

**Killeen Independent School District**  
**Meadows Elementary School**  
**2023-2024 Formative Review with Notes**



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# 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	Reviews	
<b>Strategy 1:</b> Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned math instruction  <b>Strategy's Expected Result/Impact:</b> Increased quality of core math instruction. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 1, 4, 8	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>




Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> The campus will utilize a math interventionist to provide targeted math interventions to students designated for additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced math interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 8</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
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	<b>Mar</b> 	<b>March Evidence of Progress</b>
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Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased alignment of math tasks to standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>







Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased quality of core math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
	<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	







**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	Reviews	
<b>Strategy 1:</b> Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned reading instruction <b>Strategy's Expected Result/Impact:</b> Increased quality of core reading instruction. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Learning 2, 3	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Daily schedules will ensure 120 minutes of ELAR instruction to incorporate Direct Instruction, Guided Reading, Collaborative Learning, and Independent Reading</p> <p><b>Strategy's Expected Result/Impact:</b> Increased quality of core reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased alignment of reading tasks to standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap in reading achievement on EOY MAP and STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Reading teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>-</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> The teachers will utilize LLI kits to provide intervention to students that are not reading on grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading levels and MAP scores for students that are not reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>













Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased readiness on Circle Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K 4 teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 7</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>		

**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	Reviews	
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased quality of core science instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>







Strategy 2 Details	Reviews	
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased quality of science instruction for improved student performance on Science STAAR. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>Problem Statements:</b> Student Learning 6	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
	June	June Evidence of Progress
Strategy 3 Details	Reviews	
<b>Strategy 3:</b> Campus will work with a science consultant to plan and implement a science boot camp to target 5th grade students with the aim to level up on STAAR by participating in a high rigor review of key science concepts. <b>Strategy's Expected Result/Impact:</b> We expect students to hit their pre-determined goals on Science STAAR based on the comprehensive review. <b>Staff Responsible for Monitoring:</b> Teachers and Admin Staff  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Student Learning 6	Nov	November Evidence of Progress
	N/A	
	Jan	January Evidence of Progress
	N/A	
	Mar	March Evidence of Progress
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		







**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.



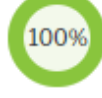


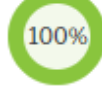




**Evaluation Data Sources:** SSP data from eSchoolPlus.

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased teacher clarity regarding identifying students in need of SSP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> RtI meetings held for all students with SSPs with required frequency.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 and Tier 2 interventions provided with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced fidelity of Tier 1 and Tier 2 interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with low grades referred for Tier 1 or Tier 2 intervention</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> The campus will fund a Campus Instructional Specialist to better support the RtI process and provide regular instructional support and coaching to teaching staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased fidelity to the RtI process</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 7 Details	Reviews	
<p><b>Strategy 7:</b> Using MAP and CUA data, the campus interventionists will provide targeted interventions to students identified as needing support.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced intervention in core subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>-</b></p> <p><b>Problem Statements:</b> Student Learning 3, 7, 8, 9</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>




Strategy 8 Details	Reviews	
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Higher quality core instruction <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Problem Statements:</b> Student Learning 1, 3	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
	June	June Evidence of Progress
Strategy 9 Details	Reviews	
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps. <b>Staff Responsible for Monitoring:</b> Admin; CIS  <b>Problem Statements:</b> Student Learning 5	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
	June	June Evidence of Progress
 No Progress  Accomplished  Continue/Modify  Discontinue		



















**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	Reviews	
<b>Strategy 1:</b> Special education teachers and general education inclusion teachers will meet weekly during PLC planning to plan collaborative teaching and planning. <b>Strategy's Expected Result/Impact:</b> Enhanced collaborative instruction for special education students <b>Staff Responsible for Monitoring:</b> Teachers, administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>




Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Earlier recognition and support for struggling students in target sub populations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional support provided to ESL and bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher, administration</p> <p><b>Title I:</b> 4.2</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>








Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR performance at all levels with an emphasis on the Meets level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students that are not progressing in the regular reading curriculum and interventions and ensure that they learn to read.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Special Education Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 4, 6</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>		

**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	Reviews	
<b>Strategy 1:</b> We will support collaborative multidisciplinary learning for GT students through field and project based learning activities. <b>Strategy's Expected Result/Impact:</b> The percentage of students who master the STAAR will increase by 5%. <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Learning 2	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>







Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Meadows will provide accelerated instruction to students that are learning at and above grade level during the intervention block.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be challenged to think creatively and continue growing academically through project based learning and book clubs.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff, CIS</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>		











**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	Reviews	
<b>Strategy 1:</b> 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). <b>Strategy's Expected Result/Impact:</b> Consistent expectations for PLC documentation <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> A clear set of team expectations for effective collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear plan for all PLC meetings connected to instruction and assessment calendar for KISD</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 7, 8</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>




Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher clarity regarding critical content standards and how to teach, assess, intervene, and extend them for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 7 - School Processes &amp; Programs 3</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking tool to allow students to monitor their progress and support teachers' provision of support regarding critical skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>-</b></p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 3</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>		












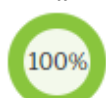
**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.







**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	Reviews	
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased home support Increased school/parent communication <b>Staff Responsible for Monitoring:</b> Administrative Team Instructional Specialist Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Perceptions 2	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased home support for Title I at-risk students.</p> <p>Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and family members will have a role in developing, reviewing/revising PAFE &amp; Home-School Compact.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b> N/A</p>	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased information provided to bilingual/ELL students</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>




Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased coordination between parents and staff to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 7 Details	Reviews	
<p><b>Strategy 7:</b> Meadows staff will use the Practical Parent Education parent and family engagement curriculum to provide increased parental education opportunities to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental education offerings</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>







Strategy 8 Details	Reviews	
<p><b>Strategy 8:</b> 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.</p> <p>Per the Meadows Home School Compact, information communicated to parents will include:</p> <ul style="list-style-type: none"> <li>-resources for parents to practice reading skills at home with their child.</li> <li>-math problem solving strategies used in the classroom and send home at least one application problem a week.</li> <li>-grade level updates related to upcoming content</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Parents will receive regular and consistent information from across all grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Grade level leaders, administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>		











**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	Reviews	
<b>Strategy 1:</b> Teachers will identify students to attend a monthly character award luncheon. Parents will be invited to eat lunch with their students. <b>Strategy's Expected Result/Impact:</b> Increased home/school connection. <b>Staff Responsible for Monitoring:</b> School Counselors  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 2	<b>Nov</b>	<b>November Evidence of Progress</b>
		
	<b>Jan</b>	<b>January Evidence of Progress</b>
		
	<b>Mar</b>	<b>March Evidence of Progress</b>
		
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve our communication surrounding discipline reports, bully reporter reports, guidance lesson plans to better meet the needs of our community.</p> <p><b>Staff Responsible for Monitoring:</b> School teachers, counselors and administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Published classroom management plans and Respect agreements, implementation of Circles</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I:</b> 4.2</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>

Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> 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 patters/solutions.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced responsiveness to discipline issues.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors' schedule of guidance instruction to better meet the needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Nov</b> 	<b>November Evidence of Progress</b>
	<b>Jan</b> 	<b>January Evidence of Progress</b>
	<b>Mar</b> 	<b>March Evidence of Progress</b>
	<b>June</b>	<b>June Evidence of Progress</b>
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**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	Reviews	
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> To ensure that students are exposed to opportunities beyond HS.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrative Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue