

# **Killeen Independent School District**

## **Charles E. Patterson Middle School**

**2023-2024**

**Accountability Rating: C**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

## PATTERSON'S MISSION

Charles Patterson Middle School aims to develop  
inquiring, knowledgeable, and caring young people  
who possess the skills needed to make an impact on society.

## OUR BELIEFS

Cavaliers

Always

Value

Academics

Leadership

Integrity

Effort

Resiliency

Service to Others

# Demographics

## Demographics Summary

Charles E. Patterson Middle School is a Title I public middle school in the Killeen Independent School District (KISD). The campus is located at 8383 Trimmier Rd. in south Killeen. The current campus opened in 2009. All schools in KISD are accredited by the Texas Education Agency.

Charles E. Patterson Middle School serves a diverse population. Our feeder pattern includes Alice W. Douse Elementary School, Saegert Elementary, Reeces Creek Elementary, Maude Moore Wood Elementary, and Trimmier Elementary.

At the conclusion of the 2022-2023 school year, 1020 students were enrolled at CPMS.

|                   | 06  | 07  | 08  | Total | Percent |
|-------------------|-----|-----|-----|-------|---------|
| Enrollment        |     |     |     |       |         |
| Grade Level       | 353 | 338 | 329 | 1020  | 100.00% |
| Male              | 189 | 170 | 163 | 522   | 51.18%  |
| Female            | 164 | 168 | 166 | 498   | 48.82%  |
| Federal Ethnicity |     |     |     |       |         |
| Hispanic          | 112 | 99  | 105 | 316   | 30.98%  |
| Indian            | 0   | 2   | 0   | 2     | 0.20%   |
| Asian             | 15  | 17  | 12  | 44    | 4.31%   |
| Black             | 134 | 125 | 118 | 377   | 36.96%  |
| Pacific Islander  | 6   | 4   | 8   | 18    | 1.76%   |
| White             | 49  | 53  | 49  | 151   | 14.80%  |
| Two or More Races | 37  | 38  | 37  | 112   | 10.98%  |
| Federal Employee  |     |     |     |       |         |
| Civilian on Post  | 36  | 45  | 53  | 134   | 13.67%  |
| Military (active) | 94  | 82  | 80  | 256   | 25.12%  |
| Federal Program   |     |     |     |       |         |
| 504               | 71  | 55  | 52  | 178   | 17.45%  |
| At-Risk (state)   | 216 | 179 | 188 | 583   | 57.16%  |
| Dyslexia          | 37  | 27  | 39  | 103   | 10.10%  |
| Homeless          | 4   | 2   | 3   | 9     | .88%    |
| Immigrant         | 4   | 3   | 2   | 9     | .88%    |
| LEP (EL)          | 54  | 32  | 42  | 128   | 12.55%  |
| ESL               | 48  | 28  | 37  | 113   | 11.08%  |
| Other             |     |     |     |       |         |

|                   | 06  | 07  | 08  | Total | Percent |
|-------------------|-----|-----|-----|-------|---------|
| Free/Reduced      | 205 | 189 | 185 | 579   | 56.76%  |
| TAG               | 25  | 18  | 18  | 61    | 5.98%   |
| CTE               | 0   | 0   | 0   | 0     | 0       |
| Special Education |     |     |     |       |         |
| Special Education | 56  | 50  | 52  | 158   | 15.49%  |
| Homebound         | 0   | 0   | 1   | 1     |         |
| Main Stream       | 22  | 24  | 27  | 73    | 7.16%   |
| Resource          | 28  | 15  | 20  | 63    | 6.18%   |
| Self-Contained    | 6   | 8   | 4   | 18    | 1.76%   |
| Speech            | 7   | 11  | 4   | 22    | 2.16%   |

#### At-Risk Student Count by Eligibility Criteria:

| At-Risk Criteria         | # of Students | % of Students |
|--------------------------|---------------|---------------|
| STAAR Testing Failure    | 493           | %             |
| DAEP Placement           | 15            | %             |
| Failed 2 or more classes | 106           | %             |
| LEP                      | 128           | %             |
| Retained                 | 75            | %             |

Charles Patterson Middle School has a diverse staff in both ethnicities and years of experience.

| Teachers by Ethnicity (from the 21-22 TAPR) |                   |         |          |       |
|---|-------------------|---------|----------|-------|
|   | Count/<br>Average | Percent | District | State |
| African American                            | 24                | 40.7%   | 22.3%    | 11.2% |
| Hispanic                                    | 12.4              | 21%     | 17.9%    | 28.9% |
| White                                       | 18.6              | 31.6%   | 52.6%    | 56.4% |
| American Indian                             | 0                 | 0       | .5%      | .3%   |
| Asian                                       | 0                 | 0       | 1.6%     | 1.9%  |
| Pacific Islander                            | 1                 | 1.7%    | .5%      | .1%   |
| Two or More Races                           | 3                 | 5.1%    | 4.6%     | 1.2%  |

| Teachers by Sex (from the 21-22 TAPR) |                   |         |          |       |
|---------------------------------------|-------------------|---------|----------|-------|
|                                       | Count/<br>Average | Percent | District | State |
| Male                                  | 16.6              | 28.1%   | 22.1%    | 24.1% |

| Teachers by Sex (from the 21-22 TAPR) |      |       |       |       |
|---------------------------------------|------|-------|-------|-------|
| Female                                | 42.4 | 71.9% | 77.9% | 75.9% |

| Instructional Staff—Years of Experience | # of staff | % of staff |
|---|------------|------------|
| Zero to Five years experience           | 24.9       | 42.3%      |
| Six to Ten years experience             | 19.5       | 33.1%      |
| Eleven to Twenty years experience       | 7.4        | 12.5%      |
| Over Twenty years experience            | 7.1        | 12.1%      |

### Demographics Strengths

Charles Patterson Middle School consists of a diverse staff proudly serving a diverse student population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.

**Problem Statement 2:** There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.

# Student Learning

## Student Learning Summary

Charles E. Patterson Middle School provides a variety of learning experiences for our students. We have a full academic program (English, Math, Science and Social Studies). We have a robust fine arts department that includes Band, Choir, Dance, Orchestra, Theatre Arts, and Visual Arts. We offer both Spanish and German alongside other electives including AVID, a variety of athletics courses, College and Career Readiness, Pre-Journalism, Technology Applications, Teen Leadership, and Teen Law.

We gather student learning data through multiple sources throughout the year including teacher-created assessments and Curriculum Unit Assessments, and at the end of the year on the State of Texas Assessments of Academic Readiness (STAAR). We also collect data using the MAP assessment.

The following charts show how our campus populations scored on STAAR at each grade level in the 21-22 and 22-23 school years.

|                                       | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|---------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| <b>Grade 6 Reading</b>                |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or Above    | 23          | 75%   | 71%      | 74%    | 70%              | 76%      | 81%   | 87%   | 67%              | 68%               |
|                                       | 22          | 69%   | 61%      | 63%    | 53%              | 64%      | 70%   | 82%   | N/A              | 71%               |
| Meets or Exceeds Grade Level or Above | 23          | 50%   | 40%      | 40%    | 35%              | 44%      | 44%   | 67%   | 17%              | 32%               |
|                                       | 22          | 42%   | 30%      | 32%    | 28%              | 22%      | 43%   | 65%   | N/A              | 40%               |
| Below Grade Level                     | 23          | 21%   | 12%      | 12%    | 5%               | 18%      | 15%   | 27%   | 17%              | 8%                |
|                                       | 22          | 22%   | 13%      | 14%    | 7%               | 9%       | 28%   | 35%   | N/A              | 17%               |
| <b>Grade 7 Reading</b>                |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or Above    | 23          | 77%   | 73%      | 76%    | 69%              | 80%      | 76%   | 50%   | 75%              | 86%               |
|                                       | 22          | 78%   | 71%      | 79%    | 70%              | 55%      | 80%   | 100%  | 70%              | 88%               |
| Meets or Exceeds Grade Level or Above | 23          | 52%   | 41%      | 45%    | 40%              | 38%      | 56%   | 76%   | 25%              | 51%               |
|                                       | 22          | 54%   | 43%      | 55%    | 38%              | 59%      | 62%   | 100%  | 50%              | 73%               |
| Below Grade Level                     | 23          | 26%   | 15%      | 19%    | 15%              | 12%      | 33%   | 47%   | 0%               | 22%               |
|                                       | 22          | 37%   | 26%      | 38%    | 26%              | 40%      | 46%   | 80%   | 30%              | 46%               |
| <b>Grade 8 Reading</b>                |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or Above    | 23          | 82%   | 77%      | 80%    | 75%              | 77%      | 84%   | 83%   | 75%              | 97%               |
|                                       | 22          | 82%   | 75%      | 83%    | 77%              | 88%      | 82%   | 88%   | 80%              | 92%               |

|                           | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|---------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| At Meets Grade Level or   | 23          | 56%   | 45%      | 49%    | 32%              | 53%      | 53%   | 75%   | 50%              | 73%               |
|                           | 22          | 56%   | 46%      | 49%    | 40%              | 55%      | 50%   | 88%   | 60%              | 50%               |
| Approaches Grade Level or | 23          | 27%   | 17%      | 19%    | 11%              | 21%      | 16%   | 42%   | 25%              | 32%               |
|                           | 22          | 37%   | 26%      | 28%    | 18%              | 33%      | 35%   | 50%   | 20%              | 37%               |

While our overall campus continues to out-perform the district on Reading assessments at each grade level, we still have large gaps in performance among our sub-populations. Only 40% to 49% of our 6th through 8th grade students are achieving at Meets Grade Level Standard which will require a focus on building in more foundational skills in our reading classes.

32% of 8th grade students of African American decent meets grade level and 75% at Approaches grade level. 40% of 7th grade students that are African American achieved Meets Grade Level and 69% at Approaches grade level. 6th graders that are African American have a total of 35% at Meets Grade Level and 70% at Approaches Grade Level. Our goal is to create growth by providing interventions to students of African American decent.

|                              | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| <b>Grade 6 Math</b>          |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or | 23          | 74%   | 68%      | 78%    | 73%              | 79%      | 88%   | 73%   | 100%             | 81%               |
|                              | 22          | 72%   | 68%      | 77%    | 73%              | 74%      | 81%   | 88%   | N/A              | 84%               |
| Meets Grade Level or         | 23          | 37%   | 26%      | 31%    | 19%              | 38%      | 43%   | 67%   | 33%              | 24%               |
|                              | 22          | 37%   | 27%      | 36%    | 27%              | 27%      | 44%   | 93%   | N/A              | 51%               |
| Approaches Grade Level       | 23          | 15%   | 7%       | 10%    | 5%               | 15%      | 16%   | 13%   | 0%               | 3%                |
|                              | 22          | 15%   | 9%       | 8%     | 4%               | 5%       | 17%   | 29%   | N/A              | 7%                |
| <b>Grade 7 Math</b>          |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or | 23          | 61%   | 61%      | 59%    | 48%              | 59%      | 67%   | 82%   | 75%              | 65%               |
|                              | 22          | 59%   | 51%      | 62%    | 46%              | 71%      | 64%   | 90%   | 50%              | 80%               |
| Meets Grade Level or         | 23          | 35%   | 28%      | 25%    | 18%              | 17%      | 38%   | 71%   | 25%              | 30%               |
|                              | 22          | 29%   | 20%      | 26%    | 11%              | 36%      | 26%   | 60%   | 10%              | 41%               |
| Approaches Grade Level       | 23          | 10%   | 5%       | 3%     | 2%               | 1%       | 7%    | 6%    | 0%               | 3%                |
|                              | 22          | 12%   | 5%       | 6%     | 4%               | 9%       | 0%    | 20%   | 0%               | 7%                |
| <b>Grade 8 Math</b>          |             |       |          |        |                  |          |       |       |                  |                   |



|                                     | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|-------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| At Approaches Grade                 | 23          | 74%   | 86%      | 72%    | 67%              | 72%      | 74%   | 83%   | 100%             | 84%               |
|                                     | 22          | 70%   | 59%      | 65%    | 58%              | 73%      | 60%   | N/A   | N/A              | 69%               |
| Level or Above Meets Grade Level or | 23          | 44%   | 29%      | 31%    | 24%              | 32%      | 37%   | 50%   | 17%              | 53%               |
|                                     | 22          | 38%   | 24%      | 20%    | 15%              | 28%      | 19%   | N/A   | N/A              | 15%               |
| Above Masters Grade Level           | 23          | 16%   | 6%       | 2%     | 2%               | 2%       | 3%    | 0%    | 0%               | 5%                |
|                                     | 22          | 13%   | 6%       | 3%     | 2%               | 6%       | 2%    | N/A   | N/A              | 4%                |

While our overall campus continues to out-perform the district on Math assessments at the 6th and 8th grade level, the 7th grade level did not perform as well at the Meets Grade Level and Masters Grade Level. Only 25% to 31% of our 6th through 8th grade students are achieving at Meets Grade Level Standard which will require a focus on vocabulary and computation skills in our math classes.

24% of our 8th grade students of African American decent achieved Meets Grade Level and 67% Approaches Grade Level. 18% of students of African American decent and 17% of students of Hispanic decent in the 7th grade scored Meets Grade level. The percentage of 6th grade students of African American decent that scored Meets Grade Level is 19% and 73% scored Approaches Grade Level. A focus on interventions is the goal to create growth in the African American student sub-population.

|                                     | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|-------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| <b>Algebra I</b>                    |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade                 | 23          | 78%   | 76%      | 100%   | 100%             | 100%     | 100%  | 100%  | 100%             | 100%              |
|                                     | 22          | 80%   | 67%      | 100%   | 100%             | 100%     | 100%  | 100%  |                  | 100%              |
| Level or Above Meets Grade Level or | 23          | 45%   | 38%      | 92%    | 75%              | 88%      | 100%  | 100%  | 100%             | 100%              |
|                                     | 22          | 52%   | 36%      | 75%    | 74%              | 100%     | 94%   | 100%  |                  | 67%               |
| Above Masters Grade Level           | 23          | 24%   | 17%      | 58%    | 50%              | 68%      | 55%   | 67%   | 0%               | 56%               |
|                                     | 22          | 34%   | 20%      | 55%    | 37%              | 64%      | 72%   | 80%   |                  | 42%               |

100% of our Algebra I students passed the state assessment. We had 92% score at Meets Grade Level and only 58% at Masters Grade Level.

|                                    | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| <b>Grade 8 Science</b>             |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or Above | 23          | 72%   | 64%      | 73%    | 61%              | 71%      | 81%   | 92%   | 88%              | 92%               |
|                                    | 22          | 73%   | 65%      | 74%    | 66%              | 75%      | 79%   | 100%  | 100%             | 79%               |
| At Meets Grade Level or Above      | 23          | 45%   | 33%      | 41%    | 24%              | 38%      | 50%   | 75%   | 50%              | 76%               |
|                                    | 22          | 43%   | 32%      | 40%    | 31%              | 34%      | 48%   | 75%   | 80%              | 62%               |
| At Masters Grade Level             | 23          | 16%   | 9%       | 14%    | 6%               | 16%      | 19%   | 33%   | 0%               | 22%               |
|                                    | 22          | 22%   | 14%      | 24%    | 14%              | 21%      | 34%   | 63%   | 60%              | 33%               |

While our overall campus continues to out-perform the district on Science assessments at the 8th grade level, we still have large gaps in performance among our sub-populations and only 41% of our 8th grade students are achieving at Meets Grade Level Standard. The percentage of 8th grade students that are African American decent that scored Meet Grade Level is 24% and 61% scored Approaches Grade Level. Also, 8<sup>th</sup> grade students that are Hispanic scored 38% at the Meets Grade Level and 71% at the Approaches Grade Level.

|                                    | School Year | State | District | Campus | African American | Hispanic | White | Asian | Pacific Islander | Two or More Races |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-------|------------------|-------------------|
| <b>Grade 8 Social Studies</b>      |             |       |          |        |                  |          |       |       |                  |                   |
| At Approaches Grade Level or Above | 23          | 60%   | 48%      | 62%    | 50%              | 63%      | 61%   | 83%   | 63%              | 95%               |
|                                    | 22          | 59%   | 51%      | 62%    | 55%              | 59%      | 70%   | 63%   | 60%              | 79%               |
| At Meets Grade Level or Above      | 23          | 31%   | 20%      | 27%    | 15%              | 27%      | 33%   | 50%   | 38%              | 46%               |
|                                    | 22          | 29%   | 21%      | 23%    | 18%              | 19%      | 33%   | 38%   | 38%              | 32%               |
| At Masters Grade Level             | 23          | 15%   | 9%       | 12%    | 9%               | 12%      | 10%   | 33%   | 0%               | 22%               |
|                                    | 22          | 17%   | 11%      | 13%    | 8%               | 10%      | 23%   | 25%   | 20%              | 19%               |

While our overall campus continues to out-perform the district on Social Studies assessments at the 8th grade level, we still have large gaps in performance among our sub- populations and only 27% of our 8th grade students are achieving at Meets Grade Level Standard. The percentage of 8th grade students that are African American decent that scored Meet Grade Level is 15% and 50% scored Approaches Grade Level.

| 2022 Special Programs STAAR data: Gifted & Talented |                                    |                               |                        |
|---|------------------------------------|-------------------------------|------------------------|
|   | At Approaches Grade Level or Above | At Meets Grade Level or Above | At Masters Grade Level |
| 6 <sup>th</sup> Grade GT                            |                                    |                               |                        |
| Reading   | 100%                               | 88%                           | 60%                    |
| Math  | 100%                               | 80%                           | 52%                    |
| 7 <sup>th</sup> Grade GT                            |                                    |                               |                        |
| Reading   | 100%                               | 94%                           | 63%                    |
| Math  | 100%                               | 89%                           | 22%                    |
| 8 <sup>th</sup> Grade GT                            |                                    |                               |                        |
| Reading   | 100%                               | 100%                          | 25%                    |
| Math/Algebra I                                      | 100%                               | 100%                          | 33%                    |
| Science   | 100%                               | 100%                          | 91%                    |
| Social Studies                                      | 100%                               | 100%                          | 55%                    |
| Algebra I   | 100%                               | 100%                          | 87%                    |

Our Gifted and Talented students are performing at Meets Grade Level in high percentages. Only 22% of our GT students scored at Masters Grade Level in 7th grade Math and only 33% scored at Masters Grade Level in 8th grade Math. Only 25% of our GT students scored Masters Grade Level in 8<sup>th</sup> grade Reading. Masters Grade Level attainment was also low in Social Studies with only 55% of students reaching this level.

| Special Programs STAAR data: Emergent Bilingual |                                    |                               |                        |
|---|------------------------------------|-------------------------------|------------------------|
|   | At Approaches Grade Level or Above | At Meets Grade Level or Above | At Masters Grade Level |
| 6 <sup>th</sup> Grade EB                        |                                    |                               |                        |
| Reading   | 63%                                | 33%                           | 7%                     |
| Math  | 71%                                | 31%                           | 10%                    |
| 7 <sup>th</sup> Grade EB                        |                                    |                               |                        |
| Reading   | 71%                                | 31%                           | 21%                    |
| Math  | 56%                                | 32%                           | 3%                     |
| 8 <sup>th</sup> Grade EB                        |                                    |                               |                        |
| Reading   | 70%                                | 35%                           | 4%                     |
| Math  | 69%                                | 17%                           | 3%                     |
| Science   | 63%                                | 26%                           | 9%                     |
| Social Studies                                  | 51%                                | 19%                           | 7%                     |
| Algebra I                                       | 100%                               | 86%                           | 57%                    |

60% or more of our Emergent Bilingual students achieved Approaches Grade Level in all but two content areas: 7th grade Math and 8th grade Social Studies. 8th grade Social Studies is our biggest area of needed improvement with only 51% of students at Approaches Grade Level.

| Special Programs STAAR data: Special Education |                                    |                               |                        |
|--|------------------------------------|-------------------------------|------------------------|
|  | At Approaches Grade Level or Above | At Meets Grade Level or Above | At Masters Grade Level |
| 6 <sup>th</sup> Grade SPED                     |                                    |                               |                        |
| Reading  | 30%                                | 29%                           | 10%                    |
| Math   | 43%                                | 7%                            | 0%                     |
| 7 <sup>th</sup> Grade SPED                     |                                    |                               |                        |
| Reading  | 47%                                | 11%                           | 4%                     |
| Math   | 36%                                | 7%                            | 2%                     |
| 8 <sup>th</sup> Grade SPED                     |                                    |                               |                        |
| Reading  | 45%                                | 16%                           | 4%                     |
| Math   | 36%                                | 9%                            | 0%                     |
| Science  | 35%                                | 14%                           | 4%                     |
| Social Studies                                 | 27%                                | 8%                            | 8%                     |
| Algebra I                                      | 100%                               | 100%                          | 100%                   |

While 100% of our 8th grade SPED students scored at Approaches Grade Level in Algebra I, every other content area had passing rates below 50%.

| Special Programs STAAR data: At-Risk |                                    |                               |                        |
|--------------------------------------|------------------------------------|-------------------------------|------------------------|
|                                      | At Approaches Grade Level or Above | At Meets Grade Level or Above | At Masters Grade Level |
| 6 <sup>th</sup> Grade At-Risk        |                                    |                               |                        |
| Reading                              | 61%                                | 24%                           | 3%                     |
| Math                                 | 67%                                | 18%                           | 4%                     |
| 7 <sup>th</sup> Grade At-Risk        |                                    |                               |                        |
| Reading                              | 60%                                | 18%                           | 5%                     |
| Math                                 | 37%                                | 10%                           | 1%                     |
| 8 <sup>th</sup> Grade At-Risk        |                                    |                               |                        |
| Reading                              | 67%                                | 27%                           | 3%                     |
| Math                                 | 61%                                | 18%                           | 2%                     |
| Science                              | 56%                                | 20%                           | 5%                     |
| Social Studies                       | 43%                                | 10%                           | 3%                     |
| Algebra                              | 100%                               | 79%                           | 43%                    |

Less than 30% of our At-Risk students scored at Meets Grade Level in every content area except Algebra I. While 100% of our 7th grade At-Risk students scored Approaches Grade Level in Algebra I, all other areas had less than 70% of the students passing the STAAR.

| Special Programs STAAR data: Economically Disadvantaged |                                    |                               |                        |
|---|------------------------------------|-------------------------------|------------------------|
|   | At Approaches Grade Level or Above | At Meets Grade Level or Above | At Masters Grade Level |
| 6 <sup>th</sup> Grade Eco Dis                           |                                    |                               |                        |
| Reading   | 56                                 | 28                            | 10                     |
| Math  | 71                                 | 33                            | 7                      |
| 7 <sup>th</sup> Grade Eco Dis                           |                                    |                               |                        |
| Reading   | 68                                 | 40                            | 23                     |
| Math  | 50                                 | 16                            | 2                      |
| 8 <sup>th</sup> Grade Eco Dis                           |                                    |                               |                        |
| Reading   | 81                                 | 46                            | 26                     |
| Math  | 61                                 | 18                            | 4                      |
| Science   | 65                                 | 35                            | 20                     |
| Social Studies  | 54                                 | 20                            | 11                     |
| Algebra I   | 100                                | 75                            | 50                     |

Less than 50% of our Economically Disadvantaged students scored at Meets Grade Level in every content area except Algebra I. While 81% of our 8th grade Economically Disadvantaged students scored Approaches Grade Level in Reading and 71% of our 6th grade Economically Disadvantaged students scored Approaches Grade Level in Math, all other areas had less than 70% of the students passing the STAAR.

### Student Learning Strengths

Our students meet or exceed the district on the Reading assessment at all levels in 6<sup>th</sup>- 8<sup>th</sup> grade.  
6<sup>th</sup> grade students out-performed the district on the Math assessment at the Approaches and Meets Grade Levels.  
8<sup>th</sup> grade students out-performed the district on the Math assessment at the Meets Grade Level.  
100% of Algebra I students scored Approaches Grade Level and 85% scored Meets Grade Level on the Algebra I End of Course Exam.  
Our 8<sup>th</sup> grade students out-performed the district on the Science assessment at all levels.  
Our 8<sup>th</sup> grade students out-performed the district on the Social Studies assessment at all levels.  
Our Gifted and Talented students are performing at Meets Grade Level in high percentages (80% or better in all content areas).

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 60% of 6th grade student, 55% of 7th grade students and 51% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 2:** 69% of 6th grade student, 75% of 7th grade students and 69% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 3:** 59% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 4:** 73% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 5:** 67% of 6th grade EB students, 69% of 7th grade EB students, and 65% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 6:** 69% of 6th grade EB students, 68% of 7th grade EB students, and 83% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 7:** 74% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 8:** 81% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 9:** 40% of 6th grade GT students, 37% of 7th grade GT students, and 75% of 8th grade GT students did not attain a Masters Grade Level on the Reading STAAR.

**Problem Statement 10:** 48% of 6th grade GT students, 78% of 7th grade GT students, and 67% of 8th grade GT students did not attain a Masters Grade Level on the Math STAAR.

**Problem Statement 11:** 76% of 6th grade At-Risk students, 82% of 7th grade At-Risk students, and 73% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 12:** 82% of 6th grade At-Risk students, 90% of 7th grade At-Risk students, and 82% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 13:** 80% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 14:** 90% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Social Studies STAAR.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment

We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our diverse student population. The Charles E. Patterson staff values collaboration and effective professional learning communities (PLCs). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEK objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2023-2024 school year.

We offer courses from the resource level to the honors level in English Language Arts and Reading, Math, Science, and Social Studies. We also offer courses for high school credit in Algebra I, Art I, German I and II, Spanish I and II, and Theatre Arts I. We encourage enrollment in these courses by making students and parents aware of the options available. We also offer ACC Reading and Math courses for students who were not successful on the STAAR. We provide tutoring outside of the classroom daily for any student needing assistance.

Teachers implement the Gradual Release of Responsibility (GRR) model in their classrooms. Teachers also have access to an online Learning Management System called Schoology that they can use to support instruction.

Our teachers share a common planning time with other teachers in the same content area. During this time, they are able to meet with their team to collaborate on data analysis and lesson planning. All teachers utilize the district-approved scope and sequence provided by the TEKS Resource System and use Eduphoria to collect and analyze data that drives instruction. Additionally, teachers supplement and differentiate instruction based on the needs of students to ensure that all learners are challenged. Ongoing assessments, including the district provided Curriculum Unit Assessments (CUAs), provide data for teachers to utilize to make decisions on when to reteach concepts. Finally, when students are being unsuccessful, interventions are provided to ensure that all students are learning to their maximum ability.

### Staff Quality Recruitment and Retention

Charles E. Patterson Middle School professional staff all meet the Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. CPMS employs a diverse staff with a wide range of experiences. The staff consists of 18 Aides, 59 teachers, 2.5 Dyslexia teachers, 1 Librarian, 2 Guidance Counselors, 1 Social Emotional Learning Specialist, 2 Instructional Specialists, 1 Technologist, 1 Special Programs Facilitator, 1 Academic Advisor, 3 Assistant Principals, and 1 Principal.

New staff are hired based on interviews with the leadership team. Newly hired staff are guided by our Campus Instructional Specialists and a

mentor or buddy. All first-year teachers are partnered with a mentor to guide them and help them build their professional skills. Experienced teachers who are new to the campus are partnered with a buddy who assists them in knowing and understanding the Cavalier way. We had teachers on staff that range from 0 years of experience to 42 years of experience; however, our campus average is 10.1 years.

All teachers and staff are part of a team in our Professional Learning Community (PLC). Teams meet at least twice a month to discuss student learning data and plan for instruction. Professional development is highly regarded at Patterson Middle School. Teachers at Patterson consistently attend professional development opportunities in the summer and throughout the school year. Assessment data indicate that we need to continue building the capacity of our teachers to effectively differentiate instruction for our advanced and at-risk learners. Moreover, due to a campus belief in our PLC, teachers share new strategies and information gleaned from professional development opportunities to ensure that everyone is learning.

We build staff morale by celebrating accomplishments throughout the year. Our values include Academics, Leadership, Integrity, Effort, Resiliency, and Service to Others. We look for these things in both our staff and students. We recognize multiple staff members of the month each month. We encourage community by providing staff luncheons and special events during the year.

## **School Organization**

The organization of CPMS is based on the needs of our students and staff. The master schedule is built based on state requirements and requests from students. Teacher placement is based on certification and areas of need. Room assignments place teachers near those who teach the same subject and grade level in order to promote collaboration. When a teacher has multiple grade levels, they are located closer to the central part of the building to minimize student travel requirements.

The assistant principals and the principal work as instructional leaders and support a content department team. The four core areas (ELAR, Math, Science, and Social Studies) and Special Education also have a designated teacher leader who is responsible for supporting the department. Team meetings are focused on assessing student needs and planning for interventions. Professional development days provide structured learning related to campus needs and time for teams to continue collaborating.

At the beginning of the year, we offer a new student orientation called Cav Camp. This event is held in August and allows new students to get to know the campus and our values. We also host an “Open House” night that allows parents/guardians to tour the campus and to connect with their child’s teachers. Students who join us during the school year are provided a buddy through our Welcoming Committee. This buddy will guide them in both the physical layout of the campus and our expectations.

The majority of our student body participates in a variety of extra-curricular activities including; athletics, AVID, band, choir, orchestra, theatre, art, chess, National Junior Honor Society, Sapphires dance team, cheerleading, step team, yearbook, Welcoming Committee, and Student Council.

## **Technology**

Each teacher on campus has been assigned a MacBook Pro laptop computer. Teachers use these computers at work and are allowed to use



them at home too. Each classroom is equipped with a projector that makes the whiteboard an interactive surface. We have a lab with 30 desktop computers that is used for Technology Applications course and another lab with 30 computers for College Career Readiness course. There are 6 desktop computers in the library, and 135 desktops placed in the classrooms. Students have access to computers in the morning, before school, and after school in the library. We also have 12 carts that teachers can check out to use in their classrooms. Each administrator has been assigned a laptop and each secretary has a desktop computer that he or she uses during the day. The campus and district expectation is for the technology to be used in a responsible manner to promote learning. Teachers and staff are expected to use technology daily to complete work tasks. Students are given opportunities to use technology throughout the curriculum and they are offered times to use technology for self-directed activities. Students use laptops, iPads, and desktop computers to create products for communication such as reports, presentations, and spreadsheets. They connect to the internet to research information. Teachers use laptop computers to create lesson plans and to connect to the internet to research for lesson planning. Teachers use laptops to connect to the online grade book where they enter information about student progress that is viewable by students and parents.

### **School Processes & Programs Strengths**

#### **Curriculum, Instruction and Assessment Strengths**

Teachers collaborate in teams to lesson plan and to analyze data from common assessments. We offer tutoring daily after school and many teachers also provide support during lunch.

#### **Staff Quality, Recruitment, and Retention Strengths**

Staff quality is increased through consistent professional development offerings during the year.

Staff are provided opportunities to attend nationally recognized training during the year and in the summer. Those who attend bring their learning back to the campus to share with others.

New teachers are provided support in multiple ways by both teachers and the CIS.

Retention practices focus on making sure that the staff knows they are valued. Staff contributions are celebrated consistently.

The campus staff are a core part of the decision-making process through SBDM.

### **School Organization Strengths**

The master schedule is set to facilitate collaboration on teacher teams.

Time and space for team collaboration are provided and protected by the leadership team.

New students are provided guidance to ensure a positive transition.

Students are provided many options for getting involved in extracurricular activities.

### **Technology Strengths**

Teachers and students have access to on-site technical support from a Campus Technology Support Specialist and a Technology Aide.

Teachers have access to one-on-one training on any technology concept on-demand through the campus technologist. Large and small group instruction is offered periodically on topics of current interest to the campus.

A large number of iPads, laptops and desktops are available for student use.

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

**Problem Statement 1:** Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.

**Problem Statement 2:** Some of our students are not involved in extra-curricular activities or programs.

**Problem Statement 3:** Teachers lack time to study student data in a meaningful context.

**Problem Statement 4:** Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.

**Problem Statement 5:** There is a need to address the social-emotional impact stemming from the extended school closure and missed social interactions.

**Problem Statement 6:** The demand for technology increases annually to meet the needs of teachers and students. Due to state assessments being administered online, there is a need for technology instruction and access for all CPMS students.

# Perceptions

## Perceptions Summary

### Family and Community Involvement

Family and community involvement are critical to the success of Patterson Middle School. Patterson hosts many events such as Academic Awards, Black History program, Hispanic Heritage program, NJHS Induction, band concerts, choir concerts, orchestra concerts, pep rallies, and athletics which are all very well attended. Exact numbers of participants are unknown because the campus has not traditionally kept parent involvement data throughout the year. Although we host events that invite the community in, we are seeking for ways to increase the involvement of our students out in the community through events and service projects.

One of our values at CPMS is service to others. We welcome our parents and community partners to be part of our campus. We have several parent volunteers who assist in the building. We also are proud to have the 1-17 Cav as our military Adopt-A-School unit. We encourage our students to serve the community as well. We had a number of students earn Presidential Service Awards and our National Junior Honor Society worked on multiple projects this year.

Parents received a weekly newsletter outlining current and upcoming events. We also post on our Facebook and Instagram pages to keep communication accessible.

### School Culture and Climate

Dr. Seuss said: “You can find magic wherever you look . . .” At Charles Patterson Middle School, home of award-winning artists and musicians, choir and theatre arts students perform together. Hispanic Heritage Month and Black History Month are cross-curricular collaborations.

If you ask Charles Patterson students, they will tell you that learning is fun. Learning can be fun in a positive school climate and culture. A positive school climate motivates students to excel academically. Approximately 35% of the CPMS student body was on the honor roll throughout the year. The positive school climate at CPMS contributes to peers being accepting of people with different religions, of different races, sexual orientation and therefore our diverse students feel connected to our school.

A comprehensive anti-bullying program, which earned us the distinction of being a No Place for Hate school, has continued to be implemented and led to a decrease in the use of derogatory language and an increase in acts of kindness. Students’ understanding of the different roles of people in bullying empowered students to recognize them and act appropriately.

Safety Week adds to students’ and staff’s awareness of all services and resources including people in place at our school that contribute to CPMS being a safe place. Students feel respected, which in turn makes them trust the adults on our campus.

With over 20 clubs and organizations, CPMS offers students a variety of opportunities to belong. CPMS also provides the services of the Boys

and Girls Club every day after school for students.

#### **Perceptions Strengths**

##### **Family and Community Involvement Strengths**

We have high parent attendance at Meet the Teacher and Extracurricular events.

Volunteer service is valued from our community and our students.

##### **School Culture and Climate Strengths**

We value and celebrate diversity through campus special events.

A large percentage of students are involved in extracurricular activities.

We have outstanding Fine Arts and Athletic departments that consistently rank in the top at all competitions.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.

**Problem Statement 2:** There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.

**Problem Statement 3:** There is a need to increase student and parent knowledge and understanding of post-secondary options.

**Problem Statement 4:** There is a need to increase all students involved in community service projects.

# 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:** 75% of all Math students will be at approaches grade level and there will be a 5% increase for students that meet grade level on the STAAR exam.

**Evaluation Data Sources:** Curriculum Unit Assessments  
STAAR Exams

## Strategy 1 Details

**Strategy 1:** Math teachers will analyze STAAR data and CUA data with administrator assistance. Additional targeted support will be provided to At-Risk students, current Special Education students, and our African American students to increase academic growth through the use of online programs such as IXL or Study Island and through data-driven TEKS based intervention lessons.

**Strategy's Expected Result/Impact:** Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** CIS

Assistant Principal Math Leader

Math Lead Teacher

Math Teachers

**Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2, 6, 10, 12 - School Processes & Programs 3

**Funding Sources:** Substitutes to allow teachers time to analyze and plan for interventions - 166 - State Comp Ed - 166.11.6116.00.053.24.AR0 - \$3,000, Supplies to provide data-driven TEKS-based supplemental math instruction to targeted student groups - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$5,000

## Strategy 2 Details

**Strategy 2:** Math tutorials will be hosted after school and on weekends. Teachers will utilize research-based, best-practice instructional strategies such as the TI inspire system, math manipulatives, and other online tools to support students in extending and reteaching classroom learning. Healthy snacks will be provided in after school tutorials.

**Strategy's Expected Result/Impact:** Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** Math Lead

CIS

**Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2, 6, 12

**Funding Sources:** Instructional Supplies for tutorials (math) - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$2,000, Healthy snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$1,000

### Strategy 3 Details

**Strategy 3:** Instructional aide will work with at-risk students to increase mathematical competency.

**Strategy's Expected Result/Impact:** Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1 - Student Learning 2, 6, 12

**Funding Sources:** Instructional Aide for at-risk students - 166 - State Comp Ed - 166.11.6129.00.053.24.AR0 - \$28,500

### Strategy 4 Details

**Strategy 4:** Teachers will identify areas of student weakness in math and pursue opportunities for professional development to bridge the gap between weaknesses and targeted academic achievement goals. Teachers will participate in professional development such as Building Thinking Classrooms, Math is Figuroutable, and Lead4ward to learn strategies for improving mathematics instruction.

**Strategy's Expected Result/Impact:** Lesson Plans will show the progressions of unit, as well as the gradual release of responsibilities.

Administrator Walkthroughs will reflect that teachers have learning targets posted and that students are aware of the target.

Teachers will utilize new strategies to improve student understanding of math concepts

**Staff Responsible for Monitoring:** Math Lead

Math Department

**Problem Statements:** Student Learning 2, 12 - School Processes & Programs 1, 4

**Funding Sources:** Professional Development for math teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$5,000

### Strategy 5 Details

**Strategy 5:** The Math department will host a Math Night once per semester to help families understand hard to teach/hard to learn TEKS and to reinforce these difficult concepts.

**Strategy's Expected Result/Impact:** Increased understanding of standards; increased CUA, MAP, and STAAR scores

**Staff Responsible for Monitoring:** Campus Leadership, Math Lead Teacher, Math department

**Problem Statements:** Student Learning 2, 6, 10, 12 - Perceptions 1, 2

### Strategy 6 Details

**Strategy 6:** The Math department will utilize one Interventionist position to provide supplemental one on one and/or small group instruction to designated struggling students.

**Strategy's Expected Result/Impact:** Increased students achievement and engagement.

Teachers will create practice assessments that will prepare students for the STAAR.

Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** Principal

CIS

Math Department

**Problem Statements:** Student Learning 2, 12

## Performance Objective 1 Problem Statements:

| Demographics  |
|---|
| <b>Problem Statement 1:</b> The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.   |
| Student Learning  |
| <b>Problem Statement 2:</b> 69% of 6th grade student, 75% of 7th grade students and 69% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.<br><b>Problem Statement 6:</b> 69% of 6th grade EB students, 68% of 7th grade EB students, and 83% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.<br><b>Problem Statement 10:</b> 48% of 6th grade GT students, 78% of 7th grade GT students, and 67% of 8th grade GT students did not attain a Masters Grade Level on the Math STAAR.<br><b>Problem Statement 12:</b> 82% of 6th grade At-Risk students, 90% of 7th grade At-Risk students, and 82% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR. |
| School Processes & Programs   |
| <b>Problem Statement 1:</b> Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.<br><b>Problem Statement 3:</b> Teachers lack time to study student data in a meaningful context.<br><b>Problem Statement 4:</b> Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.   |
| Perceptions   |
| <b>Problem Statement 1:</b> There is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.<br><b>Problem Statement 2:</b> There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.   |

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

**Performance Objective 2:** 80% of all Reading students will be at approaches grade level and there will be a 5% increase for students that meet grade level on the STAAR exam.

**Evaluation Data Sources:** Curriculum Unit Assessments  
STAAR Exams

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> ELAR teachers will analyze STAAR data with administrator assistance as guided by CUA data. Additional targeted support in reading and writing will be provided to At-Risk students, current Special Education students, and African-American students in order to increase academic growth through the use of online programs such as IXL or Study Island and through data-driven TEKS based intervention lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CIS<br/>ELAR Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 5, 9, 11 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Substitutes to allow teachers to analyze data and plan interventions - 166 - State Comp Ed - 166.11.6116.00.053.24.AR0 - \$3,000,<br/>Supplies to provide data-driven, TEKS-based supplemental instruction to targeted student groups - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$5,000</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Instructional aides will work with at-risk readers to increase reading fluency and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 5, 11</p> <p><b>Funding Sources:</b> Instructional Aide for at-risk students - 166 - State Comp Ed - 166.11.6129.00.053.24.AR0 - \$24,193</p>  |



### Strategy 3 Details

**Strategy 3:** ELAR team and reading teachers will conduct protocols during PLC to promote consistency in reading comprehension strategies.

**Strategy's Expected Result/Impact:** Academic growth will be evident in Common Unit Assessment results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** CIS  
ELA Department

**Problem Statements:** Demographics 2 - Student Learning 1, 5, 9, 11 - School Processes & Programs 1, 4

**Funding Sources:** Supplies to create standardized strategies handbooks - 211 - ESEA, Title I Part A - 211.13.6399.00.053.30.000 - \$1,000

### Strategy 4 Details

**Strategy 4:** ELAR tutorials will be hosted to target all students after school and on weekends. Teachers will utilize research-based, best practice instructional strategies like close reading to support students in their learning and other online tools to support students in extending and reteaching classroom learning. Healthy snacks will be provided in after school tutorials.

**Strategy's Expected Result/Impact:** Teachers will create practice assessments that will prepare students for the STAAR. Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** CIS  
ELAR Department

**Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 5, 11

**Funding Sources:** Instructional Supplies for tutorials (ELAR) - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$2,000, Healthy snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$1,000

### Strategy 5 Details

**Strategy 5:** Teachers will identify areas of student weakness in reading and language arts and pursue opportunities for professional development to bridge the gap between weaknesses and targeted academic achievement goals. Teachers will participate in professional development such as Gretchen Bernabei Writing and Lead4ward to learn strategies for improving reading and writing instruction.

**Strategy's Expected Result/Impact:** Lesson Plans will show the progressions of unit, as well as the gradual release of responsibilities. Administrator Walkthroughs will reflect that teachers have learning targets posted and that students are aware of the target.

**Staff Responsible for Monitoring:** ELAR Lead  
ELAR Department

**Problem Statements:** Demographics 1, 2 - Student Learning 1, 5, 9, 11 - School Processes & Programs 1, 4

**Funding Sources:** Professional Development for ELAR teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$5,000

| Strategy 6 Details   |
|--|
| <p><b>Strategy 6:</b> The ELA department will utilize one Interventionist position to provide supplemental one on one and/or small group instruction to designated struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased students achievement and engagement.<br/>Teachers will create practice assessments that will prepare students for the STAAR.<br/>Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CIS<br/>ELA Department</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 11</p> <p><b>Funding Sources:</b> Reading materials for student interventions - 211 - ESEA, Title I Part A - 211.11.6329.00.053.30.000 - \$5,000</p> |
| Strategy 7 Details   |
| <p><b>Strategy 7:</b> We will bring in a professional author to work with students, providing them with a unique opportunity to learn from and be inspired by an experienced writer.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance writing skills and broaden students' understanding and appreciation of storytelling.<br/>Improved writing achievement on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> CIS<br/>ELAR Lead teacher</p> <p><b>Problem Statements:</b> Student Learning 1, 5, 11</p> <p><b>Funding Sources:</b> Author to visit - 211 - ESEA, Title I Part A - 211.11.6299.00.053.30.000 - \$6,000, Reading materials related to author visit - 211 - ESEA, Title I Part A - 211.11.6329.00.053.30.000 - \$1,500</p>   |

## Performance Objective 2 Problem Statements:

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.</p> <p><b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.</p>  |
| Student Learning  |
| <p><b>Problem Statement 1:</b> 60% of 6th grade student, 55% of 7th grade students and 51% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.</p> <p><b>Problem Statement 5:</b> 67% of 6th grade EB students, 69% of 7th grade EB students, and 65% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.</p> <p><b>Problem Statement 9:</b> 40% of 6th grade GT students, 37% of 7th grade GT students, and 75% of 8th grade GT students did not attain a Masters Grade Level on the Reading STAAR.</p> <p><b>Problem Statement 11:</b> 76% of 6th grade At-Risk students, 82% of 7th grade At-Risk students, and 73% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.</p> |

|   |
|---|
| <b>School Processes &amp; Programs</b>  |
| <b>Problem Statement 1:</b> Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.                                       |
| <b>Problem Statement 3:</b> Teachers lack time to study student data in a meaningful context.   |
| <b>Problem Statement 4:</b> Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. |

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

**Performance Objective 3:** 80% of all Science students will be at approaches grade level and there will be a 5% increase for students that meet grade level on the STAAR exam.

**Evaluation Data Sources:** STAAR Results.

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Science teachers will analyze STAAR data with administrator assistance as guided by CUA data. Additional targeted support in reading and writing will be provided to At-Risk students, current Special Education students, and African-American students in order to increase academic growth through the use of online programs such as IXL or Study Island and through data-driven TEKS based intervention lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CIS<br/>Lead Teachers</p> <p><b>Problem Statements:</b> Student Learning 3, 7, 13</p> <p><b>Funding Sources:</b> Substitutes to allow teachers to analyze data and plan interventions - 166 - State Comp Ed - 166.11.6116.00.053.24.AR0 - \$3,000, Supplies to provide supplemental instruction to targeted student groups - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$5,000</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Instructional aide will work with students to increase science competency. They will work with these students in small groups as a collaborative effort with the classroom teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will create practice assessments that will prepare students for the STAAR. Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 7, 13</p> <p><b>Funding Sources:</b> Instructional Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.053.30.000 - \$25,073</p>  |

### Strategy 3 Details

**Strategy 3:** Science tutorials will be hosted to target at-risk students after school and on weekends. Teachers will utilize research-based, best-practice instructional strategies such as targeted hands-on labs to extend classroom learning and reteach concepts that are hard to grasp. Healthy snacks will be provided in after school tutorials.

**Strategy's Expected Result/Impact:** Improvement scores of At-risk students on STAAR exam.

Teachers will create practice assessments that will prepare students for the STAAR.

Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

CIS

Science Team Lead

Science Teachers

**Problem Statements:** Demographics 1 - Student Learning 3, 13

**Funding Sources:** Instructional Supplies for tutorials (science) - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$2,000, Healthy snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$1,000

### Strategy 4 Details

**Strategy 4:** Teachers will identify areas of student weakness in science and pursue opportunities for professional development to bridge the gap between weaknesses and targeted academic achievement goals. Teachers will participate in professional development related to writing in science and scientific thinking to learn strategies for improving science instruction.

**Strategy's Expected Result/Impact:** Lesson Plans will show the progressions of unit, as well as the gradual release of responsibilities. Administrator Walkthroughs will reflect that teachers have learning targets posted and that students are aware of the target.

**Staff Responsible for Monitoring:** Science Department

**Problem Statements:** Demographics 2 - Student Learning 3, 13 - School Processes & Programs 1, 4

**Funding Sources:** Professional development for Science teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$5,000

### Strategy 5 Details

**Strategy 5:** Teachers will focus on vertical alignment for each grade level to identify the TEKS that are found on the 8th grade STAAR and ensure student mastery.

**Strategy's Expected Result/Impact:** Teachers will create practice assessments and administer Common Unit Assessments that will prepare students for the STAAR.

Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** Science Team Lead

Science Teachers

**Problem Statements:** Student Learning 3, 13

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.

|   |
|---|
| <b>Demographics</b>   |
| <b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.        |
| <b>Student Learning</b>   |
| <b>Problem Statement 3:</b> 59% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.   |
| <b>Problem Statement 7:</b> 74% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.  |
| <b>Problem Statement 13:</b> 80% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Science STAAR.  |
| <b>School Processes &amp; Programs</b>  |
| <b>Problem Statement 1:</b> Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.                                       |
| <b>Problem Statement 4:</b> Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. |

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

**Performance Objective 4:** 70% of all Social Studies students will be at approaches grade level and there will be a 5% increase for students that meet grade level on the STAAR exam.

**Evaluation Data Sources:** Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Social Studies teachers will analyze STAAR data with administrator assistance as guided by CUA data. Additional targeted support in reading and writing will be provided to At-Risk students, current Special Education students, and African-American students in order to increase academic growth through the use of online programs such as IXL or Study Island and through data-driven TEKS based intervention lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CIS<br/>Social Studies Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 8, 14</p> <p><b>Funding Sources:</b> Substitutes to allow teachers time to analyze and plan for interventions - 166 - State Comp Ed - 166.11.6116.00.053.24.AR0 - \$3,000, Supplies to provide supplemental instruction to targeted student groups - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$5,000</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Instructional aide will work with students to increase historical thinking competency. They will work in small groups with students in collaboration with the teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 14</p> <p><b>Funding Sources:</b> Instructional Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.053.30.000 - \$25,073</p>  |

### Strategy 3 Details

**Strategy 3:** Social Studies tutorials will be hosted to target at-risk students after school and on weekends. Teachers will utilize research-based, best-practice instructional strategies that integrate technology and interactive lessons to reteach students hard to grasp concepts to support their learning. Teachers will also use materials to create simulations of historical events to extend classroom learning. Healthy snacks will be provided in after school tutorials.

**Strategy's Expected Result/Impact:** Improved STAAR scores

**Staff Responsible for Monitoring:** Principal  
Social Studies Department

**Problem Statements:** Student Learning 4, 14

**Funding Sources:** Instructional Supplies for tutorials (social studies) - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$2,000, Healthy snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.053.30.000 - \$1,000

### Strategy 4 Details

**Strategy 4:** Teachers will identify areas of student weakness in Social Studies and pursue opportunities for professional development to bridge the gap between weaknesses and targeted academic achievement goals. Teachers will participate in professional development such as Lead4ward to learn strategies for improving Social Studies instruction.

**Strategy's Expected Result/Impact:** Lesson plans will show the progressions of the units, as well as the gradual release of responsibilities. Administrator walkthroughs will reflect that teachers have learning targets posted and that students are aware of the target.

**Staff Responsible for Monitoring:** Social Studies Department

**Problem Statements:** Demographics 2 - Student Learning 4, 8, 14 - School Processes & Programs 1, 4

**Funding Sources:** Professional development for Social Studies teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$5,000

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 1:** The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.

**Problem Statement 2:** There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.

#### Student Learning

**Problem Statement 4:** 73% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 8:** 81% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 14:** 90% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Social Studies STAAR.

#### School Processes & Programs

**Problem Statement 1:** Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.

**Problem Statement 4:** Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.



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

**Performance Objective 5:** 100% of GT (Gifted and Talented) students will meet the Masters Grade Level standard on the STAAR tests that correlate with the content areas they are identified as GT.

**Evaluation Data Sources:** STAAR results

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Selected GT students will participate in field-based instruction to extend their learning and prepare them for both the STAAR and the Texas Performance Standards Project (TPSP).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> CIS<br/>Academic Advisor<br/>GT Teachers</p> <p><b>Problem Statements:</b> Student Learning 9, 10</p> <p><b>Funding Sources:</b> Transportation for student field trips - 177 - Gifted/Talented - 177.11.6494.00.053.21.000 - \$4,000, Student Admission - 177 - Gifted/Talented - 177.11.6412.00.053.21.000 - \$4,000</p>   |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> GT Teacher will support GT students in instructional settings. GT teachers will work to provide enrichment activities to extend the student learning in order for student to meet Masters Grade Level standard on the STAAR test in the content areas they are identified as GT.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and engagement.<br/>Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.</p> <p><b>Staff Responsible for Monitoring:</b> CIS<br/>Academic Advisor<br/>Principal<br/>TAG Teachers</p> <p><b>Problem Statements:</b> Student Learning 9, 10</p> <p><b>Funding Sources:</b> Supplies for extension activities and student projects - 177 - Gifted/Talented - 177.11.6399.00.053.21.000 - \$2,000</p> |

### Strategy 3 Details

**Strategy 3:** Teachers of GT students will attend related conferences such as TAGT to gain knowledge on specific strategies to work with gifted learners to help extend their learning. Teachers of GT students will also attend the AVID Institute Professional Development to incorporate strategies in their classes to prepare students to be college ready.

**Strategy's Expected Result/Impact:** GT teachers will be able to provide enrichment activities to facilitate GT students' growth to obtain "Masters" level of STAAR performance in respective tested areas.

Teachers will create practice assessments that will prepare students for the STAAR.

Academic growth will be evident in STAAR results. Improvement will be seen by measuring the growth percentage in each population.

**Staff Responsible for Monitoring:** CIS

Academic Advisor

**Problem Statements:** Student Learning 9, 10

**Funding Sources:** Professional Development for GT teachers - 177 - Gifted/Talented - 177.13.6411.00.053.21.000 - \$5,500

### Strategy 4 Details

**Strategy 4:** GT students will be provided differentiated instruction, enrichment activities, and opportunities for exploration and independent learning during the intervention period.

**Strategy's Expected Result/Impact:** Increased number of GT students earning Masters Grade Level on STAAR

Increased participation in TPSP

**Staff Responsible for Monitoring:** GT Coordinator; GT Intervention teachers

**Problem Statements:** Student Learning 9, 10 - School Processes & Programs 4

**Funding Sources:** Supplies for student projects - 177 - Gifted/Talented - 177.11.6399.00.053.21.000 - \$1,000

### Performance Objective 5 Problem Statements:

#### Student Learning

**Problem Statement 9:** 40% of 6th grade GT students, 37% of 7th grade GT students, and 75% of 8th grade GT students did not attain a Masters Grade Level on the Reading STAAR.

**Problem Statement 10:** 48% of 6th grade GT students, 78% of 7th grade GT students, and 67% of 8th grade GT students did not attain a Masters Grade Level on the Math STAAR.

#### School Processes & Programs

**Problem Statement 4:** Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.

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

**Performance Objective 6:** The number of Emergent Bilingual students achieving Approaches Grade Level standard will increase to 65% in Math, 75% in Reading, 65% in Science, and 50% in Social Studies. There will be a 5% increase in the percentage of our EB students achieving Meets Grade Level standard across all tested subjects.

**Evaluation Data Sources:** STAAR results

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Parent meeting for parents of EB students to address literacy strategies and ways to help at home, to include community resources, learning and instructional material for extended learning, and outreach to encourage participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Academic Advisor<br/>EB teacher</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8 - Perceptions 1, 2, 3</p> <p><b>Funding Sources:</b> Resources for Parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.053.25.000 - \$300, Refreshments for Parent night - 263 - ESEA, Title III Part A - 263.61.6499.LE.053.25.000 - \$300</p>   |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> Emergent Bilinguals who demonstrate challenges in literacy will have access to a variety of print materials for reading to support academic achievement and literacy. This will include diverse classroom libraries, headphones for EBs to practice their listening and speaking domains in order to be successful on TELPAS, and Spanish to English dictionaries as well as glossaries to support content-based language instruction in the classroom and to engage beginning EB students and struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR/classroom assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Academic Advisor<br/>CIS<br/>EB Teacher</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8</p> <p><b>Funding Sources:</b> Workbooks, classroom instructional supplies, and print rich materials for ELL students, including ELL instructional resources for vocabulary and literacy development. - 165/ES0 - ELL - 165.11.6399.00.053.25.ES0 - \$700, Books for EB Students - 263 - ESEA, Title III Part A - 263.11.6329.LE.053.25.000 - \$225, Scholastic educational magazines and reading materials for literacy and language development for ELL students - 165/ES0 - ELL - 165.11.6329.00.053.25.ES0 - \$400</p> |

### Strategy 3 Details

**Strategy 3:** Teachers that serve EB students will attend related professional development conferences such as Textesol, Title III Symposium, Region XII, and Seidlitz Education to gain knowledge on specific language acquisition strategies for working with English learners to help drive future lesson planning. This will include differentiated instruction to build vocabulary and increase proficiency in academic language.

**Strategy's Expected Result/Impact:** To increase student achievement in reading and writing, and to increase student achievement in various content areas.

**Staff Responsible for Monitoring:** Principal

CIS

EB Teacher

**Problem Statements:** Demographics 2 - Student Learning 5, 6, 7, 8 - School Processes & Programs 1

**Funding Sources:** ESC Registration for Title III Symposium - 263 - ESEA, Title III Part A - 263.13.6411.LE.053.25.000 - \$900, Conference for teachers of EB students - 165/ES0 - ELL - 165.13.6411.00.053.25.ES0 - \$5,950

### Performance Objective 6 Problem Statements:

#### Demographics

**Problem Statement 2:** There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.

#### Student Learning

**Problem Statement 5:** 67% of 6th grade EB students, 69% of 7th grade EB students, and 65% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 6:** 69% of 6th grade EB students, 68% of 7th grade EB students, and 83% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 7:** 74% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 8:** 81% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.

#### School Processes & Programs

**Problem Statement 1:** Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.

#### Perceptions

**Problem Statement 1:** There is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.

**Problem Statement 2:** There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.

**Problem Statement 3:** There is a need to increase student and parent knowledge and understanding of post-secondary options.

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

**Performance Objective 7:** All AVID students will learn college readiness skills that will prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

**Evaluation Data Sources:** AVID student enrollment in rigorous courses to include high school credit courses.  
Successful completion of 4-year plans that include college-readiness courses in high school for AVID 8th graders.

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> AVID Site-team meetings will be held monthly involving staff, parents, and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly Meeting Minutes will be documented. Feedback will be provided from staff, parents, and students that shows they are prepared for the college track.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator<br/>Site Team Members</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 4 - Perceptions 3</p> |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> We will host an AVID Family Night each semester and increase parent involvement during site team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Attendance will increase for site team meetings</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>  |
| Strategy 3 Details  |
| <p><b>Strategy 3:</b> We will ensure that all AVID students are enrolled in a rigorous course of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of AVID students enrolled and succeeding in rigorous course work</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator<br/>Counselors</p> <p><b>Problem Statements:</b> Perceptions 3</p>  |

| Strategy 4 Details   |
|--|
| <p><b>Strategy 4:</b> We will recruit more AVID Site Team Members and AVID Elective teachers in order to ensure that AVID strategies are used throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Membership Roster will demonstrate an increase in participation.</p> <p><b>Staff Responsible for Monitoring:</b> Current AVID Site Team<br/>AVID Coordinator</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 4</p>  |
| Strategy 5 Details   |
| <p><b>Strategy 5:</b> We will increase enrollment in the AVID program by bringing in former AVID students to discuss the importance of AVID and shadowing high school AVID students at the feeder high school. Additionally, taking current CPMS AVID students to elementary schools to speak to students will be used to recruit incoming 6th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased interest and enrollment in the AVID program. Community involvement will be increased and relationships will be built throughout campuses/grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator<br/>AVID Site Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 5 - Perceptions 2, 3</p> |

**Performance Objective 7 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.</p>   |
| School Processes & Programs   |
| <p><b>Problem Statement 2:</b> Some of our students are not involved in extra-curricular activities or programs.</p> <p><b>Problem Statement 4:</b> Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.</p> <p><b>Problem Statement 5:</b> There is a need to address the social-emotional impact stemming from the extended school closure and missed social interactions.</p> |
| Perceptions   |
| <p><b>Problem Statement 2:</b> There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.</p> <p><b>Problem Statement 3:</b> There is a need to increase student and parent knowledge and understanding of post-secondary options.</p>   |

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

**Performance Objective 8:** We will increase the number of students that meet grade level standard on STAAR that are served by special programs (including Special Education and Emergent Bilinguals), At-Risk students.

**Evaluation Data Sources:** MAP growth scores/data  
STAAR Results

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> A group of specifically chosen, at-risk students will be taught emotional intelligence and leadership skills in either a face-to-face or virtual environment. Students will gain an improved understanding of other peoples' experiences, how actions affect others, self-management, and healthy self-expression. These activities will build positive relationships among students and staff, which directly impacts student achievement. The improved understanding of those around them, themselves, and the positive relationships built within the school will provide students the ability to advocate for themselves in class when they need help, and also reflect on their academic progress so their grades and test scores will improve in the future.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance, behavior, and participation in academic courses.</p> <p><b>Staff Responsible for Monitoring:</b> CPMS Leadership Team</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 11, 12, 13, 14 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Professional presenters to work with At-Risk students - 166 - State Comp Ed - 166.11.6299.00.053.24.AR0 - \$6,000</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> At-risk students will use online instructional resources such as IXL or Study Island during intervention periods as well as in the after-school learning center to supplement learning needs for core content, most specifically science and social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores and mastery of content.</p> <p><b>Staff Responsible for Monitoring:</b> CPMS Leadership Team and Core Content Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Online Instructional Resources for Intervention - 211 - ESEA, Title I Part A - 211.11.6299.OL.053.30.000 - \$12,000</p>   |
| Strategy 3 Details   |
| <p><b>Strategy 3:</b> Students will utilize STAAR supplemental review materials (such as Sirius TEKS based STAAR 2.0 and Zingers) during After School Learning Lab, spiral lessons in the classroom, and CAV Connection to assist our At-Risk population and to increase the number of students meeting grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in academic performance on CUAs and STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team, Lead Teachers, ESL teacher</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14</p> <p><b>Funding Sources:</b> STAAR Review Materials - 166 - State Comp Ed - 166.11.6399.00.053.24.AR0 - \$9,600</p>  |

#### Strategy 4 Details

**Strategy 4:** We will reduce classroom size in core content area to facilitate more frequent assessments and timely feedback. Regular assessments help identify students' strengths and areas that require improvement, enabling teachers to implement targeted interventions and provide additional support where necessary.

**Strategy's Expected Result/Impact:** The availability of feedback fosters a growth mindset among students, encouraging them to strive for continuous improvement and take ownership of their learning journey.

Improved achievement on STAAR exams

**Staff Responsible for Monitoring:** Leadership team

**Problem Statements:** Student Learning 1, 2, 3, 4

**Funding Sources:** Class Size Reduction Teacher for core content area - 211 - ESEA, Title I Part A - 211.11.6119.00.053.30.000 - \$74,200

#### Strategy 5 Details

**Strategy 5:** EB students will be placed in an intervention period to receive targeted language instruction that focuses on the language skills, including listening, speaking, reading, and writing. The intervention period will use explicit teaching techniques, such as modeling, guided practice, and feedback, to help students develop their language skills.

**Strategy's Expected Result/Impact:** Improved scores on TELPAS

**Staff Responsible for Monitoring:** ESL Teacher

**Problem Statements:** Student Learning 5, 6, 7, 8

**Funding Sources:** Instructional supplies for EB Intervention - 165/ES0 - ELL - 165.11.6399.00.053.25.ES0 - \$1,000

### Performance Objective 8 Problem Statements:

#### Demographics

**Problem Statement 1:** The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.

#### Student Learning

**Problem Statement 1:** 60% of 6th grade student, 55% of 7th grade students and 51% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 2:** 69% of 6th grade student, 75% of 7th grade students and 69% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 3:** 59% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 4:** 73% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 5:** 67% of 6th grade EB students, 69% of 7th grade EB students, and 65% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 6:** 69% of 6th grade EB students, 68% of 7th grade EB students, and 83% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 7:** 74% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 8:** 81% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.

**Problem Statement 11:** 76% of 6th grade At-Risk students, 82% of 7th grade At-Risk students, and 73% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.



### Student Learning

**Problem Statement 12:** 82% of 6th grade At-Risk students, 90% of 7th grade At-Risk students, and 82% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 13:** 80% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 14:** 90% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Social Studies STAAR.

### School Processes & Programs

**Problem Statement 5:** There is a need to address the social-emotional impact stemming from the extended school closure and missed social interactions.

**Problem Statement 6:** The demand for technology increases annually to meet the needs of teachers and students. Due to state assessments being administered online, there is a need for technology instruction and access for all CPMS students.

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

**Performance Objective 9:** We will equip students with the necessary skills, knowledge, and resources to transition smoothly into the next grade level. We will prepare them for high school and maximize their chances of success in post-secondary education, the workforce, or the military. The goal is to ensure that students are well-prepared academically, emotionally, and socially for the challenges and opportunities that await them.

**Evaluation Data Sources:** Student enrollment in rigorous courses to include high school credit courses.  
Successful completion of 4-year plans for 8th graders.  
Report card data

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Teachers will provide academic support to all students with an emphasis on vocabulary. Teachers will implement lessons to build academic vocabulary in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic performance on CUAs and STAAR exams</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team<br/>Lead teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>   |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> We will provide opportunities for students to explore various career paths and post-secondary programs through career fairs, guest speakers, and informational sessions. We will offer guidance and resources to help students identify their interests, strengths, and goals, aligning them with suitable post-secondary programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased college and career awareness for students and parents<br/>Improved academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> CIS<br/>Counselors<br/>AVID Coordinator</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 3</p> |
| Strategy 3 Details  |
| <p><b>Strategy 3:</b> Teachers will enhance students' academic skills, promote college and career readiness, and foster a growth mindset in all classes. This will be done through cross-curricular collaboration and through the implementation of AVID strategies schoolwide.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Engagement and Responsibility<br/>Increase Student Organizational Skills</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists, AVID Coordinator, Lead Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5</p>   |

#### Strategy 4 Details

**Strategy 4:** Off-campus and virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in a classroom setting.

**Strategy's Expected Result/Impact:** Increased student engagement Increased student performance on campus, district and state assessments

**Staff Responsible for Monitoring:** Leadership team

Lead teachers

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 - Perceptions 3

**Funding Sources:** Transportation for students to field-based instruction - 166 - State Comp Ed - 166.11.6412.TR.053.30.AR0 - \$12,000, Field Based Instruction - Entry fees for students - 166 - State Comp Ed - 166.11.6412.00.053.24.AR0 - \$6,000

#### Performance Objective 9 Problem Statements:

##### Demographics

**Problem Statement 1:** The percentage of students identified as At-Risk as a result of STAAR test failure has increased from 44% in 2019 to 48% in 2023.

##### Student Learning

**Problem Statement 1:** 60% of 6th grade student, 55% of 7th grade students and 51% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.

**Problem Statement 2:** 69% of 6th grade student, 75% of 7th grade students and 69% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.

**Problem Statement 3:** 59% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.

**Problem Statement 4:** 73% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.

##### School Processes & Programs

**Problem Statement 4:** Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.

**Problem Statement 5:** There is a need to address the social-emotional impact stemming from the extended school closure and missed social interactions.

##### Perceptions

**Problem Statement 3:** There is a need to increase student and parent knowledge and understanding of post-secondary options.

**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:** We will foster a culture of reflective practice and continuous professional growth among teachers. Teachers will actively participate in at least 40 hours of professional development during the school year to become experts in their craft and better serve all students.

**Evaluation Data Sources:** PLC walkthroughs and minutes  
Professional development offerings  
Instructional walk-throughs

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> The campus will focus on improving instructional outcomes for all students. Teachers will participate in professional development to build instructional capacity so that we can provide high-quality content and resources for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Purposeful PLC team planning that incorporates new learning<br/>Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CIS<br/>Lead Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 11, 12, 13, 14 - School Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> Professional Development to build capacity of Teachers to Improve Instructional Outcomes for Students - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$18,000, Presenter for on-campus professional development - Improving Instructional Outcomes for Students - 211 - ESEA, Title I Part A - 211.13.6299.00.053.30.000 - \$15,000, Professional Development for Admin on Improving Instructional Outcomes for Students - 211 - ESEA, Title I Part A - 211.23.6411.00.053.30.000 - \$6,000, Supplies for Professional Development - Improving Instructional Outcomes for Students - 211 - ESEA, Title I Part A - 211.13.6399.00.053.30.000 - \$3,000</p> |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> An additional Campus Instructional Specialist will provide support for Math, Science, English, and Social Studies teachers and will work with the interventionist to provide targeted support for teachers through coaching, modeling, facilitating collaborative discussions and examinations of data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 12, 13 - School Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.053.30.000 - \$75,695</p>   |

**Performance Objective 1 Problem Statements:**

| Demographics  |
|---|
| <b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.  |
| Student Learning  |
| <p><b>Problem Statement 1:</b> 60% of 6th grade student, 55% of 7th grade students and 51% of 8th grade students did not attain a Meets Grade Level standard on the Reading STAAR.</p> <p><b>Problem Statement 2:</b> 69% of 6th grade student, 75% of 7th grade students and 69% of 8th grade students did not attain a Meets Grade Level standard on the Math STAAR.</p> <p><b>Problem Statement 3:</b> 59% of 8th grade students did not attain a Meets Grade Level standard on the Science STAAR.</p> <p><b>Problem Statement 4:</b> 73% of 8th grade students did not attain a Meets Grade Level standard on the Social Studies STAAR.</p> <p><b>Problem Statement 11:</b> 76% of 6th grade At-Risk students, 82% of 7th grade At-Risk students, and 73% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Reading STAAR.</p> <p><b>Problem Statement 12:</b> 82% of 6th grade At-Risk students, 90% of 7th grade At-Risk students, and 82% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Math STAAR.</p> <p><b>Problem Statement 13:</b> 80% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Science STAAR.</p> <p><b>Problem Statement 14:</b> 90% of 8th grade At-Risk students did not attain a Meets Grade Level standard on the Social Studies STAAR.</p> |
| School Processes & Programs   |
| <p><b>Problem Statement 1:</b> Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.</p> <p><b>Problem Statement 4:</b> Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students.</p>   |

**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

**Performance Objective 2:** Teachers will participate in PLCs twice a month to define shared goals, reflect on educational practices, engage in data-informed discussions, and share best practices. Teachers will be able to discuss their data after each common assessment.

**Evaluation Data Sources:** Improved instructional practices  
Increased student achievement

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> PLC members will reflect on their teaching practices, analyze student data, share successful strategies, and troubleshoot challenges together.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement<br/>Improved effectiveness of instruction and PLC teams</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists<br/>Lead Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 3</p>  |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Lead Teachers will participate in professional development related to interpreting data, using effective instructional strategies, and using cross-curricular strategies. They will also take on leadership opportunities in order to increase their collective expertise, work together to improve instructional practices, and create a supportive and collaborative learning community within the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collaboration among teachers in PLC<br/>Improved instruction for students<br/>Improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team<br/>Lead Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> Professional Development for Lead teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.053.30.000 - \$2,000</p> |

**Performance Objective 2 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.</p> |
| School Processes & Programs   |
| <p><b>Problem Statement 1:</b> Teachers continue to need training on TEKS Resource System, Eduphoria, analyzing data, and differentiation.</p>                                |

|   |
|---|
| <b>School Processes &amp; Programs</b>  |
| <b>Problem Statement 3:</b> Teachers lack time to study student data in a meaningful context.   |
| <b>Problem Statement 4:</b> Teachers need to continue professional growth in their content areas and need to learn more strategies to use with At-Risk and Advanced students. |

**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

**Performance Objective 3:** We will create a culture of effective communication, collaboration, and celebration among the school staff, leading to improved teamwork, increased morale, and enhanced overall performance.

**Evaluation Data Sources:** Professional Learning Community Minutes  
End of Year Survey

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> A weekly digital newsletter will be sent to all staff to maintain clear lines of communication and to celebrate faculty and staff accomplishments through appreciations given to and by any and all staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Staff Morale<br/>Increased Staff Retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 2</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> We will continue the faculty and staff club which honors faculty and staff birthdays, organizes social events, celebrates staff achievements, and promotes overall wellness among the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Staff Morale Improved<br/>Staff Retention Data</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team<br/>Faculty Club Sponsors</p>                                   |

**Performance Objective 3 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.</p> |



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

**Performance Objective 1:** We will actively seek to include parents and community members as partners in the support and function of our campus and strive to seek input and participation of parents and community members in campus activities.

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> We will establish consistent channels of communication between home and school that will include a weekly campus newsletter for families (Cavalier Chronicle), social media posts (CPMS Facebook and Instagram) , and messages via the district approved communication system that are accessible to families and in their preferred language (whenever possible).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student and family involvement<br/>Improved clarity of the school's mission</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison<br/>Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>  |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> Parent/Family Liaison will facilitate the connection between home and school by overseeing and managing all aspects of family engagement and communication including workshops, meetings, volunteer coordination and feedback collection and analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p> <p><b>Funding Sources:</b> Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.053.30.000 - \$33,264</p>   |
| Strategy 3 Details  |
| <p><b>Strategy 3:</b> We will host family education events each quarter to address a variety of topics to include but not limited to: using technology provided by schools, understanding adolescence, keeping up with student achievement, school and career planning, social media safety, understanding STAAR, and transitioning to middle or high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family involvement in the educational process</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team<br/>Lead teachers<br/>Parent Liaison</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p> <p><b>Funding Sources:</b> Refreshments for family night events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.053.24.PAR - \$1,700, Supplies for family educational nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.053.24.PAR - \$940</p> |

| Strategy 4 Details  |
|---|
| <p><b>Strategy 4:</b> Our At-Risk Counselor and our Military and Family Life Counselor (MFLC) will be on campus to assist students and/or their families. Family learning opportunities related to challenges faced by Military students and/or At-Risk students will be provided at least once each marking period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student &amp; Parent Support<br/>Parent Participation will increase. Students of active military personnel will see an increase in STAAR performance results.</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk Counselor<br/>MFLC</p>  |
| Strategy 5 Details  |
| <p><b>Strategy 5:</b> Opportunities for students to showcase their work and talents will be provided by the Athletics department, Fine Arts, AVID, and content teachers at least once each semester. Families and the community will be invited to attend these events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental and community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Athletic Coordinators<br/>Fine Arts Teachers<br/>AVID Coordinator<br/>Lead Teachers</p>  |
| Strategy 6 Details  |
| <p><b>Strategy 6:</b> Families will be given multiple opportunities to learn about all programs offered on campus (for example: AVID, Dyslexia, Gifted &amp; Talented, Multilingual education, Special Education, and Title I). Families will be invited to review and revise the Parent and Family Engagement Policy and the Home School Compact each spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication with families<br/>Increased participation in the students' education</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team<br/>Special Program Staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1, 2, 3</p> <p><b>Funding Sources:</b> Refreshments for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.053.24.PAR - \$2,000</p> |

### Performance Objective 1 Problem Statements:

| School Processes & Programs   |
|---|
| <b>Problem Statement 2:</b> Some of our students are not involved in extra-curricular activities or programs.   |
| Perceptions   |
| <p><b>Problem Statement 1:</b> There is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.</p> <p><b>Problem Statement 2:</b> There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.</p> <p><b>Problem Statement 3:</b> There is a need to increase student and parent knowledge and understanding of post-secondary options.</p> |

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

**Performance Objective 2:** We will enhance communication and engagement with our emergent bilingual families, fostering a collaborative partnership between the school and home in order to create a supportive environment where families feel valued, empowered, and actively involved in their student's education.

**Evaluation Data Sources:** Parent Night Participation  
End of Year Survey

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> We will include specific information related to language acquisition support for Emergent Bilingual families and students at our family education events. We will include sessions that address their specific needs and equip them to be active participants in their student's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Stakeholder Communication</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher<br/>Parent Liaison<br/>Leadership Team</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8 - Perceptions 1, 2</p> |

**Performance Objective 2 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 5:</b> 67% of 6th grade EB students, 69% of 7th grade EB students, and 65% of 8th grade EB students did not attain a Meets Grade Level standard on the Reading STAAR.</p> <p><b>Problem Statement 6:</b> 69% of 6th grade EB students, 68% of 7th grade EB students, and 83% of 8th grade EB students did not attain a Meets Grade Level standard on the Math STAAR.</p> <p><b>Problem Statement 7:</b> 74% of 8th grade EB students did not attain a Meets Grade Level standard on the Science STAAR.</p> <p><b>Problem Statement 8:</b> 81% of 8th grade EB students did not attain a Meets Grade Level standard on the Social Studies STAAR.</p> |
| Perceptions   |
| <p><b>Problem Statement 1:</b> There is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.</p> <p><b>Problem Statement 2:</b> There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child.</p>  |

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 1:** We will create a supportive and nurturing environment that addresses the social and emotional needs of students, enabling them to develop essential life skills, resilience, and positive relationships. The goal is to foster emotional well-being, enhance self-awareness, and promote healthy social interactions among students.

**Evaluation Data Sources:** Discipline referral data  
Stakeholder surveys

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> We will implement a comprehensive SEL curriculum that addresses a wide range of topics, including self-awareness, emotional regulation, empathy, responsible decision-making, and relationship skills. We will integrate SEL practices into daily routines and subject areas, providing opportunities for reflection, discussion, and skill-building.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals<br/>Improved academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> CIS<br/>Counselors</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Online SEL Curriculum materials - 211 - ESEA, Title I Part A - 211.11.6299.OL.053.30.000 - \$7,000, Instructional materials for counselors to implement SEL practices - 211 - ESEA, Title I Part A - 211.31.6399.00.053.30.000 - \$2,000, Professional development for counselors - SEL focused - 211 - ESEA, Title I Part A - 211.31.6411.00.053.30.000 - \$5,000</p> |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> We will create an environment that encourages and celebrates students for positive behavior and academic success while fostering a sense of community, inclusivity, and personal growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture<br/>Increased level of pride and responsibility among students</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Athletic Directors, and AVID Site Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 5 - Perceptions 4</p> <p><b>Funding Sources:</b> Low cost awards to recognize student achievement - 211 - ESEA, Title I Part A - 211.11.6498.00.053.30.000 - \$1,000</p>  |

**Performance Objective 1 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 2:</b> There is a need to build the instructional capacity of teachers and campus leaders as 75% of our staff has 10 years of experience or less.</p> |

|  |
|--|
| <b>School Processes &amp; Programs</b>   |
| <b>Problem Statement 2:</b> Some of our students are not involved in extra-curricular activities or programs.  |
| <b>Problem Statement 5:</b> There is a need to address the social-emotional impact stemming from the extended school closure and missed social interactions. |
| <b>Perceptions</b>   |
| <b>Problem Statement 4:</b> There is a need to increase all students involved in community service projects.   |

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 2:** All students will be safe as the CPMS staff focus on Classroom Management, Violence Prevention, and Interventions.

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> All visitors will follow District / Campus Administrative Procedures for Campus Visits.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Compliance. This will be monitored through sign in and procedures through the front office. The expected result is to have a safer campus that runs smoothly.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Campus Conduct committee will address safety and security issues (meet once every nine weeks).</p> <p><b>Strategy's Expected Result/Impact:</b> CPMS Campus will be a safe place to learn which will increase student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Conduct Meeting (CCC)</p>   |
| Strategy 3 Details   |
| <p><b>Strategy 3:</b> Response to Intervention strategies for behavior will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> DAEP placement will be reduced as well as suspension and ISS.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff<br/>Administration</p>  |

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 3:** By the end of the school year, all students are to improve knowledge of healthy living habits and exercise, with 90 % student participation in physical education or athletics classes.

**Evaluation Data Sources:** Enrollment numbers in courses  
Fitness Gram

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Teachers to use lesson plans provided by Sparks to concentrate on the eight (8) health components.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will pass their Fitness Gram<br/>Sparks Curriculum will be utilized and monitor their results/progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>CIS<br/>Teachers</p>   |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> School cafeteria to serve nutritious food: fresh fruits, variety of low fat milk, whole grain products, with no one item to exceed 23 grams of fat.</p> <p><b>Strategy's Expected Result/Impact:</b> Review menus made by Central Office and to consume a meal periodically to ensure nutritious meals are served.</p> <p><b>Staff Responsible for Monitoring:</b> School Nutrition Manager</p>     |
| Strategy 3 Details  |
| <p><b>Strategy 3:</b> We will ensure food sold in fundraisers meet the Texas Nutrition Policy Guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will document the food served. Students will be healthier and fit. This can be monitored through fitness gram results and student feedback surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff<br/>Club/Activity sponsors</p> |

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

**Performance Objective 1:** Integrate technology systems and solutions that aid in fulfilling instructional and operational requirements with 100% campus conformity.

**Evaluation Data Sources:** Student access to technology  
CUA data

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Technology training will be conducted during teacher in-service, monthly Faculty Meetings, and after-school professional developments to promote incorporating technology TEKS into lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be prepared to be promoted to the next grade level. Teachers will be proficient in technology use to better prepare their students for success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Tech</p>   |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> Interactive whiteboards and other devices (iPads and computers) will be utilized to increase motivation and engagement and to differentiate instruction for the at-risk learner.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans will show that teachers are using technology to engage their students and teaching them proper digital citizenship. Teachers will be proficient in technology use to better prepare their students for success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Tech<br/>All Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> iPads for student use - 211 - ESEA, Title I Part A - 211.11.6398.00.053.30.000 - \$19,000, Cases and related technology supplies (headphones, etc.) for use with iPads - 211 - ESEA, Title I Part A - 211.11.6399.00.053.30.000 - \$5,000, Charging carts - 211 - ESEA, Title I Part A - 211.11.6394.00.053.30.000 - \$5,000</p> |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs  |
|--|
| <p><b>Problem Statement 6:</b> The demand for technology increases annually to meet the needs of teachers and students. Due to state assessments being administered online, there is a need for technology instruction and access for all CPMS students.</p> |



# 2023-2024 SBDM & Title I Stakeholders (MS)

| Committee Role              | Name              | Position                                  |
|-----------------------------|-------------------|---|
| Administrator               | Christina Harris  | Principal                                 |
| Classroom Teacher           | Danea Dameron     | English/ELAR                              |
| Classroom Teacher           | Rodney Cooper     | Math                                      |
| Classroom Teacher           | Eduardo Pelliccia | Social Studies                            |
| Classroom Teacher           | Gemma Alhambra    | Science                                   |
| Non-classroom Professional  | Julissa Carrion   | Campus Facilitator                        |
| Business Representative     | Jennifer Rowe     | Business Representative                   |
| Administrator/Chair         | Stephanie Etienne | Campus Instructional Specialist           |
| District-level Professional | Summer Terrell    | District-Level Professional               |
| Community Representative    | Doni Engel        | Community Representative                  |
| Parent                      | Colsha Dawson     | Parent                                    |
| Non-classroom Professional  | Rochelle Gibson   | Campus Technologist                       |
| Non-classroom Professional  | James Cook        | Campus Instructional Specialist (Title I) |
| Administrator               | Denise Berg       | AP  |
| Non-classroom Professional  | Keri Luepke       | Counselor                                 |
| Classroom Teacher           | Teresa Cormier    | Tech Apps                                 |
| Classroom Teacher           | Julie Adamson     | Art                                       |
| Classroom Teacher           | Tashai Owusu      | AVID                                      |
| Classroom Teacher           | Dawn Young        | Dyslexia                                  |