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# Campus Improvement Plan

## 2021-2022 School Year

Presented Nov. 4, 2021

*The Campus Improvement Plan is developed, evaluated, and revised annually at the district and campus level. The goal is to improve student performance for all student populations and is mandated by the State Education Code. Meridian School presents the Plan each fall to the community and welcomes feedback.*

### About Meridian

Meridian is a public, tuition-free charter school funded primarily through state and federal dollars. Open to all students who live within Williamson County in Central Texas, Meridian opened in 2011, the product of several families who banded together to create an education that fosters a love of learning for all students.

Now, almost 1,700 students strong, we are proud to offer a continuum of International Baccalaureate education, from the Primary and the Middle Years Programs, ending with the Diploma Program.

Meridian School is a community of learners where we all have important expectations and responsibilities. We expect students to accept the role of learner with enthusiasm and curiosity. We expect them to explore learning and to challenge themselves intellectually while the staff encourage them to reach their highest potential. As educators, we accept our responsibility to teach our students, to challenge their intellect and to invite and encourage their curiosity. We are committed to helping students achieve in every possible way. When students, parents and staff work together in an atmosphere of mutual respect and appreciation, we can learn together and accomplish great results.

Following the ten IB learner profile traits, Meridian School learners are *knowledgeable, thinkers, inquirers, caring, communicators, risk-takers, principled, reflective, open-minded* and *balanced*. At Meridian, students receive a quality, well-rounded education, but they should also be prepared to give back to their school, their community and their world.

### Mission

Meridian School provides an invigorating educational environment that develops responsible citizens who can artfully navigate our complex world and enjoy a good life with others.

Each student engages in diverse investigations, disciplined inquiry, and integrated service learning to cultivate intercultural awareness, creativity and mental acuity.

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## PROCESS: CAMPUS IMPROVEMENT PLAN

With guidance from administration, input was sought from three main stakeholders: **parents, teachers & students**. The plan is being finalized by the committee below with input and approval of the Meridian World School Board.

### Participants

Rick Fernández, Superintendent/Head of School  
Karalei Nunn, Founder & Chief Operating Officer  
Eileen Kuhn, Chief Financial Officer  
Melissa Reese, Principal Primary School  
Crystal Lane, Principal Middle School  
Charles Ryder, Principal High School  
Leah Lieurance, PYP Coordinator  
Paige Bender, Compliance & Assessment Coordinator

### Data Sources Examined

- Parent meetings
  - Fall 2021 & Spring 2020
  - Campus Coffees 2020 & 2021
  - Advisory Council Committees 2020
- Teacher meetings in grades K-12
- Assessments
  - STAAR 2021
  - BOY STAAR August 2021
  - SAT/ACT Scores (CCMR) 2020
  - IB DP Data 2020
- Staff Surveys Spring 2020
- Student Surveys Spring 2020

# 2021-2022 CAMPUS IMPROVEMENT PLAN

## Introduction

Meridian was closed to all students (as were all Texas public schools) in March of 2020. Distance learning was implemented. The 20-21 school year began with the campus closed and students' returns were phased-in beginning the 3rd week of September. Because social distancing was required, the TEA permitted parents to choose the learning environment for their child: home with distance learning, or campus for in-person learning. Meridian fully opened the week prior to fall break. We served 50-60% of students on campus from that point through the end of the 20-21 school year.

## 2021-2022

Very little data was collectable at the beginning of the 20-21 school year. The TEA did require all public schools to administer the STAAR on campus in the spring of 21 though there was no penalty for the school or students who did not come to campus to take the assessments.

Texas public schools were again "Not Rated" in 2021 due to the impact of COVID-19 following the "Not Rated" in 2020. The last rating, in 2019 was a performance grade of A as a district and campus with an overall STAAR passing rate of 91%.

In the summer of 21, it was determined that all students who failed or did not take a STAAR assessment would be required to receive a minimum of 30 hours of tutoring in that specific subject prior to the STAAR assessments scheduled for spring 22. Meridian tested all previous non-testers in August and the beginning of September for tutoring requirements.

In grades 4-11, we are providing tutoring to 216 individual students, 104 students for reading, 147 students for math, and 41 students in high school for end-of-course exams. Some students are receiving tutoring in more than one subject area, thus the total number of students is less than the total number of students in all subject areas. More will be reviewed about "Learning Loss" in the three specific goals under Board Mandated Goals.

IB exams were again altered for 2021, but many components were completed.

- 93% of Meridian School seniors (38 out of 41) who sought the IB Diploma received it.
  - 59% of all graduating seniors (38 out of 64 graduates) received the IB Diploma in 2021.

- 83% of graduating seniors (53 out of 64 graduates) took one or more IB exams.

For the 2021-2022 school year, all Meridian students are studying on campus. The beginning of the school year saw much in the way of assessments, both State required and school desired. It is anticipated that all students will take STAAR on campus this year and that TEA will issue some kind of ratings. IB exams are anticipated to resume as well.

## 2021-2022 CAMPUS IMPROVEMENT GOALS

- Goal 1 IB Continuum: Preparation for IB continuum evaluation visit
- Goal 2 IB Continuum: Math vertical alignment
- Goal 3 Faculty: Teacher Career Pathway
- Goal 4 School Culture: Create framework to incorporate Diversity, Equity, and Inclusion
- Goal 5 2019 HB3 Mandated Board Goals
  - a. 3rd Grade Literacy
  - b. 3rd Grade Math
  - c. College, Career, & Military Readiness (CCMR)

### Goal 1 - IB Continuum: Preparation for IB Continuum Evaluation Visit (3 years)

Explore the elements of the new evaluation process with leadership and teaching staff. Complete required elements of the evaluation process, including reflection on standards and practices in self-study, preliminary document review, and a programme development plan.

#### Description

All IB programmes at Meridian must undergo an evaluation process on a regular basis. The last reviews were conducted as separate evaluations (PYP, MYP, and DP). The next evaluation will be as a continuum. This visit will take place in the spring semester of 2024. The standards and practices of the IB programme have undergone a review and the evaluation process has been updated since the last time our three programmes were individually assessed.

#### 21-22 Objectives

1. Train pedagogical leadership team (HOS, COO, principals and IB coordinators) on the new evaluation process
2. Coordinators with support from principals will write and implement a programme development plan related to an area of growth identified by the leadership.

3. Introduce the new 2020 standards and practices to teachers and have them explore potential impact on student learning
4. Begin a review process of our IB required policies to align them as continuum policies
5. Begin the preliminary document review required as part of the evaluation process
6. MYP only - prepare unit planning documents to be submitted in January 2023 for the Building Quality Curriculum initiative required as part of the evaluation process

### **22-23 Objectives**

1. Continue to implement and reflect on the programme development plan regarding collaborative planning.
2. Complete the self-study process with teachers, parents, and other stakeholders.
3. MYP only - Submit and receive feedback on unit planning through Building Quality Curriculum initiative
4. Ensure preliminary documents are ready for submission by September 2023.

### **23-24 Objectives**

1. Ensure all teachers who need official IB training have that completed prior to December 2023.
2. Train new teachers on the evaluation process and what has been done to this point.
3. Review self-study with all teachers before submitting in December 2023.
4. Prepare for and then receive visitors from IB for our 3-day evaluation visit.
5. Receive feedback from IB and prepare an action plan for continued growth beyond the evaluation visit.

## **Goal 2 - IB Continuum: Math Vertical Alignment (3 years)**

To be prepared for Diploma Programme (DP) Math in 11th grade, most Meridian students must take Algebra in 8th grade. This requires the TEKS for 6,7, and 8 grade students to be compressed and taught in 6th and 7th grades. In addition to the compression of TEKS, students that enter Meridian during 8th grade are often placed in 7th grade math. The alignment will identify ways to better support students who are not placed in their grade level math class to continue to have access to the IB Diploma.

The math curriculum will be aligned to eliminate gaps and ensure an appropriate and properly paced progression of math concepts from 5th to 11th grades.

### **Objectives**

1. Begin preliminary vertical alignment meetings in fall of 2021 and continue through spring 2022.
2. Initially, the primary focus will be to align 5th grade math through 8th grade algebra to ensure all Texas Essential Knowledge Skills are incorporated.

3. The committee will evaluate options to support the learning needs of all students and determine if additional math paths can better support the needs of students by addressing immediate needs while ensuring access to the IB Diploma in subsequent years.
4. The math curriculum team will produce a preliminary math vertical alignment document by May 2022, initial implementation in 2022-2023, with a final document by the end of that school year (2022-2023), and full implementation by the 2023-2024 school year.

### **Goal 3 - Faculty: Teacher Career Pathway (professional development for Student Learning Objectives and TIA data collection year)**

All teachers (K-12) will design and implement Student Learning Objectives (SLO), and assess student learning growth through their SLO.

All teachers will receive appraisals that will be scored, and those scores will be components for determining Teacher Incentive Allotment designations, along with student growth data based on SLO's developed and analyzed for their students.

#### **Objectives**

1. Administrators will receive SLO training by the start of the 2021-2022 school year.
2. Teachers will receive initial SLO training by the start of the 2021-2022 school year, with ongoing training as needed.
3. Teachers will meet with their appraiser for a Beginning, Mid, and End of Year conference to evaluate their Initial and Targeted Skill Profiles and the assessment scores and samples used to measure student growth towards targets.
4. Student growth data from each teacher's SLO will be used as the student growth component in the Teacher Career Pathway (Meridian's state approved TIA plan funded by HB 3), with minimum growth ratios for each designation set by the TIA Data Committee.
5. Campus and school administrators will work as the TIA Data Committee to determine T-TESS minimum score division points for TIA awards at three levels: Recognized, Exemplar, and Master, prior to the summer of 2022. Data will be analyzed to determine teacher designations and submitted to the State in November 2022.

### **Goal 4 - School Culture: Create a framework from which we will incorporate DEI as a part of the overall stakeholder culture at Meridian (2 years)**

DEI Mission Statement: We commit to fostering a culture where all unique identities are heard, valued, represented, and empowered. We celebrate diversity and inspire the advancement of

social justice. We ensure equitable educational access for all. We embrace our role in the foundation of societal equity, which cultivates globally minded citizens and advocates.

## Objectives

1. Hire a DEI Coordinator. Funding for this position is identified through the 2022-2023 school year.
2. School administration will work to support the DEI coordinator to:
  - a. Be intentional in our efforts to recruit and seek out qualified staff who look like our students,
  - b. Strengthen the onboarding process and build a culture where all employees are valued and want to remain employed at Meridian,
  - c. Embed ongoing professional development throughout the year to include training on equity awareness, culturally sensitive teaching and conversations,
  - d. Audit the employee and student handbooks through a DEI lens,
  - e. Create a consistent process for responding to equity concerns,
  - f. Review and make necessary changes to primary planners and secondary Individuals and Societies curriculum,
  - g. Listen to students' voices and perspectives through structured dialogue to understand their needs and assess staff understanding and school progress toward meeting those needs.

## Goal 5 - 2019 HB3 Mandated Board Goals

### Background

In a statewide effort to improve the education of all children in Texas, House Bill 3 (HB3) legislation passed in the spring 2019 required all School Boards to identify three specific goals:

- A. To improve 3rd grade literacy in reading
- B. To improve 3rd grade abilities in math
- C. To increase the number of high school graduates who demonstrate College, Career, or Military Readiness

All School Boards were required to adopt specific SMART goals for these items across the grade level, but also for all subpopulations. The state developed rules for these goals in the spring of 2020 and the Meridian School Board adopted these goals in May of 2020.

### 2021-2022 School Year

As stated earlier in this document, August 2021 is the first time in 15 months that all students and staff were back on campus, having school closures and hybrid offerings in spring of '20 and



throughout the '20-'21 school year. The focus of the State and TEA during that time was to keep students and staff safe and deliver a quality education. The learning loss that occurred during that time came into focus with data in May and early June of 2021.

The focus of the State, TEA, and the Federal government this year looking forward to school year 23-24 is to address learning loss. ESSER funds from the federal government, distributed through the state, permits us to hire additional intervention staff, extend teacher hours, and hire additional staff for tutoring targeted to students who DID NOT MEET the STAAR or Beginning of Year (BOY) exams. At Meridian, this includes 216 students in grades 4 through 10. Many of these students are being tutored in both reading and math subjects.

An additional grant program through the state allowed us to hire a data fellow and purchase additional assessment and intervention materials to improve outcomes. The data fellow has begun, and is working with campus leadership and middle school teachers to evaluate teach/re-teach strategies.

You will see in the first two board goals - Early Childhood Literacy for both reading and math - that our students were not shielded from learning loss over these 15 months, thus all targets, both overall and by subpopulations were not met for 2021. Our updated goals for K-3 have been revised this year going forward to recognize that loss and to indicate the recovery targets with the goal being to reach the original target for 2021 by end of school 2023. This will slightly lower our targets for year 2024. While not all information is available for subpopulations at this time, all students who are not on level have been tested and identified with tutoring and interventions set into place.

While the assessment of all other students in grades 4-11 is not included in these goals, testing indicates that students did suffer learning loss, though not to the degree of our youngest learners. These students are receiving tutoring and intervention services. The recovery goal is the same for all - two years - with the 2021 achievement goal moved to 2023.

### **Goal 5A. K-3 Early Childhood Literacy**

**Originally presented & approved by the School Board, May 2020**

#### **K-3 Literacy Goal. [See full chart.](#)**

Third Grade Literacy goals are supported by data to be collected in-house in K-2nd grades in 2019-2020. The data consisted of beginning-of-year assessments with a mid-year 'check-in' and, importantly, end-of-year assessments. Beginning-of-year assessments took place; end-of-year assessments did not as a result of the closure due to COVID-19.

Oct/Nov 2021

The same is true of 3rd grade, as the statewide end-of-year assessment, STAAR, did not take place across the state.

**Therefore, we are using as our ‘start’ data, the 2019 end-of-year STAAR percentages for 3rd grade: 59% for Literacy.**

Furthermore, while we have assessment data for K-2 from previous years, that information is not disaggregated by group and we do not have that capability on our own to produce that information. The tools that are now in place can perform that breakdown and going forward we will have these breakdowns by group.

2021 STAAR Results 3rd Grade Meets Reading - Our overall percentage of third grade students meeting standard was 52%.

3rd Grade Reading Goals	Meets Reading	2020-2021 STAAR						
Number of Stus Tested	Black/African Am	Hispanic	White	Asian	2 or more	Special Ed	Eco Dis	EL
125/83%	7/78%	8/31%	14/45%	32/63%	3/43%	3/27%	7/50%	9/50%
#stus/percentage								

We did not meet target for the following populations in 3rd grade reading “Meets Standard”: Hispanic, Asian, White, 2 or more, LEP & SPED.

### Fall 2021 Primary Update: HB 3 goals

New screeners in math and reading: Beginning this year, Meridian put into practice a kindergarten screener (last year we got a waiver) and a math screener along with the current reading screener as required in HB3. In our search for the right tool for this, we found a TEA approved, all encompassing screener/intervention program. We found through research, talks with the company and looking at HB3 requirements, that MCLASS Amplify would be a great fit for us. This program offers a kindergarten readiness screener, a dyslexia screener, a reading screener (DIBELS) for K-3rd grade, and a math screener.

This program also offers a reading intervention program, reading lessons for teachers, and an online platform for students to practice their skills. This would eliminate the TPRI test that has been given each year as a reading and dyslexia screener. This test has not been updated for many years and the DIBELS through MCLASS updates frequently. This also gives us a “one stop shop” for all our data and tools.

Teachers went through several trainings in the beginning of the year and have given their first sets of beginning of the year screeners. This has given us great information to begin small groups in reading and math, guide RTI information, and the information ties really well to our knowledge from the Reading Academy that the majority of our teachers and admin have attended this past year.

**Reading Academy:** We have two teachers and one administrator in the academy this year. They have just begun and have the school year to finish. At this point, we are enrolling as we get new teachers, as this is a requirement to teach K- 3rd grade from here on out.

**Phonics Curriculum:** This is our last piece of requirements for HB3. We have started a committee to help pick the best phonics program for us. We have been waiting on recommendations by TEA but this information has been delayed because of COVID. We would prefer to wait to see what programs are recommended by TEA so we will be in compliance with the House Bill. TEA is in the process of creating a commissioner's rule as related to the HB3 Phonics requirements. The estimated release of the rule is Fall 2021 with implementation in the 2022-23 school year. This year will be the year we pick the program, next year we will implement our choice.

### **Goal 5B. K-3 Early Childhood Math**

**Originally presented & approved by the School Board, May 2020**

#### **K-3 Math Goal. [See full chart.](#)**

Third Grade Math goals are supported by data to be collected in-house in K-2nd grades in 2019-2020. The data consisted of beginning-of-year assessments with a mid-year 'check-in' and, importantly, end-of-year assessments. Beginning-of-year assessments took place; end-of-year assessments did not as a result of the closure due to COVID-19.

The same is true of 3rd grade, as the statewide end-of-year assessment, STAAR, did not take place across the state.

**Therefore, we are using as our 'start' data, the 2019 end-of-year STAAR percentages for 3rd grade: 63% for Math.**

Furthermore, while we have assessment data for K-2 from previous years, that information is not disaggregated by group and we do not have that capability on our own to produce that information. The tools that are now in place can perform that breakdown and going forward we will have these breakdowns by group.

**Goal 5C. College, Career, and Military Readiness (CCMR) Goal**  
**Originally presented & approved by the School Board, May 2020**

**STAAR Results 2021 - 3rd Grade Met Standard - Overall Met Standard 37%**

3rd Grade Math Goals	Meets Math	2020-2021 STAAR						
Number of Stus Tested	Black/African Am	Hispanic	White	Asian	2 or more	Special Ed	Eco Dis	EL
126	1/11%	6/25%	6/18%	33/65%	-	2/17%	2/21%	11/58%

Meridian did not meet any targets in sub-populations.

**College, Career, and Military Readiness (CCMR) Goal. [See full chart.](#)**

There are many ways in which a student may be qualified under the College, Career & Military Readiness (CCMR) indicator that may include a sequence of Career Technology courses and certifications, college entrance exams & military enlistment.

The indicators under which Meridian students are most likely to qualify are listed below:

- A score of 4+ on an IB exam
- TSI Criteria -- Qualifying scores on the SAT/ACT or TSIA (Accuplacer) exam
  - SAT - 480 ERBW, 530 Math
  - ACT 23 composite score with a 19 in English & Math
  - TSI - Reading 350, Math 351, Writing 340 with essay score of 4+ (some exceptions apply depending on essay score)
- Military Enlistment
- Graduates who have completed their IEP and Completed IEP & workforce readiness
- Graduates under an advanced degree plan and is identified as a student receiving special education services

**Information informing this goal:**

- The statistics on this provided by the state run two years behind, so our beginning data is for our 2018 graduates. Our 2019 Texas Academic Performance Report (TAPR) indicated 91.5% of our graduates had met the CCMR indicator.
- With the 2018-2020 class sizes approximating 60 students, the only sub-population of students that we have consistently had at least 30 students in has been white, thus the other calculations are based on very small actual numbers and may require adjustment as our small population is unique every year.

- Meridian notes that students receiving Special Education or 504 services in high school continue to increase. Attaining college-readiness status for these students can be particularly challenging so special attention must be paid to this population.
- Our Class of 2019 had 62 graduates. The final CCMR score had not been released by the State when these goals were established, but based on preliminary data we believed that our CCMR indicator would be between 95-98%. In the official report, it was 98.
- Our Class of 2020 had 58 graduates and based on preliminary numbers, we expected CCMR to be between 86-95%. In the official report, it was 95.
- Our Class of 2021 had 65 graduates. Based upon preliminary numbers, we expect the CCMR indicator to be 95%. Sub Populations: African American 100% (9 students), Hispanic 100% (13 students), Asian 100% (11 students), White 90% (27 out of 30 students), Special Education 100%, Economically Disadvantaged 83% (5 out of 6 students)
- The threshold for CCMR outcome bonuses is based upon a baseline of 30.1% currently. This means that the state expects 30.1% of current graduates to be CCMR and will therefore bonus schools who achieve a rate above this. This baseline is expected to climb as outcomes improve, thus reducing bonuses.

Our CCMR data has been very encouraging to date. Efforts to maintain or increase our scores include the following:

- Encourage participation in IB courses and sitting for at least 1 IB exam.
- Providing an opportunity during the school day to take the SAT or ACT exam. The exam administered will be determined by the principal.
- During counselor/student conferences documentation will be kept if the student is interested and has made any effort to enlist in the armed services. Documentation will be kept in the student's cumulative folder to include record requests from recruiters. Follow-up on whether or not enlistment has taken place will occur if necessary.
- The Special Education department will continue to work closely with counselors and administrators to ensure that PEIMS coding is correct as it pertains to IEP completion and graduation plans.
- Meridian will continue to monitor students who do not meet CCMR college entrance exam criteria during their junior year so that they can be prepared to take the TSIA exam and qualify for college-readiness during their senior year. The TSI exam will be offered for free to graduating seniors.

Meridian World School very much wants all of our students to be prepared for whatever career

path interests them post high school graduation. We believe that if Meridian follows procedures outlined above we should be able to maintain CCMR rates at 88% or higher in 2020-2021.

## REVIEW OF LAST YEAR'S CAMPUS IMPROVEMENT PLAN

### **Goal 1 (20/21): Progress Toward Adoption of Standards Based Grading**

Maintain Assessment Policy in current state for 2020-2021, and then continue revision of Assessment Policy and adoption of Standards Based Grading practices, with the ultimate goal of improving the correlation between student understanding and the grade they earn, and improving teacher, student, and parent understanding of Standards Based Grading objectives and practices.

### **Objectives**

1. New faculty will be trained in Standards Based Grading goals and philosophy, and returning faculty will receive a refresher.
2. The Assessment policy committee, composed of secondary teachers and administrators, will begin meeting in spring 2021, and 5th grade teachers will be included more in the process through joint and separate meetings, as well as the parent committee.
3. Committees will assess where we are as a school and plan future steps.

Further implementation will occur in 2021-2022, with a review of implementation throughout the 2021-2022 school year.

**Result: Largely achieved.** The Assessment Policy Committee, composed of secondary teachers and administrators, secondary parents, and the primary principal, met repeatedly in May, June, and July 2021 to assess where the secondary school is regarding our fundamental goals of Standards Based Grading and where we are as a program. It was determined that the most urgent work was to revise the secondary school policy on late and missing work, which was done over the summer and implemented in August 2021. We also determined that faculty needed more training on quality feedback, and that the SBG goal of having grades represent a student's current level of performance, rather than an average over time, was a longer term goal that could not be implemented until a future school year when we have a Student Management System that can assist with this system. The Assessment Policy Committee will continue to

meet in the 2021-2022 school year to plan future steps, but for 2021-2022 our main energy in terms of a CIP goal will be devoted to the quality implementation of Student Learning Objectives (SLO), which is complementary to our assessment goals with SBG.

### **Goal 2 (20/21): Continue the Expansion of Social, Emotional Learning**

Expand the Social, Emotional Learning (SEL) education component at Meridian. Develop processes to communicate program efforts with parents to create better partnership with teachers, parents & students.

#### **Definition**

Social Emotional Learning (SEL) is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set & achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

The development of student SEL is an integral part of our Mission Statement and is incorporated in the IB Learner Profile.

#### **Objectives**

1. By May 2021, a committee of both middle and high school counselors and teachers will create, organize, and trial at least four additional lessons that target social emotional areas for both middle and high school students, and are integrated with IB principles and practices, such as the Learner Profile and Approaches to Learning.
2. Time will be devoted to ensuring teachers understand the resources and options for implementation.
3. The lessons will integrate opportunities for student self-evaluation, reflection, and peer-to-peer communication on topics that target student needs and are developmentally appropriate.

By May of 2023, secondary staff will have a common theme lesson once per month, delivered through advisory. SEL lessons and activities will be communicated to parents through the Counselors' Corner section of the Lions Share.

**Results: Achieved** Meridian secondary school adopted the Character Strong program, a vertically aligned 6-12 Social and Emotional Learning curriculum that satisfies TEC requirements for social and emotional learning programs of instruction. Counsellors aligned the program with the IB Learner Profile and developed a schedule for Character Strong lessons to be implemented through Advisory every Monday. After initial implementation in the spring of 2021, the quality and effectiveness of Character Strong was assessed through a teacher survey. Feedback was positive.

### **Goal 3 - Improve Professional Development & Develop a Teacher Career Pathway**

Professional development will be more responsive to teacher feedback and the quality of new faculty onboarding will be improved.

Faculty and staff will continue to receive quality International Baccalaureate training and other professional development opportunities in line with Meridian goals, which include improving the quality of instruction and relationship building.

Meridian will advance the development of a Teacher Career Pathway as part of the Teacher Incentive Allotment funded in HB3.

### **Objectives**

1. Survey teachers to assess and prioritize needs in the current environment, and implement professional development to address those needs.
2. Refine the new faculty onboarding in-house professional development that was first implemented in summer 2020 to improve attainment of the goal of a more coherent IB and Meridian orientation.
  - a. All new teachers receive in-house Meridian-specific IB training, and then are sent to training conducted by International Baccalaureate after their first year at Meridian. Throughout the year, all teachers receive continued in-house training on IB and other instructional methods. All teachers receive further training from IB at least every three to five years and as required when the curriculum changes.
3. Meridian administration has appointed a Steering Committee to continue work toward our future participation in the Teacher Incentive Allotment (TIA).
  - a. TIA was initiated by the State to support teacher development, retention and recruitment through additional state funding for salary increases.
  - b. As we design a designation system to be submitted to the State for approval in 2020-21 or 2021-22, Meridian will develop a comprehensive Teacher Career Pathway to strengthen hiring, retention and development of effective teachers.
4. To support IB training opportunities, Meridian will supplement available state funds by using Federal Title II, Part A, and Title IV, Part A funding.
  - a. These funds are targeted to IB training because at Meridian we believe that this is the key to improving classroom instruction and student learning in a well-rounded educational environment.



## Results

1. Professional development and campus climate surveys of teachers revealed that teachers were under high levels of stress, and they needed more work time. In response, our Wednesday afternoon schedule was streamlined to prioritize the most important professional development and meetings, providing 50% more work time than before.
2. New teachers receive two days of professional development prior to the start of professional development for returning teachers. These days are for training in IB and onboarding to Meridian procedures and culture.
3. Meridian TIA Steering Committee completed the application for participation in the Teacher Incentive Allotment and it was submitted to the State. In the summer of 2021 we received word that the application was approved. The school is moving forward with the Meridian Career Pathway to strengthen hiring, retention and development of our teachers, with TIA as a strategic motivational tool.
4. IB training opportunities were limited due to COVID and funding from Federal Title II, Part A, and Title IV, Part A, was used to engage consultants for training all staff on DEI awareness, in an effort to foster a culture of inclusion at Meridian which will support strong educational opportunities for all students.
5. Refine the new faculty onboarding in-house professional development that was first.

### **Goal 4 (20/21): Develop a plan to address Diversity, Equity & Inclusion (DEI) Stakeholder Engagement**

**Objectives 2020:** Develop a plan to determine direction and goals for MWS with regard to Diversity, Equity and Inclusion (DEI). This will be an ongoing project, not to be 'completed' within a single school year. Goals should be measured and stepped in order to bring as many stakeholders on board as possible.

- a. The plan will determine the time frame and will be cognizant of budget limitations while also recognizing DEI as a budget priority.
- b. Engage administrative and teacher leadership to develop goals for the near-term (two years), with the intention to expand to mid-term (four years) and long-term or "moonshot."

**Results:** Outlined below with goals determined for 2021-2022 school year (listed above in #4).

- Partnered with Equity Literacy Institute to begin extensive training for school leadership, along with overview training for teachers including a variation for all other staff. Additionally, they created student and staff surveys; reviewed surveys with plans to implement changes where necessary starting this year
- Developed a mission statement and objectives for the 21-22 school year
- Several listening sessions were held with members of Meridian's minority communities

- Administrators and parents reviewed the school's discipline process. Resulting from those discussions, discipline infractions regarding DEI-related issues are now reviewed by more than one administrator
- Additional single person restrooms opened up to students in need
- Staff were welcomed to include pronouns, and the school requests families to share preferred student names
- The school is more purposeful with diversity and inclusion for curriculum and purchases, including the purchase of Crayola's "Colors of the World" crayons and colored pencils in grades K-5.
- Black History Month was celebrated for the first time with the whole school, culminating with a school-wide choir singing, "Lift Every Voice and Sing."
- ELA texts were reviewed across secondary to include more inclusive and diverse options.

#### Community Outcomes

- Class of 2021 students opened a dialogue with staff regarding their experiences at Meridian
- A Meridian Black families Facebook group was started to share positive news for the community (as with the other Meridian community and grade level groups, this is family-led and not administered by the school)
- There is increased collaboration across the IB continuum in grades K-12, related to DEI and in general

#### **Goal 5 (20/21): 2019 HB3 Mandated Board Goals**

These goals and the results year-over-year are on-going and are reported under the current year goals. See above.

## APPENDIX

### State Compensatory Education and Federal Grants

The Campus Improvement Plan takes into consideration that Meridian World School receives federal Title I, Part A funding to supplement services for at-risk students in addition to what is provided by the State Compensatory Education Fund. (Development of a Campus Improvement Plan is a federal requirement.)

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus - \$252,984

Total FTEs funded through SCE at this District/Campus - 4

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Federal Programs</b>	<b>State Programs</b>
<i>IDEA Part B Formula</i> \$212,564	<i>State Compensatory Education</i> \$252,984
<i>Title 1, Part A</i> \$21,247	<i>Dyslexia Allotment</i> \$55,432
<i>Title II, Part A (TPTR)</i> \$18,380	<i>Special Education Allotment</i> \$1,260,864
<i>Title IV, Part A (Innovative)</i> \$10,000	<i>Bilingual/ESL Program</i> \$55,880

## Identification of At-Risk students:

Students qualify as At-Risk if they qualify under one or more of the 14 parameters established by the Texas Education Association (TEA). Counselors, principals and the registrar evaluate data as students enroll, grades are reported and as records are received.

Students are exited from SCE/At-Risk when they no longer qualify. At Meridian, this typically means that a student has scored well enough on subsequent EOC/STAAR exams that the student is no longer considered to be at-risk or has exited the English Learner program.

## Who is an At-Risk student?

**State of Texas Student Eligibility Criteria:** Students that typically qualify for SCE/At-Risk at Meridian are under items 1, 2, 3, 4 & 10.

*A student under 21 years of age and who:*

1. is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. was not advanced from one grade to the next for one or more school years.
4. did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. is pregnant or is a parent.
6. has been placed in an AEP (Alternative Education Program) during the preceding or current school year.
7. has been expelled during the preceding or current school year.
8. is currently on parole, probation, deferred prosecution, or other conditional release.
9. was previously reported through PEIMS to have dropped out of school.
10. is a student of limited English proficiency (LEP)/ English Learner (EL).
11. is in the custody or care of child protective services or has, during the current school year, been referred to child protective services.
12. is homeless.
13. resided in the preceding school year or in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution.

## State Compensatory Education Program

### Program Evaluation/Needs Assessment

#### (K-12 At-Risk Students)

The comprehensive, intensive, accelerated instruction program at this district/ campus consists of before-school and after-school tutorials, as well as “Saturday Opportunity School” available to all secondary students. Because of the addition of a reading interventionist as well as changes in the advisory structure in 2018-2019, targeted interventions, including those at-risk and students in the Response-to-Intervention program, now occur before, during, and after school. In 2019/20 and continuing in 2020/21 primary students are offered targeted interventions during the school day. Additional interventions may be provided in the spring to students identified by low STAAR scores or teacher referral.

## Federal Title I, Part A Grant

### K-12

Federal funds through Title I, Part A, are used to supplement state funding and provide resources that improve learning outcomes for all students. These funds are used for tutoring opportunities outside of regular school hours and for materials that we have determined are effective supplemental teaching tools for reading and math comprehension.

## Statement on Dating Violence

Definition: Dating violence that is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021 (Dating Violence), Family Code.

Meridian administration, counselors and staff will be trained to recognize & report signs of dating violence. Meridian will work with affected students & families to address safety planning, enforcement of protective orders, and school-based alternatives to protective orders.

## Legal References

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- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee.*  
(Section 11.251 of the Texas Education Code)
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.*  
(Section 11.253 of the Texas Education Code)