Killeen Independent School District

Live Oak Ridge Middle School

2022-2023

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

<u>LIVE OAK RIDGE MIDDLE SCHOOL- PROFILE</u>

Live Oak Ridge Middle School provides instruction for 6th, 7th, and 8th-grade students. For the next school year, we are projected to have approximately 742 students enrolled with approximately 88% economically disadvantaged learners. This enables us to be served as a Title I Schoolwide campus. In addition, 66% of our school population is considered at-risk of dropping out of school by state standards. This population of students is growing. As a result, our at-risk program must continue to grow in order 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 26% mobility rate.

Teachers: 44.5   Professional support: 10   Interventionists: 2   Administrators: 3   Aides: 15   Administrative Support: 5

<u>Projected 2022 - 23 Population:</u>

6th Grade	275
7th Grade	217
8th Grade	250
TOTAL:	**742**

<u>Ethnicity: (pending rollover)</u>

African American	45%
Hispanic	30%

White	9%
Two or More Races	10%
Asian	2%
Pacific Islanders	3%
Native Americans less than	<1%

Student Population by Program: (pending rollover)

PROGRAM	NUMBER OF STUDENTS
AT-RISK	496
AVID	55
DYSLEXIA	66
ECONOMICALLY DISADVANTAGED	652
EB	91
GIFTED & TALENTED	27
HOMELESS	13
IMMIGRANT	7
ESL	68
MILITARY	320
SPED/SPEECH	150
504	98

Demographics Strengths

LORMS is a very diverse campus. Approximately, seventy-five percent of our student population is African-American or Hispanic. The staff demographics are fairly aligned with the student population. The diversity of the staff and students help us to 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 uniqueness of the students and staff with regular celebrations of culture and heritage. The campus will add a parent

liaison this year to promote unity among staff and parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our overall enrollment and teacher staffing have increased, to include an increase in the 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: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Student Learning Summary

STAAR Results 2022 (percantage/growth)

STAAR Results by Sub-groups for Approaching Grade Level Standard

Assessment	Economic Disadvantage	Black	Hispanic	Two or More Races	White	LEP	SPED	All Students On Grade Level
Math	58%/ +11	56%/ +9	54%/-	69%/+1	72%/+1	48%/-	25%/+8	22%/+1
Reading	68%/+13	64%/+8	69%/+11	78%/+6	74%/-4	66%/+24	28%/+6	40%/+8
Science	51%/-	43%/-4	55%/-12	53%/-17	69%/+3	63%/+6	10%/-26	23%/-7
History	35%/-4	30%/-7	38%/-20	29%/-35	57%/-6	31%/-10	13%/-5	11%/-7

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

Grade 6	Reading	Math	AVID Grade	Reading	Math
2019	57	74	**6**	93	91
2021	48	54	7	56	33
2022	65	67	**8**	100	92
Grade 7	**Reading**	**Math**			

Grade 6	Reading	Math	AVID Grade	Reading	Math
2019	55	57			
2021	68	51			
2022	61	41			
Grade 8	Reading	Math	Algebra	Science	History
2019	72	81	100	70	45
2021	71	59	96	56	48
2022	78	64	100	50	35

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	208.0/209.4	+1	210.1/214.4	+4	N/A	-
7	205.7/207.7	+2	213.0/216.3	+3	N/A	-
8	214.3/216.9	+3	216.8/220.5	+4	208.2/212.9	+5

The return to campus with full face-to-face instruction posed new challenges with gaps in learning and behavior. Several data points were evaluated to provide proper Response to Interventions to gain a full representation of campus needs. The Measure of Academic Progress data was used to determine campus strengths and weaknesses. The students showed a notable decline in math and science skills. Professional Learning Communities at LORMS are continually monitoring students' progress and assessing 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.

The MAP data supports the need for enrichment in the areas of math, reading, and science for eighth graders. The post-assessment data shows an increase in RIT scores for reading, and math. Only science achieved the projected growth with 57% of the students meeting grade-level projected growth. The MAP data highlighted a forecast concern with grade 6 reading. The students made minimal growth compared to the projected school growth.

The 2022 STAAR data proved favorable for math and reading compared to the 2021 assessment. A comparison of the STAAR

data over the past three years supports a greater need for direct instruction in the areas of 7th grade reading and math and Grade 8 Science and History. 7th grade has had a consistent decline in the core subjects. Science and history showed a decline of six to twelve percentile points per assessment.

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

Eco-Dis-adv.: math, science, and history

Black: math, science, and history

Hispanic: math, science, and history

LEP: math and history

SPED: all assessments

60% of the LORMS students are reading below grade level.

78% of the LORMS students are below grade level for math.

Student Learning Strengths

The district schedule added an additional 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.

Reading STAAR has increased for all sub-groups except White from the previous year. 8% growth was demonstrated for reading students on-grade level.

Math STAAR has increased for all sub-groups except Hispanic and EB.

Whites have a consistent pass-rate of 50% or higher for all STAAR assessments.

Special Education students had a six and eight-point growth on their reading and math STAAR assessments.

The Algebra pass-rate is 100%. That is a 4-percentile gain from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.

Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.

Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.

Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.

Problem Statement 5: 7th grade math STAAR scores have declined three years in a row.

Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.

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

Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.

Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced 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 8 periods during the instructional day; each class is 50 minutes. 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 focus on the gradual release model, developing a growth mindset for all, discipline reform, and celebrating student achievement. Campuses 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 text-dependent questions. To assist with closing the gap, two interventionists teachers and aides were hired along with an at-risk counselor and curriculum specialist.

LORMS guides learning and teaching with the adopted curriculum (KISD LEARN model, TEKS Resource System, and the Hess Cognitive Rigor Matrix) with common planning. Common assessments are unit-based, collaboratively centered around student needs, and assessment 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, Collaborative Teaching, and Inclusion with the offer of a small group testing environment for at-risk learners. Restorative Practices aide will be added this year to address social and conflict concerns of at-risk students.

We have various learning environments:

Skills Unit Class

Behavior Management Unit

Resource Classes for Math, ELA, and Reading

English Learners (EL)

Dyslexia program services with the Wilson Program

Honors and Gifted & Talented classes

Collaborative Teaching for Reading and Math Classes

Reading and Math Interventions at all grade levels

Restorative Practices Lessons

The PLC time is used for lesson designing, data review, incorporating the gradual release model, and a growth mindset. Teachers are expected to 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. The use of data to enhance instruction is a campus need. Teachers are gaining knowledge and understanding of the data analysis process

through the use of campus data analysis tool. 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.

Technologist is available to provide assistance to teachers with a variety of differentiated learning opportunities for students. However, the utilization of technology in class instruction is inconsistent. 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 in each class. Slates are also available for classroom use. The EB students have access to translating devices to supplement/support their learning as well as the Imagine Learning program. All reading classes will employ online literacy programs. With the addition of accelerated reading and math instruction, at-risk learners in math will also employ a comprehensive online learning program.

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 interventionist aides to assist struggling learners in a small group setting.

Every 6th-grade student has the opportunity to 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 certified teacher and aide to assist with student needs.

Class sets are provided during DEAR time to encourage reading endurance.

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

Quarterly RTI meetings are required to review student data.

Each content area 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 fairly aligned with the student population.

42% of teachers have about 9 – 10 years of teaching experience.

35% of the 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 a variety of technological equipment that can be incorporated into the student learning process.

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

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: Data is not guiding the teaching and learning processes.

Problem Statement 2: The students are not performing at a high cognitive level on assessments.

Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out with fidelity.

Perceptions

Perceptions Summary

Live Oak Ridge Middle School is committed to ensuring that all students learn to their maximum potential. With this in mind, we are continuously striving to become a highly effective learning community. At LORMS, we believe that building relationships are fundamental in fostering community and maximizing students' potential. Therefore, while at LORMS, students are challenged to engage in a rigorous curriculum while on campus. Through the Home-school compact and the Parent Engagement Policy, LORMS is devoted to creating a strong 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, to mention some. Parents can also become more proactive partners on our campus by serving on our PTA, SBDM, AVID Council, and volunteer program. A consistent PTA organization is needed to support and enhance learning opportunities for our students and strengthens relationships between the school, parents, and the community. Members can assist with classroom needs, special events, field-based instruction/trips, and fundraising for student needs.

LORMS offers several specialized programs to meet the specific needs and abilities of our students. 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, there is a 30-minute block of the day designed to enrich or remediate STAAR concepts.

Students attended sessions during the lunch hours to address the following topics: self–esteem, conflict resolution, and self-harm prevention without a counseling team. These students were selected due to hardships endured during the school year such as suicidal thoughts, death, or 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, and correct them while providing hands-on activities to promote social-emotional learning. Research provides evidence that the enhancement of 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, pre-journalism, and athletics. They can also earn up to three high school credit hours while still in middle school: art, Spanish, and Algebra. The students have the opportunity to join various clubs: jazz band, choir, arts & crafts, art club, Pep Squad

(Grade 6), Reading Club, Science Club, chess, robotics, drone club, Spanish Club, Fellowship of Christian Athletes, Student Council, Cheer Team, and Communities in School mentoring. In addition, various UIL extra-extracurricular activities are also open to all eligible students.

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 active 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 am. Communities in Schools, Military Family Life Consultant, and At-risk counselor help to foster positive relationships and mentoring programs for our at-risk students. Intramural activities are available for sixth graders through Communities in Schools.

Perceptions Strengths

A safe and welcoming environment for learning every day

Boys & Girls Club program

Homework Center

AM and PM Tutoring and Lab Support

Volunteer Program

Adopted Unit Support

Quarterly Parent Conferences

Monthly Information Meetings

LPAC Monthly Review

Site-Based Decision-Making Committee is open to visitors, students, and parents

Community in Schools

Military Family Life Consultant

School-wide Communication Efforts

Home-School Compact

Parent Engagement Policy

Parent Liaison

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 academic, emotional, and peer-conflict.

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, from 58% to 65% 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% from 22% to 30%.

> **High Priority**

> **Evaluation Data Sources:** STAAR Math Results

Strategy 1 Details
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 from 22% to 30%. A growth status in math is expected from 58% to 65%.

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.
     Staff Responsible for Monitoring: Math Teachers, Math Admin, and CIS
 	
     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: Student Learning 2, 9, 10 - School Processes & Programs 2, 3, 4

Strategy 2 Details
Strategy 2: Provide professional development opportunities for Math Teachers to attend the CAMT conference in June and TI conference in March.

Strategy's Expected Result/Impact: 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
     Problem Statements: Student Learning 2, 8, 9, 10 - School Processes & Programs 1, 2, 3
     Funding Sources: CAMT and Texas Instrument Conference - 166 - State Comp Ed - 166.13.6411.00.050.30.AR0 - $5,000

Strategy 3 Details

Strategy 3: Conduct small group tutoring sessions outside the regular school day with targeted groups of two or more races, SPED, and LEP students who need additional support learning 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, CIS, and Math Admin
>
> **TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> - **Targeted Support Strategy**
> **Problem Statements:** Student Learning 2, 8, 9, 10 - School Processes & Programs 2

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
> - **Targeted Support Strategy**
> **Problem Statements:** Demographics 2 - Student Learning 2, 9, 10 - School Processes & Programs 2, 3

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.
Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.

School Processes & Programs
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out 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, from 68% to 75% for all learners with a special focus on our students of two or more races. LORMS would like to increase the overall Met the Standard rate by 10% with 50% of all students reading on grade level.

High Priority

Evaluation Data Sources: STAAR Reading Results

Strategy 1 Details
Strategy 1: Provide additional small group learning opportunities and enrichment in reading for students of two or more races outside the regular school day will focus on the red-line TEKS.

Strategy's Expected Result/Impact: Student Computer logs show increase participation
Student work--charts that show 5%-10% gain on targeted content objectives
Staff Responsible for Monitoring: RL-A Teachers, Case managers, 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: Demographics 2 - Student Learning 1, 3, 4, 10 - School Processes & Programs 2

Strategy 2 Details
Strategy 2: Provide professional development for RL-A teachers of low-performing students on best practice strategies in differentiated reading strategies.

Strategy's Expected Result/Impact: Campus PD sign in with agenda
Transcripts from workshop
Review of completed lesson designs including differentiated strategies
Staff Responsible for Monitoring: RL-A teachers, Lead Teacher, and Interventionist Teacher, CIS, and RL-A admin

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3
Funding Sources: TCTLA-TCTELA Conference - 166 - State Comp Ed - 166.13.6411.00.050.30.AR0 - $5,000

Strategy 3 Details

Strategy 3: Provide ESL teachers PD opportunities such as TCTLA / TCTELA Conference in order to design meaningful learning opportunities based on student needs for reading.

    Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies
Increased student performance- Report cards, MAP, CUA, STAAR

    Staff Responsible for Monitoring: ELA-R Teacher Leader, 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, 4, 8 - School Processes & Programs 3

    Funding Sources: Professional Development for Teachers of ELs - TCTLA/TCTELA - 165/ES0 - ELL - 165.13.6411.00.050.25.ES0 - $2,800

Strategy 4 Details

Strategy 4: RL-A teachers will support LEP and SPED 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, Successmaker, and iLit for Student improvement on targeted objectives---5%-10% gain according to baseline score. Review of completed lesson designs including differentiated strategies

    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, 4, 8, 10 - School Processes & Programs 2, 3

    Funding Sources: Instructional materials to support vocabulary and content area language for LEP students - 165/ES0 - ELL - 165.11.6399.00.050.25.ES0 - $1,507

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: Review of completed lesson designs including differentiated strategies
Review of completed lesson designs
Increased student performance- Report cards, MAP, CUA, STAAR

    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, 4, 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 - $100,000

Strategy 6 Details

Strategy 6: ELAR 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.

ELAR 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, 4, 10 - School Processes & Programs 2, 3
    Funding Sources: Scope Magazines - 166 - State Comp Ed - 166.11.6329.00.050.30.AR0 - $7,500

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.
Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.
Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.
Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

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, from 50% to 56% for all learners with a special focus on all sub-groups except white and LEP students. LORMS would like to increase the overall met performance rate by 7%. The new desired on grade rate is 30%.

>   **Evaluation Data Sources:** STAAR Science Results

Strategy 1 Details
Strategy 1: Science teachers will attend professional learning opportunities to gain the STEM skills needed to promote higher achievement in the area of Science.
Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies   Student improvement in learning---targeted objectives 10% gain in performance   Increased student performance- Report cards, MAP, CUA, STAAR
Staff Responsible for Monitoring: Science TL, CIS, and Principal   **TEA Priorities:**   Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools   **- ESF Levers:**   Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 6, 9, 10 - School Processes & Programs 1, 2, 3
Funding Sources: CAST Conference & Texas A&M STEM Conference - 166 - State Comp Ed - 166.13.6411.00.050.30.AR0 - $5,000

Strategy 2 Details
Strategy 2: Science department will conduct small group sessions outside the regular tutoring school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for their at-risk learners.
Strategy's Expected Result/Impact: Student sign in sheets show more participation   Increased student performance- Report cards, MAP, CUA, STAAR
Staff Responsible for Monitoring: Science Teachers, Science Admin, and CIS   **TEA Priorities:**   Improve low-performing schools   **- ESF Levers:**   Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 6, 9, 10 - School Processes & Programs 2

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

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, from 35% to 50% 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
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.

Strategy's Expected Result/Impact: Review of completed lesson designs including differentiated strategies
 Student improvement increase for all sub-groups by ten percentile points.
 CUA scores
 Pre/Post Test results improve
     Staff Responsible for Monitoring: History TL, CIS,and Principal
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
   - ESF Levers:
 Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Demographics 2 - Student Learning 7, 8, 9, 10 - School Processes & Programs 1, 2, 3
     Funding Sources: Lead4ward Conference - History - 211 - ESEA, Title I Part A - 211.13.6411.00.50.30.000 - $5,000

Strategy 2 Details
Strategy 2: Conduct small group sessions outside the regular tutoring school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for all major sub-groups in Social Studies.

Strategy's Expected Result/Impact: Sign in sheets show more students participating
 Utilization of differentiated strategies
 Increased student performance- Report cards, MAP, CUA, STAAR
     Staff Responsible for Monitoring: CIS, Social Studies Teachers, SS Admin
 	
     TEA Priorities:
 Improve low-performing schools
   - ESF Levers:
 Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Student Learning 7, 8, 9 - School Processes & Programs 2, 3

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 68% 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 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

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
Strategy 1: Recruiting for AVID Site Team Members and AVID Elective teachers.

Strategy's Expected Result/Impact: Membership Roster increase
Participation on AVID Site Team Members and AVID Elective
teachers will increase
Review of completed lesson designs including differentiated strategies
Increased student performance- Report cards, MAP, CUA, STAAR
    Staff Responsible for Monitoring: Current Site Team
AVID Summer Institute
AVID Coordinator
Administration
PLC Leads
 	
    Problem Statements: School Processes & Programs 2, 3

Strategy 2 Details
Strategy 2: Ensure all AVID students are enrolled in a rigorous course of study.

Strategy's Expected Result/Impact: Student Schedules
Increase enrollment in AVID
    Staff Responsible for Monitoring: AVID Coordinator
Counselors
PLC/Departments
All Staff
 	
    Problem Statements: School Processes & Programs 3

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: Review of completed lesson designs including differentiated strategies
Increased student performance- Report cards, MAP, CUA, STAAR
    Staff Responsible for Monitoring: AVID 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 2, 3
    Funding Sources: AVID Conference for Site Team - 211 - ESEA, Title I Part A - 211.13.6411.00.50.30.000 - $6,000

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 10: All students have experienced 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 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

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
Strategy 1: Students will be provided homework support Monday- Thursday after school with content experts to reinforce daily taught skills. The homework center will be open to all students.
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 **Staff Responsible for Monitoring:** LORMS Lobo Homework Center Staff, and Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9, 10 - School Processes & Programs 2, 3 **Funding Sources:** Homework Center - Daily tutorial for low-performing students - 166 - State Comp Ed - 166.11.6118.CA.050.30.AR0 - $18,000

Strategy 2 Details
Strategy 2: At-risk teachers will use AM/PM lab opportunities to bridge the gap in student learning through the use of differentiated and best practices.
Strategy's Expected Result/Impact: Purposeful selection Computer Sign in logs show increased usage Increased student performance- Report cards, MAP, CUA, STAAR **Staff Responsible for Monitoring:** At-Risk Teachers, Teacher Leaders, Technologist, and CIS **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy **Problem Statements:** Student Learning 1, 2, 3, 4, 8, 9, 10 - School Processes & Programs 2, 3 **Funding Sources:** Instructional supplies for AM/PM Labs - 211 - ESEA, Title I Part A - 211.11.6399.00.50.30.000 - $1,000

Strategy 3 Details

Strategy 3: Additional staff will provide academic support in the form of supplemental instruction in math and reading. The CIS will assist classroom teachers with instructional delivery.

Strategy's Expected Result/Impact: Review pre/post-test results with data tracking log growth:
Lesson designs including differentiated strategies
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 2 - Student Learning 1, 2, 3, 4, 9, 10 - School Processes & Programs 2, 4

Funding Sources: Interventionist Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.50.30.000 - $25,000, Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.50.30.000 - $85,000, Interventionist Aide - 166 - State Comp Ed - 166.11.6129.00.050.30.AR0 - $25,000, Instructional supplies for supplemental math and reading instruction - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - $4,000, Reading materials for supplemental reading instruction - 211 - ESEA, Title I Part A - 211.11.6329.00.50.30.000 - $2,336

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

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

ESF Levers:
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1, 2, 6, 7, 8, 9, 10 - School Processes & Programs 2, 3, 4

Funding Sources: Zingers Workbooks - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - $4,000

Strategy 5 Details

Strategy 5: Accelerated Learning classes will be offered in reading and math to students who have failed the corresponding STAAR test. These classes will target specific learning needs and will focus on 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, Interventionist aides, CIS, and Admin

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Learning 1, 2, 3, 4, 10 - School Processes & Programs 1, 2, 3

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: School Processes & Programs 2, 3
Funding Sources: AVID Conference-GT - 177 - Gifted/Talented - 177.13.6411.00.050.21.000 - $3,000

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 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

    Funding Sources: Field-Based Instruction - 177 - Gifted/Talented - 177.11.6412.TR.050.21.000 - $3,050

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.
Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.
Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.
Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.
Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.
Problem Statement 7: The History STAAR performance has been consistently below 50% for the past three assessments.
Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.
Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out with fidelity.

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

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 increase student achievement.
 	
PLCs will review student data, reflect on teaching practices, explore resources to learn new practices, and planning how to apply new learning.
 	
PLC minutes will be used to share concepts, and learning covered with other departments.
    Strategy's Expected Result/Impact: PLC Minutes to summarize the learning
    Dufour four questions driving collaboration
    Increase use of data driving lesson plan designing
    Student learning improved by teacher effectiveness
    Classroom visits reflect planning
    Staff Responsible for Monitoring: Instructional Leadership Team
 	
    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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    - **Targeted Support Strategy**
    Problem Statements: Student Learning 10 - School Processes & Programs 1, 2, 3

Strategy 2 Details

Strategy 2: PLC's will meet every 10 - 12 days to discuss, collaborate and design meaningful learning opportunities through data analysis. PLC Teacher Leaders will meet bi-weekly to support PLC's: provide training, monitor student achievement, and ensure the employment of best practices based upon the needs of the learners.

Strategy's Expected Result/Impact: Data protocols in Schoology
Lesson designs changed to reflect data
Increased teacher capacity
Student performance data- CUA, MAP, grades

Staff Responsible for Monitoring: Teacher leaders, CIS, and Principal

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 3, 4

Strategy 3 Details

Strategy 3: 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 4 Details

Strategy 4: The team 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: At-risk 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Strategy 5 Details

Strategy 5: Teachers and Instructional aides will participate in on-site training to strengthen RTI implementation process.

    Strategy's Expected Result/Impact: Systematically respond when students need intervention and enrichment

SSPs maintained

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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

    Problem Statements: School Processes & Programs 1, 3, 4

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
Problem Statement 4: There is a need to grow teacher capacity in the implementation of Response to Intervention so that student needs are identified early and the program is carried out with fidelity.
Perceptions
Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.

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
Strategy 1: Bi-weekly walkthroughs and monthly meetings with new teachers to provide instructional support and address curriculum needs.
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
Staff Responsible for Monitoring: CIS
TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: School Processes & Programs 1, 2, 3

Strategy 2 Details
Strategy 2: Complete goal setting sheets and set up student goal tracking folders for each core class.
Strategy's Expected Result/Impact: Review of Student Folders
Quarterly affirmation of goals
Goal setting pages completed and reviewed at least 4 times this year
Increase student achievement
Staff Responsible for Monitoring: Counselors, Teacher Leaders, Principal
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 2 - Perceptions 2
Funding Sources: Goal Setting Folders - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - $1,035

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.
Student Learning
Problem Statement 10: All students have experienced 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: Data is not guiding the teaching and learning processes.
Problem Statement 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
Perceptions
Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.

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

Strategy 1 Details
Strategy 1: Create opportunities on campus for stakeholders to come together to distribute information, share concerns, and gain new knowledge to support student success. The parent and family engagement and home-compact will be reviewed at each meeting.

Strategy's Expected Result/Impact: Increased parent involvement
Increased parent awareness of campus opportunities to be involved
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Perceptions 1

Strategy 2 Details
Strategy 2: Utilize Connect Ed communication system, social media, and LORMS website to inform parents and community members of campus wide events.

Strategy's Expected Result/Impact: Increase parent involvement at school programs. Parent notification process will be more fluid.
    Staff Responsible for Monitoring: Webmaster and Assistant Principal
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1

Strategy 3 Details

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

   Strategy's Expected Result/Impact: Agenda
   Parent sign in sheets
   After Action Review Survey

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

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

   Problem Statements: Demographics 1 - Perceptions 1

   Funding Sources: Supplies for EL Parent Night - 263 - ESEA, Title III Part A - 263.61.6399.LE.050.25.000 - $885

Strategy 4 Details

Strategy 4: Once a semester host an AVID Family Night and increase parent involvement during site team memberships.

   Strategy's Expected Result/Impact: Increased parent involvement.

   Staff Responsible for Monitoring: Administration

   Problem Statements: Perceptions 1, 2

Strategy 5 Details

Strategy 5: Provide Parent-Teacher Engagement meetings to develop parent and school communication with a focus in improving student learning.

   Strategy's Expected Result/Impact: Program agenda, minutes from the meeting, AAR, sign-in sheets, and increase parent participation.

   Staff Responsible for Monitoring: Parent Liaison, Administrative Support Staff, and Principal

   TEA Priorities:
   Improve low-performing schools

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

   Funding Sources: Refreshments for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.050.24.PAR - $968, Parent Literature - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.50.24.PAR - $1,272, Seven Highly Effective Habits of Teens Book and Workbook - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.50.24.PAR - $2,000

Strategy 6 Details

Strategy 6: Staff member added to engage and promote family involvement of campus activities, provide a liaison between the school and parents, and constant communication to all.

> **Strategy's Expected Result/Impact:** Increase positive communication with stakeholders
> Increased in parent involvement
> **Staff Responsible for Monitoring:** Principal
>
> **TEA Priorities:**
> Improve low-performing schools
> **Problem Statements:** Demographics 1 - Student Learning 10 - Perceptions 1
> **Funding Sources:** Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.50.30.000 - $30,000

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our overall enrollment and teacher staffing have increased, to include an increase in the 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 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 2: The students are not performing 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 academic, emotional, and peer-conflict.

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

Strategy 1 Details

Strategy 1: Provide Internet safety, Intruder safety awareness, cell phone, smoking and drinking safety assemblies during Safety Week.
 	
Complete crisis monthly intervention drill and prepare safety awareness monthly events.
    Strategy's Expected Result/Impact: Safety Drill Report reviewed
    Student and faculty feedback from drills
    District feedback
    The overall attitude of staff, parents, and students concerning campus safety
    Staff Responsible for Monitoring: APs
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Perceptions 2

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
    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: Perceptions 1, 2

Strategy 3 Details

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

> **Strategy's Expected Result/Impact:** List of 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
>
> **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 - $2,000

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, At-Risk counselor, 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 - Student Learning 10 - School Processes & Programs 2, 3 - Perceptions 2
>
> **Funding Sources:** Field-based Instruction - 166 - State Comp Ed - 166.11.6494.00.050.30.AR0 - $4,000, Field-based Instruction - 166 - State Comp Ed - 166.11.6412.00.050.30.AR0 - $2,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our overall enrollment and teacher staffing have increased, to include an increase in the 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 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 2: The students are not performing at a high cognitive level on assessments.
Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.
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 academic, emotional, and peer-conflict.

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
Strategy 1: Teachers will differentiate instruction using online programs, applications, and differentiated flipcharts to engage and meet the needs of students.

Strategy's Expected Result/Impact: Monthly reports to verify usage, implementation documented in lesson plans, and an increase in student performance for:
Vizzle
Successmaker
iLit
Imagine Math
Edgenuity
Active Classroom
Schoology
ExploreLearning Science Gizmos

Staff Responsible for Monitoring: Teacher Leaders, CT, CIS, Classroom Teachers, and Principal

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

Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9, 10 - School Processes & Programs 2, 3 - Perceptions 2

Funding Sources: Online simulations such as Gizmos or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.50.30.000 - $4,000

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.

Staff Responsible for Monitoring: TL and 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

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; CIS
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> **Problem Statements:** Student Learning 11
> **Funding Sources:** Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.50.30.000 - $50,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.50.30.000 - $20,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.50.30.000 - $2,168, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.50.30.000 - $5,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 68% of the campus is at-risk and failing to thrive on state assessments.

Student Learning

Problem Statement 1: 40% of the students met the standard on Reading STAAR assessment.

Problem Statement 2: 22% of the students met the grade level standard on Math STAAR assessment.

Problem Statement 3: Spring 2022 MAP RIT data revealed 7th graders are reading at a lower level than 6th graders.

Problem Statement 4: Spring 2022 MAP RIT data revealed 6th grade level met minimal projected growth for reading.

Problem Statement 6: Science STAAR experienced a 14 percentile decline in scores from the previous assessment.

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

Problem Statement 8: EB students had less than a 50% pass-rate for Math and History STAAR assessments and 34% did not meet grade-level standards in Reading.

Problem Statement 9: Most major sub-groups failed to make targeted growth index on 2022 Math, Science, and History STAAR.

Problem Statement 10: All students have experienced 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

Problem Statement 2: The students are not performing at a high cognitive level on assessments.

Problem Statement 3: Differentiated instruction is not being provided to meet the student needs.

Perceptions

Problem Statement 2: Students struggle with academic, emotional, and peer-conflict.