite Comparison to 2022			
Grade	Change in Composite from 2022	# of Students	% of Grade Level
1	Improved	32	91%
	Stayed the same	3	9%
2	Improved	9	23%
	Stayed the same	26	67%
	Regressed	4	10%
3	Improved	22	59%
	Stayed the same	13	35%
	Regressed	4	11%
4	Improved	11	39%
	Stayed the same	11	39%
	Regressed	6	21%
5	Improved	19	54%
	Stayed the same	14	40%
	Regressed	2	6%
MES Overall	Improved	93	53%
	Stayed the same	67	39%
	Regressed	16	9%

Student Learning Strengths

STAAR 2023 Strengths:

Overall, 69% of students scored at the Approaches (passing) level in Math and 66% in Reading. 16% of 3rd, 4th, and 5th graders mastered in Reading and Math.

5th Math: 19% mastered compared to 11% mastery in district. 3rd Math: 17% mastery for MES; 9% mastery FWISD

4th Spanish Reading: 60% approached for MES; 32% mastery in FWISD

3rd Math: 80% of MES students scored at the approaches level; 58% in FWISD

4th Reading: 79% of MES students scored at the approaches level; 66% in FWISD

MAP Data Strengths EOY 2022:

2023 MAP EOY MATH

73% of 3rd graders met their projected growth and 1st grade average RIT increased by 21 pts.

Kinder, 1st, 2nd, 3rd, and 5th saw double digit increases in RIT scores.

1st grade RIT increased 21 pts. Overall, 51% of SpEd and 72% of EB met projected growth.

2023 MAP EOY ENGLISH READING

1st grade average RIT increased 16 pts.

Overall, Kinder, 1st, 2nd, 3rd, and 5th saw double digit RIT growth. 43% of all students met their projected growth.

Emergent Bilingual students RITs increased 10 pts with 55% meeting projected growth. 65% of 5th graders met projected growth

MAP EOY SPANISH READING

Overall, the average RIT increased by 17 points.

86% of 3rd graders met projected growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2021 STAAR data indicates 49% of Meadowbrook's Economically Disadvantaged students scored on level and 25% scored at Masters level in Reading. **Root Cause:** Need to consistently follow data driven protocols in PLC to address the instruction and learning of needs of our diverse learners.

Problem Statement 2 (Prioritized): The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics. **Root Cause:** Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

School Processes & Programs

School Processes & Programs Summary

The school day begins at 7:50 am and ends at 2:30 pm for PreK and 3:20 pm for kinder through 5th.

The implementation of the Ron Clark House system has created a sense of belonging for all students.

PLC meetings are held weekly to help teachers analyze data, drive instruction, and share best practices.

Bi-weekly leadership team meetings are held to receive input from campus leaders on instructional practices observed and campus needs.

Weekly implementation of Boys Town Skills used to teach students social skills.

Monthly implementation and recognition of positive character traits.

One-way dual language program is used to serve the needs of our English Language Learner population.

Master schedule is created to maximize instructional time in all subjects and provide common grade level planning periods.

Branching Minds is used to monitor RTI interventions of tier two and three students.

We have committees and grade level leaders to help lead events at the campus level.

Daily attendance tracker by class to help identify students at risk for chronic absenteeism.

Consistent walkthrough feedback provided to help support and build teacher capacity.

We participate in the Texas Tech Teacher program, which brings teacher candidates to Meadowbrook.

HB4545 and small group interventions are implemented by Meadowbrook teachers to help address learning gaps of students.

Grades third through fifth are departmentalized.

Students use technology daily during the Math block, Reading block, and intervention time.

Intervention time is built in the master schedule.

School Processes & Programs Strengths

Master schedule maximizes instructional, PLC, and common planning time.

Technology ratio of 1:1 helped improve student engagement.

Effective implementation of Pull-out GT instruction.

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 classroom to help improve classroom performance, attendance, and reduce off-task behaviors.

Tutorial programs are offered before and after school to support identified students.

The school implemented a House Point System in grades third through fifth to help create a positive climate and culture for all students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2022-2023 Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports/resources. **Root Cause:** Lack of resources and a systematic structure to request and revisit counseling needs and supports for students and families.

Problem Statement 2 (Prioritized): SEL curriculum has been inconsistently implemented in all classrooms as evidenced in lesson plans submitted and walk throughs. **Root Cause:** Campus needs a system to track implementation of daily SEL strategies with academic instruction and guidance lessons

Perceptions

Perceptions Summary

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.

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

Student Pledge

I pledge today to do my best

In reading, math, and all the rest.

I promise to obey the rules

In my class and in the school.

I'll respect myself and others, too.

I'll expect the best in all I do.

I'm here to learn all I can,

to try my best and be all I am.

Perceptions Strengths

Meadowbrook staff has established strong, positive relationships with students.

Meadowbrook communicates with parents in a variety of ways. PBIS, which includes daily social skills instruction, house points and student recognition/teacher recognition (Character Trait of the Month/Employee of the Month) is consistently implemented.

Family Engagement Specialist maintains regular communication with all parents and plans, organizes, and promotes family activities.

All classrooms have relational agreements and calming corners to help students regulate emotions and manage stress.

The campus has established a data driven culture that is driven by instruction and is visible in all classrooms.

Held monthly in person family nights.

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.

Priority Problem Statements

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 1: Inconsistent communication with families regarding school attendance expectations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2022-2023 MOY MAP Foundational Skills data indicates 73% of kinder through second grade students are exhibiting below grade level growth in phonological awareness skills as compared to 70% in 2021- 2022.

Root Cause 2: Inconsistent systematic implementation of a Foundational Skills framework.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2021 STAAR data indicates 49% of Meadowbrook's Economically Disadvantaged students scored on level and 25% scored at Masters level in Reading.

Root Cause 3: Need to consistently follow data driven protocols in PLC to address the instruction and learning of needs of our diverse learners.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics.

Root Cause 4: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In 2022-2023 Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports/resources.

Root Cause 5: Lack of resources and a systematic structure to request and revisit counseling needs and supports for students and families.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: SEL curriculum has been inconsistently implemented in all classrooms as evidenced in lesson plans submitted and walk throughs.

Root Cause 6: Campus needs a system to track implementation of daily SEL strategies with academic instruction and guidance lessons

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The 2022-2023 FWISD Data Dashboard indicates 11 out of school suspension incidents as compared to 1 in 2021-2022.

Root Cause 7: Inconsistent implementation of our systematic program intended to address the social and emotional needs of our students.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 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 8: 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

Revised/Approved: June 13, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 90% to 92% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 97% to 98% by May 2024.

*Increase the percentage of Hispanic students (RP Class) or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 85.7% to 89% by May 2024.

Evaluation Data Sources: Circle, CLI and report card data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum.

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

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop and publicize PLC schedules for the first semester, including campus administrators to attend each PLC. Intended Audience: Teachers and paraprofessionals Provider / Presenter / Person Responsible: Early Learning Specialist Teachers Instructional Coach Leadership Team Date(s) / Timeframe: August 2023-2024 Collaborating Departments: Early Learning Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will analyze student assessment data by sub-populations (LEP, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the PreK Guidelines. Intended Audience: PreK Teachers Provider / Presenter / Person Responsible: Data Analyst Teachers Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6399-04E-141-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide resources and specific training to teachers in supporting all learners through Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS). Intended Audience: Teachers and paraprofessionals Provider / Presenter / Person Responsible: Data Analyst Teachers Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of Creative Curriculum and Lesson internalization process

to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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			
Action Step 1: Teachers will engage in high-quality, standard-aligned professional learning sessions in PLCs. Intended Audience: Teachers and paraprofessionals Provider / Presenter / Person Responsible: Instructional Coach Teachers Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6399-04E-141-30-510-000000-24F10 - \$5,500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal and Assistant Principal Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6112-OPD-141-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 2022-2023 MOY MAP Foundational Skills data indicates 73% of kinder through second grade students are exhibiting below grade level growth in phonological awareness skills as compared to 70% in 2021- 2022. Root Cause: Inconsistent systematic implementation of a Foundational Skills framework.
Student Learning
Problem Statement 1: 2021 STAAR data indicates 49% of Meadowbrook's Economically Disadvantaged students scored on level and 25% scored at Masters level in Reading. Root Cause: Need to consistently follow data driven protocols in PLC to address the instruction and learning of needs of our diverse learners.
Perceptions
Problem Statement 2: 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.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 58% to 61% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 55% to 58% by May 2024.

*Increase the percentage of ED (Eng) students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 59% to 62% by May 2024.

Evaluation Data Sources: MAP Data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia/) and data with PreK-3 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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: Teachers will use reading MAP data, TxKEA data ,and Amplify unit Assessment data to place students into flexible, intentionally planned targeted small groups. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Instructional Coach Leadership Team Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Increase the integration of technology into instructional lessons by purchasing software, hardware, equipment/materials and reading materials. Intended Audience: Teachers Provider / Presenter / Person Responsible: TIE Teachers Instructional Coach Leadership Team Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Technology Department Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6396-04E-141-30-510-000000-24F10 - \$6,000, Instructional supplies needed for bilingual students - BEA (199 PIC 25) - 199-11-6329-001-141-25-313-000000 - \$3,349	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of Amplify Unit and Lesson internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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: Scheduled daily intervention time will target students who are below grade level in reading skills, using a variety of resources to differentiate intervention activities for those students. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: Instructional Coach Leadership Team Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In person during PLC	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide professional learning opportunities to Kinder-3rd teachers focused on researched based strategies targeting foundational skills (vocabulary, phonemic awareness, phonics, listening comprehension). Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Leadership Team Teachers Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In person during PLC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 2022-2023 MOY MAP Foundational Skills data indicates 73% of kinder through second grade students are exhibiting below grade level growth in phonological awareness skills as compared to 70% in 2021- 2022. Root Cause: Inconsistent systematic implementation of a Foundational Skills framework.
Student Learning
Problem Statement 1: 2021 STAAR data indicates 49% of Meadowbrook's Economically Disadvantaged students scored on level and 25% scored at Masters level in Reading. Root Cause: Need to consistently follow data driven protocols in PLC to address the instruction and learning of needs of our diverse learners.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 52.9% to 56% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 61.6% to 65% by May 2024.

*Increase the percentage of ED Eng students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 51.6% to 55% by May 2024.

Evaluation Data Sources: MAP Data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with K-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.





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
Leadership Team
Data Analyst
Instructional Coach

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: Co-teaching cycles will be planned and executed with teachers, with a focus on guided reading lessons based on student learning needs from assessments and MAP data. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: By August 2023, develop a cycle of observation feedback of literacy instruction aligned to Amplify content and share observation cycle with staff by September 30, 2024. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of Amplify Unit and Lesson internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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: Leadership team
Teachers
Instructional Coach

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: Scheduled daily intervention time will target students who are below grade level in reading, using a variety of resources to differentiate intervention activities for those students. Intended Audience: Teachers	Formative			Summative
	Nov	Jan	Mar	June

Students Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In Person				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 3: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated Instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: Increase Reading performance for students receiving special education services on STAAR Reading rated at approaches grade level or above.





Staff Responsible for Monitoring: Leadership Team
 Teachers
 Diagnostician
 Dyslexia Teacher
 Speech and Language Pathologist

Title I:
 2.4, 2.5, 2.6

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

- **Results Driven Accountability**

Problem Statements: Demographics 2 - Student Learning 1, 2

Action Step 1 Details	Reviews			
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Special Education Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming IEP goals, student targets and professional learning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Special Education Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 2022-2023 MOY MAP Foundational Skills data indicates 73% of kinder through second grade students are exhibiting below grade level growth in phonological awareness skills as compared to 70% in 2021- 2022. Root Cause: Inconsistent systematic implementation of a Foundational Skills framework.
Student Learning
Problem Statement 1: 2021 STAAR data indicates 49% of Meadowbrook's Economically Disadvantaged students scored on level and 25% scored at Masters level in Reading. Root Cause: Need to consistently follow data driven protocols in PLC to address the instruction and learning of needs of our diverse learners. Problem Statement 2: The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics. Root Cause: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students Eng. who score On Track on Circle Math from 90.5% to 94% by May 2024.
Increase the percentage of PK students Span. students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 82.8% to 86% by May 2023.

Evaluation Data Sources: Circle, CLI and Report Card Data

Strategy 1: Improve Tier 1 Math instruction using Creative Curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math Framework to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase student achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.





Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: PreK teachers will implement small group math with fidelity using several data sources to monitor and adjust groups as needed based on student learning needs. Intended Audience: Teachers Paraprofessionals Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Early Learning Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide professional learning opportunities to PreK teachers focused on developmentally appropriate activities to enhance Math performance tasks and differentiated instruction. Intended Audience: Teachers Paraprofessionals Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Early Learning Specialist Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Early Learning Department Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6112-0PD-141-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Continue to develop the capacity of PK teachers to ensure they are effectively implementing Creative Curriculum through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.





Strategy's Expected Result/Impact: Increase student achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PreK teachers using the gradual release model and assessment aligned with FWISD curriculum. Intended Audience: Teachers Paraprofessionals Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Early Learning Specialist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Leadership Team Data Analyst Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics. Root Cause: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.
School Processes & Programs
Problem Statement 1: In 2022-2023 Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports/resources. Root Cause: Lack of resources and a systematic structure to request and revisit counseling needs and supports for students and families.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Eng. from 62.5% to 66% by May 2024.
Increase the percentage of ED Eng. students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61.8% to 65% by May 2024.

Evaluation Data Sources: MAP Math Data

Strategy 1: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated Instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.





Strategy's Expected Result/Impact: Increase Math performance for students receiving special education services on STAAR Math rated at approaches grade level or above.

Staff Responsible for Monitoring: Leadership Team
Teachers
Special Education Teacher
Diagnostician

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- Results Driven Accountability

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide tools and resources to staff to support students with disabilities and learning needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Teachers Special Education Teacher Diagnostician Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Special Education Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

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 small groups based on student learning needs from assessments and MAP data. Intended Audience: Teachers Instructional Coach Provider / Presenter / Person Responsible: Instructional Coach Leadership Team Teachers Date(s) / Timeframe: September 2023-May 2024 Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with Eureka and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

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: Leadership team
Teachers
Campus Instructional Coach

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure focus of at least 70% of Math PLCs on lesson internalization, planning and practice, and analyzing student work for Eureka teachers. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership team Teachers Campus Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
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. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: Leadership team Teachers Campus Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership team Teachers Campus Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics. Root Cause: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 39% to 43% by May 2024.
Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 42% by May 2024.

Evaluation Data Sources: STAAR Data

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.





Strategy's Expected Result/Impact: Increase reading performance for all students on STAAR Reading rated at approaches grade level or above

Staff Responsible for Monitoring: Teachers
Data Analyst
Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Data Analyst Leadership Team</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Student Assessment</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Teachers will need to analyze and interpret reports from campus, district, and state assessment data as it relates to individual student performance and school improvement. - Title I (211) - 211-13-6119-04E-141-30-510-000000-24F10 - \$88,375, - Title I (211) - 211-11-6117-04E-141-30-510-000000-24F10 - \$7,500, - Gifted & Talented (199 PIC 21) - - \$374</p>				

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 Core 5. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Assessment Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will analyze student assessment data by sub-populations (LEP, GT, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the grade level standards). Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Assessment Delivery Method: In Person Funding Sources: - SCE (199 PIC 24) - 199-11-6112-001-141-24-313-000000- - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2021 STAAR data indicates 49% of Meadowbrook's Economically Disadvantaged students scored on level and 25% scored at Masters level in Reading. Root Cause: Need to consistently follow data driven protocols in PLC to address the instruction and learning of needs of our diverse learners.
Problem Statement 2: The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics. Root Cause: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.
School Processes & Programs
Problem Statement 1: In 2022-2023 Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports/resources. Root Cause: Lack of resources and a systematic structure to request and revisit counseling needs and supports for students and families.
Problem Statement 2: SEL curriculum has been inconsistently implemented in all classrooms as evidenced in lesson plans submitted and walk throughs. Root Cause: Campus needs a system to track implementation of daily SEL strategies with academic instruction and guidance lessons

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 45% to 50% by May 2024.
Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 48% by May 2024.

Evaluation Data Sources: STAAR Data

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase Math performance for all students on STAAR Math rated at approaches grade level or above





Staff Responsible for Monitoring: Teachers
Data Analyst
Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Data Analyst Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Assessment Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

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 Data Analyst Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Assessment Delivery Method: In Person Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-141-24-313-000000- - \$936	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Teachers will analyze student assessment data by sub-populations (LEP, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the grade level standards). Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers Data Analyst Leadership Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Assessment Delivery Method: In Person Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-141-24-313-000000- - \$4,000, - SPED (199 PIC 23) - - \$3,722, - SPED (199 PIC 23) - - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

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 and Math, based on needs. The first tutorial sessions will begin in September and run through November. During the second semester, district and campus assessments will be used to provide additional support through tutorials. These tutorials will begin in January and continue through May. Intended Audience: Students Provider / Presenter / Person Responsible: Teachers Instructional Coach Counselor Date(s) / Timeframe: September - May Collaborating Departments: Literacy Department Math Department Teaching and Learning Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6117-04E-141-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The 2021-2022 STAAR data indicates 44% of Meadowbrook's African American students were at grade level or higher in Mathematics as compared to 55% of Hispanics. Root Cause: Professional learning opportunities did not target how to support and accommodate the needs of our diverse student populations.
School Processes & Programs
Problem Statement 1: In 2022-2023 Meadowbrook lacked a systematic structure to ensure students, staff, and families are consistently provided with counseling supports/resources. Root Cause: Lack of resources and a systematic structure to request and revisit counseling needs and supports for students and families.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 15.2% to 10% by May 2024.

Evaluation Data Sources: Focus Data

Strategy 1: Align and leverage programs to improve daily attendance rates.

Strategy's Expected Result/Impact: Improve student attendance and academic achievement.

Staff Responsible for Monitoring: Leadership Team

Data Clerk

Family Engagement Specialist

Title I:

2.4, 2.5, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide training, newsletters and supplies to parents which will encourage them to participate in their children's education. Intended Audience: Parents Provider / Presenter / Person Responsible: Leadership Team Data Clerk Family Engagement Specialist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family Action Planning Delivery Method: In Person Funding Sources: - Title I (211) - 211-61-6399-04L-141-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
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. Intended Audience: Teachers Students Parents Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Instructional Team Date(s) / Timeframe: September 2023-May 2024 Delivery Method: In Person Funding Sources: Book Study - Title I (211) - 211-13-6329-04E-141-30-510-000000-24F10 - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide incentives for increased attendance at Parent and Family Engagement. Intended Audience: Families Provider / Presenter / Person Responsible: Leadership Team Family Engagement Specialist Instructional Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family Action Planning Delivery Method: In Person Funding Sources: - Title I (211) - 211-61-6499-04L-141-30-510-000000-24F10 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
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.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 13 to 10 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 5 to 3 by May 2024.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture.

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

Staff Responsible for Monitoring: Leadership Team
PBIS Committee

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Through professional learning, develop the capacity of faculty, staff, and students on Ron Clark House System, Restorative Practices, culturally responsive teaching, and mental health and wellness skills for adults and students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Instructional Team Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: PBIS Committee Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide tools and resources to staff to support students with disabilities and learning needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Counselor Specialist Multi-Tiered System of Supports Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6499-04E-141-30-510-000000-24F10 - \$2,924.34	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team Counselor PBIS Committee Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: SEL curriculum has been inconsistently implemented in all classrooms as evidenced in lesson plans submitted and walk throughs. Root Cause: Campus needs a system to track implementation of daily SEL strategies with academic instruction and guidance lessons
Perceptions
Problem Statement 1: 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.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus from 11 to 6 by May 2024.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support to decrease behavior and discipline incidents and improve school climate and culture.





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			
Action Step 1: Provide parent information in the areas of SEL and trauma through counselor, principal and teacher communications. Intended Audience: Families Provider / Presenter / Person Responsible: Leadership Team Counselor PBIS Committee Family Engagement Specialist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family Action Planning Student Support Services Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Student of the month ceremonies will recognize students demonstrating positive character traits. Intended Audience: Families Provider / Presenter / Person Responsible: Leadership Team Counselor PBIS Committee Family Engagement Specialist Date(s) / Timeframe: October 2023-May 2024 Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
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.
Perceptions
Problem Statement 1: 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.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 5 by May 2024.

Evaluation Data Sources: Parent Engagement Sign-In Sheets

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Increase in parental involvement and student achievement by providing parents with information and training sessions on strategies that support language acquisition, literacy and math skills, and content area vocabulary development.

Staff Responsible for Monitoring: Family engagement specialist

Principal

Teachers

Leadership Team

Title I:





4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Parent information sessions will be held to share strategies to support student achievement in reading and math. Every grade level will hold an interactive session with parents. Intended Audience: Families Provider / Presenter / Person Responsible: Family engagement specialist Principal Teachers Leadership Team Date(s) / Timeframe: October 2023-May 2024 Collaborating Departments: Family Action Planning Delivery Method: In Person Funding Sources: - Parent Engagement - 211-61-6399-04L-141-30-510-000000-24F10 - \$1,000				

Action Step 2 Details	Reviews			
Action Step 2: Build relationships with families through multiple means of communication to publicize the needs of our campus while promoting attendance and academic achievement. Intended Audience: Families Provider / Presenter / Person Responsible: Teachers Leadership Team Counselor Family Action Planning Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Family Action Planning Student Support Services Delivery Method: In Person, Facebook, Twitter, Blackboard Calls, Class communications (Dojo, Seesaw, newsletters), Teacher conferences, emails, phone calls, home visits, bulletin boards Funding Sources: - Parent Engagement - 211-61-6499-04L-141-30-510-000000-24F10 - \$1,808	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
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.
Perceptions
Problem Statement 1: 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: 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.

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	211-11-6112-0PD-141-30-510-000000-24F10	\$500.00
1	2	1	1		Subs for professional development	211-11-6112-0PD-141-30-510-000000-24F10	\$5,000.00
1	2	1	3		Technology for instructional use	211-11-6396-04E-141-30-510-000000-24F10	\$6,000.00
2	1	1	2		Subs for professional development	211-11-6112-0PD-141-30-510-000000-24F10	\$500.00
3	1	1	1	Teachers will need to analyze and interpret reports from campus, district, and state assessment data as it relates to individual student performance and school improvement.	Data Analyst	211-13-6119-04E-141-30-510-000000-24F10	\$88,375.00
3	1	1	1		Tutors with degree or certified	211-11-6117-04E-141-30-510-000000-24F10	\$7,500.00
3	2	1	4		Tutors with degree or certified	211-11-6117-04E-141-30-510-000000-24F10	\$10,000.00
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-141-30-510-000000-24F10	\$2,500.00
4	1	1	2	Book Study	Reading materials for professional development	211-13-6329-04E-141-30-510-000000-24F10	\$1,200.00
4	1	1	3		Snacks for parents to promote participation	211-61-6499-04L-141-30-510-000000-24F10	\$2,500.00
4	2	1	2		Snacks or incentives for students	211-11-6499-04E-141-30-510-000000-24F10	\$2,924.34
Sub-Total							\$132,999.34
Budgeted Fund Source Amount							\$134,499.34

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							+/- Difference \$1,500.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3		Subs for supplemental instruction	199-11-6112-001-141-24-313-000000-	\$2,000.00
3	2	1	2		Supplies and materials for instructional use	199-11-6399-001-141-24-313-000000-	\$936.00
3	2	1	3		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-141-24-313-000000-	\$4,000.00
Sub-Total							\$6,936.00
Budgeted Fund Source Amount							\$6,936.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-141-30-510-000000-24F10	\$1,000.00
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-141-30-510-000000-24F10	\$1,808.00
Sub-Total							\$2,808.00
Budgeted Fund Source Amount							\$2,808.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	3	Instructional supplies needed for bilingual students	Reading materials - instruction	199-11-6329-001-141-25-313-000000	\$3,349.00
Sub-Total							\$3,349.00

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							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	3		GENERAL SUPPLIES		\$1,000.00
3	2	1	3		INSTRUCTIONAL MATERIALS		\$3,722.00
Sub-Total							\$4,722.00
Budgeted Fund Source Amount							\$4,722.00
+/- Difference							\$0.00
Grand Total Budgeted							\$152,688.34
Grand Total Spent							\$151,188.34
+/- Difference							\$1,500.00