

Killeen Independent School District

Meadows Elementary School

2024-2025



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics Summary

I. Student Demographics

A. Student Enrollment by Grade and Demographic Area

Enrollment By 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	2023 – 2024 Number of Students	2023 – 2024 Percentage
PK-3	29	4.0%	36	4.6%	39	4.8%	43	5.3%
PK-4	66	9.0%	70	8.9%	64	8.0%	71	8.7%
Kindergarten	63	8.7%	91	11.6%	75	9.4%	68	8.3%
Grade 1	56	7.7%	67	8.5%	79	9.9%	76	9.3%
Grade 2	54	7.4%	63	8.0%	66	8.2%	76	9.3%
Grade 3	66	9.0%	48	6.0%	78	9.7%	76	9.3%
Grade 4	203	28.0%	219	27.8%	198	24.7%	233	28.5%

Enrollment By 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	2023 – 2024 Number of Students	2023 – 2024 Percentage
Grade 5	189	26.0%	194	24.6%	203	25.3%	174	21.3%
Campus	726		788		802		817	

Demographic Area	2020 – 2021 Number of Students	2020 – 2021 Percentage	2021 – 2022 Number of Students	2021 – 2022 Percentage	2022 – 2023 Number of Students	2022 – 2023 Percentage	2023 – 2024 Number of Students	2023 – 2024 Percentage
Africa American	178	21.6%	164	21.66%	154	19.06%	162	19.83%
Hispanic	180	21.8%	215	28.4%	236	29.21%	236	28.89%
White	354	43.0%	292	38.57%	308	38.12%	306	37.45%
American Indian	6	0.7%	4	0.53%	0	0.0%	2	0.24%
Asian	17	2.1%	10	1.32%	11	1.36%	11	1.35%
Pacific Islander	12	1.5%	11	1.45%	14	1.73%	14	1.71%
Two or More Races	77	9.3%	61	8.06%	85	10.52%	86	10.53%

Demographic Area	2020 – 2021 Number of Students	2020 – 2021 Percentage	2021 – 2022 Number of Students	2021 – 2022 Percentage	2022–2023 Number of Students	2022 – 2023 Percentage	2023 – 2024 Number of Students	2023 – 2024 Percentage
Economically Disadvantaged	370	44.9%	170	22.46%	315	38.99%	366	43.4%
At-Risk (State Criteria)	260	31.6%	261	34.48%	222	27.48%	198	24.24%
Special Ed (disability other than speech impairment)	103	12.5%	78	9.9%	146	18.07%	188	23.01%
English Language Learners	21	2.5%	53	7.0%	39	4.83%	30	3.67%
Gifted and Talented	29	3.5%	38	5.0%	32	3.96%	44	5.39%

Demographic 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.

Discipline

A. Incident count for different disciplinary infractions

Discipline Incident	2020 – 2021	2020 – 2021	2021 – 2022	2021 – 2022	2022 – 2023	2022 – 2023	2023 – 2024	2023 – 2024
	Number of Referrals	Percentage	Number of Referrals	Percentage	Number of Referrals	Percentage	Number of Referrals	Percentage
Serious Offenses ALL	78	96%	143	97.9%	253	80.8%	274	84.8%
Assault	10	12%	12	8.2%	43	13.7%	53	16.4%
Computer Violation							8	2.4%
Defiance	4	0.5%	5	3.4%	37	11.8%	68	21.1%
Disruption	18	22%	12	8.2%	29	9.2%	8	2.4%
E-Cigarette							1	0.3%
Fighting/Mutual Combat							4	1.2%
Horseplay							4	1.2%
Inappropriate Language							25	7.7%
Insubordination							1	0.3%
Persistent Misconduct	4	0.5%	-	0%	0	0%	1	0.3%
Other Serious	19	23%	31	21.2%	105	33.5%	84	26.0%
All Other	12	15%	83	57%	39	12.4%	17	5.3%
Minor Offenses ALL	3	0.04%	3	2%	60	19.1%	49	15.2%

Discipline Incident	2020 – 2021	2020 – 2021	2021 – 2022	2021 – 2022	2022 – 2023	2022 – 2023	2023 – 2024	2023 – 2024
	Number of Referrals	Percentage	Number of Referrals	Percentage	Number of Referrals	Percentage	Number of Referrals	Percentage
ALL Offenses	81	100%	146	100%	313	100%	323	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	2023 – 2024	2023 – 2024
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
PK – 3	1	3%	1	2.7%	0	0%	1	2.5%
PK – 4	2	6%	3	4%	8	8.1%	5	12.8%
Kindergarten	2	6%	7	7.6%	15	15.3%	3	7.7%
Grade 1	2	6%	2	2.9%	8	8.1%	3	7.7%
Grade 2	2	6%	5	7.9%	4	4.0%	3	7.7%
Grade 3	4	13%	7	15%	5	5.1%	4	10.3%
Grade 4	13	42%	18	8.2%	25	25.5%	12	30.8%
Grade 5	5	16%	31	16%	33	33.7%	8	20.5%
CAMPUS	31		73		98		39	

C. Consequences issued by administrators to students

Consequence	2020 – 2021	2020 – 2021	2021 – 2022	2021 – 2022	2022 – 2023	2022 – 2023	2023 – 2024	2023 – 2024
	Number of Times Issued	Percentage	Number of Times Issued	Percentage	Number of Times Issued	Percentage	Number of Times Issued	Percentage
Out of School Suspension	20	20%	22	13.4%	16	4.8%	13	3.9%
In School Suspension (full day)	7	7%	74	45%	165	50.3%	137	41.3%
In School Suspension (half day)	7	7%	1	.06%	40	12.2%	61	18.4%
Other	64	64%	50	30%	70	21.3%	87	26.2%
Campus Probation	2	2%	3	1.8%	8	2.5%	2	0.6%
Teacher Change	0	0%	0	0%	0	0%	0	0%
Detention (Lunch, AM, or PM)	0	0%	0	0%	8	2.5%	10	3.0%
Opportunity to Comply	0	0%	1	.06%	21	6.4%	22	6.6%
TOTAL	100	100%	151	100%	328	100%	332	100%

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

School Processes and Programs Summary

I. Programs targeting special groups

A. Title 1

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 2024-2025. This allowed Title I funds to be used more widely to impact all Meadows students. During the 2023-24 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 one parent, one administrator, the child’s general education teacher, and the special education teacher. The committee meets annually or as needed to discuss each student.

Approximately 23.01% 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 and 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 expected an ESL-certified teacher to support 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 into 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 about students placed in the program every 4-6 weeks to discuss the progress of students. 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 students 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 2023-24 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 hosts monthly volunteer training and encourages all parents and community members to volunteer. Each trained volunteer is assigned areas and tasks around the school that help the school's flow and effectiveness. We will continue to offer opportunities to volunteer and work within the school, building positive relationships.

Goal 2: All student meet or exceed the Texas grade level standards in reading and writing.

Goal 3: All student meet or exceed the Texas grade level standards in math

2023 – 2024 CUA Data – Summarized Performance for 3rd – 5th Grade

CUA summarized results show an alignment with overall STAAR data.

Summarized Results

3rd Grade
Reading

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Meadows EL

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Summarized Results

Economic Disadvantage

2021
2021
2025
0.9%

Asian

83
83
0.0%
83
3%

Black/African American

81
88
88
0.0%

Hispanic

2021
2021
88
3%

Summarized Results

Native Hawaiian/Pacific Islander

008
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 3
 03%
 0%

Two or More Races

002
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 0
 04
 020%

White

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 03
 020%

Currently Emergent Bilingual

008
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 3
 03%
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Summarized Results

Special Ed Indicator

2
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2
2%
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Summarized Results

3rd Grade

Math

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Summarized Results

Meadows EL

3
4
2
5%

Economic Disadvantage

2
6
8
18%

Asian

4
0%
%

Black/African American

3
8
9
3%

Summarized Results

Hispanic	100%	2
	83%	3
	67%	4
	50%	30%

Native Hawaiian/Pacific Islander	100%	1
	75%	5
	50%	7
	25%	9%

Two or More Races	100%	4
	75%	2
	50%	7
	25%	28%

White	100%	4
	75%	1
	50%	2
	25%	30%

Summarized Results

Currently Emergent Bilingual

2
5%
.
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0%

Special Ed Indicator

1
4
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5
3%

Summarized Results

4th Grade
Reading

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Meadows EL

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Summarized Results

Economic Disadvantage

118
 44.1
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 11%
 1%

American Indian/Alaskan Native

2
 2
 .
 2
 2%

Asian

2
 5%
 .
 .
 0%

Black/African American

118
 .
 0
 5%
 0%

Summarized Results

Hispanic	1	3	8	0%
Native Hawaiian/Pacific Islander	9	3	3%	%
Two or More Races	1	3	2	9%
White	1	4	1	0%

Summarized Results

Currently Emergent Bilingual

9
7
6%
%

Special Ed Indicator

4
4
4
3%
%

Summarized Results

4th Grade Math

111 M
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111 d
111 e
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Meadows EL

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111 98
111 %

Summarized Results

Economic Disadvantage

100.2
 100.2
 .
 100.7
 100.3%

American Indian/Alaskan Native

100.6
 100.6
 .
 100.6
 100.7%

Asian

100.8
 100.1
 .
 100.4
 100.8%

Black/African American

100.1
 100.6
 .
 100.7
 100.5%

Summarized Results

Hispanic	100	3
	100	1
	100	4
	100	18%

Native Hawaiian/Pacific Islander	100	3
	100	5
	100	5
	100	9%

Two or More Races	100	2
	100	5
	100	9
	100	9%

White	100	3
	100	1
	100	3
	100	9%

Summarized Results

Currently Emergent Bilingual

112
 (45
 117
 118%

Special Ed Indicator

111
 114
 112
 115%

Summarized Results

5th Grade
Reading

111M
000a
111s
111t
111e
111r
111s
111G
000r
000a
111d
111e
111L
000e
000v
000el

Meadows EL

1112
1113
111.
11196
111%

Summarized Results

Hispanic	1	2	3	4	48%
Native Hawaiian/Pacific Islander	1	3	0	0	4%
Two or More Races	2	5	1	3	3%
White	2	6	4	2	28%

Summarized Results

Currently Emergent Bilingual

100%
 1
 1
 4
 3%

Special Ed Indicator

44%
 7
 1
 6%
 %

Summarized Results

5th Grade Math

T F A M
 ce pe a
 tr pe s
 ac rt t
 le ce e
 sr ac r
 tt or s
 us ta G
 ce ce r
 ee se a
 rr (L d
 t re e
 av L
 ce e
 e v
 l el
 e
 v
 e

Meadows EL

26752
 17128

 3148
 6634%

Summarized Results

Economic Disadvantage	16642	14674	...	2033	7780%
American Indian/Alaskan Native	13000%	1	.	2	3
Asian	1919	2001	..00%	36	67%
Black/African American	46642	2521	...	5075	2682%

Summarized Results

Hispanic	66752	7146	.....	3126	1435%
Native Hawaiian/Pacific Islander	36652	9868	.....	0721	8553%
Two or More Races	26752	8447	.....	91945	3206
White	86753	8143	.....	9155	8818%

Summarized Results

Currently Emergent Bilingual

66643
 3162

 0296
 7245%

Special Ed Indicator

46631
 0276

 8387
 2737%

Summarized Results

5th Grade Science

T F A M
 ce pe a
 tr pe s
 ac rt t
 le ce e
 sr ac r
 tt or s
 us ta G
 ce ce r
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 rr (L d
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 ce e
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 l el
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 v
 e

Meadows EL

2 8 8 5
 1 1 0 0

 4 5 0 5
 2 8 8 0%

Summarized Results

Economic Disadvantage	17874 19975 ... 737 397%
American Indian/Alaskan Native	17755 4400% . 3 9
Asian	18887 8887 ... 8887 9998%
Black/African American	47873 7519 ... 7805 7565%

Summarized Results

Hispanic	6884	109	...	6645	6715%
Native Hawaiian/Pacific Islander	36752	5550%	.	7	5
Two or More Races	27874	9986	...	8006	310%
White	8885	4158	...	0385	616%

Summarized Results

Currently Emergent Bilingual	57874
	8380

	2735
	7884%
Special Ed Indicator	57863
	4075

	9646
	4246%

Student Success Strengths

School Processes and Program Strengths:

- All teams meet weekly for 45 minutes in PLCs in 2023-2024 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 IEPs to demonstrate growth.
- Our gifted and talented identified student increases almost 2%
- We had an increase in SPED identified students by 5% from the previous year
- The number of At-Risk students decreased from 27% to 24%
- Overall, writing scores increased from the previous school year

Problem Statements Identifying Student Success Needs

Problem Statement 1: Our 2024 STAAR data indicates that although STAAR science scores are significantly above the District and State, they are well below the other tested areas @ Meadows and fall in the "D" range. **Root Cause:** We lack significant and high quality TEKS aligned training for teachers in the area of science.

Problem Statement 2: Our 2024 third grade math STAAR scores fell slightly overall and continue to be a point of weakness. **Root Cause:** Rigorous planning and differentiation need to be a focus.

Problem Statement 3: Our 2024 STAAR writing scores overall are fairly good however, there are some pockets that we need to grow in and refine for the following year. **Root Cause:** Some of our writing difficulties are because of poor command of English tenses and grammar, weak sentence structure, and inappropriate use of vocabulary.

Problem Statement 4: Math scores at Meadows continue to lag behind reading scores. **Root Cause:** Need a focus on foundational skills in all grade levels, including number sense.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to increase student engagement, motivate student attendance, and address the needs of struggling students and those experiencing learning gaps. **Root Cause:** High Mobility

Problem Statement 6: According to 2024 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:** Continue to focus on small group instruction

Problem Statement 7: 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 8: 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 9: According to 2024 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 10: According to 2024 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.

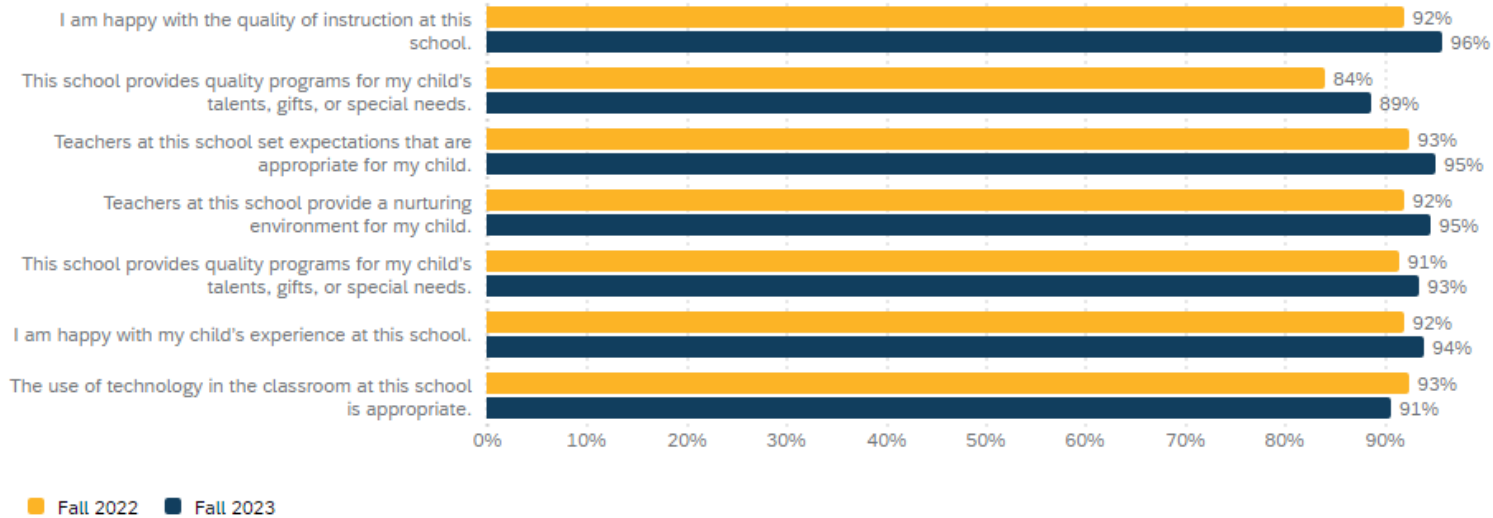
Problem Statement 11: Students with SSPs were tracked consistently, but SSPs were not used as a teaching tool or to triangulate data. **Root Cause:** Some teachers do not see the benefits and do it as a compliance activity.

Problem Statement 12: Student discipline continues to show a year over year rise in behaviors referrals **Root Cause:** Student overall population continues to grow and military transfers are unable to be revoked due to new law-- we have a few students that are chronic behavior issues.

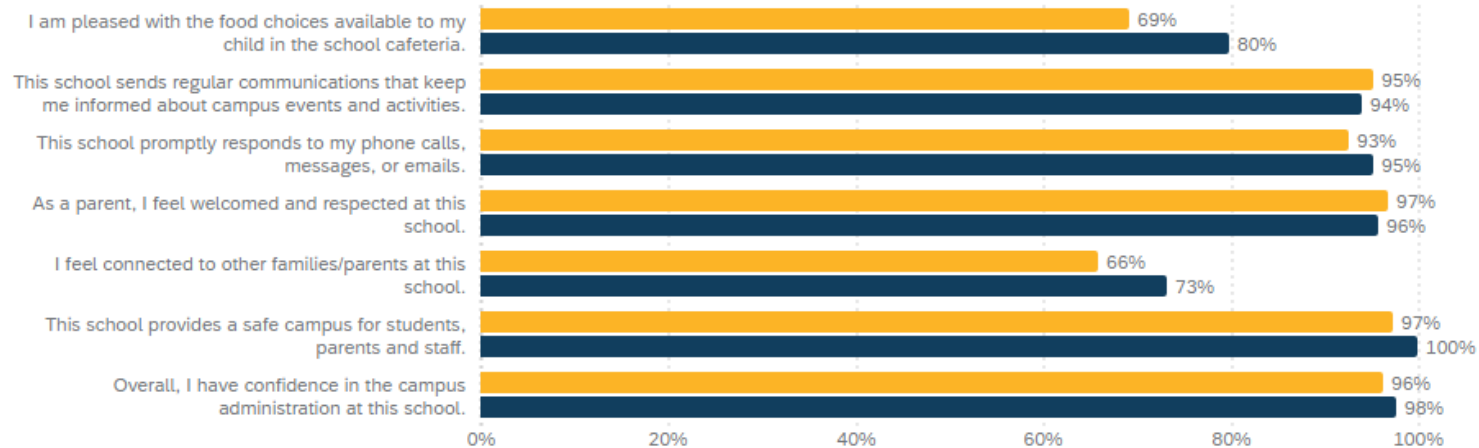
Human Capital

Human Capital Summary

Percent Agreement By Statement



Percent Agreement By Statement



Staff Demographics

Type	2020 – 2021 Number of Staff	2020 – 2021 Percentage	2022 – 2023 Number of Staff	2022 – 2023 Percentage	2023 – 2024 Number of Staff	2023 – 2024 Percentage
Teachers	56.6	68.3%	49	67.6%	51.0	67.6%
Professional Support	8.5	10.2%	8.5	11.7%	8.6	11.4%
Campus Administration (School Leadership)	3	3.6%	3.0	4.2%	3.0	4.0%
Educational Aides	14.8	17.9%	12	16.5%	12.8	17.0%

Librarians 1.0

Counselors 3.0

Staff Experience

A. Teachers by Highest Degree Held

Type	2020 – 2021 Number of Staff	2020 -2021 Percentage	2022 – 2023 Number of Staff	2022 – 2023 Percentage	2023 – 2024 Number of Staff	2023 – 2024 Percentage
Bachelors	38.2	67.6%	45	71.4%	40	78.5%

Type	2020 – 2021 Number of Staff	2020 -2021 Percentage	2022 – 2023 Number of Staff	2022 – 2023 Percentage	2023 – 2024 Number of Staff	2023 – 2024 Percentage
Masters	18.3	32.4%	18	28.6%	11	21.5%

B. Teachers by Years of Experience

Type	2020 – 2021 Number of Staff	2020 – 2021 Percentage	2022 – 2023 Number of Staff	2022 – 2023 Percentage	2023 – 2024 Number of Staff	2023 – 2024 Percentage
Beginning	4.7	8.3%	7	14.3%	8.9	17.5%
1 – 5 Years of Experience	27	47.8%	25	51.0%	20.0	39.2%
6 – 10 Years of Experience	10.9	19.2%	8	16.3%	10.0	19.6%
11 – 20 Years of Experience	9.0	15.8%	4	8.2%	7.4	14.5%
Over 20 Years of Experience	5.0	8.8%	5	10.2%	4.7	9.2%

Human Capital Strengths

Meadows has a core group of very successful teachers, many of whom qualify for various levels of TIA. Teachers work well together and due to our military community we have access to fresh teachers moving in all of the time.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Due to being on a military post, many staff members end up PCSing during the year or at the end of the school year. **Root Cause:** Student and Staff Demographics

Problem Statement 2: Due to the national teacher shortage Meadows has hired several waiver and DOI teachers. Most of these teachers have not completed the certification processes in a timely manner. **Root Cause:** Solutions focused at recruitment and retention of high quality teachers.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 This District will use data driven planning to prioritize resource allocation.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Family and Community Involvement

Meadows provided several parent involvement opportunities throughout the year and made efforts to maintain family and community outreach in 2023-2024. 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.

Financial Stewardship Strengths

Meadows has procedures in place to budget allocations based on campus need and equitable distribute those throughout the grade levels.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: The timelines for using federal funding sometimes causes lags in implementing programs and interventions. **Root Cause:** Need to ensure that campus documentation and edits to the CIP are a priority and completed in a timely manner.

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. Additionally we need to utilize 211 funding for parent liaison and activities/materials.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 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.</p> <p>Progress Measure (Lead): 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</p> <p>Outcome Measure (Lag): By June 2024, parent involvement will increase by 10%.</p> <p>Dates/Timeframes: 2024-25 school year</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors</p> <p>Collaborating Departments: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Financial Stewardship 2</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Performance Objective: By May of 2025, Meadows will decrease the number of referrals for assault, disruption, and insubordination, Other Serious Incidents by 10%.

Progress Measure (Lead): Social contracts, Capturing Kids Hearts, Admin/Counselors checking in with students.

Outcome Measure (Lag): Discipline referrals will decrease by 10% by May 2025.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Collaborating Departments: Guidance and Counseling

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 Success 12

Funding Sources: self-regulation and sensory tools - 211 - ESEA, Title I Part A - 211.11.6399.00.108.30.000 - \$3,000

Key Strategic Action 3 Details

Key Strategic Action 3: 100% of school staff will utilize Capturing Kids Hearts training to develop relationships with students.

Progress Measure (Lead): Coaching walks, walk throughs

Outcome Measure (Lag): Increase on on task behavior and decrease in students being removed from class, which will increase STAAR Meets by 10%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Student Success 12

Key Strategic Action 4 Details

Key Strategic Action 4: Meadows will have 4 growth celebrations throughout the school year where students track data and participation is based on individual student's growth and effort over time.

Progress Measure (Lead): Campus calendar of events, vertically aligned activities within the information and demonstration nights.

Outcome Measure (Lag): By May 2025 parent involvement will increase by 10%. STAAR Meets will increase by 10% May 2025.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8

Funding Sources: Awards and small prizes celebrating student growth - 166 - State Comp Ed - 166.11.6498.00.108.30.AR0 - \$2,000, Brag Tags for backpacks - 166 - State Comp Ed - 166.11.6498.00.108.30.AR0 - \$1,500

Key Strategic Action 5 Details

Key Strategic Action 5: By May 2025, 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).

Progress Measure (Lead): Sign-in sheets and increased parental knowledge of school policies and resources

Outcome Measure (Lag): Student involvement will increase by 10% by May 2025.

Dates/Timeframes: by May 2025

Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors

Collaborating Departments: Feeder schools on post

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 5 - Financial Stewardship 2

Key Strategic Action 6 Details

Key Strategic Action 6: 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.

Progress Measure (Lead): Increased home support
Increased school/parent communication
Sign-in sheets

Outcome Measure (Lag): Parent satisfaction will increase by 10% on 2025 parent survey

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors

Collaborating Departments: None

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Financial Stewardship 2

Key Strategic Action 7 Details

Key Strategic Action 7: 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.

Progress Measure (Lead): Sign-in sheets and increased parental knowledge of school policies and resources

Outcome Measure (Lag): Parent involvement will increase by 10% by May 2025.

Dates/Timeframes: Fall 2024

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: Financial Stewardship 2

Funding Sources: Supplies for parent engagement sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.108.24.PAR - \$1,866, paper and ink for invitations and activities - 211 - ESEA, Title I Part A - 211.11.6399.00.108.30.000 - \$3,000

Key Strategic Action 8 Details

Key Strategic Action 8: 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.

Progress Measure (Lead): Increased knowledge and participation

Outcome Measure (Lag): Parent involvement will increase by 10% by May 2025.

Dates/Timeframes: Spring 2025

Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Liaison, Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Financial Stewardship 2

Key Strategic Action 9 Details

Key Strategic Action 9: 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.

Progress Measure (Lead): Outcome data to be used for planning

Outcome Measure (Lag): Survey results will increase 5% from the previous year in all areas

Dates/Timeframes: Spring 2025

Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Financial Stewardship 2

Key Strategic Action 10 Details

Key Strategic Action 10: 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.

Progress Measure (Lead): Increased student outcomes based on family participation, Coaching walks, walk throughs, aligned instruction, strategically planned PLC agenda.

Outcome Measure (Lag): ELL STAAR Meets will increase by 10%

Dates/Timeframes: Fall 2024

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 Success 8

Key Strategic Action 11 Details

Key Strategic Action 11: 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.

Progress Measure (Lead): Increased coordination between parents and staff to support student achievement.

Outcome Measure (Lag): Increased coordination between parents and staff to support student achievement- as evidenced by an increase on the parent survey 2025

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal

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: Financial Stewardship 2

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6121.00.108.30.000 - \$37,600

Key Strategic Action 12 Details

Key Strategic Action 12: 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

Progress Measure (Lead): Parents will receive regular and consistent information from across all grade levels

Outcome Measure (Lag): Increase in reported satisfaction with communication of 5% over the previous years survey results.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals

Collaborating Departments: None

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: Financial Stewardship 2

Key Strategic Action 13 Details

Key Strategic Action 13: Meadow's attendance rate will improve to 96%

Progress Measure (Lead): Parent reminders, awards and celebrations

Outcome Measure (Lag): Meadow's attendance rate will improve to 96%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Counselors/Admin

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: Financial Stewardship 2

Funding Sources: Attendance awards and small prizes - 166 - State Comp Ed - 166.11.6498.00.108.30.ARO - \$2,000

Key Strategic Action 14 Details

Key Strategic Action 14: Recruit and retain students in Fine Arts, clubs and after school activities

Progress Measure (Lead): Aligned music lessons across the campus (2 teachers), Coaching Walks, Lessons Plans, Walk throughs
Grade level concerts scheduled throughout the year (Planned on master schedule)
After school Choir for grades 4th-5th during the fall and spring semester

Outcome Measure (Lag): Meadows will increase our student participation in choir by 10%. Grade level performances will increase from 0 to 3 per year.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Financial Stewardship 2

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Our 2024 STAAR data indicates that although STAAR science scores are significantly above the District and State, they are well below the other tested areas @ Meadows and fall in the "D" range. **Root Cause:** We lack significant and high quality TEKS aligned training for teachers in the area of science.

Problem Statement 2: Our 2024 third grade math STAAR scores fell slightly overall and continue to be a point of weakness. **Root Cause:** Rigorous planning and differentiation need to be a focus.

Problem Statement 3: Our 2024 STAAR writing scores overall are fairly good however, there are some pockets that we need to grow in and refine for the following year. **Root Cause:** Some of our writing difficulties are because of poor command of English tenses and grammar, weak sentence structure, and inappropriate use of vocabulary.

Problem Statement 4: Math scores at Meadows continue to lag behind reading scores. **Root Cause:** Need a focus on foundational skills in all grade levels, including number sense.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to increase student engagement, motivate student attendance, and address the needs of struggling students and those experiencing learning gaps. **Root Cause:** High Mobility

Problem Statement 6: According to 2024 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:** Continue to focus on small group instruction

Problem Statement 7: 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 8: 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 12: Student discipline continues to show a year over year rise in behaviors referrals **Root Cause:** Student overall population continues to grow and military transfers are unable to be revoked due to new law-- we have a few students that are chronic behavior issues.

Financial Stewardship

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. Additionally we need to utilize 211 funding for parent liaison and activities/materials.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: By June 2025, STAAR Reading "Meets" rates will increase to 65%.

Progress Measure (Lead: Reading STAAR passing rates (Approaches, Meets, and Masters levels); Reading MAP percent growth goals achieved; Reading CUA data

Outcome Measure (Lag): Meets rate on STAAR will be at or above 65% in reading

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Student Success 3, 5, 6, 8, 9, 10

Funding Sources: Tutoring Snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.108.30.000 - \$900, Tutoring supplies - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$1,000, Rigorous TEKS aligned STAAR review- Reading (Sirius) - 166 - State Comp Ed - 166.11.6299.OL.108.30.AR0 - \$8,265, Tutoring supplies - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$8,653

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned reading instruction

Progress Measure (Lead: Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%. Meadows Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

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 2: Strategic Staffing

Problem Statements: Student Success 3, 5, 6, 8, 9, 10

Key Strategic Action 3 Details

Key Strategic Action 3: Daily schedules will ensure 120 minutes of ELAR instruction to incorporate Direct Instruction, Guided Reading, Collaborative Learning, and Independent Reading

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 73 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 5, 6, 7, 8, 9, 10

Key Strategic Action 4 Details

Key Strategic Action 4: 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

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 73 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 6, 8, 9, 10

Funding Sources: CIS Salary - 211 - ESEA, Title I Part A - 211.13.6119.00.108.30.000 - \$76,300, Brain Pop and Brain Pop Jr School Wide - 166 - State Comp Ed - 166.11.6299.OL.108.30.AR0 - \$3,685, Flocabulary - 166 - State Comp Ed - 166.11.6299.OL.108.30.AR0 - \$3,850

Key Strategic Action 5 Details

Key Strategic Action 5: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 73 to 86.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 6, 8, 9, 10

Key Strategic Action 6 Details

Key Strategic Action 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase Circle percentage of students that reach the growth goal by 10%.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 6

Funding Sources: Supplies and instructional materials Pre-K - 166 - State Comp Ed - 166.11.6399.00.108.30.AR0 - \$7,000

Key Strategic Action 7 Details

Key Strategic Action 7: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Progress Measure (Lead): Coaching Walks, Walk throughs, PLC, Planning

Outcome Measure (Lag): By June 2025, STAAR Reading "Meets" rates will increase to 60%.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

Collaborating Departments: None

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Our 2024 STAAR data indicates that although STAAR science scores are significantly above the District and State, they are well below the other tested areas @ Meadows and fall in the "D" range. **Root Cause:** We lack significant and high quality TEKS aligned training for teachers in the area of science.

Problem Statement 2: Our 2024 third grade math STAAR scores fell slightly overall and continue to be a point of weakness. **Root Cause:** Rigorous planning and differentiation need to be a focus.

Problem Statement 3: Our 2024 STAAR writing scores overall are fairly good however, there are some pockets that we need to grow in and refine for the following year. **Root Cause:** Some of our writing difficulties are because of poor command of English tenses and grammar, weak sentence structure, and inappropriate use of vocabulary.

Problem Statement 4: Math scores at Meadows continue to lag behind reading scores. **Root Cause:** Need a focus on foundational skills in all grade levels, including number sense.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to increase student engagement, motivate student attendance, and address the needs of struggling students and those experiencing learning gaps. **Root Cause:** High Mobility

Problem Statement 6: According to 2024 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:** Continue to focus on small group instruction

Problem Statement 7: 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 8: 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 9: According to 2024 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.

Student Success

Problem Statement 10: According to 2024 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.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers will utilize the KISD PLC Unit Planning Process to plan and deliver standards-based, aligned math instruction

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 5, 7, 9, 10

Funding Sources: Substitutes for planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.108.30.000 - \$6,000

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will utilize a math interventionist to provide targeted math interventions to students designated for additional support.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 5, 7, 8, 9, 10

Key Strategic Action 3 Details

Key Strategic Action 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

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 7, 8, 9, 10

Key Strategic Action 4 Details

Key Strategic Action 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

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 7, 8, 9, 10

Key Strategic Action 5 Details

Key Strategic Action 5: By June 2025, STAAR Math "Meets" rates will increase to 55%

Progress Measure (Lead: Math STAAR passing rates (Approaches, Meets, and Masters levels); Math MAP percent growth goals achieved; Math CUA data

Outcome Measure (Lag): STAAR Math "Meets" rates will increase to 55%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 5, 7, 8, 9, 10

Funding Sources: Rigorous TEKS aligned STAAR Review Math (sirius) - 166 - State Comp Ed - 166.11.6299.OL.108.30.AR0 - \$9,000

Key Strategic Action 6 Details

Key Strategic Action 6: The campus will utilize a part time interventionist to provide targeted math interventions to students designated for additional support.

Progress Measure (Lead: Increased Student Learning Outcomes based on individual learning assessment/Goal setting.

Outcome Measure (Lag): Increased Student Learning Outcomes

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Admin and CIS

Collaborating Departments: Instructional Services

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 6

Funding Sources: Part Time Reading Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.108.30.000 - \$42,360

Key Strategic Action 7 Details

Key Strategic Action 7: Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): By June 2025, STAAR Math "Meets" rates will increase to 60%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3, 4, 5, 6, 7, 9, 10

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Our 2024 third grade math STAAR scores fell slightly overall and continue to be a point of weakness. **Root Cause:** Rigorous planning and differentiation need to be a focus.

Problem Statement 3: Our 2024 STAAR writing scores overall are fairly good however, there are some pockets that we need to grow in and refine for the following year. **Root Cause:** Some of our writing difficulties are because of poor command of English tenses and grammar, weak sentence structure, and inappropriate use of vocabulary.

Problem Statement 4: Math scores at Meadows continue to lag behind reading scores. **Root Cause:** Need a focus on foundational skills in all grade levels, including number sense.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to increase student engagement, motivate student attendance, and address the needs of struggling students and those experiencing learning gaps. **Root Cause:** High Mobility

Problem Statement 6: According to 2024 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:** Continue to focus on small group instruction

Problem Statement 7: 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 8: 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 9: According to 2024 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 10: According to 2024 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.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide enrichment experiences for students identified as Gifted and Talented to enhance student learning, including project-based learning opportunities with technology-based solutions.

Progress Measure (Lead): Parent Liaison will host education classes for parents.

Student data will be tracked to identify students to test for GT.

Student data will be tracked to determine students in need of enrichment.

Outcome Measure (Lag): GT enrollment will increase by 10%. Masters on STAAR will increase to 36% per grade level

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 8

Funding Sources: Approved Field Trip for GT Students - 177 - Gifted/Talented - 177.11.6494.00.108.21.000 - \$8,071

Key Strategic Action 2 Details

Key Strategic Action 2: By June 2025, there will be 100% implementation of the MTSS process.

Progress Measure (Lead): SSP data from eSchoolPlus and Student Summative learning outcomes.

Outcome Measure (Lag): Student tracking and MAP assessment scores will demonstrate a 100% implementation of the MTSS process

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 11

Key Strategic Action 3 Details

Key Strategic Action 3: By June 2025, 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%

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, Internalization, Coaching walks, PLC's

Outcome Measure (Lag): By June 2025, 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%

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Funding Sources: Extended School Reading Material for EL Students - 165/ES0 - ELL - 165.11.6329.00.108.25.ES0 - \$1,750

Key Strategic Action 4 Details

Key Strategic Action 4: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 4, 5, 6, 7, 8, 9, 10, 11

Key Strategic Action 5 Details

Key Strategic Action 5: The campus will fund a Campus Instructional Specialist to better support the RTI and PLC process and provide regular instructional support and coaching to teaching staff.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 7, 11

Key Strategic Action 6 Details

Key Strategic Action 6: Using MAP and CUA data, the campus interventionists will provide targeted interventions to students identified as needing support.

Progress Measure (Lead): Interventionist will collect data and share spreadsheet to help monitor student learning growth

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Interventionist and CIS/CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 10

Key Strategic Action 7 Details

Key Strategic Action 7: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - Human Capital 2

Key Strategic Action 8 Details

Key Strategic Action 8: By June 2025, STAAR Science "Meets" rates will increase to 55%

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): STAAR Science "Meets" rates will increase to 55%

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 8, 9, 10

Key Strategic Action 9 Details

Key Strategic Action 9: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 8, 9, 10

Key Strategic Action 10 Details

Key Strategic Action 10: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 8, 9, 10, 11

Key Strategic Action 11 Details

Key Strategic Action 11: Administrators and CISs will plan dates for all MTSS meetings at the beginning of the school year to ensure regular meetings are held without interruption.

Progress Measure (Lead): Meeting Agendas and Minuets

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 11

Key Strategic Action 12 Details

Key Strategic Action 12: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Key Strategic Action 13 Details

Key Strategic Action 13: Special education teachers and general education inclusion teachers will meet weekly during PLC planning to plan collaborative teaching and planning.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 9

Key Strategic Action 14 Details

Key Strategic Action 14: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 10

Key Strategic Action 15 Details

Key Strategic Action 15: 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 for EL students

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC's

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 8

Key Strategic Action 16 Details

Key Strategic Action 16: 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.

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Funding Sources: TEKS aligned Professional Development for teachers - 166 - State Comp Ed - 166.11.6299.00.108.30.AR0 - \$5,000, Teacher travel for PD - 211 - ESEA, Title I Part A - 211.13.6411.00.108.30.000 - \$5,000

Key Strategic Action 17 Details

Key Strategic Action 17: 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).

Progress Measure (Lead): Get Better Faster Coaching, Planning Meetings, internalization, Coaching walks, PLC

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Key Strategic Action 18 Details

Key Strategic Action 18: 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.

Progress Measure (Lead): Norms Documentation- Social Contracts

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, CIC, Interventionist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Key Strategic Action 19 Details

Key Strategic Action 19: 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.

Progress Measure (Lead): Planning Documentations

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, CIS/CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Key Strategic Action 20 Details

Key Strategic Action 20: 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.

Progress Measure (Lead): Student documentation of learning

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: teachers, CIC,/CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Key Strategic Action 21 Details

Key Strategic Action 21: Provide site-based learning experiences for students to enhance student learning, including project-based learning opportunities with technology-based solutions.

Progress Measure (Lead): Field trips for real life leaning opportunities- planning tools

Outcome Measure (Lag): Meadows will increase MAP and Circle percentage of students that reach the growth goal by 10%, and Domain 1 scores will increase from 83 to 86.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Teachers/Admin

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 5

Funding Sources: Buses for Field Trips - 166 - State Comp Ed - 166.11.6494.00.108.30.AR0 - \$15,000

Goal 4 Problem Statements:

Student Success

Problem Statement 1: Our 2024 STAAR data indicates that although STAAR science scores are significantly above the District and State, they are well below the other tested areas @ Meadows and fall in the "D" range. **Root Cause:** We lack significant and high quality TEKS aligned training for teachers in the area of science.

Problem Statement 2: Our 2024 third grade math STAAR scores fell slightly overall and continue to be a point of weakness. **Root Cause:** Rigorous planning and differentiation need to be a focus.

Problem Statement 3: Our 2024 STAAR writing scores overall are fairly good however, there are some pockets that we need to grow in and refine for the following year. **Root Cause:** Some of our writing difficulties are because of poor command of English tenses and grammar, weak sentence structure, and inappropriate use of vocabulary.

Student Success

Problem Statement 4: Math scores at Meadows continue to lag behind reading scores. **Root Cause:** Need a focus on foundational skills in all grade levels, including number sense.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to increase student engagement, motivate student attendance, and address the needs of struggling students and those experiencing learning gaps. **Root Cause:** High Mobility

Problem Statement 6: According to 2024 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:** Continue to focus on small group instruction

Problem Statement 7: 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 8: 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 9: According to 2024 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 10: According to 2024 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.

Problem Statement 11: Students with SSPs were tracked consistently, but SSPs were not used as a teaching tool or to triangulate data. **Root Cause:** Some teachers do not see the benefits and do it as a compliance activity.

Human Capital

Problem Statement 2: Due to the national teacher shortage Meadows has hired several waiver and DOI teachers. Most of these teachers have not completed the certification processes in a timely manner. **Root Cause:** Solutions focused at recruitment and retention of high quality teachers.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Meadows social committee and administrative team will strategically plan teacher morale activities including team building professional development, potlucks, staff games, and individual recognition.</p> <p>Progress Measure (Lead): Increase in teacher perception of morale on BOY, MOY , and EOY survey</p> <p>Outcome Measure (Lag): Teacher perception of campus morale and teacher efficacy will improve by 20% from BOY to EOY</p> <p>Dates/Timeframes: 2024-25 school year</p> <p>Staff Responsible for Monitoring: campus admin and moral committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Human Capital 2</p>

Goal 1 Problem Statements:

Human Capital
<p>Problem Statement 2: Due to the national teacher shortage Meadows has hired several waiver and DOI teachers. Most of these teachers have not completed the certification processes in a timely manner. Root Cause: Solutions focused at recruitment and retention of high quality teachers.</p>

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details
<p>Key Strategic Action 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.</p> <p>Progress Measure (Lead): PLC agendas and meeting notes</p> <p>Outcome Measure (Lag): Meadows will increase Domain 1 scores from 83 in 2024 to 86 in 2025.</p> <p>Dates/Timeframes: 2024-25 School Year</p> <p>Staff Responsible for Monitoring: All instructional staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Human Capital 2</p>

Goal 3 Problem Statements:

Human Capital
<p>Problem Statement 2: Due to the national teacher shortage Meadows has hired several waiver and DOI teachers. Most of these teachers have not completed the certification processes in a timely manner. Root Cause: Solutions focused at recruitment and retention of high quality teachers.</p>

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Campus admin will create three opportunities for staff to provide feedback throughout the year via staff surveys and rounding conversations.</p> <p>Progress Measure (Lead: surveys from teachers- documentation of rounding conversations</p> <p>Outcome Measure (Lag): Report increased locus of control and connection to the campus via the EOY survey</p> <p>Dates/Timeframes: 2024-25 school year</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Human Capital 2</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: All teachers will receive job related coaching through the T-TESS evaluation process and Get Better Faster Waterfall Rubric.</p> <p>Progress Measure (Lead: Increase in teacher quality and retention, documentation of the process</p> <p>Outcome Measure (Lag): Number of teachers qualifying for TIA will increase by 20%</p> <p>Dates/Timeframes: 2024-25 school year</p> <p>Staff Responsible for Monitoring: All administrative staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Human Capital 2</p>

Goal 4 Problem Statements:

Human Capital
<p>Problem Statement 2: Due to the national teacher shortage Meadows has hired several waiver and DOI teachers. Most of these teachers have not completed the certification processes in a timely manner. Root Cause: Solutions focused at recruitment and retention of high quality teachers.</p>

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will create and manage Title 1 funding through 6 scheduled SBDM meetings throughout the school year.

Progress Measure (Lead): Accurate and timely use of campus and federal funds based on learning needs and tied to outcomes.

Outcome Measure (Lag): Our campus audit will show 100% compliance with State and Federal Laws

Dates/Timeframes: 2024-25 school year

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Financial Stewardship 1

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 1: The timelines for using federal funding sometimes causes lags in implementing programs and interventions. **Root Cause:** Need to ensure that campus documentation and edits to the CIP are a priority and completed in a timely manner.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.