Killeen Independent School District

Palo Alto Middle School

2022-2023

Mission Statement

PA Mission Statement:

Preparing all students to reach their maximum potential and engaging them through school pride and higher expectations to ensure student success.

Vision

PA Vision:

Teaching leaders of tomorrow who are prepared, responsible, and engaged in a way that is characterized by effective communication, school pride, taking care of self and others, while holding each other to high expectations.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Palo Alto Middle School is a neighborhood school located in the Willow Springs neighborhood of Killeen, Texas located close to one of the largest military installations in the United States: Fort Hood. Palo Alto serves students in sixth through eighth grade. Palo Alto's mission is Preparing all students to reach their maximum potential and engaging them through school pride and higher expectations to ensure student success. Palo Alto's vision is teaching leaders of tomorrow who are prepared, responsible, and engaged in a way that is characterized by effective communication, school pride, taking care of self and others, while holding each other to high expectations.

The 2022-2023 school year will be met with an excited sense of purpose to provide an engaging education for the middle school children of the Willow Springs community. The projected enrollment for the 2022-2023 school year will be approximately 870 students: 256-6th graders; 300-7th graders and 314-8th graders.

A Title I campus, Palo Alto is comprised of a culturally diverse student population. Current available data shows the following breakdown regarding ethnic and special programs membership: African American - 50%; Hispanic - 29%; White - 11%; Other -10%; At-Risk - 76%; Gifted and Talented - 2%; Special Education - 18%; EB - 14%:Economically Disadvantaged - 90.1%. The data listed are approximations and tend to fluctuate throughout the year due to a high student mobility rate. The Economically Disadvantaged population has steadily increased over the years, and our teaching staff often struggle to meet the needs of this growing and diverse group of students.

Attendance rates have fluctuated dramatically since the 2020-2021 school due to COVID-19, with a campus attendance rate that averages around 98%. Additionally, the campus mobility rate (approximately 26%) is higher than the state average of 14%.

The campus dropout rate is near zero percent, which is below the district average and equal to the state average.

In the 2022-2023 school year, Palo Alto will be supported by a highly qualified professional staff that will consist of 49 teachers (Regular Ed—36, Dyslexia—2, Special Ed – 9, Interventionists—2), 15 instructional aides (At-Risk, Title I, Behavior Units, CASTLE, Inclusion), one Communities in Schools (CIS) Site Coordinator, one Military Family Life Counselor (MFLC), and 13 Administrators (Principal, Assistant Principals, Counselors, Librarian, Campus Instructional Specialists, Campus Technologist, Special Programs Facilitator, and Nurse). This year we will be hiring approximately 21 new teachers to fill positions from transfers, retirements, and re-locations. Additionally, we will be hiring a new AP, Librarian, Nurse Technologist, and Special Programs Facilitator. Vacancies are filled through a comprehensive employment search at the district level and an intensive interview process at the campus level - all designed to hire effective, highly qualified personnel who can meet the needs of our unique student population. At the beginning of 2022, 13 teachers have been hired, transferred, or pending state emergency certification. Six are coming to Palo Alto with teaching experience.

New teachers begin District Awareness and mentor program that is facilitated at the district level. The campus assigns a mentor or buddy

teacher to new teachers, depending on prior teaching experience, and in conjunction with the leadership team, works with new teachers on a consistent basis to ensure growth and progress. Additional district and campus professional development opportunities are provided throughout the year for all areas of needed growth.

All teachers are evaluated through the Texas-Teacher Evaluation and Support System (T-TESS). This system will ensure on-going monitoring through classroom walk-throughs, informal observations, and formalized observations. T-TESS performance data will be utilized for growth, feedback, and communication. The data will also help drive professional development planning. Additionally, the district and the campus have implemented coaching walks to help improve instructional practices.

Relevant professional development opportunities are provided to all professional staff members for the purpose of meeting campus needs based on data gathered from various sources (such as STAAR student performance data, universal screeners (MAP), Curriculum Unit Assessments (CUAs), formative and summative data, and T-TESS data) and district and campus initiatives (i.e. instructional coaching walks, Gradual Release of Responsibility model), content growth, etc. While researching professional development opportunities for staff members, it has been noted that some subject areas, such as foreign language, English as a second language (ESL), and physical education, have fewer opportunities available than other fields. Professional Learning Communities (PLCs) provide teachers with an avenue for collaboration, planning, and data dissemination. Additionally, PLCs allow for structured dialogue to discuss the impact of professional development on student success. Through collaborative discussions, it has been determined that an increase in the amount of time spent on after-action reporting after attending professional development needs addressed in the PLC and the development of a set of protocols as to how the information will be presented to staff and PLCs increases faculty and student learning outcomes.

Demographics Strengths

Diverse student population

Campus programs, extracurricular activities, clubs and organizations are offered to meet the needs of all students

Campus hiring practices ensure that quality teachers are recruited to work with student population

Students in all grade levels can participate in a variety of programs on campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: Twenty-one (+/-) new teachers will require training and support on all district and campus initiatives. **Root Cause:** Although some hires have experience, the majority of experience is not in Killeen ISD.

Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause:** Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Problem Statement 3: GT students are a minority population on campus and tend to be overlooked for additional experiences. **Root Cause:** High needs campus and most times the focus is on our at risk population.

Student Learning

Student Learning Summary

As a result of COVID-19, KISD offered face-to-face and remote instruction throughout the 2020-2021 school year for all students. Not all of our students regularly participated in daily lessons especially those who were learning remotely. There is still a high need to address the gaps in learning and the social-emotional impact stemming from learning from home two years ago.

Under the Not Rated: Declared State of Disaster rating, districts and campuses shall continue to implement any previously ordered sanctions and interventions. As a result, ordered sanctions and interventions carried out by districts and/or campuses in school year 2019-2020 will carry over and continue for school year 2022-2023. The 2021-2022 STAAR data will be used into the 2022-2023 school year.

Cumulative data provided after the administration of the 8th grade STAAR test shows that greater than 52% of the students passed the math test and 60% of the students passed the reading test. This is an increase in the passing rate from the 2020-2021 math scores and reading scores. The tables below compare the 2022 administration of STAAR reading and math to the 2021 STAAR reading and math.

The 8th grade STAAR data for science rose slightly at approaches and masters. Social studies showed a significant decline in all levels.

The following data tables illustrates the 8th grade passing rates for Approaches, Meets and Masters expectations:

8th Grade Reading

	Approaches	Meets	Masters	Scale AVG
2021	59	30	9	1624
2022	60	28	16	1618
Diff	1	-2	7	-6

8th Grade Math

	Approaches	Meets	Masters	Scale AVG
2021	46	17	2	1596
2022	52	21	8	1589
Diff	6	4	6	-7

8th Grade Science

	Approaches	Meets	Masters		Scale AVG
2021	49	24	8		3624
2022	52	24	10		3642
Diff	3	0	2		18

8th Grade Social Studies

	Approaches	Meets	Masters		Scale AVG
2021	42	12	5		3477
2022	30	7	3		3378
Diff	-12	-5	-2		-99

The 7th grade STAAR scores at approaches were 59% in Reading and 40% in Mathematics. Reading scores indicated significant increases at the Approaches and Meets levels. Math scores declined at the Meets and Masters categories.

The following data table illustrates the 7th grade passing rates for Approaches, Meets, and Masters expectations:

7th Grade Reading

	Approaches	Meets	Masters		Scale AVG
2021	48	24	16		1564
2022	59	30	16		1597
Diff	11	6	0		33

7th Grade Math	Approaches	Meets	Masters		Scale AVG
2021	38	17	5		1571
2022	40	10	2		1561
Diff	2	-7	-3		-10

The 6th grade STAAR scores at approaches were 53% in Reading and 56% in Mathematics. 6th Reading shows a slight increase at the Approaches and Masters levels, while 6th Math declined in all areas, with a significant decrease at Meets.

The following data table illustrates the 6th grade passing rates for Approaches, Meets, and Masters expectations:

6th Grade Reading	Approaches	Meets	Masters		Scale AVG
2021	51	23	5		1525
2022	53	22	7		1523
Diff	2	-1	2		-2

6th Grade Math	Approaches	Meets	Masters		Scale AVG
2021	65	31	10		1591
2022	56	12	3		1548
Diff	-9	-19	-3		-43

EB Student Group - Approaches Grade Level Standard or Higher				
	Reading	Math	Science	Social Studies
6th Grade	50%	58%	NA	NA
7th Grade	53%	25%	NA	NA
8th Grade	72%	52%	38%	31%

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Learning Strengths

7th grade Reading scores increased significantly at Approaches and Meets.

EB learners increased in all areas except for 6th and 7th grade Math.

8th grade Reading scores increased significantly at Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 46% of all students in 6th grade, 42% in 7th, and 40% in 8th did not approach the grade level standard on STAAR Reading. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th and 7th grade. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 2: 44% of all students in 6th grade, 60% in 7th, and 48% in 8th did not approach the grade level standard on STAAR Math. **Root Cause:** The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 3: 70% of students did not approach grade level standard in Social Studies as measured by STAAR. **Root Cause:** The campus was not using TEKS aligned assessment data to measure progress toward state assessments.

Problem Statement 4: 47% of students did not approach the grade level standard on STAAR Science **Root Cause:** The campus was not using TEKS aligned assessment data to measure progress toward state assessments.

Problem Statement 5: All students have experienced gaps in learning from previous school years. **Root Cause:** Students experienced school closures during the 2019-20 school year, and at least some remote learning the 2020-21 school year. Many students were directly or indirectly impacted by the pandemic.

Problem Statement 6: 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

Palo Alto continues its efforts to be pro-active and forward thinking. Through meticulous planning, PLC meetings, and committee meetings, our organization is able to have a well-coordinated and structured environment for staff and students alike. We continue to utilize both district and campus resources designed to track student success, analyze data, and to adjust our instructional plans, as needed, in order to meet growth and needs of our stakeholders.

Palo Alto core teachers identify current units of study from TEKS Resource System (TRS) using the "Year at a Glance" and the "Instructional Focus Documents" as a guide. Campus and district areas of need are identified, data is evaluated, and strategies are developed to address these areas in order to incorporate the strategies into lessons as appropriate. Teachers use Hess' Cognitive Rigor matrix, district-created unit calendars, unit maps, and common formative assessments, and other resources to:

•   Unpack the standards to determine the learning tasks and targets

•   Identify the cognitive level of tasks, targets, activities, and/or assessments

•   Develop learning tasks and targets to post, articulate, and reference throughout the lesson, and

•   Assess student understanding at high cognitive levels through student discourse, justification, and questioning.

Gradual Release of Responsibility (GRR) was introduced to the staff in 2017-18 and it's implementation continued during the 2021-22 school year. After being introduced to Coaching Walks and Coaching Debriefs before the school closures in 2019-2020 and continued with more consistency in 2021-2022, the leadership team will continue this practice in order to individually coach teachers in the four models of GRR. The components of Gradual Release of Responsibility are noted on teacher lesson plans to determine if all components are being used each day. Professional development opportunities will allow teachers the opportunity to grow and bring strategies back to the campus and assist with increased student learning.

MAP and CUA testing, and the data it produces, will support instruction and help teachers with differentiated grouping to help meet student needs. Differentiation in classrooms is incorporated to meet the needs of individual students as identified after studying the data from formative and summative assessments. Tutoring is held by teachers at least once a week, tier 2 interventions are available by invitation to assist students with closing gaps, and tier 3 interventions in the form of Accelerated Reading and Accelerated Math classes are offered to students most at-risk. STAAR study sessions are given by different core departments to enrich students and prepare them for STAAR.

Currently, we have a lead teacher in each core subject and Special Education. The lead teachers assist their departmental and PLC teachers by modeling, helping develop instructional targets and common assessments, using data to measure student achievement for identification in areas of need and success, and identifying what strategies are implemented. Math and ELAR departments also each contain an interventionist who assists in delivering tier 3 interventions. Lead teachers meet with the Campus Instructional Specialists and other administrators to plan PLC meetings, determine directions for departments, and bring information, and new ideas or concerns from their departments and District Lead Teacher meetings. In addition, these teachers work with their departments to determine needed instructional supplies, including technology,

software, online resources, and books needed to help students be successful in the classroom and on the STAAR tests.

As a campus, we are working to utilize collaborative teaching to provide services to Special Education students in the general ed Math and ELA classrooms. In combination with inclusion services in all core subjects, our Special Education department works diligently to provide grade level instruction for students with special needs. Ongoing training and campus coaches prepare our teachers to teach and enhance instruction.

Ongoing professional development opportunities occur throughout the year. Teachers in all areas are encouraged to seek out professional development that will help them meet the needs of students in their classroom and subject area. Professional development learning is shared during PLC and faculty meetings, with a focus on the unit planning process and the Gradual Release of Responsibility. Walk through and observation data reveal that instructional and classroom management strategies learned and discussed in PLCs are not consistently being implemented.

The district and campus expectations for the use of technology is to continue giving student access to and practice of 21st Century skills so students will be prepared for college and the ever-changing world of technology and job markets of the future. Palo Alto has a variety of software to support instruction such as: iLit, Imagine Learning, Imagine Math, Brain Pop, DiscoveryEd, SuccessMaker, and various other applications and websites that are used in conjunction with instruction. OneDrive and Schoology are tools used to upload, download, and share files seamlessly between home and school. Technology at Palo Alto is integrated into the staff and students' lives daily. Teachers have access to a personalized Schoology site to organize materials and make them readily available to students and parents.

Technology use has increased with the rise in numbers of students and staff. A laptop has been assigned to each teacher to use for lesson design and implementation with a variety of software applications installed. Attendance, grades, communication, and collaboration are all employed using their laptops. Students have access to iPad labs or laptop labs in almost every core classroom. The library has several computers for student use as well. Every math class has access to TI-inspire wireless graphing calculators. Core classrooms have mounted smart projectors, document cameras, which all increase student engagement.

The Campus Technology Support Specialist is available at all times to support staff and students in technology use and implementation in addition to a technology aide. The students' classroom teachers and the Technology Applications Class evaluate the students' technology proficiencies.

The Palo Alto leadership team meets weekly to discuss campus concerns and strengths which allows for adjustments as needed to ensure student success and campus cohesion. From and to these meetings, concerns can be brought back and forth to various committees on campus. The committees include: Campus Conduct Committee (CCC), SBDM (Site Based Decision Making), and Campus Employee Advocacy Committee (CEAC). These committees allow all campus voices to be heard, create dialogue, and seek solutions for issues that affect all stakeholders. Scheduled meetings for special programs (SPED, 504, RtI) are held to discuss students with specific needs.

The Staff and Student Handbooks are revised each year, reviewed at in-service, and shared with the staff electronically. The Staff Handbook is in a shared folder and the Student Handbook is posted on our website.

Student safety is a priority and necessitates that staff report to assigned duty locations at the beginning and end of each day. Check in and check out procedures are in place in the main office. We continue to strengthen relationships with students and parents daily, with staff members greeting students at entry points.

Communication with parents is essential to build positive relationships. The Palo Alto website is located on the KISD web-page and provides information about school news, upcoming calendar events, and other pertinent information. Further communication can be obtained by following any of our Facebook, Instagram, or Twitter social media pages. Parents have the opportunity to provide the campus with feedback and help make decision by attending SBDM meetings and annual Title I meetings. Throughout the school year, parents are invited to meet with teachers before/after school and during the teacher's assigned conference period to address any issues that may arise concerning their child. Parents are also encouraged to track their student's grades and attendance through the Home Access portal. The counselor's offices remain a center for our parents to use as guidance for academic and behavioral needs as well as to obtain help with accessing online grades and attendance.

School Processes & Programs Strengths

Teachers are using Common Unit Assessments to align lessons and develop instructional targets in the core subjects.

Learning targets and tasks are listed on the classroom boards daily and articulated by teachers and students.

Teachers work together to plan and develop lesson plans, find resources, and analyze data.

Teachers continually search out ways to improve their teaching and develop strategies that will support their students.

Lead teachers work to improve PLCs and work to facilitate instructional improvement.

Additional instructional support staff are in place to build teacher capacity and improve classroom instruction. Two Title I Campus Instructional Specialists focus on improving instruction for all students.

Coaching walks are done by teams of leadership.

Week-At-a-Glance keeps entire staff informed.

Palo Alto webpage and social media kept current by campus staff.

Campus technology is abundant and access to a variety of resources are available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause:** There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.

Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause:** Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and

Gradual Release of Responsibility instructional model.

Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause:** Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

Perceptions

Perceptions Summary

Beginning in the Fall of 2018, Palo Alto became a Title I campus. The staff sees the opportunity to receive Title I funding as an opportunity to meet the needs of our students. Parental involvement programs increase and the structure of those programs will strengthen the Home-School communication.

Despite the challenges of COVID-19, the students and staff participated in a variety of activities during the 2021-2022 school year that mark a dedication to developing the whole person. Students trained and competed in Academic UIL events coached by Palo Alto teachers. They participated in all district-offered sports and fine arts activities. The step, cheer, and dance teams continued to be active on-campus and in the community. Our 7th and 8th grade boys track team, as well as our girls combined, and boys combined soccer teams took home District Championships.

To grow the culture at Palo Alto, we have made a conscientious effort to support collaborative teamwork and team building throughout the school year. Palo Alto staff participates in team-building activities during bi-weekly PLCs throughout the year and the leadership team starts weekly meetings with team-building activities.

Students are recognized at the end of the first three nine weeks for making the district honor roll designation and/or perfect attendance. Parents are invited to the recognition ceremony during the school day that honors the students' achievement. The annual Academic Award ceremony is held in the spring to recognize outstanding academic achievement. In addition, we have added regular Positive Student Referral ceremonies during the school day to recognize students to display Patriot values.

Communication is an ongoing challenge as we seek to keep families updated on events and emergencies and as we steadily enroll new students throughout the year. We update the Palo Alto website with information and resources to help new and existing families stay up to date with school and district information. We also frequently use Blackboard to send mass emails and texts to parents. Palo Alto staff consistently shares updates and campus celebrations on Facebook, Instagram, and Twitter.

At Palo Alto, family and community involvement is sometimes limited with few parents and stakeholders attending campus events. Events that we have hosted include sporting events, Honor Roll/Award events, Special Education Nights, and English as a Second Language Nights, Dyslexia Nights, SBDM meetings, a Family Math & Literacy Night, and Title I meetings. Most of the students reside in single-parent homes which could contribute to a lack of involvement in school activities.

Based on the parents who took the ESF Fall 2020 Parent Survey, the degree to which families become involved with and interact with their child's school is 21%, the perception of the overall social and learning climate of the school is 49% and perceptions of student physical and psychological safety at school is 52%.

Perceptions Strengths

Parents and community members who become actively involved in the campus see and support the many amazing activities and programs that exist on campus. Perceptions of student physical and psychological safety at school is 52%. According to the ESF Fall 2020 Student Survey, how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class was 57%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication of campus programs and events is not reaching the target audience in the community. Less than 2% of parents and stakeholders attend campus events. **Root Cause:** School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.

Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause:** Some students, families, and staff were absent from school throughout extended school closures, remote learning, and illnesses.

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: Students will show an increase in understanding of college readiness skills associated with reading, listening, and speaking as shown through an increase in percentage of Reading STAAR from 27% to 40% in Met Standards in each grade level.

    Evaluation Data Sources: Reading STAAR data.

Strategy 1 Details
Strategy 1: Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through accelerated instruction, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. Interventions will be provided to struggling readers through a variety of tier 2 and tier 3 interventions, including iLit in Accelerated Reading, tutorials, and special sessions using technology within the school day and/or after school and on weekends. Healthy snacks will be provided in after school tutorials.

    Strategy's Expected Result/Impact: Increased reading levels for targeted students as measured by Measures of Academic Progress (MAP), progress in iLit GRADE Assessment

    Staff Responsible for Monitoring: Curriculum Specialist, ELAR Lead Teacher, ELAR department, accelerated reading teachers, reading interventionist, dyslexia teachers

    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1
    Funding Sources: Accelerated Reading Instructor for at-risk students - 166 - State Comp Ed - 166.11.6119.00.048.30.AR0 - $65,305

Strategy 2 Details
Strategy 2: Additional Targeted Support will be intentionally planned and provided to all students in reading through AVID instructional strategies in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%. Teachers will use AVID methodologies and strategies throughout their lessons.

    Strategy's Expected Result/Impact: WICOR evidence in lesson plans, coaching walks, and observations, increased grades, assessment results, MAP scores, and STAAR results
    Staff Responsible for Monitoring: Administrators, AVID Coordinator, AVID Site Team, Instructional Coaches, All Teachers

    TEA Priorities:
Improve low-performing schools
 - **Additional Targeted Support Strategy**
    Problem Statements: Student Learning 1 - School Processes & Programs 1, 3

Strategy 3 Details

Strategy 3: Additional Targeted Support will be provided to identified At-Risk Students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through accelerated reading classes, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 40%.

All 6th grade, and identified At-Risk Students 7th and 8th grade accelerated instruction (accelerated reading classrooms) will have access to iLit (Texas digital courseware mobile app for iPads). Students will access iLit on iPads with keyboards for written responses. Successmaker will be used twice a week in resource classrooms.

Strategy's Expected Result/Impact: Increased reading levels for targeted students as measured by Measures of Academic Progress (MAP)

Staff Responsible for Monitoring: CISs, ELAR Lead Teacher, ELAR department, instructional coaches, accelerated reading teachers, reading interventionist, resource reading teacher

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1, 5

Funding Sources: Learning Technology (Devices) for students in At-Risk ACC Reading to use to access the iLit Program - 166 - State Comp Ed - 166.11.6398.00.048.30.AR0 - $7,794, Technology supplies (Keyboard cases and headsets) for students in At-Risk ACC Reading - 166 - State Comp Ed - 166.11.6399.00.048.30.AR0 - $1,840, Technology supplies (Joey Cart to house Ipads) for students in At-Risk ACC Reading - 166 - State Comp Ed - 166.11.6394.00.048.30.AR0 - $0

Strategy 4 Details

Strategy 4: G/T students will attend field trips to places, such as colleges, museums, and/or historical sites, which will enhance their learning experience from the classroom. They will also have access to a variety of resources to enrich their academic environment.

Strategy's Expected Result/Impact: Student's will make real-world connections and applications of the content learned in their classes.

Staff Responsible for Monitoring: CIS, GT Coordinator, GT Teachers

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Curriculum

Problem Statements: Demographics 3

Funding Sources: Yellow bus for trip to The George Washington Carver Museum and Mexico-Arte Museum and ticket costs for GT students and teachers. - 177 - Gifted/Talented - 177.11.6494.00.048.21.000 - $3,850

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Demographics
Problem Statement 3: GT students are a minority population on campus and tend to be overlooked for additional experiences. **Root Cause**: High needs campus and most times the focus is on our at risk population.

Student Learning
Problem Statement 1: 46% of all students in 6th grade, 42% in 7th, and 40% in 8th did not approach the grade level standard on STAAR Reading. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th and 7th grade. **Root Cause**: The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.
Problem Statement 5: All students have experienced gaps in learning from previous school years. **Root Cause**: Students experienced school closures during the 2019-20 school year, and at least some remote learning the 2020-21 school year. Many students were directly or indirectly impacted by the pandemic.

School Processes & Programs
Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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

Performance Objective 2: MATH- All students will demonstrate measurable improvement from previous year's STAAR results to include a 10% increase in students achieving Meets Grade Level Standard on STAAR Math at each grade level.

    Evaluation Data Sources: Math STAAR data

Strategy 1 Details
Strategy 1: All at-risk students will be encouraged to attend and participate in after school campus interventions to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.
Strategy's Expected Result/Impact: Increased attendance at interventions; increased campus CUA. MAP, and STAAR scores
Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- Additional Targeted Support Strategy
Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1
Funding Sources: Postage for letters for After-School interventions for At-Risk Students - 211 - ESEA, Title I Part A - 211.23.6399.00.048.30.120 - $100

Strategy 2 Details
Strategy 2: Additional targeted support will be provided to all students with a focus on African American, Hispanic, White, Two or More Races, and economically disadvantaged in Math through the analysis of common assessments data in order to increase academic achievement status meeting grade level standards in math from 14% to 40% for all students. Teachers will use conference and PLC times to analyze common assessments. This analysis will identify students in need of further intervention purposes, and identify areas of concern for spiraling, and support vertical alignment.
Strategy's Expected Result/Impact: Increased campus CUA. MAP, and STAAR scores
Improved performance on daily warm-up spiral reviews
Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- Additional Targeted Support Strategy
Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: Additional targeted support will be provided to all students with a focus on African American,Hispanic, White, Two or More races and economically disadvantaged in Math through the use of AVID strategies in order to increase academic achievement status meeting grade level standards in math from 14% to 40% for all students.

Utilize AVID strategies, such as Quick Write, Note Taking Skills, and Collaboration Opportunities, to help with organization and improve student understanding.

Strategy's Expected Result/Impact: Increased mathematical discourse in the classroom; increased campus CUA. MAP, and STAAR scores

Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math department

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2, 3

Strategy 4 Details

Strategy 4: Additional Targeted Support will be provided to All students with a focus on African American, Hispanic, White, Two or More Races and economically disadvantaged in Math will utilize identified research-based math subscriptions and products monthly in order to increase academic achievement status meeting grade level standard in math from 14% to 40% for all students.
Math department will host a Math Night once per semester to help improve identified weakness.

Strategy's Expected Result/Impact: Increased campus CUA. MAP, and STAAR scores

Staff Responsible for Monitoring: Campus Administration, Math Lead Teacher, Math Department

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
Problem Statements: Demographics 2 - Student Learning 2, 5

Strategy 5 Details

Strategy 5: Additional Target Support will be provided to All students with a focus on African American, Hispanic, White, Two or More Races and economically disadvantaged in Math through professional development opportunities for math teachers in order to increase academic achievement status meeting grade level standards in math from 14% to 40% for all students.

Math teachers will have the opportunity to attend professional development through the TAMU CT and AVID conferences to address the needs of all learner through differentiation and framework of gradual-release of responsibility strategies.

Strategy's Expected Result/Impact: Increased STAAR Scores, classroom assessments,

Staff Responsible for Monitoring: Campus Administration,
CISs, Instructional Coaches, Math Lead Teacher, Math Department

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
Problem Statements: Demographics 2 - Student Learning 2

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning

Problem Statement 2: 44% of all students in 6th grade, 60% in 7th, and 48% in 8th did not approach the grade level standard on STAAR Math. **Root Cause**: The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

Problem Statement 5: All students have experienced gaps in learning from previous school years. **Root Cause**: Students experienced school closures during the 2019-20 school year, and at least some remote learning the 2020-21 school year. Many students were directly or indirectly impacted by the pandemic.

School Processes & Programs

Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.

Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and 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: SOCIAL STUDIES - Teachers improve instructional delivery resulting in future ready students and an increase in percentage of Social Studies STAAR Approaches to 40%, Meets to 17%, and Masters to 8%.

Evaluation Data Sources: 8th grade STAAR US History data.
CUA performance in all grade levels.

Strategy 1 Details

Strategy 1:
Promote rigor and engagement by intentionally planning and incorporating AVID strategies, including writing, inquiry, collaboration, organization, reading, and hands-on learning through instructional strategies.
 	
    Strategy's Expected Result/Impact: AVID strategies evident on lesson plans. Walk-throughs and coaching walks show fluid integration of AVID instructional strategies. Artifacts and lesson plan evidence sent to AVID coordinator.
    Staff Responsible for Monitoring: Campus Administration, Campus Instructional Specialist, Social Studies Lead Teacher, Social Studies Teachers, AVID Campus Coordinator
 	
    TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
     - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2, 3

Strategy 2 Details

Strategy 2: Social Studies Teachers and Campus Instructional Specialist will use common department PLC time to analyze common grade level assessments and develop interventions to close knowledge gaps and move students forward in learning.
 	
    Strategy's Expected Result/Impact: PLC discussions, lesson plans, CUA data, CUA data analysis tool, STAAR scores
    Staff Responsible for Monitoring: Campus Principal, Campus Instructional Specialist, Social Studies Lead Teacher, Social Studies Teachers
 	
    TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
     - **Additional Targeted Support Strategy**
    Problem Statements: Student Learning 3 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: Interventions and extensions will be held during school hours and after school for all students to advance all students' achievement. Healthy snacks will be provided in tutorials outside of the school day.

Strategy's Expected Result/Impact: Increased achievement on STAAR exam, increased achievement on CUAs

Staff Responsible for Monitoring: Social Studies Teacher Leader, Principal, CISs, Social Studies Teachers

TEA Priorities:
Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning

Problem Statement 3: 70% of students did not approach grade level standard in Social Studies as measured by STAAR. **Root Cause**: The campus was not using TEKS aligned assessment data to measure progress toward state assessments.

School Processes & Programs

Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.

Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and 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: ELA & READING: Scores on STAAR Reading Exams will increase to 80% passing for 6th and 8th grade, and 75% for 7th grade. Mastery will increase to 10% across all grade levels.

    Evaluation Data Sources: STAAR data, Measure of Academic Progress (MAP) data, Common Unit Assessments data

Strategy 1 Details
Strategy 1: All EB students will increase critical reading skills through the use of teacher created and directed reading prompts, marking the text, dialectical journals, graphic organizers, and vocabulary enrichment. Teachers will collaborate with each other to ensure that vocabulary and literacy skills taught in small group are intentionally planned to support language acquisition.
Strategy's Expected Result/Impact: CUA data, Measures of Academic Progress (MAP) scores, TELPAS, student work, observation data, STAAR scores
Staff Responsible for Monitoring: Principal, CISs, Instructional Coaches, ELAR Lead Teacher, ELAR teachers
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2, 3
Funding Sources: Supplemental reading instructional materials for students in ELL Classroom - 165/ES0 - ELL - 165.11.6399.00.048.25.ES0 - $2,000, Reading materials for students in ELL Classroom - 165/ES0 - ELL - 165.11.6329.00.048.25.ES0 - $2,000, Measuring Up Reading or other comparable resource - 165/ES0 - ELL - 165.11.6399.00.048.25.ES0 - $2,000, Rosetta Stone Learning Software Renewal - 165/ES0 - ELL - 165.11.6299.OL.048.25.ES0 - $132, iPads for use of Rosetta Stone for ELLs - 165/ES0 - ELL - 165.11.6398.00.048.25.ES0, TESOL PD for Teachers of ELL Students - 165/ES0 - ELL - 165.13.6411.00.048.25.ES0

Strategy 2 Details
Strategy 2: Additional Targeted Support will be provided to students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through scaffolding strategies in lessons, including WICOR, yielding rigor and college readiness skills, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 44% for all students.
Strategy's Expected Result/Impact: Lesson plans, walk throughs, student work, assessment data, Measures of Academic Progress (MAP), STAAR scores, submission of student work and lesson plans to AVID Coordinator
Staff Responsible for Monitoring: Principal, CISs, Instructional Coaches, AVID Coordinator, AVID site team, ELAR Lead Teacher, ELAR teachers
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- Additional Targeted Support Strategy
Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2, 3

Strategy 3 Details

Strategy 3: All students will keep track of BOY, MOY, and EOY MAP scores as well as other benchmarks in the classroom (unit exams, writing samples, nine weeks averages, etc). For MAP scores, all students will achieve a minimum of grade level and a full year's growth at the end of the 2022-2023 school year. A Student Monitor Tracking Sheet will be used by all students.

Strategy's Expected Result/Impact: Student data tracking sheets in folders

Staff Responsible for Monitoring: ELA/Reading teachers, CISs, Instructional Coaches, ELAR Lead Teacher, Reading Interventionist, and Principal

TEA Priorities:
Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1

Strategy 4 Details

Strategy 4: Additional Targeted Support will be provided to students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading; through the use of the critical reading strategies and higher level questioning, students will improve the skill of inference, in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 44% for all students.

Strategy's Expected Result/Impact: CUA's, Measures of Academic Progress (MAPs) scores, Mock STAAR, and STAAR scores

Staff Responsible for Monitoring: ELA/Reading teachers, ELA Lead Teacher, CISs, Instructional Coaches, Principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 2, 3

Strategy 5 Details

Strategy 5: Staff will implement a RtI for any non-Special Education student scoring below basic based on the BOY/MOY MAP. The department, as a whole, will create an intervention plan for students with below grade level MAPs and for students who did not pass previous year STAAR tests. Grade level teachers make the commitment to provide targeted interventions for At-Risk students.

Strategy's Expected Result/Impact: Measures of Academic Progress Scores
 Student Success Plan (RtI) documentation
Intervention and tutoring attendance

Staff Responsible for Monitoring: ELA/Reading Teachers, Curriculum Specialist, ELA Lead Teacher, Reading Interventionist, and Principal.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1

Strategy 6 Details

Strategy 6: Additional Targeted Support will be provided to identified students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through cross-curricular informational texts, incorporating common critical reading and writing strategies and analytic skills planned across grade levels in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 44% for all students.

Strategy's Expected Result/Impact: Formative/summative assessments, lesson plans, Measures of Academic Progress (MAPs) scores, STAAR scores

Staff Responsible for Monitoring: ELA/reading teachers, ELA Lead Teacher, Curriculum Specialist, Principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 2, 3

Funding Sources: Reading Materials for use with at-risk students - 166 - State Comp Ed - 166.11.6329.00.048.30.AR0 - $400

Strategy 7 Details

Strategy 7: Additional Targeted Support will be provided to students (with a focus on African American, Hispanic, white, two or more races, and economically disadvantaged) in reading through STAAR tutorials in order to increase all students' academic achievement status to meet grade level standard in reading from 27% to 44% for all students. Healthy snacks will be provided in tutorials.

Strategy's Expected Result/Impact: Formative/summative assessments, STAAR scores

Staff Responsible for Monitoring: ELA/reading teachers, ELA Lead Teacher, Curriculum Specialist, Reading Interventionist, and Principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 2

Strategy 8 Details

Strategy 8: Identified students will increase their reading performance using the writing process in after-school tutorials and STAAR bootcamps.

Strategy's Expected Result/Impact: Assessments, observations, student writing samples, CUA, STAAR scores

Staff Responsible for Monitoring: Curriculum Specialist, ELA Lead Teacher, ELA teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 2

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning

Problem Statement 1: 46% of all students in 6th grade, 42% in 7th, and 40% in 8th did not approach the grade level standard on STAAR Reading. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th and 7th grade. **Root Cause**: The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

School Processes & Programs

Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.

Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

Perceptions

Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause**: Some students, families, and staff were absent from school throughout extended school closures, remote learning, and illnesses.

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

Performance Objective 5: WRITING- Scores on Common Writing Exams will increase to 70% Approaches Standard and Meet Standard Level will increase to 30%.

    Evaluation Data Sources: MAPs SCORES, STAAR Writing Scores

Strategy 1 Details

Strategy 1: Identified students will increase their writing performance using the writing process in after-school tutorials and STAAR bootcamps. Healthy snacks will be provided in tutorials.
     Strategy's Expected Result/Impact: Assessments, observations, student writing samples, UIL Ready Writing, STAAR scores
     Staff Responsible for Monitoring: Curriculum Specialist, ELA Lead Teacher, ELA teachers
 	
     Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 2

Strategy 2 Details

Strategy 2: All students will increase writing convention skills through the use of editing practice, peer revision/editing, self-revision/editing, and evaluation through the use of rubrics in reader/writer workshop and blended learning.
     Strategy's Expected Result/Impact: CUAs, observations, student writing samples, UIL Ready Writing, STAAR writing scores
     Staff Responsible for Monitoring: Curriculum Specialist, ELA Lead Teacher, ELA teachers
 	
     Problem Statements: Demographics 2 - Student Learning 1

Strategy 3 Details

Strategy 3: ELAR teachers will utilize WICOR strategies, such as quick writes, various note taking strategies, and learning logs to support the writing process in reader/writer workshop.
     Strategy's Expected Result/Impact: Increased Writing Scores, classroom assessments, composition notebooks
     Staff Responsible for Monitoring: Campus Instructional Specialist, ELAR Lead teacher, ELAR Teachers
 	
     Problem Statements: Student Learning 1 - School Processes & Programs 2, 3

Strategy 4 Details

Strategy 4: Students will write on a daily basis in the ELA/Reading classroom for various purposes to increase writing fluency and comprehension.
     Strategy's Expected Result/Impact: Increased STAAR Writing scores, classroom assessments, writing composition notebooks, iLit writing samples
     Staff Responsible for Monitoring: ELA/Reading Teachers, ELA Lead Teacher, Campus Instructional Specialist, Campus Administration
 	
     Problem Statements: Student Learning 1 - School Processes & Programs 3

Strategy 5 Details

Strategy 5: Teachers will intentionally plan, model, and have students practice deconstructing the writing prompt in order to develop an understanding of what is required in the student composition.
 	
    Strategy's Expected Result/Impact: Increased STAAR Writing scores, common assessments
    Staff Responsible for Monitoring: ELA Teacher, ELA Lead Teachers, Campus Instructional Specialist, and Campus Administration
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 3

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning
Problem Statement 1: 46% of all students in 6th grade, 42% in 7th, and 40% in 8th did not approach the grade level standard on STAAR Reading. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th and 7th grade. **Root Cause**: The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.

School Processes & Programs
Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

Perceptions
Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause**: Some students, families, and staff were absent from school throughout extended school closures, remote learning, and illnesses.

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

Performance Objective 6: ELECTIVES- Teachers will improve the cognitive level of instruction through the implementation of AVID strategies as well as the delivery of collaborative, well planned lessons and content alignment resulting in 10% more eligible students.

   Evaluation Data Sources: Increased Eligibility, UIL Standing, Final Average

Strategy 1 Details
Strategy 1: Teachers will intentionally plan and implement AVID strategies in instruction.
Strategy's Expected Result/Impact: Observations, walkthroughs, lesson plans
Staff Responsible for Monitoring: Campus Instructional Specialist, Administrators, AVID Coordinator, Elective teachers
Problem Statements: Demographics 2 - School Processes & Programs 2, 3

Strategy 2 Details
Strategy 2: Elective and fine arts teachers will increase cross-curricular connections within instructional delivery by collaborating with core content teachers during designated planning time and intentionally planning for these connections.
Strategy's Expected Result/Impact: Lesson Plans and PLC conversations Walkthroughs and Coaching Walks
Staff Responsible for Monitoring: Administrators, Elective Staff
Problem Statements: School Processes & Programs 2, 3

Strategy 3 Details
Strategy 3: Electives will incorporate core content and writing in their content area.
Strategy's Expected Result/Impact: Students performance, walkthroughs, coaching walks, evaluations, PLC conversations
Staff Responsible for Monitoring: Elective Staff, Administrators
Problem Statements: Student Learning 1 - School Processes & Programs 2, 3

Strategy 4 Details
Strategy 4: Mandatory tutoring for female & male athletes with grades below 75 class average on assigned days.
Strategy's Expected Result/Impact: AYPYN attendance increased, UIL eligibility increases
Staff Responsible for Monitoring: Coaches Content Area Teachers
Problem Statements: Student Learning 5

Strategy 5 Details

Strategy 5: Fine Arts Classes (Band, Choir, Art, Theater) will put plays, musicals, dance, styles, artists, composers, playwrights, genres, styles and masterworks in each discipline into relevant historical, cultural and political contexts as well as making connections to modern music/art/theater/dance, artists/performers, current events and society.

> **Strategy's Expected Result/Impact:** Students will be able to identify relations between styles, artists, composers, playwrights, etc. through instructional observation and critical analysis of new/unknown works.
> **Staff Responsible for Monitoring:** Fine Arts teachers
>
> **Problem Statements:** Student Learning 5

Strategy 6 Details

Strategy 6: AVID will recruit during the school year to increase student enrollment.
> **Strategy's Expected Result/Impact:** Enrollment numbers for the 2022-2023 school year.
> **Staff Responsible for Monitoring:** AVID Coordinator, AVID elective students, AVID site team,
Counselors

Strategy 7 Details

Strategy 7: Students will be provided an opportunity to earn HS credit for their foreign language credit. Students can also earn HS Art or Theater Arts credit.
> **Strategy's Expected Result/Impact:** Enrollment numbers for the 2022-2023 school year.
> **Staff Responsible for Monitoring:** Spanish teacher, Counselors, Principal

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning
Problem Statement 1: 46% of all students in 6th grade, 42% in 7th, and 40% in 8th did not approach the grade level standard on STAAR Reading. The percentage of ESL students meeting the standard in Reading was below the All Student group across 6th and 7th grade. **Root Cause**: The campus was not using TEKS aligned assessment/instruction data to measure progress toward state assessments.
Problem Statement 5: All students have experienced gaps in learning from previous school years. **Root Cause**: Students experienced school closures during the 2019-20 school year, and at least some remote learning the 2020-21 school year. Many students were directly or indirectly impacted by the pandemic.

School Processes & Programs
Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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

Performance Objective 7: SCIENCE- Scores on STAAR Science Exam will increase Approaches Standard to 70% and improve Meets and Masters Standard by 25%.

    Evaluation Data Sources: Unit Exam Scores, STAAR Science Scores

Strategy 1 Details
Strategy 1: Science teachers will collaborate to align vertically so they can plan and develop differentiated lessons. These lessons will include areas of concern needing to be retaught or spiraled back into instruction ensuring student success.

Strategy's Expected Result/Impact: Lesson plans will reflect vertical alignment, Increased scores on common assessments and STAAR exams, Increased MAP Science data
    Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teacher, Science teachers
 	
    TEA Priorities:
Improve low-performing schools
    Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1

Strategy 2 Details
Strategy 2: Students will utilize AVID strategies to enhance student understanding of science concepts through writing, vocabulary, and real-world events.

Strategy's Expected Result/Impact: Lesson plans, formative/summative assessments, Measures of Academic Progress (MAPs) scores
    Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teachers, Science teachers
 	
    TEA Priorities:
Improve low-performing schools
    Problem Statements: Student Learning 4 - School Processes & Programs 3

Strategy 3 Details
Strategy 3: All students will be provided with online learning through the use of STEM scopes at a minimum of once per week.

Strategy's Expected Result/Impact: Formative/summative assessments, Measures of Academic Progress (MAPs scores), STAAR scores
    Staff Responsible for Monitoring: Campus Instructional Specialist, Science Lead Teacher, Science teachers
 	
    TEA Priorities:
Improve low-performing schools
    Problem Statements: Student Learning 4 - School Processes & Programs 2

Strategy 4 Details

Strategy 4: Science teachers will have the opportunity to attend professional development through the state science conference (CAST) to address the needs of at-risk learners through differentiation and framework of gradual release of responsibility strategies.

> **Strategy's Expected Result/Impact:** Increased STAAR, MAP scores, common unit assessments
> **Staff Responsible for Monitoring:** Campus administration, Campus Instructional Specialist, Science Lead Teacher, Science Teachers
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals, Improve low-performing schools
> **Problem Statements:** Demographics 1, 2 - Student Learning 4
> **Funding Sources:** Science Teachers will attend CAST Conference to learn about and improve Science instruction - 211 - ESEA, Title I Part A - 211.13.6411.00.048.30.000 - $1,500

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Twenty-one (+/-) new teachers will require training and support on all district and campus initiatives. **Root Cause**: Although some hires have experience, the majority of experience is not in Killeen ISD.
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning
Problem Statement 4: 47% of students did not approach the grade level standard on STAAR Science **Root Cause**: The campus was not using TEKS aligned assessment data to measure progress toward state assessments.

School Processes & Programs
Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.
Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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

Performance Objective 8: AT-RISK - Teachers will improve the performance of at-risk students in all core content areas through targeted interventions. increasing STAAR data at "Approaches" by 10%.

    Evaluation Data Sources: 2022 STAAR scores, CUA scores, 4th 9-weeks grades

Strategy 1 Details
Strategy 1: An After School Learning Center will be provided. This program is designed to serve and assist identified At Risk students with their academics. The goal of the program is to provide one-on-one instruction in order to increase the achievement of students at risk of performing unsuccessfully on the STAAR or failing a course. Healthy snacks will be provided in tutorials.
Strategy's Expected Result/Impact: Increased STAAR performance, CUA performance, and grades for attending students.
Staff Responsible for Monitoring: Principal, CIS, Lead Teachers, & Core Department Teachers
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 5

Strategy 2 Details
Strategy 2: Intervention Aides will provide supplemental instruction and support to At Risk and struggling students in the core content areas under the supervision of a certified teacher.
Strategy's Expected Result/Impact: Improved student achievement.
Staff Responsible for Monitoring: Principal; CIS;
TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 5
Funding Sources: Instructional Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.048.30.000 - $25,588, Instructional Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.048.30.000 - $25,806, Instructional Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.048.30.000 - $28,366

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning
Problem Statement 5: All students have experienced gaps in learning from previous school years. **Root Cause**: Students experienced school closures during the 2019-20 school year, and at least some remote learning the 2020-21 school year. Many students were directly or indirectly impacted by the pandemic.

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: All Palo Alto teachers will attend and implement the most up-to-date trainings and professional development workshops in all content areas. These trainings will drive instruction and lead to increases in the rigor and cognitive levels of classroom instruction.

    Evaluation Data Sources: Increase in STAAR Scores through the implementation of new knowledge obtained at staff development.

Strategy 1 Details
Strategy 1: TAG INSTRUCTOR TRAINING- New Talented and Gifted teachers will attend TAG training offered by the Education Service Center or online training. 30 hours of Initial Training.
Strategy's Expected Result/Impact: Teacher attends training to obtain required credentials
Staff Responsible for Monitoring: Campus Instructional Specialist, TAG Coordinator, Principal
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools   **Problem Statements:** Demographics 1, 3

Strategy 2 Details
Strategy 2: Lead Teacher Nights- Palo Alto teachers will have 100% attendance at Lead Teacher nights during the 2022-23 school year. These sessions highlight difficult-to-teach/hard-to-learn concepts for upcoming units throughout the school year and teacher strategies to teach these concepts. Lead Teachers will ensure that Palo Alto is represented in each subject at each Lead Teacher night.
Strategy's Expected Result/Impact: Agendas and resources from Lead Teacher Nights LTs relay information to departments during PLCs PLC Discussions that follow Lead Teacher Nights
Staff Responsible for Monitoring: Campus Instructional Specialist, Lead Teachers, Principal
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools   **Problem Statements:** School Processes & Programs 1, 2, 3

Strategy 3 Details

Strategy 3: Fine Arts Teachers will attend various state level training's and conferences related to their teaching fields. Theatre- TETA; Band/Choir-TMEA, Art- TAEA.
    Strategy's Expected Result/Impact: Teachers will be able to implement current teaching strategies within their classrooms to improve student success.
    Staff Responsible for Monitoring: Principal, Fine Arts Teachers, Campus Instructional Specialists
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
    Problem Statements: Demographics 2 - School Processes & Programs 2, 3

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Twenty-one (+/-) new teachers will require training and support on all district and campus initiatives. **Root Cause**: Although some hires have experience, the majority of experience is not in Killeen ISD.
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.
Problem Statement 3: GT students are a minority population on campus and tend to be overlooked for additional experiences. **Root Cause**: High needs campus and most times the focus is on our at risk population.

School Processes & Programs
Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.
Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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 2: Palo Alto will provide instructional planning and delivery support for all teachers to ensure instructional alignment to the state curriculum.

    Evaluation Data Sources: Increase in student assessment scores as a result of rigorous instruction

Strategy 1 Details
Strategy 1: Additional Curriculum Instructional Specialists will provide support for math, science, and elective teachers and will work with the interventionist to provide targeted support for teachers through coaching, modeling, facilitating collaborative discussions and examinations of data.

Strategy's Expected Result/Impact: Improved teacher performance and student achievement.
     Staff Responsible for Monitoring: Principal
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
   - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2, 3
     Funding Sources: Supplemental Curriculum Specialist - Salary and Benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.048.30.000 - $73,642, Supplemental Curriculum Specialist - Salary and Benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.048.30.000 - $85,164, Supplemental Title I Teacher - Salary and Benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.048.30.000 - $71,621

Strategy 2 Details

Strategy 2: Staff will attend professional development training to include GRR, Learning Targets and Tasks, Visible Learner, Dufour PLC Conference, Solution Tree Response to Intervention, Fundamental Five, and Lead4Ward . Admin staff will support teachers in and monitor implementation of strategies learned in these trainings.

Strategy's Expected Result/Impact: Teachers will demonstrate and utilize new strategies in the classroom and work with their colleagues in creating engagement in the classroom.

Staff Responsible for Monitoring: Principal, CIS, Instructional Coach, Lead Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2, 3

Funding Sources: For ELL Teacher to attend Solution Tree Conference to aid understand the needs for ELL students. - 165/ES0 - ELL - 165.13.6411.00.048.25.ES0, Substitutes for Teachers to attend Solution Tree Conference - 166 - State Comp Ed - 166.11.6116.00.048.30.AR0 - $2,000, Solution Tree Conference to aid teachers to understand the need of developing and instructing at risk students. - 166 - State Comp Ed - 166.13.6411.00.048.30.AR0 - $3,511, On Campus - Solution Tree PD - 211 - ESEA, Title I Part A - 211.13.6299.00.048.30.000 - $1,353

Strategy 3 Details

Strategy 3: Teachers of at-risk students will participate in full day or after school planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations (at-risk African Americans, at-risk SPED, at-risk Economically Disadvantaged, and EB). Substitutes will be provided for teachers when needed.

Strategy's Expected Result/Impact: Improvement in lesson planning; increased student engagement

Staff Responsible for Monitoring: Principal and CIS

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 1

Funding Sources: Substitutes for teachers to participate in planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.048.30.000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Twenty-one (+/-) new teachers will require training and support on all district and campus initiatives. **Root Cause**: Although some hires have experience, the majority of experience is not in Killeen ISD.

Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.

Student Learning
Problem Statement 5: All students have experienced gaps in learning from previous school years. **Root Cause**: Students experienced school closures during the 2019-20 school year, and at least some remote learning the 2020-21 school year. Many students were directly or indirectly impacted by the pandemic.

School Processes & Programs
Problem Statement 1: Currently, teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than district and state averages. The desired state is that all teachers effectively utilize time, data, resources, and peers to focus on rigorous instruction, resulting in higher student achievement. **Root Cause**: There were not measurable goals for each leadership team member and clear processes for how team members are held accountable for instructional responsibilities.
Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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 3: Palo Alto teachers and leadership will attend professional development throughout the school year that will allow them to address the needs of at-risk students by transforming our school culture. The intent of the PD will be to properly respond to challenges and adversity to ensure a productive and functional environment for all learners.

    Evaluation Data Sources: Walkthrough and coaching walk data, PLC conversations, evidence from teachers.

Strategy 1 Details
Strategy 1: Campus administrators and teaching staff will engage in PD that focuses on analyzing data, transforming our school culture, and the GRR process. Teachers will be responsible for providing evidence during PLCs of what they have implemented and/or changed in their classrooms as a result , as well as the outcome of those changes. Members of the campus leadership team will also attend PD that focuses on GT learners to include equity among GT students in a low performing school.
Strategy's Expected Result/Impact: To provide teachers with additional strategies and support, which in turn will enhance the quality of instruction, improve student outcomes, and transform school culture.
Staff Responsible for Monitoring: Principal, leadership team
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
Problem Statements: Demographics 1, 2 - School Processes & Programs 2, 3
Funding Sources: Solution Tree Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.048.30.000, Gifted + Equity Serving the Under-served PD - 177 - Gifted/Talented - 177.23.6411.00.048.21.000, Gifted + Equity Serving the Under-served PD - 177 - Gifted/Talented - 177.31.6411.00.048.21.000, Gifted + Equity Serving the Under-served PD - 177 - Gifted/Talented - 177.13.6411.00.048.21.000, Gifted + Equity Serving the Under-served PD - 177 - Gifted/Talented - 177.13.6495.00.048.21.000

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Twenty-one (+/-) new teachers will require training and support on all district and campus initiatives. **Root Cause**: Although some hires have experience, the majority of experience is not in Killeen ISD.
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.
School Processes & Programs
Problem Statement 2: As determined in the Coaching Walks, there is a regression towards lesson design and instructional practices that are at the DOK levels 1&2; however, it is not consistent across all grade levels and content areas. **Root Cause**: Teachers have not progressed past the implementation stage of incorporating the Cognitive Rigor Matrix and Gradual Release of Responsibility instructional model.

School Processes & Programs
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.

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

Performance Objective 1: Palo Alto will increase community and parental involvement in the school by 20% and increase the school's involvement and presence in the local community.

Evaluation Data Sources: Parent approval of campus efforts as measured through campus survey.

Strategy 1 Details

Strategy 1: 5th Grade Patriot Preview- Palo Alto will host meetings in the Spring semester for 5th graders and parents who will be future students. They will be allowed to visit the campus, learn about the campus, learn about elective courses, programs, and organizations available to incoming students.
 	
Additionally Band and Choir Students and Instructors will visit Elementary campuses and perform to further educate 5th graders about Fine Arts Programs.
    Strategy's Expected Result/Impact: Increase percentages of Participation and attendance by future students, Feedback from parents and students who attend.
    Staff Responsible for Monitoring: Entire Campus Staff
 	
    Problem Statements: Perceptions 1, 2

Strategy 2 Details

Strategy 2: VOLUNTEERS- Solicit parents and community members to work as volunteer and tutors.
    Strategy's Expected Result/Impact: Increased Volunteer hours
    Staff Responsible for Monitoring: ADMIN, PAMS Teachers
 	
    Problem Statements: Perceptions 1, 2

Strategy 3 Details

Strategy 3: Engage Parents in conversations at extra curricular activities with positives about their student, to develop improved Parent/Teacher relationships. Challenge teachers to meet parents/guardians and build positive relationships at extra-curriculars by providing them with an incentive to do so
    Strategy's Expected Result/Impact: Parents know teachers other than just in the classroom setting.
    Staff Responsible for Monitoring: Administrators attending extra curricular activities
 	
    Problem Statements: Perceptions 1, 2

Strategy 4 Details

Strategy 4: Parent Program Nights. In an effort to give parents the opportunity to learn about all programs offered on campus and to grow in their ability to supports their child's academic achievement, Parent Program Nights will be regularly hosted to include Dyslexia Night, Open House, EB Parent Information Night, Title 1 and the Parent and Family Engagement Policy and Home School Compact, the annual Title I meeting. During the spring, parents and family will be invited to review/revise the parent and family engagement policy and the home school compact.

Palo Alto will hold parent event to provide timely information about the programs their child is enrolled in. Additional learning events will be held for parents of EB students to provide meaningful strategies for helping their child at home.

Strategy's Expected Result/Impact: Open the line of communication with parents. Parents and family will have a better understanding of Title I and will have a role in reviewing/revising the PFE policy and HSC.

Staff Responsible for Monitoring: Palo Alto Admin and Special Program Staff

TEA Priorities:
Improve low-performing schools

Problem Statements: Demographics 2 - Perceptions 1, 2

Funding Sources: Snacks for Parent Program Events and Community Involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.048.24.PAR - $3,530, Supplies for ELL Special Program Parents - 263 - ESEA, Title III Part A - 263.61.6399.LE.048.25.000 - $1,000, Snacks for ELL Parent Events - 263 - ESEA, Title III Part A - 263.61.6499.LE.048.25.000 - $260, Supplies for parent program events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.048.24.PAR - $1,570

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.
Perceptions
Problem Statement 1: Communication of campus programs and events is not reaching the target audience in the community. Less than 2% of parents and stakeholders attend campus events. **Root Cause**: School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.
Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause**: Some students, families, and staff were absent from school throughout extended school closures, remote learning, and illnesses.

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: STUDENT HEALTH & SAFETY-Palo Alto will provide a safe and healthy learning environment in order to improve student achievement. Palo Alto will also participate in monthly safety drills to improve student and staff understanding and preparedness in the event of an actual emergency, resulting in a quicker response time to all drills.

> **Evaluation Data Sources:** Reduced hallway disruptions, reduction in referrals including Minor-Type II offenses and Serious offenses, reduction in number of visits to the nurse for minor injuries due to horseplay

Strategy 1 Details
Strategy 1: All teachers will be in the hallways during passing periods to monitor students.
Strategy's Expected Result/Impact: Decrease in Serious referrals Decrease in Minor type II referrals **Staff Responsible for Monitoring:** Administration, Teachers

Strategy 2 Details
Strategy 2: All students will have access to Bell County Crime Stoppers, can report incidents to counselors or APs in the Stars and Stripes offices for bullying and violence prevention, as well as social emotional wellness.
Strategy's Expected Result/Impact: Reduced number of reports, reduced number of serious offenses **Staff Responsible for Monitoring:** APs, Counselors, Principal, Campus Resource Officer **ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: All 6th & 7th grade students at Palo Alto are all enrolled in either PE, pre-athletics, or athletics. 8th graders have the option to also take these courses. Students participate in the annual Fitnessgram. Students also can participate in cheer, dance, step team, and sports.
Strategy's Expected Result/Impact: Students will meet the required amount of daily movement **Staff Responsible for Monitoring:** Coaches, PE teachers, activity sponsors

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: SAFETY- Palo Alto will participate in monthly safety drills to improve student and staff understanding and preparedness in the event of an actual emergency, resulting in a quicker response time to all drills.

   Evaluation Data Sources: Post Drill evaluations

Strategy 1 Details

Strategy 1: Monthly Safety Drills will be debriefed and evaluated to improve future execution of the school safety plans.
   Strategy's Expected Result/Impact: Increased Performance of Safety Drills
   Staff Responsible for Monitoring: Administration, Teachers, Staff

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

Performance Objective 1: Palo Alto teachers will instruct students using the most up to date instructional strategies, including AVID Instructional Strategies and brain based strategies, resulting in an increase of STAAR performance at meets by 10%.

    Evaluation Data Sources: Student engagement and Achievement improvements

Strategy 1 Details
Strategy 1: AVID Site team Meetings will be held monthly involving staff, parents, and students.

Strategy's Expected Result/Impact: Increase collaboration among all stakeholders to aid in student success and their knowledge of college preparation
    Staff Responsible for Monitoring: AVID Coordinator, Campus Administration
 	
    TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 4: High-Quality Curriculum
    Problem Statements: School Processes & Programs 3

Strategy 2 Details
Strategy 2: AVID will host a parent night once per semester to increase parent involvement.

Strategy's Expected Result/Impact: Increase parent and student involvement in knowledge of college preparation.
    Staff Responsible for Monitoring: AVID coordinator, Campus Administration
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - Perceptions 1, 2

Strategy 3 Details

Strategy 3: AVID WICOR strategies and updates will be given to staff during beginning of school in-service training, faculty meetings, and after school specials.

Strategy's Expected Result/Impact: Increase knowledge of AVID WICOR strategies among all staff to increase student success. Increased MAPS, CUA and STAAR scores.

Staff Responsible for Monitoring: AVID coordinator, AVID site team members, Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 3

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Campus staff struggle to meet the needs of an increasing economically disadvantaged student population. **Root Cause**: Not understanding the needs of the population, the campus staff is not adjusting instructional practices and classroom procedures to support students.
School Processes & Programs
Problem Statement 3: There is a disconnect when it comes to implementing the strategies learned in PLCs into classroom management and instruction. **Root Cause**: Teachers are not receiving guidance and support from peers that excel in the areas of classroom management and instruction.
Perceptions
Problem Statement 1: Communication of campus programs and events is not reaching the target audience in the community. Less than 2% of parents and stakeholders attend campus events. **Root Cause**: School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.
Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause**: Some students, families, and staff were absent from school throughout extended school closures, remote learning, and illnesses.

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

Performance Objective 2: By June 2023, Palo Alto 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 Results

Strategy 1 Details
Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.
     Staff Responsible for Monitoring: Admin; CIS
 	
     Problem Statements: Student Learning 6
     Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.048.30.000 - $65,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.048.30.000 - $20,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.048.30.000 - $2,820, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.048.30.000 - $5,000

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: 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.