

Killeen Independent School District

Meadows Elementary School

2023-2024



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	10
School Processes & Programs	16
Perceptions	20
Goals	22
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	22
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	37
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	40
Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.	44
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	47
2023-2024 SBDM & Title I Stakeholders (ES)	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

I. Student Demographics

A. Student Enrollment by Grade and Demographic Area

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Enrollment By Grade Level	2019 – 2020 Number of Students	2019 – 2020 Percentage	2020 – 2021 Number of Students	2020 – 2021 Percentage	2021 – 2022 Number of Students	2021 – 2022 Percentage	2022 – 2023 Number of Students	2022 – 2023 Percentage
PK-3	51	5.9%	29	4.0%	36	4.6%	39	4.8%
PK-4	80	9.3%	66	9.0%	70	8.9%	64	8.0%
Kindergarten	84	9.8%	63	8.7%	91	11.6%	75	9.4%
Grade 1	77	9.0%	56	7.7%	67	8.5%	79	9.9%
Grade 2	84	9.7%	54	7.4%	63	8.0%	66	8.2%
Grade 3	67	7.8%	66	9.0%	48	6.0%	78	9.7%
Grade 4	209	24.3%	203	28.0%	219	27.8%	198	24.7%
Grade 5	206	24.0%	189	26.0%	194	24.6%	203	25.3%
Campus	858		726		788		802	

Demographic Area	2019 – 2020 Number of Students	2019 – 2020 Percentage	2020 – 2021 Number of Students	2020 – 2021 Percentage	2021 – 2022 Number of Students	2021 – 2022 Percentage	2022 – 2023 Number of Students	2022 – 2023 Percentage
Africa American	159	18.9%	178	21.6%	164	21.66%	154	19.06%
Hispanic	186	22.1%	180	21.8%	215	28.4%	236	29.21%

Demographic Area	2019 – 2020	2019 – 2020	2020 – 2021	2020 – 2021	2021 – 2022	2021 – 2022	2022– 2023	2022 – 2023
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
White	382	45.4%	354	43.0%	292	38.57%	308	38.12%
American Indian	6	0.7%	6	0.7%	4	0.53%	0	0.0%
Asian	21	2.5%	17	2.1%	10	1.32%	11	1.36%
Pacific Islander	15	1.8%	12	1.5%	11	1.45%	14	1.73%
Two or More Races	73	8.7%	77	9.3%	61	8.06%	85	10.52%
Economically Disadvantaged	386	45.8%	370	44.9%	170	22.46%	315	38.99%
At-Risk (State Criteria)	261	31.0%	260	31.6%	261	34.48%	222	27.48%
Special Ed (disability other than speech impairment)	81	9.6%	103	12.5%	78	9.9%	146	18.07%
English Language Learners	38	4.5%	21	2.5%	53	7.0%	39	4.83%
Gifted and Talented	31	3.7%	29	3.5%	38	5.0%	32	3.96%

B. STAAR Passing Rate by Grade Level

	Rating	2021	2022	Diff.	Dist. Avg.	Diff.
3rd Reading	Approaches	59	82	23	73	9
	Meets	34	53	19	44	9
	Masters	14	40	26	24	16
3rd Math	Approaches	52	76	24	67	9
	Meets	27	40	13	34	6
	Masters	14	27	13	14	13
4th Reading	Approaches	59	74	15	73	1
	Meets	32	52	20	47	5
	Masters	12	26	14	23	3
4th Math	Approaches	50	56	6	61	-4
	Meets	25	27	2	32	-5
	Masters	16	15	-1	16	-1

	Rating	2021	2022	Diff.	Dist. Avg.	Diff.
4th Writing	Approaches	54	NA	NA	NA	NA
	Meets	18	NA	NA	NA	NA
	Masters	4	NA	NA	NA	NA
5th Reading	Approaches	78	87	9	78	9
	Meets	49	68	19	51	17
	Masters	27	43	16	31	12
5th Math	Approaches	70	81	11	72	9
	Meets	40	53	13	39	14
	Masters	22	31	9	17	14
5th Science	Approaches	58	77	19	56	21
	Meets	20	44	24	26	18
	Masters	5	20	15	9	11

II. Staff Demographics

Type	2019 – 2020	2019 – 2020	2020 – 2021	2020 – 2021	2022 – 2023	2022 – 2023
	Number of Staff	Percentage	Number of Staff	Percentage	Number of Staff	Percentage
Teachers	53.6	72.7%	56.6	68.3%	49	67.6%
Professional Support	5.3	7.2%	8.5	10.2%	8.5	11.7%
Campus Administration (School Leadership)	3.0	4.1%	3	3.6%	3.0	4.2%
Educational Aides	11.8	16.0%	14.8	17.9%	12	16.5%

Librarians 1.0

Counselors 3.0

III. Staff Experience

A. Teachers by Highest Degree Held

Type	2019 – 2020	2019 – 2020	2020 – 2021	2020 -2021	2022 – 2023	2022 – 2023
	Number of Staff	Percentage	Number of Staff	Percentage	Number of Staff	Percentage
Bachelors	42.6	79.6%	38.2	67.6%	45	71.4%
Masters	10.9	20.4%	18.3	32.4%	18	28.6%

B. Teachers by Years of Experience

Type	2019 – 2020	2019 – 2020	2020 – 2021	2020 – 2021	2022 – 2023	2022 – 2023
	Number of Staff	Percentage	Number of Staff	Percentage	Number of Staff	Percentage
Beginning	9.9	18.4%	4.7	8.3%	7	14.3%
1 – 5 Years of Experience	24.0	44.8%	27	47.8%	25	51.0%
6 – 10 Years of Experience	5.9	11.1%	10.9	19.2%	8	16.3%
11 – 20 Years of Experience	7.6	14.1%	9.0	15.8%	4	8.2%
Over 20 Years of Experience	6.2	11.6%	5.0	8.8%	5	10.2%

IV Attendance

A. Average Daily Attendance:

Grade Level	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023
PK – 3	94.5%	93.61%	91.3%	98.0%
PK – 4	95.6%	94.38%	92.4%	98.15%
Kindergarten	96.0%	95.02%	92.46%	97.65%
Grade 1	95.8%	95.73%	94.21%	98.25%
Grade 2	96.3%	96.85%	94.99%	98.70%
Grade 3	96.8%	95.82%	94.18%	98.48%
Grade 4	96.7%	94.70%	93.39%	97.85%

Grade Level	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023
Grade 5	96.7%	95.51%	93.62%	97.81%
CAMPUS	96.4%	95.28%	93.39%	98.12%

V. Discipline

A. Incident count for different disciplinary infractions

Discipline Incident	2020 – 2021	2020 – 2021	2021 – 2022	2021 – 2022	2022 – 2023	2022 – 2023
	Number of Referrals	Percentage	Number of Referrals	Percentage	Number of Referrals	Percentage
Serious Offenses ALL	78	96%	143	97.9%	253	80.8%
Assault	10	12%	12	8.2%	43	13.7%
Defiance	4	0.5%	5	3.4%	37	11.8%
Disruption	18	22%	12	8.2%	29	9.2%
Persistent Misconduct	4	0.5%	-	0%	0	0%
Other Serious	19	23%	31	21.2%	105	33.5%
All Other	12	15%	83	57%	39	12.4%
Minor Offenses ALL	3	0.04%	3	2%	60	19.1%
ALL Offenses	81	100%	146	100%	313	100%

B. Number of students receiving at least one discipline referral by grade level:

Grade Level	2020 – 2021	2020 – 2021	2021 – 2022	2021 – 2022	2022 – 2023	2022 – 2023
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
PK – 3	1	3%	1	2.7%	0	0%
PK – 4	2	6%	3	4%	8	8.1%
Kindergarten	2	6%	7	7.6%	15	15.3%
Grade 1	2	6%	2	2.9%	8	8.1%

Grade Level	2020 – 2021 Number of Students	2020 – 2021 Percentage	2021 – 2022 Number of Students	2021 – 2022 Percentage	2022 – 2023 Number of Students	2022 – 2023 Percentage
Grade 2	2	6%	5	7.9%	4	4.0%
Grade 3	4	13%	7	15%	5	5.1%
Grade 4	13	42%	18	8.2%	25	25.5%
Grade 5	5	16%	31	16%	33	33.7%
CAMPUS	31		73		98	

C. Consequences issued by administrators to students

Consequence	2020 – 2021 Number of Times Issued	2020 – 2021 Percentage	2021 – 2022 Number of Times Issued	2021 – 2022 Percentage	2022 – 2023 Number of Times Issued	2022 – 2023 Percentage
Out of School Suspension	20	20%	22	13.4%	16	4.8%
In School Suspension (full day)	7	7%	74	45%	165	50.3%
In School Suspension (half day)	7	7%	1	.06%	40	12.2%
Other	64	64%	50	30%	70	21.3%
Campus Probation	2	2%	3	1.8%	8	2.5%
Teacher Change	0	0%	0	0%	0	0%
Detention (Lunch, AM, or PM)	0	0%	0	0%	8	2.5%
Opportunity to Comply	0	0%	1	.06%	21	6.4%
TOTAL	100	100%	151	100%	328	100%

Demographics Strengths

Meadows' areas of demographic strengths are:

- Meadows has an ethnically and economically diverse group of students that are tied together by a shared military experience
- Due to the nature of Military life, many students have a broad range of background experiences and have lived in many location

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to 2023 STAAR results, Emergent Bilingual learners at Meadows performed below their peers in 4th grade Math and Reading and 5th grade Reading and Science at the Meets level. **Root Cause:** This is a small sub group and can be overlooked. We need to ensure that pull out/push in time with the ESL teacher is protected and offer additional tutoring hours with appropriate.

Problem Statement 2: During the 22-23 school year, the number of discipline referrals increased by 167 over the previous school year. **Root Cause:** The social-emotional well-being of students needs to be a priority. Continued focus on counseling and growth mindset training.

Student Learning

Student Learning Summary

I. 2022-23 STAAR passing rates for KISD and Meadows

The comparative data below shows strength in reading and science scores and overall data improvement from 2021 to 2022. Data comparison to the district echoes those strengths. 4th grade data is an overall concern as the discrepancy between Meadows and the district average is considerably lower in reading than is other grades and is negatively correlated in math. 4th grade math will be an area of focus for the upcoming school year as the scores indicate an accountability letter grade of an “F” and cohort growth is stagnate and/or moving backwards.

Spring 2023		STAAR Reading					STAAR Math					STAAR Science				
Group	Grade	Number Tested	Did Not Meet	Approaches	Meets	Masters	Number Tested	Did Not Meet	Approaches	Meets	Masters	Number Tested	Did Not Meet	Approaches	Meets	Masters
KILLEEN ISD	3	3201	25	75	45	15	3195	29	71	38	14					
KILLEEN ISD	4	3195	22	78	42	16	3194	36	64	37	15					
KILLEEN ISD	5	3114	20	80	51	22	3100	24	76	42	14	3110	43	57	24	8
MEADOWS EL	3	76	13	87	61	28	78	15	85	50	15					
MEADOWS EL	4	199	16	84	50	21	200	30	69	39	18					
MEADOWS EL	5	197	14	86	65	39	197	19	81	52	24	199	31	69	36	13

II. Historical STAAR Data foe 20-21 and 21-22

Spring 2022		STAAR Reading					STAAR Math					STAAR Science				
Group	Grade	Number Tested	Did Not Meet	Approaches	Meets	Masters	Number Tested	Did Not Meet	Approaches	Meets	Masters	Number Tested	Did Not Meet	Approaches	Meets	Masters
MEADOWS EL	3		18	82	53	40		24	76	40	27					
MEADOWS EL	4		26	74	52	26		44	56	27	15					
MEADOWS EL	5		13	87	68	43		19	81	53	31		23	77	44	20
Spring 2021		STAAR Reading					STAAR Math					STAAR Science				

Spring 2022		STAAR Reading					STAAR Math					STAAR Science				
Group	Grade	Number Tested	Did Not Meet	Approaches	Meets	Masters	Number Tested	Did Not Meet	Approaches	Meets	Masters	Number Tested	Did Not Meet	Approaches	Meets	Masters
MEADOWS EL	3		41	59	34	14		48	52	27	14					
MEADOWS EL	4		41	59	32	12		50	50	25	16					
MEADOWS EL	5		22	78	49	27		30	70	40	22		42	58	20	5

III. 2022 – 2023 CUA Data – Summarized Performance for 3rd – 5th Grade

CUA summarized results show an alignment with overall STAAR data.

Summarized Results						
3 rd Grade Math	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	89	10	75.39%	85.20%	67.36%	40.15%
Economic Disadvantage	21	9	66.57%	70.72%	50.90%	29.28%
American Indian/Alaskan Native	1	0	0%	0%	0%	0%
Black/African American	18	10	75.15%	86.50%	67%	37%
Hispanic	24	10	74.67%	85.45%	65.67%	38.81%
Native Hawaiian/Pacific Islander	3	12	88.70%	97.30%	97.30%	81.08%
Two or More Races	3	10	78.16%	87.10%	74.19%	51.61%
White	40	10	74.71%	83.25%	65.44%	37.96%
Currently Emergent Bilingual	3	10	76.28%	88.89%	66.67%	41.67%
Special Ed Indicator	17	9	71.32%	77.58%	58.79%	36.97%

Summarized Results						
3 rd Grade Reading	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	84	12	70.87%	81.48%	57.98%	22.93%
Economic Disadvantage	20	10	59.73%	54.88%	35.37%	13.41%
Black/African American	18	12	68.36%	77.27%	53.90%	15.58%
Hispanic	23	12	71.70%	83.73%	60.29%	22.49%

Summarized Results						
Native Hawaiian/Pacific Islander	3	14	79.20%	100%	80%	23.33%
Two or More Races	3	13	76.26%	86.96%	65.22%	43.48%
White	37	12	70.30%	79.72%	55.59%	25.52%
Currently Emergent Bilingual	3	13	73.40%	80%	70%	30%
Special Ed Indicator	16	11	62.97%	65.29%	41.32%	15.70%

Summarized Results						
4 th Grade Math	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	248	9	62.65%	63.77%	41.72%	21.83%
Economic Disadvantage	138	8	58.92%	57.28%	35.47%	16.53%
Asian	3	12	86.76%	93.10%	89.66%	75.86%
Black/African American	53	8	58.20%	55.44%	34.88%	15.52%
Hispanic	69	8	59.41%	58.62%	36.43%	17.24%
Native Hawaiian/Pacific Islander	4	10	70.61%	84.85%	48.48%	36.36%
Two or More Races	36	9	65.12%	70.57%	43.32%	19.07%
White	83	9	65.87%	68.30%	47.81%	28.48%
Currently Emergent Bilingual	12	8	58.20%	53.54%	36.36%	21.21%
Special Ed Indicator	51	7	54.02%	49.45%	25.82%	9.41%

Summarized Results						
4 th Grade Reading	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	237	11	58%	60.63%	33.49%	10.43%
Economic Disadvantage	134	10	54.13%	52.24%	26.22%	8.01%
Asian	3	14	75.30%	95.65%	65.22%	30.43%
Black/African American	50	10	54.56%	54.67%	26.65%	6.87%
Hispanic	67	11	57.09%	57.91%	32.44%	8.83%
Native Hawaiian/Pacific Islander	4	13	65.90%	71.43%	42.86%	14.29%
Two or More Races	36	12	61.90%	67.96%	37.32%	14.79%
White	77	11	58.04%	61.33%	35.25%	10.97%

Summarized Results						
Currently Emergent Bilingual	12	10	50.03%	45.07%	16.90%	1.41%
Special Ed Indicator	48	9	44.49%	33.33%	14.85%	4.24%

Summarized Results						
5 th Grade Math	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	255	9	70%	75.05%	56.57%	36%
Economic Disadvantage	127	8	65.63%	68.19%	48.19%	29.79%
American Indian/Alaskan Native	1	11	85.60%	100%	80%	60%
Asian	1	9	69.36%	63.64%	54.55%	27.27%
Black/African American	65	9	67.26%	70.54%	51.65%	33.28%
Hispanic	74	9	70.23%	75.25%	55.90%	35.23%
Native Hawaiian/Pacific Islander	5	9	75.36%	84.09%	63.64%	40.91%
Two or More Races	25	8	66.52%	71.21%	48.48%	28.79%
White	84	9	72.07%	78.29%	61.71%	39.77%
Currently Emergent Bilingual	9	10	79.94%	90.74%	73.15%	52.78%
Special Ed Indicator	52	7	56.69%	53.26%	32.83%	17.39%

Summarized Results						
5 th Grade Reading	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	254	11	65.53%	72.93%	46.45%	18.51%
Economic Disadvantage	128	10	62.13%	66.44%	39.63%	13.89%
American Indian/Alaskan Native	1	11	62.83%	66.67%	50%	0%
Asian	1	10	57.20%	70%	10%	0%
Black/African American	64	11	64.64%	70.65%	44.74%	18.42%
Hispanic	74	10	63.78%	70.62%	43.07%	15.02%
Native Hawaiian/Pacific Islander	5	11	66.70%	86.36%	38.64%	9.09%
Two or More Races	25	10	60.24%	61.93%	37.50%	12.50%
White	84	11	68.92%	78.33%	53.50%	23.87%
Currently Emergent Bilingual	9	12	72.38%	87.64%	60.67%	23.60%

Summarized Results						
Special Ed Indicator	52	9	52.92%	47.24%	22.61%	7.29%

Summarized Results						
5 th Grade Science	Total Students	Raw Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Meadows EL	254	11	79.72%	90.32%	77.20%	45.05%
Economic Disadvantage	127	10	77.55%	88.24%	72.59%	41.07%
American Indian/Alaskan Native	1	7	45.50%	25%	0%	0%
Asian	1	11	85.22%	100%	88.89%	55.56%
Black/African American	65	10	77.07%	86.87%	71.89%	38.71%
Hispanic	74	11	80.36%	92.57%	78.29%	45.33%
Native Hawaiian/Pacific Islander	5	10	78.85%	91.18%	76.47%	44.12%
Two or More Races	25	11	79.22%	87.42%	74.83%	45.03%
White	83	11	81.26%	91.69%	80.77%	49.23%
Currently Emergent Bilingual	9	12	89.36%	100%	95%	67.50%
Special Ed Indicator	52	9	70.37%	77.94%	58.45%	29.80%

Student Learning Strengths

This school year teacher and students focused on closing learning gaps and accelerating learning for all students. This re-focus on TEKS mastery and targeted learning levels resulted in the following notations from the data:

- * The campus saw an overall growth in student scores in all areas including Approaches, Meets, and Masters in all grade and content areas except 4th grade math masters which dropped by one point- Many of these gains were double digit gains
- * The campus scored above the district average in 18 of 21 areas
- * The campus saw the gaps between economically disadvantaged students and their peers shrink
- * The campus saw the gaps between African American students and their peers shrink

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to 2023 STAAR results, less than 40% of 4th grade students and less than 55% of 3rd and 5th grade students achieved Meets Grade Level Standard on Math STAAR. **Root Cause:** Math team had persistent staffing issues all year with many students experiencing disrupted learning due to resignations and changes in long term sub assignments.

Problem Statement 2: The percentage of 3rd-5th grade students achieving Masters Grade Level Standard on STAAR Reading decreased from the previous year. **Root Cause:** 4th grade reading had some staffing issues, including one long term sub for most of the school year.

Problem Statement 3: According to 2023 STAAR results, Meadows scored above the district at the Meets level for STAAR Reading. However, the percentage of 4th and 5th grade students achieving Meets Grade Level Standard decreased from the previous year. **Root Cause:** 4th grade needs to be a focus area of concentrated support and intervention- priority staffing is a must.

Problem Statement 4: According to 2023 STAAR results, special education students at Meadows had passing rates on STAAR Math and Reading of less than 70%. **Root Cause:** Communicating with parents at their understanding needs to be prioritized.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 6: According to 2023 STAAR results, 36% of 5th grade students performed at the Meets Grade Level Standard in Science. There is a need to build a strong foundation in science across all grade levels. **Root Cause:** We need to focus on strong foundations in science all the K-4th grade level in order to ensure that students have adequate schema in the content area.

Problem Statement 7: According to 2023 STAAR results, Meadows has shown significant gains in STAAR Reading results at all performance levels. There is a need to continue to build a strong foundation in reading, particularly in the primary grades, in order to make additional gains in this area moving forward. **Root Cause:** Some teachers need additional training in next generation balanced literacy and guided reading practice at all grade levels.

Problem Statement 8: STAAR, CUA and other campus data demonstrate a need to build a strong foundation in mathematical processes and reasoning skills across all grade levels. **Root Cause:** Need to have strong processes in numeracy and number sense.

Problem Statement 9: According to 2023 STAAR results, although gaps are closing, Economically Disadvantaged students are performing below their peers in math, reading and science. **Root Cause:** Continued focus on deep learning and filling gaps during all parts of the instructional day including enrichment for on track and above grade level learners. With continued high rates of mobility Meadows staff needs to ensure we are routinely analyzing and meeting student needs.

School Processes & Programs

School Processes & Programs Summary

I. Programs targeting special groups

A. Title I

In the 2019-2020 school year, an increased proportion of Economically Disadvantaged students allowed Meadows to be a “Schoolwide” Title I campus. Meadows carries this status into 2023-2024. This allowed Title I funds to be used more widely to impact all Meadows students. During the 2022-23 school year Meadows was able to continue to be served as a “Schoolwide” campus using the Title I Schoolwide Previous Year waiver. The Meadows funds will be used to fund a full time CIS to focus on primary students, a half time interventionist to help with writing, and a parent liaison.

B. Special Education

Students identified with a disability qualifying for special education are placed in their Least Restrictive Environment (LRE) with a trained Special Education teacher. Classrooms are identified to serve as “inclusion” rooms in order to facilitate a cooperation between the classroom teachers and the special education teacher. Meadows has been part of a Collaborative Teaching Initiative for several years, in which general education teachers and resource/inclusion special education teachers receive training on collaborative teaching structures to better facilitate their partnership in supporting special education students in the classroom.

Students receive services from special education staff based on the goals in their current Individualized Education Plan (IEP). The IEP is developed by an ARD committee, which is comprised of at least a parent, administrator, the child’s general education teacher, and the special education teacher. The committee meets annually or as needed to discuss each student.

Approximately 18.07% of Meadows students receive services through an IEP (including disabilities such as Physical Impairments and Speech Impairments).

Students can be referred for a special education evaluation via parent request or by school recommendation if the student has been serviced through RtI and has not shown adequate growth. Parents must consent to any special education evaluation and provision of services.

Utilize monitoring systems to track reading and math growth and achievement data of students identified under the special education umbrella to ensure adequate overall growth of learning compared to their non-identified peers and intervene as needed.

C. Gifted and Talented

Students identified as Gifted and Talented (GT) are placed in cluster classrooms with their peers as well as general education students. They are taught by a GT trained teacher, weekly. The teacher is expected to differentiate instruction for GT students, as well as collaborate with the student to lead them through a year-long project focusing on an area of interest for the student (the Texas Performance Standards Project), which culminates in an exhibition of projects at Meadows and selected projects being exhibited at a district-level showcase.

Students can be referred for GT evaluation by their parent or a teacher.

D. English Language Learners and Bilingual students

Students are identified for ELL screening by their Home Language Survey, completed by all parents during registration. If any other language besides English is spoken at home,

students are tested by the ELL teacher. Students who become identified are brought to an LPAC committee and can be serviced by the English as a Second Language (ESL) teacher. The ESL teacher collaborates with students' classroom teachers to ensure that vocabulary and literacy skills taught were being transferred to classroom work. ELL teacher integrates technology (Imagine Learning) that encouraged English vocabulary development.

In 2018-19 the State of Texas issued the expectation that an ESL-certified teacher supports all ELL students during primary Language Arts instruction in their classroom. The ESL teacher rotated between classrooms to meet this requirement. KISD offered teachers the opportunity to receive training to become ESL certified free of charge and students were placed into a classroom with a general education teacher holding an ESL certification whenever possible.

II. Response to Intervention (RtI)

The RtI process is used to support struggling students. Teachers can recommend a student be considered for RtI and they will meet with a committee to identify interventions to be tried with fidelity to see if the student can become successful.

Tier 1 interventions (initiated by the teacher in the classroom independent of a committee) are implemented for three weeks. If no progress is made, teachers fill out the Tier 2 form and documentation that was collected and turn in to Campus Instructional Specialist. The campus RtI committee (intervention specialists, CIS and teacher) then meets to discuss placement of student and what interventions are needed. A Student Service Plan (SSP) is developed and documented electronically.

The RtI committee meets on students placed in the program every 4-6 weeks to discuss progress of student. The committee decides if students exit the program, stay in the tier they are in or to move up/down a tier based on progress.

Students can be brought to RtI for academic concerns and/or behavior concerns.

Academic RtI:

Tier 2 – Academic - students are serviced by a classroom teacher in small groups 4-6 students in a group, based off on needs of the students. Intervention takes place daily for 30 minutes. Tier 2 and 3 – Academic - students receive services from the Title 1 interventionists, based on student needs, as determined by assessments. Intervention takes place daily, for 30 minutes, in groups of 2-4 students.

Behavioral RtI:

Tier 2 – Behavior – teachers enter SSP notes daily, committee meets. Tier 3 – Behavior – teachers enter SSP notes daily on students, more frequent committee meetings on these students. Behavior plans are revised in committee as needed.

SSP notes are taken on all students in the Academic RtI and/or Behavioral RtI process. This occurs weekly in Tier 2 and 3 and these notes are entered into the intervention system by homeroom teacher.

III. Intervention program

Intervention/acceleration time is a 60-minute block in each grade level's daily schedule during which students receive intervention or enrichment. This is a daily time when new instruction stops for students to receive academic intervention or extension.

Interventions and extensions are provided by the students' classroom teacher or other grade level teachers (Tier 1 and 2), the ESL teacher, Title I teachers, and special education teachers (for students with IEPs).

The level of team coordination and the specificity of intervention by student has varied by each grade level during the past 3 years. Some students have been most likely to be serviced in their room by their general education teacher(s), unless they are receiving Tier III intervention from an Interventionist.

Gifted and Talented students or students who have shown competency on current concepts often receive extension primarily by visiting the library's Maker Space section or by engaging in independent reading.

IV. Professional Learning Communities (PLCs)

PLCs are a team collaboration time in which the focus is on four critical questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?

During the summer of 2019 KISD introduced the PLC Unit Planning Process, which provided enhanced clarity of district expectations for PLC planning (primarily focusing on Question 1: What is it we want our students to learn...and how do we teach it)? ALL PLCs at Meadows focused on student performance data and the impact on lesson planning using KISD's PLC Unit Planning Process.

During the 2022-23 school year, PLCs were held weekly for each grade level. These PLCs were 45 minutes long and were held during the school day. Additionally, PLCs were attended by grade level team members, CIS and admin.

V. Counseling

Meadows' counseling program included two full time counselors, two Military Family Life Counselors, one social and emotional support counselor, and a School Behavioral Health Social Worker. All six counselors collaborated regularly, to include a weekly triage meeting during which administrators and counselors discussed social, emotional, and behavioral challenges specific to individual students.

Meadows's counselors held guidance lessons for students once per month, focusing on positive character traits.

VIII. Volunteers and parent involvement

Volunteers:

Meadows host monthly volunteer training and encourages all parents and community members to volunteer. Each trained volunteer is assigned areas and tasks around the school that work to help the flow and effectiveness of the school. We will continue to offer opportunities to volunteer and work within the school, building positive relationships.

School Processes & Programs Strengths

- All teams met weekly for 45 minutes in PLCs in 2022-23 and maintain agendas for their work. PLC work was more focused than in previous years, guided by KISD's PLC Unit Planning Process.
- The special education staff worked collaboratively with general education teachers to plan relevant lessons for students with IEP's to demonstrate growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students with SSPs were tracked consistently, but SSPs were not used as a teaching tool or to triangulate data. **Root Cause:** With new admin staff and a

change in CIS and At Risk counselor we lacked some consistency.

Problem Statement 2: Students identified as GT, Sped, and Emergent Bilingual have varied needs that often require a differentiated approach to ensure that learning gaps are addressed and student growth is maximized. **Root Cause:** There are different program and legal requirements that must be met for identified students.

Problem Statement 3: There are a small percentage of students with an IEP that are unable to read in 2nd-5th grade. As a campus we need to address foundational reading gaps in students in upper grades that are non-readers. **Root Cause:** Resource instruction for students with special needs is too broad and the groups are too big to address individualized needs.

Problem Statement 4: Number of office referrals increased by 167 from the previous school year. **Root Cause:** Increase role of counselors teacher and intervening with SEL strategies prior to an office referral being submitted.

Perceptions

Perceptions Summary

I. Family and Community Involvement

Meadows provided several parent involvement opportunities throughout the year and made efforts to maintain family and community outreach in 2022-2023. Multiple events for parents and students were held in person. The following family events focusing on parents were offered: Family Math Night, Family Literacy Night, Family Science Night and a Halloween Trick or Treat.

Meadows also continued partnering with the Military Child Education Coalition to offer a monthly "Wee Reader" Early Literacy program for parents of young students not yet enrolled in school.

II. School Culture and Climate

In May 2023, a survey was sent to gather information on school culture and climate. The survey was designed to measure parent perception of Meadows Elementary and identify areas of growth for Meadows' community outreach.

The survey was sent to all parent email addresses and phone numbers indicated as the primary contact in our system, eSchoolPlus. The survey was distributed with a clickable link sent in a mass email with a text reminder, via BlackBoard Connect. The KISD HUB was utilized to collect results in SharePoint Forms with submissions received anonymous, unless the parent opted to leave contact information. A paper copy of the survey was available in the office for parents to complete if they could not access the digital link.

Surveys were distributed to the parents of 802 Meadows students and 60 responses were received (7.5% response rate). The survey was anonymous.

Upon reviewing survey responses, it was determined:

1. Overall, the majority of the feedback was positive, especially regarding communication. Parents indicated that they felt the school creates a welcoming environment. Respondents stated they feel like they receive timely communication, that they have the ability to contact and receive feedback from school staff, and have the opportunity to share feedback. They would like to continue to receive surveys as a method of doing so.
2. the following area was identified as areas in need of improvement or change: communication and parent participation

-Parent Participation:

Parents indicated they are more willing to participate in parent meetings and school activities by giving access to information online and holding evening meetings between 4:00-7:00 pm.

Involvement in school activities and programs can also be improved by advertising events well in advance. Parents indicated that they would like the school to offer more involvement opportunities, including school based clubs.

Perceptions Strengths

The strengths of the Perceptions at Meadows Elementary include:

- The continued the Wee Reader early literacy program in 2022-23
- A parent survey was conducted in the second semester, which was positive of the school year experience overall.
- Parent survey responses indicate improved perceptions regarding communication

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent survey information indicates parents want communication about upcoming events 90 days in advance. **Root Cause:** Whole school use of Class DoJo needs more training.

Problem Statement 2: Providing opportunities for parents to be actively involved needs to be a priority. The annual calendar is finished in July and we will publish all on the school website in August. **Root Cause:** We currently publish a monthly calendar. We will switch to an annual calendar updated monthly.

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By June 2024, STAAR Math "Meets" rates will increase from 38% to 50%.

Evaluation Data Sources: Math STAAR passing rates (Approaches, Meets, and Masters levels); Math MAP percent growth goals achieved; Math CUA data

Strategy 1 Details
<p>Strategy 1: Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned math instruction</p> <p>Strategy's Expected Result/Impact: Increased quality of core math instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 4, 8</p>
Strategy 2 Details
<p>Strategy 2: The campus will utilize a math interventionist to provide targeted math interventions to students designated for additional support.</p> <p>Strategy's Expected Result/Impact: Enhanced math interventions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 4, 8</p> <p>Funding Sources: Instructional supplies for math intervention - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$2,000</p>

Strategy 3 Details

Strategy 3: Weekly planning in conjunction with campus administration and the math Campus Instructional Specialist to focus on KISD Unit Maps and Pacing Calendar. Embedded PD to focus on instructional strategy support for content mapping will be taught during these planning sessions and assessed through walkthroughs and coaching walks used to increase teacher capacity

Strategy's Expected Result/Impact: Increased alignment of math tasks to standards.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 1, 4

Strategy 4 Details

Strategy 4: Daily schedules will ensure 90 minutes of math instruction to incorporate Direct numeracy instruction, TEKS based mini lessons, Guided Math, Critical Thinking/ Problem-Solving, Fluency practice, and spiral review

Strategy's Expected Result/Impact: Increased quality of core math instruction.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to 2023 STAAR results, less than 40% of 4th grade students and less than 55% of 3rd and 5th grade students achieved Meets Grade Level Standard on Math STAAR. **Root Cause:** Math team had persistent staffing issues all year with many students experiencing disrupted learning due to resignations and changes in long term sub assignments.

Problem Statement 4: According to 2023 STAAR results, special education students at Meadows had passing rates on STAAR Math and Reading of less than 70%. **Root Cause:** Communicating with parents at their understanding needs to be prioritized.

Problem Statement 8: STAAR, CUA and other campus data demonstrate a need to build a strong foundation in mathematical processes and reasoning skills across all grade levels. **Root Cause:** Need to have strong processes in numeracy and number sense.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By June 2024, STAAR Reading "Meets" rates will increase from 59% to 65%.

Evaluation Data Sources: Reading STAAR passing rates (Approaches, Meets, and Masters levels); Reading MAP percent growth goals achieved; Reading CUA data

Strategy 1 Details
<p>Strategy 1: Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned reading instruction</p> <p>Strategy's Expected Result/Impact: Increased quality of core reading instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2, 3</p>
Strategy 2 Details
<p>Strategy 2: Daily schedules will ensure 120 minutes of ELAR instruction to incorporate Direct Instruction, Guided Reading, Collaborative Learning, and Independent Reading</p> <p>Strategy's Expected Result/Impact: Increased quality of core reading instruction.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: STAAR Re-Design Prep- ELA/math in 3rd-5th - 211 - ESEA, Title I Part A - 211.11.6299.OL.108.30.000 - \$11,500, StoryWorks or similar reading resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.108.30.000 - \$1,450, Accelerated Reader 4th and 5th Grade - 211 - ESEA, Title I Part A - 211.11.6299.OL.108.30.000 - \$4,300</p>

Strategy 3 Details

Strategy 3: Weekly planning in conjunction with campus administration and the reading Campus Instructional Specialist to focus on KISD Unit Maps and Pacing Calendar. Embedded PD to focus on instructional strategy support for content mapping will be taught during these planning sessions and assessed through walkthroughs and coaching walks used to increase teacher capacity

Strategy's Expected Result/Impact: Increased alignment of reading tasks to standards.

Staff Responsible for Monitoring: Administration
Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 3

Strategy 4 Details

Strategy 4: Teachers will implement small group literacy testing and instructional strategies during intervention in grades K-3 to close reading gaps in at risk learners in Kinder-5th grade.

Strategy's Expected Result/Impact: Close the gap in reading achievement on EOY MAP and STAAR data

Staff Responsible for Monitoring: Reading teachers

TEA Priorities:

Build a foundation of reading and math

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Problem Statements: Student Learning 7

Funding Sources: Virtual literacy Professional Coaching - 166 - State Comp Ed - 166.13.6299.OL.108.30.AR0 - \$21,950

Strategy 5 Details

Strategy 5: The teachers will utilize LLI kits to provide intervention to students that are not reading on grade level.

Strategy's Expected Result/Impact: Increased reading levels and MAP scores for students that are not reading on grade level.

Staff Responsible for Monitoring: All instructional staff

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 2

Funding Sources: Instructional supplies for reading intervention - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$2,100

Strategy 6 Details

Strategy 6: Utilize instructional materials, including books and manipulatives for Pre-K students to enhance pre-reading skills and support the overall readiness of our pre-k learners.

Strategy's Expected Result/Impact: Increased readiness on Circle Assessments

Staff Responsible for Monitoring: Pre-K 4 teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 7

Funding Sources: Pre-K 3 and 4 teaching materials - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$1,000

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The percentage of 3rd-5th grade students achieving Masters Grade Level Standard on STAAR Reading decreased from the previous year. **Root Cause:** 4th grade reading had some staffing issues, including one long term sub for most of the school year.

Problem Statement 3: According to 2023 STAAR results, Meadows scored above the district at the Meets level for STAAR Reading. However, the percentage of 4th and 5th grade students achieving Meets Grade Level Standard decreased from the previous year. **Root Cause:** 4th grade needs to be a focus area of concentrated support and intervention-priority staffing is a must.

Problem Statement 7: According to 2023 STAAR results, Meadows has shown significant gains in STAAR Reading results at all performance levels. There is a need to continue to build a strong foundation in reading, particularly in the primary grades, in order to make additional gains in this area moving forward. **Root Cause:** Some teachers need additional training in next generation balanced literacy and guided reading practice at all grade levels.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: By June 2024, STAAR Science "Meets" rates will increase from 44% to 55%

Evaluation Data Sources: Science STAAR passing rates (Approaches, Meets, and Masters levels), Science CUA

Strategy 1 Details
<p>Strategy 1: Grade levels will ensure adequate weekly instructional time for science instruction. Campus-wide expectation will be 60 minutes daily for science in 5th grade and 30 minutes in all other grade levels.</p> <p>Strategy's Expected Result/Impact: Increased quality of core science instruction</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Summit K12 Science - 211 - ESEA, Title I Part A - 211.11.6299.OL.108.30.000 - \$4,000, Summit K12 Science teacher virtual training - 211 - ESEA, Title I Part A - 211.13.6299.OL.108.30.000 - \$500, Science materials for hands-on instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.108.30.000 - \$3,084.29</p>
Strategy 2 Details
<p>Strategy 2: 5th grade will departmentalize, providing daily opportunities for deep content knowledge and instruction for teachers and daily hands on learning opportunities for students in Science and Social Studies. The 5th grade intervention block will include a focus on science remediation and support.</p> <p>Strategy's Expected Result/Impact: Increased quality of science instruction for improved student performance on Science STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>-</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Instructional supplies for science intervention and remediation - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$3,000</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 6: According to 2023 STAAR results, 36% of 5th grade students performed at the Meets Grade Level Standard in Science. There is a need to build a strong foundation in science across all grade levels. Root Cause: We need to focus on strong foundations in science all the K-4th grade level in order to ensure that students have adequate schema in the content area.</p>

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: By June 2024, there will be 100% implementation of the RtI process.

Evaluation Data Sources: SSP data from eSchoolPlus.

Strategy 1 Details
<p>Strategy 1: Campus leadership will communicate to all staff the campus-wide expectation for identifying students in need of an SSP and monitoring progress throughout the year. Criteria will include STAAR passing rate the previous year and performance on MAP universal screener at the beginning of the year. We will have an annual training and monthly follow-up meeting after school to analyze planning and make instructional modifications based on student need when necessary.</p> <p>Strategy's Expected Result/Impact: Increased teacher clarity regarding identifying students in need of SSP</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Administrators and CISs will plan dates for all RtI meetings at the beginning of the school year to ensure regular meetings are held without interruption.</p> <p>Strategy's Expected Result/Impact: RtI meetings held for all students with SSPs with required frequency.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>

Strategy 3 Details

Strategy 3: Grade level PLCs will focus on analyzing formative and summative tasks that produce data to plan Tier 1 interventions. These data focused PLC's will take place within one week of the completion of the data based activity (CUA, interim assessments, running records etc.) Student success with Tier 1 interventions will be monitored to better recognize students requiring Tier 2 intervention.

Strategy's Expected Result/Impact: Tier 1 and Tier 2 interventions provided with fidelity.

Staff Responsible for Monitoring: Teachers, Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 5

Strategy 4 Details

Strategy 4: Interventionists will participate in grade level PLCs and RTI discussions regularly to share results of Tier 2 interventions and help in recognizing students in need of intervention and regrouping for Tier 1 and Tier 2 intervention.

Strategy's Expected Result/Impact: Enhanced fidelity of Tier 1 and Tier 2 interventions.

Staff Responsible for Monitoring: Teachers, administration

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Strategy 5 Details

Strategy 5: Administration will review student grades at the end of each 9 weeks period to identify students with poor grades not receiving Tier 1 or 2 intervention.

Strategy's Expected Result/Impact: Students with low grades referred for Tier 1 or Tier 2 intervention

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Strategy 6 Details

Strategy 6: The campus will fund a Campus Instructional Specialist to better support the RtI process and provide regular instructional support and coaching to teaching staff.

Strategy's Expected Result/Impact: Increased fidelity to the RtI process

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 1

Funding Sources: Campus Instructional Specialist salary - 211 - ESEA, Title I Part A - 211.13.6119.00.108.30.000 - \$80,052

Strategy 7 Details

Strategy 7: Using MAP and CUA data, the campus interventionists will provide targeted interventions to students identified as needing support.

Strategy's Expected Result/Impact: Enhanced intervention in core subject areas.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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Problem Statements: Student Learning 3, 7, 8, 9

Funding Sources: Half time reading intervention - 211 - ESEA, Title I Part A - 211.11.6119.00.108.30.000 - \$40,269.71

Strategy 8 Details

Strategy 8: The campus will use funds to pay substitutes to cover teachers for instructional planning days using the PLC Planning Process. Focus will be on using data to plan for targeted intervention and remediation to ensure all students are prepared to meet the challenging state academic standards.

Strategy's Expected Result/Impact: Higher quality core instruction

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

-

Problem Statements: Student Learning 1, 3

Funding Sources: Substitutes for teacher planning days - 166 - State Comp Ed - 166.11.6116.00.108.30.AR0 - \$20,000

Strategy 9 Details

Strategy 9: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.

Staff Responsible for Monitoring: Admin; CIS

Problem Statements: Student Learning 5

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.108.30.000 - \$1,000, Instructional Supplies for After School Tutoring - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$5,000

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: According to 2023 STAAR results, less than 40% of 4th grade students and less than 55% of 3rd and 5th grade students achieved Meets Grade Level Standard on Math STAAR. **Root Cause:** Math team had persistent staffing issues all year with many students experiencing disrupted learning due to resignations and changes in long term sub assignments.

Problem Statement 3: According to 2023 STAAR results, Meadows scored above the district at the Meets level for STAAR Reading. However, the percentage of 4th and 5th grade students achieving Meets Grade Level Standard decreased from the previous year. **Root Cause:** 4th grade needs to be a focus area of concentrated support and intervention-priority staffing is a must.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 7: According to 2023 STAAR results, Meadows has shown significant gains in STAAR Reading results at all performance levels. There is a need to continue to build a strong foundation in reading, particularly in the primary grades, in order to make additional gains in this area moving forward. **Root Cause:** Some teachers need additional training in next generation balanced literacy and guided reading practice at all grade levels.

Problem Statement 8: STAAR, CUA and other campus data demonstrate a need to build a strong foundation in mathematical processes and reasoning skills across all grade levels. **Root Cause:** Need to have strong processes in numeracy and number sense.

Problem Statement 9: According to 2023 STAAR results, although gaps are closing, Economically Disadvantaged students are performing below their peers in math, reading and science. **Root Cause:** Continued focus on deep learning and filling gaps during all parts of the instructional day including enrichment for on track and above grade level learners. With continued high rates of mobility Meadows staff needs to ensure we are routinely analyzing and meeting student needs.

School Processes & Programs

Problem Statement 1: Students with SSPs were tracked consistently, but SSPs were not used as a teaching tool or to triangulate data. **Root Cause:** With new admin staff and a change in CIS and At Risk counselor we lacked some consistency.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: By June 2024, identified student populations (such as African American, Economically Disadvantaged, At Risk, Special Education, and Emergent Bilingual) will increase their "Meets" level of performance by 5%

Evaluation Data Sources: STAAR passing rates - Math, Reading, Science, Writing. CUA data

Strategy 1 Details
<p>Strategy 1: Special education teachers and general education inclusion teachers will meet weekly during PLC planning to plan collaborative teaching and planning.</p> <p>Strategy's Expected Result/Impact: Enhanced collaborative instruction for special education students</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: The campus will track grade level PLC data to include demographic data to help identify students in target subgroups in need of re-teaching or intervention.</p> <p>Strategy's Expected Result/Impact: Earlier recognition and support for struggling students in target sub populations.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>

Strategy 3 Details

Strategy 3: The campus will provide a parent training and take-home summer support instructional supplies and materials to support students in the retention of language skill development.

Strategy's Expected Result/Impact: Additional support provided to ESL and bilingual students

Staff Responsible for Monitoring: ESL teacher, administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Perceptions 2

Funding Sources: Materials for EB summer learning - 165/ES0 - ELL - 165.11.6399.00.108.25.ES0 - \$1,890

Strategy 4 Details

Strategy 4: Identified staff members will attend professional development designed to unpack the rigor of the TEKS, to understand how the TEKS are assessed, and to aid in the development of a targeted plan for providing meaningful and timely interventions for students demonstrating achievement gaps.

Strategy's Expected Result/Impact: Increased STAAR performance at all levels with an emphasis on the Meets level of achievement.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1, 3

Funding Sources: PD such as the Lead4Ward Rockin' Review Conference or similar TEKS aligned conference - 211 - ESEA, Title I Part A - 211.13.6411.00.108.30.000 - \$17,000

Strategy 5 Details

Strategy 5: Meadows staff will track reading levels of students identified as non-readers to ensure reading growth. Meadows will provide a research based structured reading program during intervention for students in 3rd-5th grade that are reading 2 years below grade level.

Strategy's Expected Result/Impact: Identify students that are not progressing in the regular reading curriculum and interventions and ensure that they learn to read.

Staff Responsible for Monitoring: Administration and Special Education Staff

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 4, 6

Funding Sources: Read Well, Voyager - 166 - State Comp Ed - 166.11.6329.00.108.30.AR0 - \$8,553

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: According to 2023 STAAR results, Emergent Bilingual learners at Meadows performed below their peers in 4th grade Math and Reading and 5th grade Reading and Science at the Meets level. **Root Cause:** This is a small sub group and can be overlooked. We need to ensure that pull out/push in time with the ESL teacher is protected and offer additional tutoring hours with appropriate.

Student Learning

Problem Statement 1: According to 2023 STAAR results, less than 40% of 4th grade students and less than 55% of 3rd and 5th grade students achieved Meets Grade Level Standard on Math STAAR. **Root Cause:** Math team had persistent staffing issues all year with many students experiencing disrupted learning due to resignations and changes in long term sub assignments.

Problem Statement 3: According to 2023 STAAR results, Meadows scored above the district at the Meets level for STAAR Reading. However, the percentage of 4th and 5th grade students achieving Meets Grade Level Standard decreased from the previous year. **Root Cause:** 4th grade needs to be a focus area of concentrated support and intervention-priority staffing is a must.

Problem Statement 4: According to 2023 STAAR results, special education students at Meadows had passing rates on STAAR Math and Reading of less than 70%. **Root Cause:** Communicating with parents at their understanding needs to be prioritized.

Problem Statement 6: According to 2023 STAAR results, 36% of 5th grade students performed at the Meets Grade Level Standard in Science. There is a need to build a strong foundation in science across all grade levels. **Root Cause:** We need to focus on strong foundations in science all the K-4th grade level in order to ensure that students have adequate schema in the content area.

School Processes & Programs

Problem Statement 2: Students identified as GT, Sped, and Emergent Bilingual have varied needs that often require a differentiated approach to ensure that learning gaps are addressed and student growth is maximized. **Root Cause:** There are different program and legal requirements that must be met for identified students.

Perceptions

Problem Statement 2: Providing opportunities for parents to be actively involved needs to be a priority. The annual calendar is finished in July and we will publish all on the school website in August. **Root Cause:** We currently publish a monthly calendar. We will switch to an annual calendar updated monthly.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: Provide enrichment experiences for students identified as Gifted and Talented to enhance student learning, including project-based learning opportunities with technology-based solutions.

Evaluation Data Sources: Project-based learning fair to include parents

Strategy 1 Details
<p>Strategy 1: We will support collaborative multidisciplinary learning for GT students through field and project based learning activities.</p> <p>Strategy's Expected Result/Impact: The percentage of students who master the STAAR will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: I fly field based learning - 177 - Gifted/Talented - 177.11.6494.00.108.21.000 - \$2,500, I fly field based learning - entry fees - 177 - Gifted/Talented - 177.11.6412.00.108.21.000 - \$500</p>
Strategy 2 Details
<p>Strategy 2: Meadows will provide accelerated instruction to students that are learning at and above grade level during the intervention block.</p> <p>Strategy's Expected Result/Impact: Students will be challenged to think creatively and continue growing academically through project based learning and book clubs.</p> <p>Staff Responsible for Monitoring: All instructional staff, CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Project based enrichment materials - 177 - Gifted/Talented - 177.11.6399.00.108.21.000 - \$1,675</p>

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 2: The percentage of 3rd-5th grade students achieving Masters Grade Level Standard on STAAR Reading decreased from the previous year. Root Cause: 4th grade reading had some staffing issues, including one long term sub for most of the school year.</p>

School Processes & Programs

Problem Statement 2: Students identified as GT, Sped, and Emergent Bilingual have varied needs that often require a differentiated approach to ensure that learning gaps are addressed and student growth is maximized. **Root Cause:** There are different program and legal requirements that must be met for identified students.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: Team collaboration surrounding the PLC process (answering the four key questions - What do we want students to learn? How will we know if they learned it? What do we do for students who don't learn? What do we do for students who master it quickly?) will be addressed in the PLC process and the learning progressions.

Evaluation Data Sources: PLC documentation stored in OneDrive

Strategy 1 Details
<p>Strategy 1: Administration will develop a PLC calendar for the year and a standard format for PLC documentation (agenda, minutes, data, intervention groups), standard roles for teachers within a PLC meeting, and a standard location to store data (Schoology).</p> <p>Strategy's Expected Result/Impact: Consistent expectations for PLC documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: All teams will develop a set of grade level norms for interacting as a Professional Learning Community. Administration will support teams in developing and enforcing norms.</p> <p>Strategy's Expected Result/Impact: A clear set of team expectations for effective collaboration</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> <p>Problem Statements: Demographics 2</p>

Strategy 3 Details

Strategy 3: Teams will examine the PLC calendar for the year and the CUA calendar and collaborate with campus leaders to plan agendas for each PLC meeting. Meetings should focus on reviewing CUA data for each unit, engaging in modifying Unit Progression Charts as needed based on CUA results, and developing enhanced formative assessments and resources for units.

Strategy's Expected Result/Impact: Clear plan for all PLC meetings connected to instruction and assessment calendar for KISD

Staff Responsible for Monitoring: Teachers, administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - Student Learning 7, 8

Strategy 4 Details

Strategy 4: Prior to the second, third, and fourth 9 weeks, each grade level team will receive a planning day to examine the new ELAR standards, TEKS Resource System reading units, and updated district CUAs and plan effective instruction using the PLC Unit Planning Process.

Strategy's Expected Result/Impact: Teacher clarity regarding critical content standards and how to teach, assess, intervene, and extend them for students.

Staff Responsible for Monitoring: Teachers, administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 2, 3, 7 - School Processes & Programs 3

Strategy 5 Details

Strategy 5: Each grade level team, through the PLC process, will design a student tracking document to allow students and teachers to track progress on critical skills.

Strategy's Expected Result/Impact: Tracking tool to allow students to monitor their progress and support teachers' provision of support regarding critical skills.

Staff Responsible for Monitoring: Teachers, Administration

TEA Priorities:

Build a foundation of reading and math

-

Problem Statements: Student Learning 8 - School Processes & Programs 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: According to 2023 STAAR results, Emergent Bilingual learners at Meadows performed below their peers in 4th grade Math and Reading and 5th grade Reading and Science at the Meets level. **Root Cause:** This is a small sub group and can be overlooked. We need to ensure that pull out/push in time with the ESL teacher is protected and offer additional tutoring hours with appropriate.

Problem Statement 2: During the 22-23 school year, the number of discipline referrals increased by 167 over the previous school year. **Root Cause:** The social-emotional well-being of students needs to be a priority. Continued focus on counseling and growth mindset training.

Student Learning

Problem Statement 2: The percentage of 3rd-5th grade students achieving Masters Grade Level Standard on STAAR Reading decreased from the previous year. **Root Cause:** 4th grade reading had some staffing issues, including one long term sub for most of the school year.

Problem Statement 3: According to 2023 STAAR results, Meadows scored above the district at the Meets level for STAAR Reading. However, the percentage of 4th and 5th grade students achieving Meets Grade Level Standard decreased from the previous year. **Root Cause:** 4th grade needs to be a focus area of concentrated support and intervention-priority staffing is a must.

Problem Statement 7: According to 2023 STAAR results, Meadows has shown significant gains in STAAR Reading results at all performance levels. There is a need to continue to build a strong foundation in reading, particularly in the primary grades, in order to make additional gains in this area moving forward. **Root Cause:** Some teachers need additional training in next generation balanced literacy and guided reading practice at all grade levels.

Problem Statement 8: STAAR, CUA and other campus data demonstrate a need to build a strong foundation in mathematical processes and reasoning skills across all grade levels. **Root Cause:** Need to have strong processes in numeracy and number sense.

School Processes & Programs

Problem Statement 1: Students with SSPs were tracked consistently, but SSPs were not used as a teaching tool or to triangulate data. **Root Cause:** With new admin staff and a change in CIS and At Risk counselor we lacked some consistency.

Problem Statement 3: There are a small percentage of students with an IEP that are unable to read in 2nd-5th grade. As a campus we need to address foundational reading gaps in students in upper grades that are non-readers. **Root Cause:** Resource instruction for students with special needs is too broad and the groups are too big to address individualized needs.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.

Evaluation Data Sources: Parent and community member sign in sheets for all school activities, monthly parent volunteer logs and calendar of dates for parent and community activity events

Strategy 1 Details
<p>Strategy 1: The campus will host Academic parent information and demonstration nights throughout the school year to engage parents and students in reading, writing, science, and math activities.</p> <p>Strategy's Expected Result/Impact: Increased home support Increased school/parent communication</p> <p>Staff Responsible for Monitoring: Administrative Team Instructional Specialist Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Materials for Parent Engagement Events- Reading, Math, and Science Night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.108.24.PAR - \$1,568, Refreshments for parent engagement sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.108.24.PAR - \$800</p>

Strategy 2 Details

Strategy 2: The campus will conduct workshops for parents of Title I students at flexible times on various dates in order to provide them with strategies to help them support their students at home and improve Title I students' academic achievement.

The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.

Strategy's Expected Result/Impact: Increased home support for Title I at-risk students.

Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1, 2

Strategy 3 Details

Strategy 3: The campus will invite parents and family members to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.

Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising PAFE & Home-School Compact.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1, 2

Strategy 4 Details

Strategy 4: The campus will conduct a parent survey during the second semester to measure families' perceptions of Meadows and identify areas of growth for Meadows' community outreach.

Strategy's Expected Result/Impact: Data regarding families' perceptions of Meadows to be used when planning programs and practices in an effort to better meet the needs of our learning community.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Strategy 5 Details

Strategy 5: Meadows will host one ELL/Bilingual parent/family event. The ELL program will be reviewed and strategies for supporting ELL students at home will be taught. Parents will be taught how to use the educational materials provided to work with their children at home throughout the year.

Strategy's Expected Result/Impact: Increased information provided to bilingual/ELL students

Staff Responsible for Monitoring: ESL teacher, Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - Perceptions 2

Funding Sources: Reading materials for Bilingual/ELL parents to support learning - 263 - ESEA, Title III Part A - 263.61.6329.LE.108.25.000 - \$405

Strategy 6 Details

Strategy 6: The campus will fund a parent liaison position in order to facilitate communication between parents and staff. The liaison will also serve as volunteer coordinator and support the planning and implementing of community events.

Strategy's Expected Result/Impact: Increased coordination between parents and staff to support student achievement.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 2

Funding Sources: Salary for parent liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.108.30.000 - \$36,644

Strategy 7 Details

Strategy 7: Meadows staff will use the Practical Parent Education parent and family engagement curriculum to provide increased parental education opportunities to parents.

Strategy's Expected Result/Impact: Increased parental education offerings

Staff Responsible for Monitoring: Principal, Parent Liaison

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1, 2

Strategy 8 Details

Strategy 8: Meadows staff will use a common electronic system (or set of systems - i.e. Class Dojo) for PK-5th grade for communicating with parents and will include consistent content in this communication.

Per the Meadows Home School Compact, information communicated to parents will include:

-resources for parents to practice reading skills at home with their child.

-math problem solving strategies used in the classroom and send home at least one application problem a week.

-grade level updates related to upcoming content

Strategy's Expected Result/Impact: Parents will receive regular and consistent information from across all grade levels

Staff Responsible for Monitoring: Grade level leaders, administration

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: According to 2023 STAAR results, Emergent Bilingual learners at Meadows performed below their peers in 4th grade Math and Reading and 5th grade Reading and Science at the Meets level. **Root Cause:** This is a small sub group and can be overlooked. We need to ensure that pull out/push in time with the ESL teacher is protected and offer additional tutoring hours with appropriate.

Perceptions

Problem Statement 1: Parent survey information indicates parents want communication about upcoming events 90 days in advance. **Root Cause:** Whole school use of Class DoJo needs more training.

Problem Statement 2: Providing opportunities for parents to be actively involved needs to be a priority. The annual calendar is finished in July and we will publish all on the school website in August. **Root Cause:** We currently publish a monthly calendar. We will switch to an annual calendar updated monthly.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Performance Objective: By May of 2024, Meadows will decrease the number of referrals for assault, disruption, and insubordination, Other Serious Incidents by 10%.

Evaluation Data Sources: PEIMS discipline data reports, and the bully tracker system reports.

Strategy 1 Details
<p>Strategy 1: Teachers will identify students to attend a monthly character award luncheon. Parents will be invited to eat lunch with their students.</p> <p>Strategy's Expected Result/Impact: Increased home/school connection.</p> <p>Staff Responsible for Monitoring: School Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p>
Strategy 2 Details
<p>Strategy 2: The campus will use the Bully Reporter, an online reporting system to make reports of suspected bullying, record the investigation of bullying, and document the response to bullying which may occur. In addition, our counselors provide character-focused training to promote positive interactions and behaviors and prevent bullying between all students at Meadows ES.</p> <p>Strategy's Expected Result/Impact: Improve our communication surrounding discipline reports, bully reporter reports, guidance lesson plans to better meet the needs of our community.</p> <p>Staff Responsible for Monitoring: School teachers, counselors and administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p>

Strategy 3 Details

Strategy 3: Campus leadership will refresh teachers on key concepts of Restorative Discipline practices and will establish Respect Agreements and will use Circles as a classroom culture-building tool

Strategy's Expected Result/Impact: Published classroom management plans and Respect agreements, implementation of Circles

Staff Responsible for Monitoring: Teachers
Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 2

Strategy 4 Details

Strategy 4: During monthly meetings with stakeholder groups, campus leadership will reintroduced the process for writing online discipline referrals to teachers. Training will include a flowchart outlining classroom behavior interventions, behaviors warranting an immediate referral, and a process for using "short forms" to document behavior intervention prior to initiating a "long form" online referral. During these meetings we will review data to identify patterns/solutions.

Strategy's Expected Result/Impact: Enhanced responsiveness to discipline issues.

Staff Responsible for Monitoring: Principal, APs, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 2

Strategy 5 Details

Strategy 5: Counselors will provide instruction on guidance topics such as character development, conflict resolution, career development etc. to all students monthly. This guidance may be provided through whole class, small group, and one-on-one instruction.

Strategy's Expected Result/Impact: Counselors' schedule of guidance instruction to better meet the needs of students.

Staff Responsible for Monitoring: Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: During the 22-23 school year, the number of discipline referrals increased by 167 over the previous school year. Root Cause: The social-emotional well-being of students needs to be a priority. Continued focus on counseling and growth mindset training.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: By May 2024, Meadows students will have the opportunity to participate in transition activities to promote a positive a variety of careers and connections between schools (Hobby ES, Clarke ES, Meadows ES, & Audie Murphy MS).

HB3 Goal

Evaluation Data Sources: Meadows School Calendar, parent sign in sheets, and student/parent surveys.

Strategy 1 Details
<p>Strategy 1: The counseling team will host an orientation for the incoming 4th grade students from Hobby and Clarke Elementary Schools in Spring of 2022.</p> <p>Strategy's Expected Result/Impact: Meadows master calendar with a confirmed date, and a copy of the parent flier that will be sent home notifying parents of the upcoming event to better manage the transition to ensure that the needs of students are being met.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: Counselors will host a student career day in the spring to promote the importance of maintaining good grades, school attendance, and goal setting for the future.</p> <p>Strategy's Expected Result/Impact: To ensure that students are exposed to opportunities beyond HS.</p> <p>Staff Responsible for Monitoring: Counselors Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Providing opportunities for parents to be actively involved needs to be a priority. The annual calendar is finished in July and we will publish all on the school website in August. Root Cause: We currently publish a monthly calendar. We will switch to an annual calendar updated monthly.</p>

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Julie Sims	Principal
Classroom Teacher	Andrea Bazer	PK3 Teacher
Classroom Teacher	Marylin Dupre	PK4 Teacher
Classroom Teacher	Kimberly Watson	Kindergarten Teacher
Classroom Teacher	Taylor Jacobs	1st Grade Teacher
Classroom Teacher	Susie Larson	2nd Grade Teacher
Classroom Teacher	Rhonda Jones	3rd Grade Teacher
Classroom Teacher	Faith Boyer	4th Grade Teacher
Classroom Teacher	Carissa Pearson	5th Grade Teacher
Classroom Teacher	Cheri Cox	SPED Teacher
Business Representative	Tabatha Lemacks	Business Representative
Community Representative	Terrie Jones	Community Member
District-level Professional	Angie Donovan	District-Level Professional
Parent	Prescilla Stanton	Parent
Resource Representative	Shanet Outing-Brown	Paraprofessional (Title I)
Parent Liaison	Angela Smith	Other Appropriate Personnel (Title I)
Assistant Principal	Christy Galloway	Other School Leader (Title I)
AP	Halli Richards	Other School Leader (Title I)