

Killeen Independent School District

Live Oak Ridge Middle School

2023-2024

Accountability Rating: C

Distinction Designations:
Postsecondary Readiness



Mission Statement

Teach so that students learn to their maximum potential.

Vision

Through the implementation of a full, innovative, rigorous, comprehensive education program, Killeen ISD will provide superior learning opportunities so that upon graduation, students are prepared for success in the workforce and/or in higher education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

LIVE OAK RIDGE MIDDLE SCHOOL- PROFILE

Live Oak Ridge Middle School provides instruction for 6th, 7th, and 8th-grade students. This school year, we are projected to have approximately 696 students enrolled, with about % eligible for free/reduced lunch. This enables us to serve as a Title I Schoolwide campus. In addition, 53% of our school population is at risk of dropping out by state standards. This population of students is growing. As a result, our at-risk programs continue to grow to meet their needs and help reduce the dropout rate. The vast majority of our student population is African-American or Hispanic. Lastly, LORMS has a rich military affiliation, with 45% of our parents being active duty or DOD employees. We have a 28% mobility rate. 41% of our teachers have less than five years of teaching experience.

Teachers: 40.5 Professional support: 11 Administrators: 3 Aides: 16 Administrative Support: 5

2023 - 24 Population:

6th Grade	219
7th Grade	235
8th Grade	237

TOTAL: **691 (with special programs)**

Ethnicity: (pending rollover)

African American	47%
Hispanic	32%
White	<8%
Two or More Races	<8%
Asian	2%
Pacific Islanders	3%
Native Americans less than	<1%

Student Population by Program:

PROGRAM	NUMBER OF STUDENTS
AT-RISK(State)	364
AVID	55
DYSLEXIA	72
ECONOMICALLY DISADVANTAGED	618
EB	86
GIFTED & TALENTED	17
HOMELESS	13
IMMIGRANT	6
ESL	84
MILITARY	320
SPED/SPEECH	145
504	100

Demographics Strengths

LORMS is a very diverse campus. Approximately seventy-nine percent of our student population is African-American or Hispanic. The staff demographics are aligned with the student population. The staff and students' diversity helps us celebrate our uniqueness and promote an all-inclusive campus family. The school climate of oneness with family and community is evident in our daily practices. The campus embraces the identity of the students and staff with regular celebrations of culture and heritage. This year, the campus has a parent liaison to promote unity among staff and parents. Family events are frequently planned at LORMS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our overall enrollment and teacher staffing have decreased. However, there is a large percentage of students identified as At Risk. There is a need to address

the academic, behavioral, and social-emotional concerns of this growing student population.

Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Student Learning Summary

STAAR Results 2023 (percentage/growth)

STAAR Results by Sub-groups for Approaching Grade Level Standard

Assessment	Economic Disadvantage	Black	Hispanic	Two or More Races	White	LEP	SPED	On Grade Level per Content
Math	59%/ +1	54%/ -2	65%/+11	63%/-6	58%/-14	66%/+18	34%/+9	28%/+6
Reading	66%/-2	63%/-1	68%/-1	62%/-16	75%/+1	54%/-12	29%/+1	35%/-5
Science	42%/- 9	37%/-6	45%/-10	64%/+11	69%/-	41%/-22	27%/+17	22%/-2
History	29%/-6	21%/-9	30%/-8	33%/+4	50%/-7	36%/+5	13%/-	11%/0

Three-Year At-A-Glance Approaches STAAR Pass Rate per Grade Level

Grade 6	Reading	Math			
2021	48	54			
2022	65	67			
2023 (likely/did)	41/65	26/58			
Grade 7	Reading	Math			
2021	68	51			
2022	61	41			
2023 (likely/did)	62/67	38/59			
Grade 8	Reading	Math	Algebra	Science	History
2021	71	59	96	56	48
2022	78	64	100	50	35

Grade 6	Reading	Math			
2023 (likely/did)	56/69	31/62	100 /100	29/47	15/32

Measures of Academic Progress RIT Score Analysis (students present for both)

Grade	Reading (Fall/Spring)	Difference (Rounded to nearest whole Number)	Math (Fall/Spring)	Difference (Rounded to nearest whole Number)	Science (Fall/Spring)	Difference (Rounded to nearest whole Number)
6	206.5/208.1	+2	209.3/214.9	+6	N/A	-
7	211.1/214.6	+4	215.3/221.6	+6	N/A	-
8	211.2/212.5	+1	212.5/215.5	+4	207.6/210.6	+3

Professional Learning Communities at LORMS continually monitor students' progress and assess the individual needs of students. Teachers use the data gathered from the local, district, and state assessments to craft and implement individualized plans for all learners. Several data points were evaluated to provide proper Response to Interventions to gain a complete representation of campus needs. The Measure of Academic Progress data determined campus strengths and weaknesses.

The MAP data supports eighth graders' need for math, reading, and science enrichment. The post-assessment data shows an increase in RIT scores for reading, science, and math compared to the beginning of the year data. No grade level achieved the projected growth of the students meeting grade-level projected growth. The MAP data highlighted a forecast concern with grade 6 and 8 reading. Those students made minimal growth compared to the projected school growth.

The 2023 STAAR data proved favorable percentile growth for 7th-grade math and reading compared to the 2022 assessment results. A comparison of the STAAR data over the past three years supports a greater need for direct instruction in the areas of 6th-grade reading and math and Grade 8 all content assessments. All of those assessments are 6 to 13 points behind the district average.

An analysis of the sub-groups shows a critical gap in performance in economically disadvantaged students, African Americans, LEP, and SPED for all assessments. Major sub-groups had less than a 60% pass rate for the following STAAR assessments:

Eco-Dis-adv.: Math, Science, and History

Black: Math, Science, and History

Hispanic: Science and History

Two or More Races: History

White: History

LEP: Reading, Science, and History

SPED: All assessments

35% of the LORMS students are reading on grade level.

28% of the LORMS students are on grade level for math, including EOC results.

Student Learning Strengths

The district schedule added a period to address gaps in learning within the school day.

The MAP data shows a pre-/post-assessment increase in RIT scores in reading and math for all grade levels and science for Grade 8.

Grade 8 teachers have consistently increased performance on the Reading and Math STAAR over the past three years.

Overall, Math has increased the percentage of students on grade level by six percentile points.

Reading STAAR has increased for White and SPED students.

Math STAAR performance has increased for all sub-groups except Black and White students.

Whites consistently pass 55% or higher for all STAAR assessments except History.

Special Education students increased their overall performance on all STAAR assessments except History, where their performance rates were the same.

The Algebra pass rate is 100%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 35% of the LORMS students are reading on grade level.

Problem Statement 2: 28% of the LORMS students are on grade level for math, including EOC results.

Problem Statement 3: Spring 2023 MAP RIT data revealed 41% of the students met the projected growth for reading.

Problem Statement 4: Spring 2023 MAP RIT data revealed 43% of the students met the projected growth for math.

Problem Statement 5: Math STAAR less than 60% of the Black, White, and SPED students passed.

Problem Statement 6: Less than 50% of the students passed the Science STAAR.

Problem Statement 7: The History STAAR performance has been consistently below 50% for the past three assessments.

Problem Statement 8: LEP students struggle to make adequate yearly progress for Reading, Science, and History.

Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

Problem Statement 11: 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

Live Oak Ridge Middle School is a 6th-8th grade campus. Students have eight periods during the instructional day; each class is 50 minutes and 35 minutes of daily enrichment. LORMS focuses on building a relationship with the parents and staff and fostering a positive learning environment for all students. This year's professional development focuses on the gradual release model, developing a growth mindset for all, discipline reform, and celebrating student achievement. Campus processes will focus on strengthening teacher capacity to foster a rich-rigorous learning environment, devoted to closing the achievement gaps for all learners with differentiated instruction to close the achievement gaps, conflict resolution, and critical reading with a focus on Lead4ward guide with formative assessments. To assist with closing the gap, content staff, aides, instructional coaches, and curriculum specialists will utilize pullouts to address learning deficits.

With joint planning, LORMS guides learning and teaching with the adopted curriculum (KISD LEARN model, TEKS Resource System, and the Hess Cognitive Rigor Matrix). Common assessments are unit-based, collaboratively centered around student needs, and evaluation of the teaching and learning. However, there is a need to increase rigor across all the content areas based on the results of campus and state assessments. Special education programs/services include Resource Classes, Collaborative Teaching, and Inclusion with the offer of a small group testing environment for at-risk learners. The Restorative Practices curriculum is additional support to address social and conflict concerns of at-risk students. LORMS is fortunate to receive Restorative Practices training as a campus.

We have various learning environments:

- Skills Unit Class

- Behavior Management Unit

- Resource Classes for Math, Language Arts, and Reading

- Emergent Bilingual (EB)

- Dyslexia program services with the Wilson Program

- Honors and Gifted & Talented classes

- AVID at all grade levels

- Collaborative Teaching for Reading and Math Classes

- Reading and Math Interventions at all grade levels

- Science and History Interventions for 8th Graders

Restorative Practices Lessons

The PLC time is used for lesson designing, data review, incorporating the gradual release model, and a growth mindset. Teachers must use best practices and teaching techniques gained through professional development experiences. Teacher leaders work with all teachers to optimize our effectiveness by building teacher capacity through collaboration, problem-solving, and data analysis to meet the needs of students. 41% of our teachers have five or fewer years of experience. The use of data to enhance instruction is a campus need. Teachers are gaining knowledge and understanding of the data analysis process using campus data analysis tools. Teachers must monitor and document student progress throughout the year--especially the performance of African-American, Hispanic, SPED, and ECD students in most content areas.

The technologist is available to assist teachers with various differentiated learning opportunities for students. However, the utilization of technology in-class instruction is inconsistent and does not enhance student growth. We have three computer labs (30 desktops), four mobile labs, and three sets of iPads and laptops utilized for virtual learning opportunities, and most classrooms have at least three desktops per class. Our classrooms have several computers for student use. All classrooms have interactive projectors and document readers. Slates are also available for classroom use. This LORMS will receive a technology update where we hope to have a device for every student. The EB students can access translating devices to supplement/support their learning and the K-12 Summit program. All reading classes will employ online literacy programs. With the addition of accelerated reading and math instruction, at-risk learners will also use a comprehensive online learning program with targeted instruction.

School Processes & Programs Strengths

Professional Learning Communities meet every 10-12 days to discuss and design meaningful instruction.

LORMS has a level III aide and instructional aides to assist struggling learners in small groups.

Every 6th-grade student can take reading to provide additional support for reading comprehension through the iLit program.

Reading and math STAAR failures are reviewed through the RTI process to be considered for ACC support classes.

Each ACC learning class has a full-time teacher to focus on student needs.

Pullout sessions are used to strengthen learning in Reading and Math.

Class sets of books are provided during DEAR time to encourage reading endurance. Students are also encouraged to check out library books through their ELA classes.

Each student can select two free books at the Donation Book Fair.

Response to Intervention strategies are required and implemented to support student learning and success.

Quarterly RTI meetings are required to review student data.

Each core content receives a day of planning every nine weeks with their colleagues to focus on student data and lesson design.

Student demographics and staff minority profiles are pretty aligned with the student population.

Teachers on campus demonstrate their continuous dedication to being lifelong learners by having a master's degree or higher.

The Special Programs Facilitator supports our campus and allows more time for the admin to focus on instructional-driven practices.

Teachers have various technological equipment to incorporate into the student learning process.

Mobile labs have been purchased to make technology more accessible for all content areas during the year.

All online learning practices by all teachers with Schoology and online sharing of best practices for core classes.

Social-emotional support sessions are available with the counselors.

Character lessons are conducted through Lobo Time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.

Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).

Problem Statement 4: There is a need to grow teacher capacity in implementing Response to Intervention to identify student needs early and ensure the program is completed with fidelity.

Problem Statement 5: Building capacity in new teachers through a mentor program to support longevity is necessary.

Perceptions

Perceptions Summary

Live Oak Ridge Middle School is committed to ensuring all students learn to their maximum potential. With this in mind, we strive to become a highly effective learning community. At LORMS, building relationships is fundamental in fostering community acceptance and maximizing students' potential. Therefore, while at LORMS, students are challenged to engage in a rigorous curriculum on campus. Through the Home-school compact and the Parent Engagement Policy, LORMS is devoted to creating a solid partnership to increase awareness, support, and student success with the assistance of a Parent Liaison.

Parents at LORMS are a crucial part of our campus. Hence, parents are expected to participate in events such as Muffins with Moms, Donuts with Dads, Coffee and Cookies with the Counselors, AVID Parent Nights, Special Programs, informational meetings, scheduled parent conferences, and Cultural Celebrations. Parents can also become proactive partners on campus by serving on our Parent Council, SBDM, AVID Council, and volunteer program. Consistent parent support is needed to enhance learning opportunities for our students and strengthen relationships between the school, parents, and the community. Parents and community members can assist with classroom needs, special events, field-based instruction/trips, and fundraising for student needs. Monthly meetings discuss campus needs, spending, commitments, and campus events. All are invited to attend.

LORMS offers several specialized programs to meet our students' needs and abilities. The programs include ESL, Skills, Behavior Management Unit, Resource, Collaborative Teaching, and Inclusion. The school also provides students with accelerated Instructional classes for math and reading and dyslexia support. Outside the instructional day, students have access to a homework center, an AM and PM support lab, and Saturday intervention camps for math, reading, History, science, and other intervention opportunities to help bridge the gap in student learning. Lastly, a 35-minute block is designed to enrich or remediate STAAR concepts.

Students attend group sessions during the lunch hours to address the following topics: self-esteem, conflict resolution, and self-harm prevention with our counseling team. These students were selected due to hardships endured during the school year, such as suicidal thoughts, death, lack of emotional support, and anxiety. The essential components of the program are establishing safety, building connections, and teaching coping or regulation strategies to students. The need continues with the campus counselors with opportunities to connect with students, empower them, and correct them while providing hands-on activities to promote social-emotional learning. Research provides evidence that enhancing Social Emotional Learning promotes higher academic achievement.

Students at LORMS can choose from the following elective classes: art, choir, band, Spanish, teen leadership, Theatre Arts, AVID, and athletics. They can earn up to three high school credit hours while still in middle school: theater arts, art, Spanish, and Algebra. The students have the opportunity to join various clubs: jazz band, choir, art club, pep squad (Grade 6), Reading Club,

Science Club, chess, robotics, drone club, Spanish Club, Fellowship of Christian Athletes, Youth Council, Cheer Team, and Communities in School mentoring. In addition, various UIL extra-extracurricular activities are also open to all eligible students. LORMS has annual celebrations to celebrate diversity.

Our campus has strong partnerships with the Boys and Girls Club, Military Family Life Consultant, and Communities in School. The Boys and Girls Club provides an AM and PM program that meets the needs of our students (approx. 100) daily. The AM Boys and Girls Club program was started to assist our working parents who need to drop their scholars off at school before 7:30 a.m. Communities in Schools, Military Family Life Consultant, and SEL counselor help to foster positive relationships and mentoring programs for our at-risk students. Intramural activities are available for sixth graders through our mentor-volunteer efforts.

Perceptions Strengths

A safe and welcoming environment for learning every day

Boys & Girls Club program

Daily Content Tutoring

ZAP- Zeros Aren't Permitted

Homework Center

AM and PM Lab Support

Volunteer Program

Adopted Unit Support

Mentor Program

Quarterly Parent Conferences

Monthly Information Meetings

LPAC Monthly Review

Site-Based Decision-Making Committee

Community in Schools

Military Family Life Consultant

School-wide Communication Efforts

Home-School Compact

Parent Engagement Policy

Parent Liaison

Response to Interventions

Restorative Practices Discipline Reform

Holistic Counseling Approach

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is limited student, parent and community involvement for campus events and non-extracurricular programs.

Problem Statement 2: Students struggle with the utilization of academic, emotional, and peer-conflict strategies.

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: The Math department will increase the pass rate on STAAR by 5% for all learners with a special focus on students of two or more races. LORMS would like to increase the overall rate of students performing on grade level by 8%.

High Priority

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details
<p>Strategy 1: Teachers will differentiate math instruction using best practices to engage and meet the needs of students. Additional Targeted Support will be provided to all students in math through online enrichment in order to increase academic achievement status meeting grade-level standards in math by 8%.</p> <p>Strategy's Expected Result/Impact: Student Computer logs showing increased usage The purposeful employment of programs in lesson plans and walk through data will reflect the use Complete goal setting profiles and monitored, 5%-10% gain on targeted content objectives according to baseline score.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Admin, and CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 5, 10 - School Processes & Programs 2, 3, 4</p> <p>Funding Sources: Resources for differentiated math instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$2,000</p>

Strategy 2 Details

Strategy 2: Provide professional development opportunities for Math Teachers to build teacher capacity for increasing student performance.

Strategy's Expected Result/Impact: Conference participants will share strategies at campus during PLC or planning days
The employment of strategies learned in lesson plans and walk through data will reflect the use.

Staff Responsible for Monitoring: Math TL, CIS, and Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 4, 8, 9, 10 - School Processes & Programs 1, 2, 3

Funding Sources: Math Focused Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.050.30.000 - \$7,500

Strategy 3 Details

Strategy 3: Conduct small group tutoring sessions outside the regular school day with targeted groups of students who need additional learning support and reteach opportunities based upon red line data.

Strategy's Expected Result/Impact: Student Sign In Log show increased participation

5% - 10% gain on targeted TEKS

Overall STAAR performance

Staff Responsible for Monitoring: Math Teachers, Case Managers, CIS, and Math Admin

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- Targeted Support Strategy

Problem Statements: Demographics 2 - Student Learning 2, 5, 8, 9, 10 - School Processes & Programs 2, 3

Funding Sources: Nutritional Snacks for Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.050.30.000 - \$1,000, Instructional Supplies for Math Tutoring - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - \$2,959

Strategy 4 Details

Strategy 4: Utilize accelerated math class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Math STAAR, MAP, or have a noted concern by their teacher.

Strategy's Expected Result/Impact: Review pre/post assessment results with data tracking log, overall STAAR success

Staff Responsible for Monitoring: Math Interventionist teacher, Lead Teacher, Math Admin, CIS, and Principal

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 2, 4, 5, 9 - School Processes & Programs 2, 3

Funding Sources: Instructional Supplies for ACC Math - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$2,500

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Problem Statement 2: 28% of the LORMS students are on grade level for math, including EOC results.

Problem Statement 4: Spring 2023 MAP RIT data revealed 43% of the students met the projected growth for math.

Problem Statement 5: Math STAAR less than 60% of the Black, White, and SPED students passed.

Problem Statement 8: LEP students struggle to make adequate yearly progress for Reading, Science, and History.

Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.

Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).

Problem Statement 4: There is a need to grow teacher capacity in implementing Response to Intervention to identify student needs early and ensure the program is completed with fidelity.

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

Performance Objective 2: The RL-A department will increase the reading pass rate on STAAR by 10% for all learners with a special focus on our EB students and students of two or more races. LORMS would like to increase the overall Met the Standard rate by 10% all students reading on grade level.

High Priority

Evaluation Data Sources: STAAR Reading Results

Strategy 1 Details
<p>Strategy 1: Conduct small group tutoring sessions outside the regular school day with targeted groups of students who need additional learning support and reteach opportunities based upon red line data.</p> <p>Strategy's Expected Result/Impact: Student Computer logs show increase participation Student work--charts that show 5%-10% gain on targeted content objectives</p> <p>Staff Responsible for Monitoring: RL-A Teachers, Case managers, CIS, and ELA-R Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3, 8, 10 - School Processes & Programs 2</p> <p>Funding Sources: Nutritional Snacks for Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.050.30.000 - \$1,000, Instructional Supplies for ELA Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$2,000</p>
Strategy 2 Details
<p>Strategy 2: Provide professional development for RL-A teachers of low-performing students on best practice strategies and differentiated instruction in Reading.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days Utilization of strategies in Class Review of completed lesson designs including differentiated strategies Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: RL-A teachers, Lead Teacher, CIS, and RL-A admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Professional Development focused on Reading - 211 - ESEA, Title I Part A - 211.13.6411.00.050.30.000 - \$5,000</p>

Strategy 3 Details

Strategy 3: Provide EB teachers PD opportunities in order to design meaningful learning opportunities based on student needs for reading.

Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days

Utilization of strategies in Class

Review of completed lesson designs including differentiated strategies

Impact on Learning: increase assessment scores and grades

Staff Responsible for Monitoring: EB Teacher, District ELA Instructional Specialist, CIS, and ELA-R Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 3, 8, 9 - School Processes & Programs 3

Funding Sources: Professional Development for Teachers of EBs - TCTLA/TCTELA - 165/ES0 - ELL - 165.13.6411.00.050.25.ES0 - \$3,000

Strategy 4 Details

Strategy 4: RL-A teachers will support students with academic content vocabulary by "pre-teaching" whenever possible. Comprehension strategies will be integrated with all content instruction to ensure that vocabulary and literacy skills taught in small groups are transferring to classwork in the regular education classroom. Teachers will integrate technology that encourages English vocabulary development in real-world situations.

Strategy's Expected Result/Impact: Student use of Imagine Learning, Success maker, and iLit for Student improvement on targeted objectives' baseline score

Shared strategies during PD/Planning Days

Utilization of strategies in Class

Review of completed lesson designs including differentiated strategies

Impact on Learning: increase assessment scores and grades

Staff Responsible for Monitoring: Technologist, RL-A Teacher,s Reading Interventionist Teacher, and CIS

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 3, 8, 9, 10 - School Processes & Programs 2, 3

Funding Sources: Instructional materials to support vocabulary and content area language for EB students - 165/ES0 - ELL - 165.11.6399.00.050.25.ES0 - \$1,000,

Instructional materials to support vocabulary and content area language for RL-A students - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$3,000, High Interest

Reading materials for RL-A instruction - 211 - ESEA, Title I Part A - 211.11.6329.00.50.30.000 - \$4,785

Strategy 5 Details

Strategy 5: Utilize accelerated ELA class staffed with an At-Risk teacher for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Reading STAAR, MAP, or have a noted concern by their teacher.

Strategy's Expected Result/Impact: Student use of iLit for Student improvement on targeted objectives' baseline score

Shared strategies during PD/Planning Days

Utilization of GRR strategies in Class

Review of completed lesson designs including differentiated strategies

Impact on Learning: increase assessment scores and grades

Staff Responsible for Monitoring: Interventionist Teacher, RL-A TL, CIS, and Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1, 3, 10 - School Processes & Programs 2, 3

Funding Sources: Accelerated ELA Teacher Salary and Benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.50.30.000 - \$100,934, Instructional Supplies for ACC Reading

- 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$2,500, Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.050.30.000 - \$3,000

Strategy 6 Details

Strategy 6: RL-A teachers will use Scope Magazine subscription to develop writing skills such as central claim/thesis statement, organization, and structure, choosing relevant details to support claims, editing and revising, word choice, transition words, phrases, and sentences, quoting and paraphrasing, grammar.

RL-A teachers will use Scope Magazine subscription to develop reading skills such as close reading, author's craft, summarizing, text marking, text evidence, context clues, inference, central ideas and details, text structures & features, theme, analyzing arguments, figurative language, and tone/mood.

Strategy's Expected Result/Impact: Completed lesson designs including differentiated strategies

Class visits note usage

Student success with strategy implementation

Targeted growth with R-LA Domain 3

Performance data increase

Staff Responsible for Monitoring: RL-A teachers, CIS, and RL-A Admin

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1, 3, 8, 9, 10 - School Processes & Programs 2, 3

Funding Sources: Scope Magazines - 166 - State Comp Ed - 166.11.6329.00.050.30.AR0 - \$6,500, Scope Magazines - only approved if specific to needs of EB students and different than what is being purchased from 166 - 165/ES0 - ELL - 165.11.6329.00.050.25.ES0 - \$1,250

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
<p>Problem Statement 1: 35% of the LORMS students are reading on grade level.</p> <p>Problem Statement 3: Spring 2023 MAP RIT data revealed 41% of the students met the projected growth for reading.</p> <p>Problem Statement 8: LEP students struggle to make adequate yearly progress for Reading, Science, and History.</p> <p>Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.</p> <p>Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.</p> <p>Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.</p> <p>Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).</p>

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

Performance Objective 3: The Science department will increase the pass rate on STAAR, by 10% for all learners with a special focus on all sub-groups except white and EB students. LORMS would like to increase the overall met performance rate by 7%.

Evaluation Data Sources: STAAR Science Results

Strategy 1 Details
<p>Strategy 1: Science teachers will attend professional learning opportunities to gain the STEM skills needed to promote higher achievement in the area of Science.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days Utilization of strategies in class Review of completed lesson designs including differentiated strategies GRR noted in walk-throughs 20% increase in science labs Impact on Learning: increase assessment scores and grades</p> <p>Staff Responsible for Monitoring: Science TL, CIS, and Admin for Science</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 6, 9, 10 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Science Professional Development focused on STEM - 211 - ESEA, Title I Part A - 211.13.6411.00.050.30.000 - \$5,000</p>
Strategy 2 Details
<p>Strategy 2: Science department will conduct small group tutoring sessions outside the regular school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for their at-risk learners.</p> <p>Strategy's Expected Result/Impact: Student sign in sheets show more participation Increased student performance- Report cards, CUA, STAAR MAP BOY and MOY data for interventions</p> <p>Staff Responsible for Monitoring: Science Teachers, Science Admin, and CIS</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 6, 9, 10 - School Processes & Programs 2</p> <p>Funding Sources: Nutritional Snacks for after school Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.050.30.000 - \$1,000, Instructional Supplies for Science Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.50.30.000 - \$2,000, Lab Items for after school tutoring - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - \$2,500</p>

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
<p>Problem Statement 3: Spring 2023 MAP RIT data revealed 41% of the students met the projected growth for reading.</p> <p>Problem Statement 6: Less than 50% of the students passed the Science STAAR.</p> <p>Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.</p> <p>Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.</p> <p>Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.</p> <p>Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).</p>

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

Performance Objective 4: The History department will increase the pass rate on STAAR by 10% for all learners with a special focus on all sub-groups. LORMS would like to increase the overall "met the standard" performance rate by 10%.

Evaluation Data Sources: STAAR History Results

Strategy 1 Details
<p>Strategy 1: History teachers will attend content specific professional development and apply learned strategies, knowledge and skills toward increasing the depth and rigor of first time instruction, providing targeted intervention, and using data to inform instruction.</p> <p>Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days</p> <p>Utilization of strategies in class</p> <p>Review of completed lesson designs including differentiated strategies</p> <p>GRR noted in walk-throughs</p> <p>Impact on Learning: increase assessment scores and grades</p> <p>Pre/Post Test results improve</p> <p>Staff Responsible for Monitoring: History Department, CIS, and History Admin</p> <p>TEA Priorities:</p> <p>Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 7, 9, 10 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Lead4ward Conference - History - 211 - ESEA, Title I Part A - 211.13.6411.00.50.30.000 - \$5,000</p>

Strategy 2 Details

Strategy 2: History department will conduct small group tutoring sessions outside the regular school day with targeted groups of students who need additional support learning and reteach opportunities based upon red line data.

Strategy's Expected Result/Impact: Sign in sheets show more students participating

Utilization of differentiated strategies

Increased student performance- Report cards, CUA, STAAR

Pre/Post Assessment scores increase

Staff Responsible for Monitoring: CIS, Social Studies Teachers, SS Admin

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 7, 9 - School Processes & Programs 2, 3

Funding Sources: Nutritional Snacks for after school Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.050.30.000 - \$1,000, Instructional Supplies for history tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$2,000, Primary Resources for history tutoring - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - \$2,500

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Problem Statement 7: The History STAAR performance has been consistently below 50% for the past three assessments.

Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.

Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).

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

Performance Objective 5: The AVID enrollment will increase by 20% along with a 10% increase in our High school courses such as Algebra I, Art, and Spanish. Students participating in AVID will demonstrate an increased performance on STAAR and a decreased failure rate when compared to the previous year.

Evaluation Data Sources: Student schedules
AVID enrollment data
Student report cards
STAAR performance of students participating in AVID

Strategy 1 Details
<p>Strategy 1: Recruiting for AVID Site Team Members and AVID Elective teachers.</p> <p>Strategy's Expected Result/Impact: Membership Roster increase Participation on AVID Site Team Members and AVID Elective teachers will increase Utilization of AVID strategies including differentiated strategies in lesson plans Increased student performance- Report cards, MAP, CUA, STAAR</p> <p>Staff Responsible for Monitoring: Current Site Team AVID Summer Institute AVID Coordinator Administration PLC Leads</p>

Strategy 2 Details

Strategy 2: Ensure all AVID students are enrolled in a rigorous course of study. All students will have exposure to the AVID methodologies in core classes.

Strategy's Expected Result/Impact: Student Schedules

Increase enrollment in AVID

Shared strategies during PD/Planning Days

Utilization of strategies in class noted in walk-throughs

Review of completed lesson designs including AVID strategies

Impact on Learning: increase assessment scores and grades

Staff Responsible for Monitoring: AVID Team and Coordinator

Counselors

PLC/Departments

All Staff

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

Problem Statements: Demographics 1, 2 - Student Learning 9, 10 - School Processes & Programs 2, 3

Funding Sources: Instructional Supplies i.e. binders, dividers, and planners - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - \$5,000

Strategy 3 Details

Strategy 3: Provide staff professional development of the AVID modules to address academic needs of At Risk students.

Strategy's Expected Result/Impact: Shared strategies during PD/Planning Days

Utilization of AVID strategies in class

Review of completed lesson designs including differentiated strategies

AVID strategies noted in walk-throughs

Impact on Learning: increase assessment scores and grades

Staff Responsible for Monitoring: AVID coordinator, all teacher, CIS, and Principal

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Demographics 1, 2 - Student Learning 9, 10 - School Processes & Programs 1, 2, 3 - Perceptions 2

Funding Sources: AVID Conference for Site Team - 211 - ESEA, Title I Part A - 211.13.6411.00.50.30.000 - \$30,000

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have decreased. However, there is a large percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.

Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
<p>Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.</p> <p>Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.</p> <p>Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.</p> <p>Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).</p>
Perceptions
<p>Problem Statement 2: Students struggle with the utilization of academic, emotional, and peer-conflict strategies.</p>

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

Performance Objective 6: All students, to include At Risk, Special Education, English Learners, AVID, and Gifted and Talented student groups, will demonstrate at least one year of academic growth.

Evaluation Data Sources: CUAs

STAAR Results

Student Grades

MAP data

Strategy 1 Details
<p>Strategy 1: Students will be provided homework support after school with content experts to reinforce daily taught skills. The homework center will be open to all students.</p> <p>Strategy's Expected Result/Impact: Review of student performance Mastery of concepts on formative assessment Overall growth in closing the achievement gap Decrease in content failures Increased STAAR success</p> <p>Staff Responsible for Monitoring: LORMS Lobo Homework Center Staff, and Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 10 - School Processes & Programs 2</p>

Strategy 2 Details
<p>Strategy 2: At-risk teachers will use computer lab opportunities to bridge the gap in student learning through the use of differentiated and best practices.</p> <p>Strategy's Expected Result/Impact: Purposeful selection Computer Sign in logs show increased usage Increased student performance- Report cards, MAP, CUA, STAAR</p> <p>Staff Responsible for Monitoring: At-Risk Teachers, Teacher Leaders, Technologist, and CIS</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 9, 10 - School Processes & Programs 2, 3</p>

Strategy 3 Details

Strategy 3: Additional staff will provide academic support in the form of supplemental instruction in core classes. The CIS will assist classroom teachers with instructional delivery. The EB aide will provide assistance inside and outside of the EB class.

Strategy's Expected Result/Impact: Review pre/post-test results with data tracking log growth:

Lesson designs including differentiated strategies

Classroom support in core classes

Classroom visits feedback promote teacher growth

Increased student performance- Report cards, MAP, CUA, STAAR

Staff Responsible for Monitoring: Interventionists, CIS, and Math and ELA Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Demographics 1 - Student Learning 8, 10 - School Processes & Programs 1, 3

Funding Sources: Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.50.30.000 - \$84,494, At-Risk Aide - 166 - State Comp Ed - 166.11.6129.00.050.30.AR0 - \$28,041

Strategy 4 Details

Strategy 4: STAAR-tested subjects will be provided with supplemental teaching materials that address the hard to teach concepts per content area with an exclusive focus on the most missed STAAR items.

Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies

RTI implementation

Increased student performance- Report cards, MAP, CUA, STAAR

Staff Responsible for Monitoring: Lead teachers, CIS, and Admin

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 8, 9 - School Processes & Programs 3

Funding Sources: Workbooks for STAAR Practice and TEKS Review (STAAR BLITZ) - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$20,000

Strategy 5 Details

Strategy 5: Target instruction is needed to address specific learning needs and to increase differentiation and student collaboration. The classrooms will be organized to allow for flexible seating and instruction based on student need.

Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies

Increased student performance- Report cards, MAP, CUA, STAAR

Reduce content failure rate

STAAR success

Staff Responsible for Monitoring: ACC teachers, CIS, and Admin

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 3, 4, 10 - School Processes & Programs 3

Funding Sources: iPads Cases - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$3,000, iPads for targeted intervention - 211 - ESEA, Title I Part A - 211.11.6398.00.050.30.000 - \$11,100, Charging Carts - 211 - ESEA, Title I Part A - 211.11.6394.00.50.30.000 - \$3,000

Strategy 6 Details

Strategy 6: Provide professional development for GT teachers in order to increase awareness of gifted characteristics of students to enhance the instruction delivered.

Strategy's Expected Result/Impact: Utilization of new techniques evident in lesson plans

CUA and MAP data

An increase in student performance on STAAR

Increase in number of identified GT students mastering STAAR

Staff Responsible for Monitoring: GT Teachers, AVID Coordinator, CIS, and Principal

TEA Priorities:

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

- ESF Levers:

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

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

Funding Sources: AVID Conference-GT - 177 - Gifted/Talented - 177.13.6411.00.050.21.000 - \$2,000

Strategy 7 Details

Strategy 7: Provide field-based instruction for GT students in order to increase mastery of grade-level content.

Strategy's Expected Result/Impact: Increase student overall performance and engagement in the GT curriculum.

Staff Responsible for Monitoring: GT Teachers, CIS, and Principal

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

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

Funding Sources: Field-Based Instruction - 177 - Gifted/Talented - 177.11.6412.TR.050.21.000 - \$2,000, Field-based Instruction - entrance fees (Get Prior Approval First) - 177 - Gifted/Talented - 177.11.6299.00.050.21.000 - \$500, Instructional Supplies (TPSP) - 177 - Gifted/Talented - 177.11.6399.00.050.21.000 - \$1,000

Strategy 8 Details

Strategy 8: The campus will support field-based instruction for students particularly in the area of science and other content areas where appropriate to address low performing TEKS. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Increase student engagement for hard to teach TEKS

Increased student achievement

Reduction in learning gaps

Staff Responsible for Monitoring: CIS, Lead Teachers, Admin

Problem Statements: Demographics 1, 2

Funding Sources: Field Based Learning - Transportation - 166 - State Comp Ed - 166.11.6494.00.050.30.AR0 - \$5,500, Field Based Learning - Student Entry Fees - 166 - State Comp Ed - 166.11.6412.00.050.30.AR0 - \$5,000

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have decreased. However, there is a large percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.

Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Problem Statement 1: 35% of the LORMS students are reading on grade level.

Problem Statement 2: 28% of the LORMS students are on grade level for math, including EOC results.

Problem Statement 3: Spring 2023 MAP RIT data revealed 41% of the students met the projected growth for reading.

Problem Statement 4: Spring 2023 MAP RIT data revealed 43% of the students met the projected growth for math.

Problem Statement 8: LEP students struggle to make adequate yearly progress for Reading, Science, and History.

Student Learning

Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.

Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).

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: 100% of PLCs and Professional Development opportunities will align with the campus vision and mission, focus on aligning the task/target with the standard, and emphasize raising the rigor of teaching/learning with differentiated strategies, curriculum, instruction, and assessment as a collaborative ongoing conversation centered on student needs, work, and progress.

Evaluation Data Sources: PLC agendas and minutes

Strategy 1 Details
<p>Strategy 1: Lead all PLC meetings with vision & mission, campus commitments, CIP, and PLC learning goals to ensure all our work and all decisions are aligned to building teachers' capacity and using data to increase student achievement.</p> <p>PLCs will review student data, reflect on teaching practices, explore resources to learn new practices, and planning how to apply new learning.</p> <p>PLC minutes will be used to share concepts, and learning covered with other departments.</p> <p>Strategy's Expected Result/Impact: PLC Minutes to summarize the learning</p> <p>Dufour four questions driving collaboration</p> <p>Increase use of data driving lesson plan designing</p> <p>Student learning improved by teacher effectiveness</p> <p>Data protocols created</p> <p>Classroom visits reflect planning</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities:</p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 1, 2, 3</p>

Strategy 2 Details

Strategy 2: Each administrator will work collaboratively with DESIGNATED content PLC so that student success is priority one. We will meet bi-weekly to communicate, collaborate and reinforce best practices.

Strategy's Expected Result/Impact: Build leadership teams that empower teacher leaders and supports, enhances and enriches the learning capacity of students, staff and leadership

Monthly coaching walks

Coaching walks feedback in Strive

Lesson design products

Staff Responsible for Monitoring: ILT

Teacher leaders

Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 10 - School Processes & Programs 1, 2, 3

Strategy 3 Details

Strategy 3: The teachers will be introduced to the tools to create a highly effective, multitiered system of support (MTSS) to ensure all students learn at high levels with professional development opportunities through RTI team.

Strategy's Expected Result/Impact: Build effective teams to know when and how to respond to students

Prioritize essential learning outcomes for optimal focus on what students should learn

Target assessments to help identify what they have learned or not

Systematically respond when students need intervention and enrichment

RTI data logs

Staff Responsible for Monitoring: SES counselor

RTI team

Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 10 - School Processes & Programs 1, 2, 3 - Perceptions 2

Funding Sources: Professional Development Resources for introducing teachers to Multitiered System of Support (MTSS) - 166 - State Comp Ed - 166.13.6329.00.050.30.AR0 - \$5,500

Strategy 4 Details

Strategy 4: Teachers and Instructional aides will participate in on-site training to strengthen Restorative Practices implementation process.

Strategy's Expected Result/Impact: Protocols to respond when students SE needs

Positive School Culture

Student success

Staff Responsible for Monitoring: At-risk Counselor, CIS, and Admin

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 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2

Funding Sources: Professional Development Supplies for on-site Restorative Practices PD - 211 - ESEA, Title I Part A - 211.13.6399.00.050.30.000 - \$5,000, Professional Development- Follow Up Sessions on Restorative Practices - 211 - ESEA, Title I Part A - 211.13.6239.00.50.30.000 - \$15,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have decreased. However, there is a large percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.

Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.

Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).

Problem Statement 4: There is a need to grow teacher capacity in implementing Response to Intervention to identify student needs early and ensure the program is completed with fidelity.

Perceptions

Problem Statement 2: Students struggle with the utilization of academic, emotional, and peer-conflict strategies.

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: Assist and support teachers so that there is less than 10% failure rate in all content areas per Nine-Weeks and a 70% mastery of redline TEKS on exams.

Evaluation Data Sources: Failure Reports
Exam Results

Strategy 1 Details
<p>Strategy 1: Bi-weekly walkthroughs and monthly meetings with new teachers to provide instructional support and address curriculum needs.</p> <p>Strategy's Expected Result/Impact: Rapport with leadership Teacher-centered agenda meetings A copy of the walk-throughs submitted to appraiser addressing concerns/praises Notes from follow-up meeting with admin and new teachers Lesson designs to promote student achievement</p> <p>Staff Responsible for Monitoring: CISs and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3</p>
Strategy 2 Details
<p>Strategy 2: Tri-annual meetings will be held with all staff to review goals and a discuss progress.</p> <p>Strategy's Expected Result/Impact: Affirmation of goals Increase staff moral Decrease staff turnover</p> <p>Staff Responsible for Monitoring: Admin and Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Portfolios - 211 - ESEA, Title I Part A - 211.13.6399.00.050.30.000 - \$1,500</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have decreased. However, there is a large percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.

Student Learning

Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.

School Processes & Programs

Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).

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

Performance Objective 1: Increase overall parent participation in school related events, Title I parent meetings, and academic information and support sessions by a minimum of 20% during the 21-22 school year.

Evaluation Data Sources: Sign-in sheets
School Climate

Strategy 1 Details
<p>Strategy 1: Create opportunities on campus for stakeholders to come together to distribute information, share concerns, and gain new knowledge to support student success. This is to provide the parents and community an opportunity to develop communication and engagement practices with the campus. The parent and family engagement and home-compact will be reviewed at each meeting.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement Increased parent awareness of campus opportunities to be involved Student achievement increase Positive School Culture and Climate</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, SES Counselor, AVID Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Refreshments for Parents Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.050.24.PAR - \$2,000, Books for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.50.24.PAR - \$1,200, Parenting Literature - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.50.24.PAR - \$896</p>
Strategy 2 Details
<p>Strategy 2: Utilize Connect Ed communication system, social media, and LORMS website to inform parents and community members of campus wide events.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement at school programs. Parent notification process will be more fluid.</p> <p>Staff Responsible for Monitoring: Webmaster and Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>

Strategy 3 Details

Strategy 3: Conduct a parent night for EB students and parents exploring improving home-school communication in which the EB teacher will provide booklets to promote academic achievement and unity of EB students, parents, and staff.

Strategy's Expected Result/Impact: Increased EB parent involvement
Increased EB parent awareness of campus opportunities to be involved
Student achievement increase
Positive School Culture and Climate

Staff Responsible for Monitoring: EL Teachers, EB Admin, CIS, and Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 8 - Perceptions 1

Funding Sources: Supplies for EB Parent Night - 263 - ESEA, Title III Part A - 263.61.6399.LE.050.25.000 - \$1,125

Strategy 4 Details

Strategy 4: A Parent Liaison has been added to engage and promote family involvement and to build a stronger connection between the home and school. The liaison will act as bridge between the school and parents and will support constant communication with all stakeholders. The liaison will design and/or facilitate parent engagement meetings, events, and activities including a parent resource center.

Strategy's Expected Result/Impact: Increase positive communication with stakeholders
Increase parent involvement
Positive School Culture and Climate

Staff Responsible for Monitoring: Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Parent Liaison Salary and Benefits - 211 - ESEA, Title I Part A - 211.61.6129.00.50.30.000 - \$28,187, Professional Development for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6411.00.50.30.000 - \$500, Parent Liaison Supplemental Pay for After School Parenting Events - 211 - ESEA, Title I Part A - 211.61.6121.00.50.30.000 - \$2,500, Travel for Parenting Activities - 211 - ESEA, Title I Part A - 211.61.6411.00.50.30.000 - \$2,000, Supplies for Parent Center - 211 - ESEA, Title I Part A - 211.61.6399.00.50.30.000 - \$1,000, Parent Center Print Shop Items (Use Function 61 - Not in P4L) - 211 - ESEA, Title I Part A - 211.11.6397.00.050.30.000 - \$3,500, Shelves/Furniture for Parent Resource Center - get pre-approval for furniture items - 211 - ESEA, Title I Part A - 211.61.6399.00.50.30.000 - \$5,500

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 8: LEP students struggle to make adequate yearly progress for Reading, Science, and History.
School Processes & Programs
Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.
Perceptions
Problem Statement 1: There is limited student, parent and community involvement for campus events and non-extracurricular programs.
Problem Statement 2: Students struggle with the utilization of academic, emotional, and peer-conflict strategies.

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: Foster a safe, inviting and supportive atmosphere that cultivates a positive learning environment for our learning community members to support the social and emotional well-being of learners.

Evaluation Data Sources: Survey results
Discipline reports
Increase in school safety
Positive school culture and climate

Strategy 1 Details
<p>Strategy 1: Provide Internet safety, Intruder safety awareness, cell phone, smoking and drinking safety assemblies during Safety Week.</p> <p>Complete crisis monthly intervention drill and prepare safety awareness monthly events.</p> <p>Strategy's Expected Result/Impact: Safety Drill Report reviewed Student and faculty feedback from drills Decrease in student violations The overall attitude of staff, parents, and students concerning campus safety</p> <p>Staff Responsible for Monitoring: APs</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Low Cost Recognition Materials for Students - 211 - ESEA, Title I Part A - 211.11.6498.00.050.30.000 - \$2,000</p>

Strategy 2 Details

Strategy 2: Conduct student, staff and parent surveys that will assist us in improving student climate. Target: 80% of surveys will be completed and returned. Review K-12 Poll profiles.

Strategy's Expected Result/Impact: Increased awareness of stakeholder concerns

Staff Responsible for Monitoring: Parent liaison

Counselors

Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 1 - Perceptions 1, 2

Strategy 3 Details

Strategy 3: Celebrate student success and achievement during Honor Roll Celebrations, NJHS, Academic Awards Ceremonies, Zero Referral Celebrations, and Student of the Month Recognition.

Strategy's Expected Result/Impact: Increase recognized students for celebrations

Increased performance each grading period, at the end of semesters, and year

Counseling- mentor program develops

Program from each celebration

Change school climate

Increased student safety

Decrease in student referrals

Staff Responsible for Monitoring: Grade Level Teachers, APs, and Counselors

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Funding Sources: Low Cost Recognition Materials for Student Achievement - 211 - ESEA, Title I Part A - 211.11.6498.00.50.30.000 - \$2,500

Strategy 4 Details

Strategy 4: Experimental Learning Activities for at-risks students. The experience will expose the selected girls and boys to learning opportunities designed to model effective leadership, challenge their mental and physical perception, promote conflict resolution, and push them above their perceived limits by fostering perseverance and self-confidence from a team building approach.

Strategy's Expected Result/Impact: More at-risk/low SES students recognized for Academic and Leadership Awards, Increase in student ownership of their learning, and overall increase in at-risk and low SES students achievement on Standardized Tests

Staff Responsible for Monitoring: Club Sponsors, SES counselor, Communities in School, and Principal

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2

Funding Sources: Field-based Instruction - buses (Get Prior Approval First) - 166 - State Comp Ed - 166.11.6494.00.050.30.AR0 - \$2,600, Field-based Instruction - entrance fees (Get Prior Approval First) - 166 - State Comp Ed - 166.11.6412.00.050.30.AR0 - \$3,500

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have decreased. However, there is a large percentage of students identified as At Risk. There is a need to address the academic, behavioral, and social-emotional concerns of this growing student population.

School Processes & Programs

Problem Statement 4: There is a need to grow teacher capacity in implementing Response to Intervention to identify student needs early and ensure the program is completed with fidelity.

Perceptions

Problem Statement 1: There is limited student, parent and community involvement for campus events and non-extracurricular programs.

Problem Statement 2: Students struggle with the utilization of academic, emotional, and peer-conflict strategies.

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

Performance Objective 1: By June 2023, Live Oak Ridge MS will effectively manage resources, and operations, to include technology and related software, 100% of the time so that learning time is maximized.

High Priority

Evaluation Data Sources: Financial audits
Master schedule
Student attendance and tardies

Strategy 1 Details
<p>Strategy 1: Teachers will differentiate instruction using online programs, applications, and differentiated flipcharts to engage and meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Monthly reports to verify usage, implementation documented in lesson plans, and an increase in student performance for:</p> <p>Vizzle Success maker iLit Imagine Math Edgenuity Active Classroom Schoology Explore Learning Science Gizmos</p> <p>Staff Responsible for Monitoring: Teacher Leaders, CT, CIS, Classroom Teachers, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 2, 3</p> <p>Funding Sources: Online simulations such as Gizmos or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.50.30.000 - \$5,500</p>

Strategy 2 Details

Strategy 2: Math and RL-A teachers will utilize MAP data to facilitate student-centered instruction to fill the achievement gaps in learning. The supplemental data will also be used to inform the targeted interventions being provided to at-risk students.

Strategy's Expected Result/Impact: Tri-annual assessment data will be used to guide instructional needs to increase student performance.

TIA awards increase

RTI implementation

Staff Responsible for Monitoring: TL, DIS for Math and ELA, CIS, Tech, and Admin

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3, 4, 6 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: 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 and CIS

Problem Statements: Student Learning 9, 11 - School Processes & Programs 2

Funding Sources: Instructional Supplies for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.050.30.000 - \$5,000

Strategy 4 Details

Strategy 4: Extended learning opportunities will be provided to each grade level to strength student performance on low performing TEKS.

Strategy's Expected Result/Impact: Increase student engagement for hard to teach TEKS

Increased student achievement

Reduction in learning gaps.

Staff Responsible for Monitoring: CIS, Lead Teachers, and Admin

Problem Statements: Student Learning 9, 11 - School Processes & Programs 3

Strategy 5 Details
<p>Strategy 5: Core teachers will have additional off campus planning days to address differentiate instruction through data analysis.</p> <p>Strategy's Expected Result/Impact: Increase teacher clarity Student achievement Reduction in learning gaps</p> <p>Staff Responsible for Monitoring: Lead teachers, Instructional coaches, CIS, and Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Substitute Teacher Salary - 211 - ESEA, Title I Part A - 211.11.6116.00.50.30.000 - \$1,500</p>

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 53% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
<p>Problem Statement 1: 35% of the LORMS students are reading on grade level.</p> <p>Problem Statement 2: 28% of the LORMS students are on grade level for math, including EOC results.</p> <p>Problem Statement 3: Spring 2023 MAP RIT data revealed 41% of the students met the projected growth for reading.</p> <p>Problem Statement 4: Spring 2023 MAP RIT data revealed 43% of the students met the projected growth for math.</p> <p>Problem Statement 6: Less than 50% of the students passed the Science STAAR.</p> <p>Problem Statement 9: Most major sub-groups failed to make adequate yearly progress on the 2023 Math, Science, and History STAAR.</p> <p>Problem Statement 10: All students have experienced extended gaps in learning as a result of continuing extenuating COVID 19 circumstances. This was further compounded by the absence of direct instruction as students or staff had lower attendance.</p> <p>Problem Statement 11: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to increase the use of data to guide the teaching and learning processes.</p> <p>Problem Statement 2: Targeted instruction is needed to increase students' performance at a high cognitive level on assessments.</p> <p>Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs).</p>

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Wanda Stidom	Principal
Classroom Teacher	Nancy Scarr	English/ELAR
Classroom Teacher	Karen Mullings	Math
Classroom Teacher	Christopher Friday	Social Studies
Classroom Teacher	Elliot Alvarado	Science
Special Programs	Flora Chapman	Facilitator
Business Representative	Felick Vallot	Business Representative
Community Representative	Brian Curley	Community Member
District-level Professional	Rodney Ivey	District-Level Professional
Parent	Herman Bell	Parent
Parent	Allandria Bell	Parent
Paraprofessional	Tyneshia Holloway	Paraprofessional (Title I)
Paraprofessional	Patricia Reyes	Paraprofessional (Title I)
Student	Aiden Bell	Student (Title I)
Student	Stephen Reyes	Student (Title I)
Professional Staff	Sharvon Dames	Other Appropriate Personnel (Title I)
Non-classroom Professional	Jerrilyn Lizama	Other School Leader (Title I)
Campus Administrator	Shuntala Cuthbert	Other School Leader (Title I)
Non-classroom Professional	Raymond Storms	Specialized Instructional Support (Title I)
Minutes	Leslie Mintz	Principal Secretary