

**Killeen Independent School District**  
**Oveta Culp Hobby Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Hobby's mission statement aligns with the Killeen Independent School District- "Teach so that students learn to their maximum potential."

## Vision

At Oveta Culp Hobby Elementary, we are focused on doing what is best for students in order to create a challenging, positive learning environment where every Patriot grows every day.

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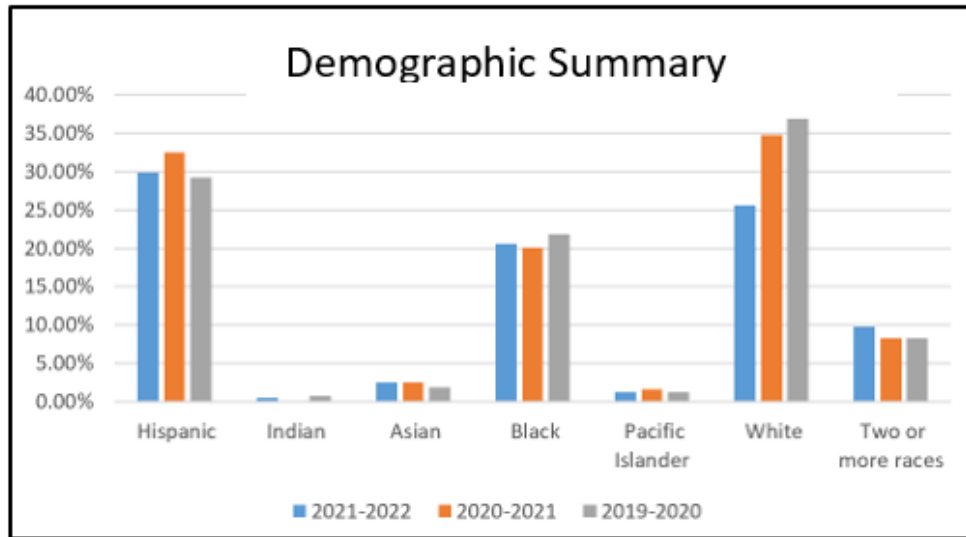
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# Comprehensive Needs Assessment

## Demographics

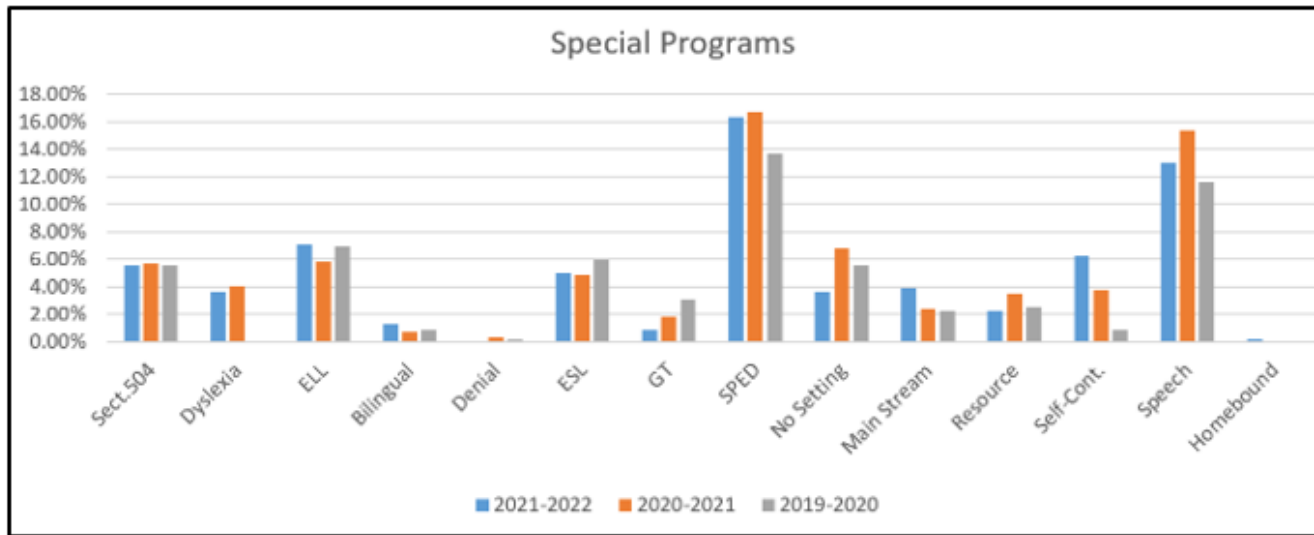
### Demographics Summary

Oveta Culp Hobby Elementary is a diverse, Purple Star Designated Title I school located in the Comanche III military housing area of Fort Hood. During the 2022-2023 school year, Hobby was recognized as a Commonsense Media and No Place for Hate campus. Oveta Culp Hobby serves 650 students attending PreK3, PreK3 Bilingual, Early Childhood Special Education (ECSE) (*formally called Preschool Program for Children with Disabilities (PPCD)*) and Pre-K-4 through 3rd grade. Proudly serving military-connected students and families, our campus is one of six KISD elementary schools on the post and one of two schools that serves students up to third grade. Hobby is the only bilingual PK3 campus in KISD—adding to the depth and complexity of our campus. Our fourth, and fifth-grade students attend Meadows Elementary, located on Fort Hood. The demographics are listed below.



### Program Demographics:

Oveta Culp Hobby served 81% of military-connected students, which is 11% lower than the past school year (96%). 33% of students were identified as at-risk, which is 4% lower than the previous school year. Our population of students receiving bilingual/ESL education has remained consistent over the past two years, ranging between 4.5% and 4.9%. The number of students identified as Gifted and Talented remains at 1% of the student population, 2.3% below the district average, and 7.2% below the state average. 12.8% of students received Special education services, a 1.3% increase from the 2019-20 school year. The most current data indicates the total percentage of mobile students decreased from 32.1% to 27.5%.



**Staff Demographics:** Our teaching staff is diverse with a concerted effort to create a staff that better reflects the needs and demographics of the community that we serve. The teacher population is 48.3% White, 15.2% African American, 24.2% Hispanic, 4.1% Pacific Islander, and 8.3% of Two or More races. All teachers meet Texas Education Agency certification requirements, while all paraprofessional staff members meet the highly qualified requirements of the Every Student Succeeds Act. 8.2% of the teachers at Hobby are beginning teachers, 40.7% have 1-5 years of experience, 26.2% have 6-10 years experience, and 10.3% have 11-20 years of experience. The staff includes 48.5 teachers, 19 paraprofessionals, one At-Risk Interventionist, three counselors, a computer technologist, one librarian, two instructional specialists, and three administrators. Support staff includes:

- One licensed vocational nurse.
- One clinic aide.
- One bilingual parent community liaison (PCL).
- One principal secretary.
- One attendance secretary.
- One records/discipline secretary.

**Attendance:** The attendance rate at Hobby is 97.9%, slightly below the district (98.1%) and state (98.3%).

**Discipline:** There were 155 incidents during the 2021-22 school year, two more than the previous year's 153 and significantly less than the 374 incidents during the 2018-19 school year. Most of the referrals were for "Defiance." 26 of the 155 referrals were repeat offender discipline referrals and account for 16.77% of all referrals. Hobby has a school behavioral specialist who works with the two counselors and the Military Family Life Consultant to mitigate disruptive behaviors. The school behavioral health specialist position was part-time at the beginning of the year. All professional staff will attend Restorative Practice Training offered through the Killeen Independent School District and implement the learned restorative practice strategies campus-wide.

## Demographics Strengths

### Data analysis revealed the following demographic strengths:

- First-year teachers have an experienced mentor teacher, and teachers new to the campus are assigned a buddy teacher.
- Our community is diverse, which strengthens our culture. In addition, the children are from many parts of the world, which builds strengths in the experiences they bring to share in the classroom.
- All Oveta Culp Hobby Elementary staff members are appropriately certified. All special population students are taught by teachers who possess all required certifications.
- Our attendance rate is 97.9%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math. **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2 (Prioritized):** Due to the pandemic created learning loss/gaps, students do not have the foundational support which allows them to begin school on level or to be able to keep up with the curriculum demands. **Root Cause:** The development of foundational skills, particularly in reading and math, were hindered as a result of the COVID-19 pandemic.

**Problem Statement 3 (Prioritized):** Overall there was an increase in referrals and repeat offender discipline referrals. We are not seeing a consistent decrease in the number of referrals. **Root Cause:** Lack of consistent implementation of the campus-wide discipline model, as well as not implementing relationship-building capacity of staff with students. There is also a high at-risk population of students that tend to be our repeat offenders of discipline referrals.

**Problem Statement 4 (Prioritized):** Our educators must be highly qualified and able to create lessons that meet the depth and complexity of the standards while also addressing student learning gaps. **Root Cause:** Students have experienced significant learning loss as a result of the COVID-19 pandemic, but they must also work to master grade level content.

# Student Learning

## Student Learning Summary

## Student Learning Summary

With a focus on Tier 1 instruction, continued refinement of our remediation, after-school tutoring, and PRIDE Time, coupled with the implementation of coaching walks and PLCs, we provided targeted skills-based small group instruction to help close gaps. Our campus currently has no rating due to the lack of assessment data during COVID-19. Over the course of the school year, teachers administered formative assessments and adjusted student groups accordingly.

### STAAR Scores:

Grade 3 Reading (2022) 77% Approaches, 57% Meets, 25% Masters  
Grade 3 Reading (2021) 66% Approaches, 42% Meets, 18% Masters  
Grade 3 Reading (2019) 83% Approaches, 48% Meets, 29% Masters

The 2021-22 3rd graders demonstrated a 15% increase in Meets and a 7% increase in Masters in reading scores when comparing the campus data from the previous school year. There was an 11% percent increase in students demonstrating Approaches from the 2020-22 school year to the 2021-22 school year. Results from the 2021-22 STAAR Reading assessments revealed that 75% of Hobby's economically disadvantaged students decreased by 6% in Approaches (Approaches 75%) and increased by 4% in Meets (Meets 54%) and 7% (Masters 25%) from the previous school year (Approaches 81%, 50% Meets, and Masters 18%).

Grade 3 Math (2022) 71.83% Approaches, 39.44% Meets, 15.49% Masters  
Grade 3 Math (2021) 58.44% Approaches, 16.88% Meets, 9.09% Masters  
Grade 3 Math (2019) 83.91% Approaches, 41.38% Meets, 20.69% Masters

The 2021-22 3rd graders demonstrated a 22% increase in Meets and a 6% increase in Masters in math scores when comparing the campus data from the previous school year. There was a 6% percent increase in students demonstrating Approaches from the 2020-22 school year to the 2021-22 school year. Results from the 2021-22 STAAR Math assessments revealed that 66% of Hobby's economically disadvantaged students increased by 3% in Approaches (Approaches 66%) and increased by 2% in Meets (Meets 20%) and 1% (Masters 8%) from the previous school year (Approaches 63%, 18% Meets, and Masters 9%).

### MAP Data (Please see the attached addendum)

2021-22 BOY Math MAP data evidenced that students in kindergarten, 2nd, and 3rd grades began the year with a (-8% to -13%) deficiency from the BOY 2020-21 school year. 1st-grade students were at 60%, a 1% increase from the previous year. At the end of the year, all grade levels except for kindergarten (-15% decrease) demonstrated (5%-12%) growth.

2021-22 Reading MAP data evidenced that kindergarten, 2nd, and 3rd grades began the year with a (-14% to -6%) deficiency from the BOY 2020-21 school year. 1st-grade students grew (+4%) and maintained growth (+8%) at the end of the year. Kindergarten, 2nd, and 3rd grades did not achieve growth (-8% to -1%).

### Circle Data (Please see the attached addendum)

2021-22 Circle data revealed that Hobby prekindergarten students performed above the district average in phonological awareness at the beginning and middle of the year. 61% of students demonstrated proficiency in Rapid Vocabulary, below the district average (74%). 2021-22 End of the year with a 6% growth from the beginning to the end, 17% below the district average. Similarly, in math, prekindergarten students at Hobby (8%) performed 4% of the district average (12%) at the year's beginning and end.

A comparison of the STAAR scores between the campus and the district reveals that the Meets and Masters levels on reading are a strength for Hobby, and in math, we were below the district average. We will continue to use Imagine Learning, rigorous instruction aligned to TEKS. Working on vocabulary and phonics will help our PK3- third-grade students

with reading and writing. To meet the needs of our students, our Title I aides, district interventionists, campus interventionists, and ELL teachers will push into classrooms for intense small group instruction for all other grades. These highly qualified professionals will serve students during our intervention time, built into the master schedule.

Teachers will have planning time and PLCs to prepare well-designed lessons for interventions and acceleration. The campus CIS will work with the interventions, design professional development opportunities for our aides, and provide effective ways to "push in" to classes for instruction in all areas. We also use the Title I funds for a teacher interventionist to work with our at-risk students according to MAP, teacher recommendations, F&P data, classroom grades, and STAAR data.

### Student Learning Strengths

- Hobby students who are scheduled to receive support services are scheduled to receive all services including Special Education, Dyslexia, 504 and ESL services. Imagine Math and Imagine Literacy are used as interventions and the campus uses multiple data points and sources to assess student data such as Fountas and Pinnell, NWEA MAP data, Circle, District Common Unit Assessments and Unit Learning Progressions.
- Prekindergarten students were above the district average in math and phonological growth.
- 2nd grade met projected reading and math growth for MAP
- The percentage of 3rd-grade students achieving "Meets" in both reading and math were either at, or above, the district level in reading and math.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The percentage of 3rd-grade students reaching Meets 57% and Masters 25% in STAAR Reading is above the district expectation. However, 77% of students scored at the Approaches level or above. **Root Cause:** Lack of rigor and consistency among teachers with student expectations and intentional planning for differentiated instruction and small group lessons.

**Problem Statement 2 (Prioritized):** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in reading (-14% to -6%) and or did not meet the expected growth from the beginning of the year to the end of the year. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction systematically and intentionally.

**Problem Statement 3 (Prioritized):** Students are struggling to develop language skills specifically Prekindergarten students who were 17% below the district average in rapid vocabulary. **Root Cause:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. Students lack exposure to vocabulary and all phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

**Problem Statement 4 (Prioritized):** Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.

**Problem Statement 5 (Prioritized):** The percentage of 3rd-grade students reaching Meets (39%) and Masters (15%) in STAAR Math is above the district expectation. However, 71% of students scored at the Approaches level or above. **Root Cause:** Lack of rigor and consistency among teachers with student expectations and intentional planning for differentiated instruction and small group lessons.

**Problem Statement 6 (Prioritized):** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in math (-13% to -8%) and or did not meet the expected growth from the beginning of the year to the end of the year. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has



been complicated by the pandemic in which students didn't receive math instruction systematically and intentionally.

**Problem Statement 7 (Prioritized):** 50% of the students identified as Emergent Bilingual passed both STAAR Reading and Math. **Root Cause:** There wasn't enough differentiation going on in the classroom for Emergent bilinguals.

**Problem Statement 8 (Prioritized):** During the 2020-21 school year 100% of 3rd-grade students identified as Gifted and Talented passed both STAAR Reading and Math. However, in 2021-22 SY no students were identified. **Root Cause:** The percentage of gifted and talented students is below the district and state averages.

**Problem Statement 9 (Prioritized):** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

# School Processes & Programs

## School Processes & Programs Summary

### School Processes & Programs Summary

Oveta Culp Hobby Elementary's primary focus is on Curriculum and Instruction. The goals for Oveta Culp Hobby and the district are linked by our shared, guaranteed, and viable curriculum and vision teachers teach so that students learn to their maximum potential.

Hobby ES has the following instructional programs and processes in place: Response to Intervention (RtI), Special Education, English as a Second Language (ESL), Section 504/Dyslexia, RTI, Gifted & Talented (GT), and during school interventions (PRIDE Time).

At district and campus levels, professional development has been provided to increase the rigor and implement a vetted/standardized curriculum. English Language Proficiency Standards (ELPS) are embedded within lessons for ELLs, and IEP goals are embedded within lessons for SPED students. Our lesson plans and Unit Learning Progressions have been aligned to include the gradual release of responsibility framework through balanced literacy and guided math practices which contribute to an environment that fosters ownership, innovation, and leadership.

Curriculum: The TEKS and Guidelines drive the curriculum and instruction at Hobby Elementary. Teachers at Hobby implement the district curriculum unit assessments, frameworks, and instructional documents with fidelity. District pacing calendars, scope and sequence, unit learning progressions, common campus assessments, and TRS documents. Weekly PLCs continue to strengthen instruction by providing collaboration and vertical alignment opportunities.

Technology: Oveta Culp Hobby is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include iPads, desktop computers, printers, document cameras, and projectors. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. We are a 1:1 campus in kindergarten through 3rd grades.

Pre-Kindergarten 4 through 3rd grades use screeners and benchmark assessments (including but not limited to Circle Progress Monitoring, MAP, Imagine Math, Imagine Literacy, LLI, and Fountas and Pinnell), to help determine student growth over a school year. Kindergarten through 3rd grades all uses Fountas and Pinnell to assess the student's reading levels throughout the year.

Formative/Summative assessments are utilized for data desegregation and analyzed to address areas of concern. Data is used to drive teachers' instruction and students' learning. Both teachers and students monitor progress as they track their class and individual progress and growth.

Students with learning gaps receive small group intervention from the accelerated reading and/or math instructional aides in kindergarten through third grade. Interventions are in the classroom and small group push-in during the school day to ensure focused remediation. Additionally, KISD provides an at-risk counselor and at-risk teacher to support student achievement and fill learning gaps.

Student safety and well-being are taken care of by having access to a campus counselor, School Behavioral Health, and restorative circles throughout the day. Fire and safety drills such as Lock Down and Shelter are done according to state and district requirements.

### School Processes & Programs Strengths

### **Data analysis revealed the following school processes and program strengths**

- The campus RtI (Response to Intervention) process supports students needing additional intervention in academics or behavior.
- Instructional Parag push in small groups daily.
- Imagine Math, Imagine Literacy, and PRIDE takes place with fidelity.
- There are plentiful professional development opportunities throughout the campus and district.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking. **Root Cause:** Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.

**Problem Statement 2 (Prioritized):** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, guided math instruction, and building academic vocabulary within all curricular areas is lacking. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

**Problem Statement 3 (Prioritized):** Teachers struggle to use technology with the alignment of TEKS seamlessly. **Root Cause:** Lack of teacher knowledge of integration and resources to support core content areas.

# Perceptions

## Perceptions Summary

Perceptions for Oveta Culp Hobby Elementary are that it is a safe, welcoming, and friendly campus. Parents, teachers, and students at Hobby Elementary take pride in their school and work to create an environment where families feel they are entering a positive and productive school community and feel important. With a strong focus on academic and behavioral success, we are committed to keeping students at the center of all actions and decisions.

As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in local education. Involving our community in our school is essential. As a bilingual campus, English and Spanish speakers are available for parent and community needs. Hobby has a full-time bilingual parent liaison that supports parent/community involvement, the Hobby Tot Program for 2-3-year-olds who are not enrolled in school, and parent volunteers. Our counselors supported our Purple Star Designation requirements, coordinated with our SLO, and adopted a unit to support campus initiatives.

Family and community involvement has increased by planning significant changes and relaying the messages via phone calls, texts, social media, letters, and scheduled meetings/conferences. Parent volunteerism is not as high as we would like it to be. We have lots of parent involvement when we hold a campus-wide or grade-level function.

The SBDM is used to review the campus plan, set goals for the campus, and look for effective ways to impact student learning. Community surveys to elicit feedback on the campus plan, Title I elements, the Home School Compact, and parent conferences helped bridge the communication gap. In addition, mass Communication calls, the campus Facebook and web page, phone calls, and emails helped with communication. The SBDM meeting was announced, and the dates are set consistently on the 4th Wednesday of every month.

HEB is an active community partner that works continually with Hobby Elementary.

The administrative staff and teachers at Hobby were able to establish and maintain high expectations for students and teachers to see the growth of our students. We strive to meet the needs of the whole child. Our office staff is friendly and welcomes visitors, students, and staff members entering our building. A hugs and kisses station is set up at both entrances, door greeters welcome students each morning, and the principal greets all students, parents, and visitors at the front door. We strive to be “visible and accessible” to our community. Telephone calls were made to parents regarding tardies and absences using the automated service or assistant principals and office staff. The Hobby Student Handbook was provided to families and is available online for reference as our community needs. The Facebook and web page are continuously updated to keep our community abreast regarding what is happening on campus. Advance notification with a monthly newsletter is given for opportunities for families to join us in all activities.

## Perceptions Strengths

### Data analysis revealed the following demographic strengths:

- Hobby has an active Facebook page and web-page
- Teachers continue to find efficient ways to connect and communicate with families throughout the year.
- At least once a year, parent and student surveys are collected and analyzed.
- Hobby teacher leaders serve on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.
- Administrators are visible and accessible to parents and the community

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.

**Problem Statement 2 (Prioritized):** There was a lack of parent volunteers. **Root Cause:** Parents attended parent engagement activities and events for specific grade levels and campus-wide but did not volunteer during the school day.

**Problem Statement 3:** There is a need to increase ongoing two-way communication between the school and home to increase parent engagement as a way to further support student learning. **Root Cause:** Parental participation barriers exist, such as language, schedule, and lack of knowledge of the importance of attending events at school.

# Priority Problem Statements

**Problem Statement 7:** Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math.

**Root Cause 7:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 2:** The percentage of 3rd-grade students reaching Meets 57% and Masters 25% in STAAR Reading is above the district expectation. However, 77% of students scored at the Approaches level or above.

**Root Cause 2:** Lack of rigor and consistency among teachers with student expectations and intentional planning for differentiated instruction and small group lessons.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking.

**Root Cause 1:** Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 10:** The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures.

**Root Cause 10:** Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 8:** Due to the pandemic created learning loss/gaps, students do not have the foundational support which allows them to begin school on level or to be able to keep up with the curriculum demands.

**Root Cause 8:** The development of foundational skills, particularly in reading and math, were hindered as a result of the COVID-19 pandemic.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 5:** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in reading (-14% to -6%) and or did not meet the expected growth from the beginning of the year to the end of the year.

**Root Cause 5:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction systematically and intentionally.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 4:** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, guided math instruction, and building academic vocabulary within all curricular areas is lacking.

**Root Cause 4:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 16:** There was a lack of parent volunteers.

**Root Cause 16:** Parents attended parent engagement activities and events for specific grade levels and campus-wide but did not volunteer during the school day.

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 11:** Overall there was an increase in referrals and repeat offender discipline referrals. We are not seeing a consistent decrease in the number of referrals.

**Root Cause 11:** Lack of consistent implementation of the campus-wide discipline model, as well as not implementing relationship-building capacity of staff with students. There is also a high at-risk population of students that tend to be our repeat offenders of discipline referrals.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 3:** Students are struggling to develop language skills specifically Prekindergarten students who were 17% below the district average in rapid vocabulary.

**Root Cause 3:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. Students lack exposure to vocabulary and all phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 6:** Teachers struggle to use technology with the alignment of TEKS seamlessly.

**Root Cause 6:** Lack of teacher knowledge of integration and resources to support core content areas.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 18:** Our educators must be highly qualified and able to create lessons that meet the depth and complexity of the standards while also addressing student learning gaps.

**Root Cause 18:** Students have experienced significant learning loss as a result of the COVID-19 pandemic, but they must also work to master grade level content.

**Problem Statement 18 Areas:** Demographics

**Problem Statement 9:** Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

**Root Cause 9:** Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 12:** The percentage of 3rd-grade students reaching Meets (39%) and Masters (15%) in STAAR Math is above the district expectation. However, 71% of students scored at the Approaches level or above.

**Root Cause 12:** Lack of rigor and consistency among teachers with student expectations and intentional planning for differentiated instruction and small group lessons.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in math (-13% to -8%) and or did not meet the expected growth from the beginning of the year to the end of the year.

**Root Cause 13:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive math instruction systematically and intentionally.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** 50% of the students identified as Emergent Bilingual passed both STAAR Reading and Math.

**Root Cause 14:** There wasn't enough differentiation going on in the classroom for Emergent bilinguals.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** During the 2020-21 school year 100% of 3rd-grade students identified as Gifted and Talented passed both STAAR Reading and Math. However, in 2021-22 SY no students were identified.

**Root Cause 15:** The percentage of gifted and talented students is below the district and state averages.

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 17:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

**Root Cause 17:**

**Problem Statement 17 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

# 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 the end of the 2022-2023 school year, STAAR reading performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Reading; MAP reading data for kindergarten through third grade will be above state and district averages. Circle reading will show improvement in all categories from the 2022-23 school year.

Board Goal Connection: Reading

(Board Goal 43% to 53% by 2026)

- \*At least 80% of elementary students will read on grade level.
- \*At least 80% of all students make a full year of academic progress in reading (MAP & Circle).
- \*At least 80% of students will meet or exceed language arts proficiency levels (MAP & Circle).

## High Priority

**Evaluation Data Sources:** STAAR Reading Data

MAPS Reading Data





Circle Reading Data

District CUA Reading Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will utilize reading, writing, and vocabulary materials, including magazines, software licenses, and instructional materials, to support research-based practices and instructional models that meet the needs of all students to demonstrate academic achievement across all content areas. (PK3-3rd grade).</p> <p><b>Strategy's Expected Result/Impact:</b> All students learn grade-level content and demonstrate achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Teacher</p> <p><b>Title I:</b> 2.4, 2.6</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 2 - Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> Reading Materials to Include Magazines - 211 - ESEA, Title I Part A - 211.11.6329.00.132.30.000 - \$8,000, Online subscriptions - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$5,000, Reading Materials-Bilingual - 165/BIO - Bilingual - 165.11.6329.00.132.25.BIO - \$365</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers in PK3-1st grade will use a common online program to monitor and assess students' progress and growth in reading to embed Tier 1 intervention support and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading performance on state-approved assessment instruments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Teacher</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 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3</p> <p><b>Funding Sources:</b> Online assessment and progress monitoring program - 211 - ESEA, Title I Part A - 211.31.6299.OL.132.30.000 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom (hands-on, print, and digital resources) that is focused, specifically emphasizing Emergent Bilingual (EB), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4).</p> <p><b>Strategy's Expected Result/Impact:</b> To improve the students' ability to read, listen, speak, and write.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ELL teacher Teacher Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p> <p><b>Funding Sources:</b> Instructional materials to build content area vocabulary and language acquisition for EL students. - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$1,095</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will increase student achievement with at-risk students by providing high-impact targeted small group instruction utilizing Title I aides to supplement instruction with extended day and/or extended learning time tutorials across all core content areas and accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Reading achievement and measurable growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <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, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 4</p> <p><b>Funding Sources:</b> SCE Aide - 166 - State Comp Ed - 166.11.6129.00.132.30.AR0 - \$30,199, Title I Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.132.30.000 - \$65,919</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> A full-time CIS will work with teachers to build instructional strength in all content areas and enhance instructional practices to guide student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is that that the CIS effectiveness for helping teachers grow and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.132.30.000 - \$75,530</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will improve mastery of reading by engaging in challenging leveled materials presented in multiple formats, including digital and written. Students will use these rigorous materials to practice and apply the content vocabulary learned and improve literacy skills across content areas to spiral and support reading.</p> <p><b>Strategy's Expected Result/Impact:</b> These materials will give students materials to apply learned vocabulary with rigorous reading that can be scaffold by teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Teacher</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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Spiral review Reading Materials - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will utilize small group teacher-led instruction to include guided reading to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teacher</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 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Students will track their assessment performance with graphing logs, data tracking, and goal setting in reading and expand to all tested areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement and student accountability as students set goals and track their progress in meeting goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p> <p><b>Funding Sources:</b> Data Tracking Materials - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$1,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math. **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2:** Due to the pandemic created learning loss/gaps, students do not have the foundational support which allows them to begin school on level or to be able to keep up with the curriculum demands. **Root Cause:** The development of foundational skills, particularly in reading and math, were hindered as a result of the COVID-19 pandemic.

## Student Learning

**Problem Statement 1:** The percentage of 3rd-grade students reaching Meets 57% and Masters 25% in STAAR Reading is above the district expectation. However, 77% of students scored at the Approaches level or above. **Root Cause:** Lack of rigor and consistency among teachers with student expectations and intentional planning for differentiated instruction and small group lessons.

**Problem Statement 2:** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in reading (-14% to -6%) and or did not meet the expected growth from the beginning of the year to the end of the year. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction systematically and intentionally.

**Problem Statement 3:** Students are struggling to develop language skills specifically Prekindergarten students who were 17% below the district average in rapid vocabulary. **Root Cause:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. Students lack exposure to vocabulary and all phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

**Problem Statement 4:** Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.

## School Processes & Programs

**Problem Statement 2:** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, guided math instruction, and building academic vocabulary within all curricular areas is lacking. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

**Problem Statement 3:** Teachers struggle to use technology with the alignment of TEKS seamlessly. **Root Cause:** Lack of teacher knowledge of integration and resources to support core content areas.



**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 2023, STAAR math performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Math; MAP math data for kindergarten through third grade will be above national and district averages. CIRCLE math data will improve all categories from the 2022-23 school year.

Board Goal Connection: Math  
(Board Goal 43% to 53% by 2026)





\*At least 80% of students will meet or exceed math proficiency levels (MAP & Circle)

**High Priority**

**Evaluation Data Sources:** STAAR Math Data  
MAPS Math Data  
Circle Math Data  
District CUA Math Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide Sheltered Instruction through a differentiated classroom (hands-on, print, and digital resources) that is focused (specifically emphasizing Emergent Bilinguals), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for EB students on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> Student instructional materials to support math content area vocabulary for English Learners - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$1,095</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will utilize software licenses, instructional material, and hands-on manipulatives to improve math problem-solving skills and math fluency and support the implementation of small group instruction, guided math, and collaborative groups.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist 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 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p> <p><b>Funding Sources:</b> Math instructional materials - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$3,915</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use data from teacher-created common assessments, district CUAs, and progress monitoring to identify specific areas of improvement in math. These areas will be addressed using guided math and academic vocabulary for all students. CIRCLE data will be used to monitor and assess PK students.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will improve mastery of math by engaging in challenging TEKS-aligned and grade-level materials presented in multiple formats, including digital and written. Students will use these rigorous materials to practice and apply the content vocabulary learned and improve mathematical skills across content areas to spiral math concepts and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use the materials to apply learned vocabulary with rigorous math that can be scaffolded by teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.6</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> Student Learning 4 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Math Spiral Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$7,000, Math - Online Resources - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will utilize small group teacher-led instruction to include guided math to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.6</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> Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math. **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

### Student Learning

**Problem Statement 2:** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in reading (-14% to -6%) and or did not meet the expected growth from the beginning of the year to the end of the year. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction systematically and intentionally.

**Problem Statement 3:** Students are struggling to develop language skills specifically Prekindergarten students who were 17% below the district average in rapid vocabulary. **Root Cause:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. Students lack exposure to vocabulary and all phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

**Problem Statement 4:** Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.

**Problem Statement 5:** The percentage of 3rd-grade students reaching Meets (39%) and Masters (15%) in STAAR Math is above the district expectation. However, 71% of students scored at the Approaches level or above. **Root Cause:** Lack of rigor and consistency among teachers with student expectations and intentional planning for differentiated instruction and small group lessons.

**Problem Statement 6:** Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in math (-13% to -8%) and or did not meet the expected growth from the beginning of the year to the end of the year. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive math instruction systematically and intentionally.

**Problem Statement 7:** 50% of the students identified as Emergent Bilingual passed both STAAR Reading and Math. **Root Cause:** There wasn't enough differentiation going on in the classroom for Emergent bilinguals.

### School Processes & Programs

**Problem Statement 2:** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, guided math instruction, and building academic vocabulary within all curricular areas is lacking. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

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





**Performance Objective 3:** Academic progress in reading and math on STAAR, CUA data (reading, math, and science), and Universal Screeners will show a 5% improvement by June 2023.

**High Priority**

**Evaluation Data Sources:** TELPAS, STAAR Data, CUAs, Universal Screeners

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will utilize a master schedule with a set intervention time to provide additional small-group instruction and support district interventions for all students, using Imagine Math, and Imagine Literacy to fill the learning gaps of struggling PK4-3rd grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP, Circle, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> Instructional materials for small group interventions for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.132.25.BI0, Paper and instructional materials for small group intervention - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$2,955</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leadership will continue the use of the RTI process to improve the referral process, provide support to students in need, and keep track of the progress of students that have RTI plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress in Reading, Math and/or other areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Counselor Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus leadership will schedule instructional planning days will be scheduled for classroom teachers to study district and state curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teachers will plan for common formative and summative assessments to guide future instruction and drive the intervention process.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased teacher clarity and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>Title I:</b> 2.4, 2.6</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Planning Day Substitutes for classroom teachers - 211 - ESEA, Title I Part A - 211.11.6116.00.132.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will provide Gifted students will be provided supplemental instruction in both their areas of giftedness and in areas for which they are not identified as gifted. Teachers will provide instructional materials to support GT students with GT interventions, enrichment, project-based learning, and projects for TSTP.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores and completed TPSP projects</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Resources and Materials for GT Differentiation - 177 - Gifted/Talented - 177.11.6399.00.132.21.000 - \$825</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math. <b>Root Cause:</b> A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.</p>
Student Learning
<p><b>Problem Statement 2:</b> Kindergarten-3rd grade MAP assessments reflect that our students began the school year behind in reading (-14% to -6%) and or did not meet the expected growth from the beginning of the year to the end of the year. <b>Root Cause:</b> Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction systematically and intentionally.</p>
<p><b>Problem Statement 3:</b> Students are struggling to develop language skills specifically Prekindergarten students who were 17% below the district average in rapid vocabulary. <b>Root Cause:</b> Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. Students lack exposure to vocabulary and all phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.</p>
<p><b>Problem Statement 4:</b> Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. <b>Root Cause:</b> Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking. <b>Root Cause:</b> Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.</p>

## School Processes & Programs

**Problem Statement 2:** Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, guided math instruction, and building academic vocabulary within all curricular areas is lacking. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.







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

**Performance Objective 4:** Academic progress on Science STAAR, CUA data, and Universal Screeners will show a 5% improvement by June 2023.

**Evaluation Data Sources:** CUA Data  
MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will provide educational field trips for students that teach and reinforce concepts challenging to replicate in the classroom. Field-based learning experiences will serve as an extension of the learning in the classroom, building background to provide opportunities for academic instruction enhancement, such as field trips related to academic content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Build students' backgrounds and enhance experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> Transportation for Educational Field Trips - 166 - State Comp Ed - 166.11.6494.00.132.30.AR0 - \$2,040</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will provide hands-on science lessons to ensure that each grade level provides students with hands-on science experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student exposure to science increase performance on science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Science materials - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. <b>Root Cause:</b> Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.</p>
<p><b>Problem Statement 9:</b> There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>

**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:** By June 2023, 100% of teachers will participate in professional learning and professional learning committees at the campus and district levels to increase rigor and alignment for all students. Teachers will attend professional development on campus or at the district level to develop highly effective instructional strategies to impact student achievement.





**High Priority**

**Evaluation Data Sources:** Teachers will sign in when attending professional development, new teacher meetings, Mentor/Protege meetings, and PLCs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly PLCs to build capacity around meeting student needs and reviewing data. They will monitor instruction of priority standards and guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact will be teacher development and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.6</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 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Reading Materials to Support PLC Learning - 211 - ESEA, Title I Part A - 211.13.6329.00.132.30.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will increase the retention rate of highly qualified teachers by providing support through opportunities for collaboration and discussions intended to share and learn best instructional practices. All new teachers are assigned a mentor. Teachers receiving support have opportunities to collaborate and work together on various tasks. There is planning between new staff and mentor/team leader teachers to ensure correct strategies are taught, assessment analyzes, and the planning process is developed and utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact will include increased retention of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.6</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, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and campus leadership will have opportunities to attend staff development to gain focus, clarity, and depth of instructional strategies/practices in reading, math, writing, and science. Teachers will then return to the campus and share new ideas and instructional practices with the appropriate staff using the trainer of trainers model.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to focus on strategies to take back to their classrooms that will impact planning and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Assistant Principals Campus Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Staff Professional Development - Teachers - 166 - State Comp Ed - 166.13.6411.00.132.30.ARO - \$4,000, Professional Development - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.132.30.000 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus leadership will provide a staff wellness program that promotes proactive behaviors such as stress management, exercise, conflict management, and work/life balance. A Wellness committee will be established and distribute short articles or a calendar to staff members each month on various wellness and personal improvement topics. Staff will be provided to retain staff and improve physical and mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease stress levels and maintain a high level of alertness and vigilance to meet a variety of demands.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking. <b>Root Cause:</b> Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.</p>
<p><b>Problem Statement 2:</b> Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, guided math instruction, and building academic vocabulary within all curricular areas is lacking. <b>Root Cause:</b> Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.</p>
Perceptions
<p><b>Problem Statement 1:</b> The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures. <b>Root Cause:</b> Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.</p>

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

**Performance Objective 1:** Attendance of volunteers, engagement of parents participation, and community partnerships will increase by 5% in the 2022-23 school year in participation in the educational process through family nights, parent conferences, and community partnerships.

**Evaluation Data Sources:** Event Sign-In Sheets  
 Parent Volunteer Logs  
 Parent/Community Surveys  
 Parent and family engagement sign-in sheets





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will continue to provide opportunities for children and families to play and learn through parent and family engagement opportunities by hosting Title 1 Meetings, family nights, Site-Based Decision-Making Meetings and will recognize the academic success and growth of students through programs such as semester academic awards.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased student achievement and attendance: increased parent presence and involvement in activities with their students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Counselor</p> <p><b>Title I:</b>                      4.2                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Minimal Cost Awards for students - 211 - ESEA, Title I Part A - 211.11.6498.00.132.30.000 - \$500, Family night refreshment - 211 - ESEA, Title I Part A - 211.61.6499.00.132.30.000 - \$1,000, Instructional materials parent engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.132.24.PAR - \$903</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus leadership will develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web-page.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Instructional Specialist Parent Liaison Counselors MFLC</p> <p><b>Title I:</b> 4.1</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus leadership will develop jointly with, and distribute to parents, a written Parent &amp; Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web-page.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will provide parents of English Learners with information and training on strategies for supporting language acquisition, literacy skills, and content area vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is increased home/school communication &amp; support for ESL parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ESL Teacher Parent Liaison</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 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Materials and resources for ESL/EB Parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.132.25.000 - \$525, Refreshments for EB Parent Night - 211 - ESEA, Title I Part A - 211.61.6499.00.132.30.000 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The childhood literacy program, Hobby Tots, will offer interventions and exposure to school for non-school-aged military children each week.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to provide early childhood education and positive community relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</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 3: Positive School Culture</p> <p><b>Funding Sources:</b> Travel costs for Parent Liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.132.24.PAR - \$750, Food for Hobby Tots - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$607, Supplies for Hobby Tots Parenting Program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.132.24.PAR - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The campus will host volunteer orientation sessions that will be held throughout the school year to increase the number of parents engaged in volunteer opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parent volunteers and parent participation hours.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</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 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The campus will provide monthly newsletters, Facebook, connect-Ed calls, parent conferences, and communication folders that will keep parents informed and connected to the school.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to increase communication between home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Librarian Parent Liaison Grade Level Leaders</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The campus will host parent meetings on topics such as health, wellness, nutrition, parent involvement of fathers, transportation safety, dental hygiene, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent/ family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison, Teachers, CIS</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 3: Positive School Culture</p> <p><b>Funding Sources:</b> Refreshments for Parent Engagement - 211 - ESEA, Title I Part A - 211.61.6499.00.132.30.000 - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math. <b>Root Cause:</b> A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.</p>

**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:** Create a safe, secure environment to educate our students on bullying, violence prevention, and conflict resolution.

**Evaluation Data Sources:** Discipline Referral Reports  
 Counseling Reports  
 EOY Safety Documentation  
 Professional Development Participation Sign-in Sheet

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will attend the district and campus professional development that focuses on building relationships and effective classroom management strategies including restorative discipline practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will implement restorative practices strategies and offer student conflict resolution opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor</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, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will implement an online Bullying Reporting system to prevent, identify, respond to, and report bullying (HB 1942)(TEC 11.252) 100% of incidents will be reported using the Bully Reporter and monitored via student referrals by the Threat Assessment team.</p> <p><b>Strategy's Expected Result/Impact:</b> To encourage students to share concerns with an adult.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor Teacher</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, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Counselors will provide guidance lessons and or guest speakers for students to promote positive behavior and leadership traits, character education, and increase the awareness of school safety in areas of anti-bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is an increase in positive student behaviors and peer relationships.</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, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Guest speakers for students to promote positive behavior - 211 - ESEA, Title I Part A - 211.11.6299.00.132.30.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Overall there was an increase in referrals and repeat offender discipline referrals. We are not seeing a consistent decrease in the number of referrals. <b>Root Cause:</b> Lack of consistent implementation of the campus-wide discipline model, as well as not implementing relationship-building capacity of staff with students. There is also a high at-risk population of students that tend to be our repeat offenders of discipline referrals.</p>





## Student Learning

**Problem Statement 4:** Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.

**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 2:** By June 2023, we will increase health awareness by promoting student participation in daily physical activity.

**Evaluation Data Sources:** Increase student health through daily exercise





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students enrolled in grades prekindergarten through third grades will participate in moderate or vigorous daily physical activity for at least 30 minutes daily throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. Students in third grade will participate in Fitness Gram.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student health through daily exercise and Fitness Gram Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal PE Teachers Classroom Teacher</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.

**Evaluation Data Sources:** Local, State, Federal Requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will engage in an Effective Schools Framework (ESF) school diagnostic to support the continuous improvement of our campus. The instructional core at Hobby will be strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear vision, improved student achievement, continuous improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 4 - Perceptions 1</p> <p><b>Funding Sources:</b> ESF Diagnostic - Region 12 - 211 - ESEA, Title I Part A - 211.23.6239.00.132.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leadership will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved systems and the use of resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices. The campus will conduct monthly emergency operations and drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a safe and secure school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will attend/Comply with required campus and district training sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is compliance with federal, state, and local laws and policies. 100% of staff will be trained in all required areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal HR</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is improved alignment of expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**



### Demographics

**Problem Statement 2:** Due to the pandemic created learning loss/gaps, students do not have the foundational support which allows them to begin school on level or to be able to keep up with the curriculum demands. **Root Cause:** The development of foundational skills, particularly in reading and math, were hindered as a result of the COVID-19 pandemic.

### Student Learning

**Problem Statement 4:** Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need continued training to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas by using data to inform instruction.





### Perceptions

**Problem Statement 1:** The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.

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

**Performance Objective 2:** The campus will develop innovative instructional strategies and provide staff development to effectively integrate the teaching and learning of technology applications and skills within the curriculum.





**Evaluation Data Sources:** Local, State, Federal Requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus technologist provides staff professional development for technology use in the classroom and will continue to support ever-emerging technologies to enable efficient, effective, meaningful teaching, learning, research, and communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are better equipped to use different technology in the classroom that will impact student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Technologist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** By June 2023, OCHES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

**Evaluation Data Sources:** Tutoring Logs; State and Local Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will establish an After School Learning Academy to provide tutoring and instructional support to struggling students and those experiencing learning gaps due to the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.132.30.000 - \$40,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.132.30.000 - \$8,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.132.30.000 - \$1,782, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 9:</b> There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Students will improve mastery of reading by engaging in challenging leveled materials presented in multiple formats, including digital and written. Students will use these rigorous materials to practice and apply the content vocabulary learned and improve literacy skills across content areas to spiral and support reading.

# State Compensatory

## Budget for Oveta Culp Hobby Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Oveta Culp Hobby Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Vidal De Jesus, Glorimar	Aide PCN 22090	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Wyatt	Campus Instructional Specialist	Title I	1.0
Patrice Thompson	Aide	Title I	1.0
Rea-Analyn Ednalino	Aide	Title I	1.0
Vacant	Aide	Title I	1.0

# Campus Funding Summary

165/BI0 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials-Bilingual	165.11.6329.00.132.25.BI0	\$365.00
1	3	1	Instructional materials for small group interventions for bilingual students	165.11.6399.00.132.25.BI0	\$0.00
<b>Sub-Total</b>					\$365.00
<b>Budgeted Fund Source Amount</b>					\$365.00
<b>+/- Difference</b>					\$0.00
166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Online subscriptions	166.11.6299.OL.132.30.AR0	\$5,000.00
1	1	4	SCE Aide	166.11.6129.00.132.30.AR0	\$30,199.00
1	1	6	Spiral review Reading Materials	166.11.6399.00.132.30.AR0	\$7,000.00
1	1	8	Data Tracking Materials	166.11.6399.00.132.30.AR0	\$1,300.00
1	2	4	Math - Online Resources	166.11.6299.OL.132.30.AR0	\$3,000.00
1	3	1	Paper and instructional materials for small group intervention	166.11.6399.00.132.30.AR0	\$2,955.00
1	4	1	Transportation for Educational Field Trips	166.11.6494.00.132.30.AR0	\$2,040.00
2	1	3	Staff Professional Development - Teachers	166.13.6411.00.132.30.AR0	\$4,000.00
<b>Sub-Total</b>					\$55,494.00
<b>Budgeted Fund Source Amount</b>					\$55,494.00
<b>+/- Difference</b>					\$0.00
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional materials to build content area vocabulary and language acquisition for EL students.	165.11.6399.00.132.25.ES0	\$1,095.00
1	2	1	Student instructional materials to support math content area vocabulary for English Learners	165.11.6399.00.132.25.ES0	\$1,095.00
<b>Sub-Total</b>					\$2,190.00
<b>Budgeted Fund Source Amount</b>					\$2,190.00
<b>+/- Difference</b>					\$0.00

177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Resources and Materials for GT Differentiation	177.11.6399.00.132.21.000	\$825.00
<b>Sub-Total</b>					\$825.00
<b>Budgeted Fund Source Amount</b>					\$825.00
<b>+/- Difference</b>					\$0.00
211 - ESEA, Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials to Include Magazines	211.11.6329.00.132.30.000	\$8,000.00
1	1	2	Online assessment and progress monitoring program	211.31.6299.OL.132.30.000	\$6,000.00
1	1	4	Title I Aides	211.11.6129.00.132.30.000	\$65,919.00
1	1	5	CIS	211.13.6119.00.132.30.000	\$75,530.00
1	2	2	Math instructional materials	211.11.6399.00.132.30.000	\$3,915.00
1	2	4	Math Spiral Materials	211.11.6399.00.132.30.000	\$7,000.00
1	3	3	Planning Day Substitutes for classroom teachers	211.11.6116.00.132.30.000	\$5,000.00
1	4	2	Science materials	211.11.6399.00.132.30.000	\$1,500.00
2	1	1	Reading Materials to Support PLC Learning	211.13.6329.00.132.30.000	\$1,000.00
2	1	3	Professional Development - Admin	211.23.6411.00.132.30.000	\$2,500.00
3	1	1	Family night refreshment	211.61.6499.00.132.30.000	\$1,000.00
3	1	1	Minimal Cost Awards for students	211.11.6498.00.132.30.000	\$500.00
3	1	4	Refreshments for EB Parent Night	211.61.6499.00.132.30.000	\$500.00
3	1	8	Refreshments for Parent Engagement	211.61.6499.00.132.30.000	\$450.00
4	1	3	Guest speakers for students to promote positive behavior	211.11.6299.00.132.30.000	\$1,000.00
5	1	1	ESF Diagnostic - Region 12	211.23.6239.00.132.30.000	\$5,000.00
5	3	1	Supplemental Pay for Teachers to Tutor Outside the School Day	211.11.6118.CA.132.30.000	\$40,000.00
5	3	1	Instructional Supplies for After School Tutoring	211.11.6399.00.132.30.000	\$5,000.00
5	3	1	Nutritional Snacks for After School Tutoring	211.11.6499.00.132.30.000	\$1,782.00
5	3	1	Supplemental Pay for Aides to Tutor Outside the School Day	211.11.6121.CA.132.30.000	\$8,000.00
<b>Sub-Total</b>					\$239,596.00
<b>Budgeted Fund Source Amount</b>					\$239,596.00
<b>+/- Difference</b>					\$0.00



211/PAR - ESEA, Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional materials parent engagement	211.61.6399.00.132.24.PAR	\$903.00
3	1	5	Supplies for Hobby Tots Parenting Program	211.61.6399.00.132.24.PAR	\$750.00
3	1	5	Food for Hobby Tots	211.61.6499.00.132.24.PAR	\$607.00
3	1	5	Travel costs for Parent Liaison	211.61.6411.00.132.24.PAR	\$750.00
<b>Sub-Total</b>					\$3,010.00
<b>Budgeted Fund Source Amount</b>					\$3,010.00
<b>+/- Difference</b>					\$0.00
263 - ESEA, Title III Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Materials and resources for ESL/EB Parent night	263.61.6399.LE.132.25.000	\$525.00
<b>Sub-Total</b>					\$525.00
<b>Budgeted Fund Source Amount</b>					\$525.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$302,005.00
<b>Grand Total Spent</b>					\$302,005.00
<b>+/- Difference</b>					\$0.00

# Addendums