

**Killeen Independent School District**  
**Peebles Elementary School**  
**2023-2024**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Peebles Elementary is a neighborhood school that serves students in PK-5th grade. We proudly host a Spanish bilingual program where 50% of teachers in each grade level hold a Spanish bilingual certificate. We also host a behavior management program for PK-5th grade students. In the school year 2023-2024, Peebles will serve approximately 515 students. Our student population is diverse. The chart below shows the distribution of students by ethnic groups and special programs from the KISD Special Population Report dated April 2023. The attendance rate of 89.5% and the average mobility rate of 24.7% are based on the 2021 - 2022 Texas Academic Performance Report (TAPR).

Peebles Elementary Student Demographic Data										
Population by Ethnicity	% of Students		Special Program	% of Students		Special Program	% of Students		Gender	% of Students
African American	23.84%		504	7.58%		Gifted & Talented	0.4%		Male	50.2%
American Indian	0.37%		Attendance	98.1%		Homeless	1.9%		Female	49.8%
Asian	1.11%		At-Risk	71.90%		Immigrant	0.2%			
Hispanic	55.08%		Bilingual Program	35.30%		EB/EL	41.1%			
Pacific Islander	2.96%		Dyslexia	6.28%		Military	4.9%			
Two or more races	5.55%		Economically Disadvantaged	87.99%		Mobility rate	24.7%			
White	11.09%					Special Education	13.6%			



The staff at Peebles Elementary strives to encourage student daily attendance. This begins with students being greeted and celebrated for arriving to school on time at the start of each instructional day. Approximately 24% of our students experienced excessive tardies which resulted in a significant loss in instructional time (Daily Tardy Reports).

In 2023-2024, Peebles is allocated the following for monolingual/bilingual sections: 2/1 sections of Pre-Kindergarten, 2/2 sections of Kindergarten, 3/2 sections of 1st grade, 3/2 sections of 2nd grade, 3/2 sections of third grade, 3/2 sections of 4th grade, and 3/1 sections of 5th grade. Peebles will also be allocated a Behavior Management Program for K-5th grade. Peebles' staff allocations for 2023-2024 includes 43 teachers, three professional support, three campus administrators, one librarian, two counselors, and 19 para-professionals. This includes a bilingual Parent Liaison to assist parents as needed.

Professional development is ongoing and job-embedded throughout the school year. During the 2022-2023 school year, learning opportunities took place during Professional Development, PLCs, staff meetings, planning days, and at after school curriculum study sessions provided by the District. Some of the professional development topics included Backwards Design lesson planning (utilizing the Instructional Focus Document (IFD), Unit Progression Charts, Unit Curriculum Maps, and the Cognitive Rigor Matrix), Next Generation Balanced Literacy, Comprehension Toolkit, LLI and SIL best practices, how to use the CIRCLE, MAP, and other student data to guide instruction and plan interventions, and GRR. Coaching walkthroughs documented an increased target and task alignment across the campus. PLC agendas, Staff PD and sign in rosters for the following: Balanced Literacy, Math Problem Solving, Guided Math, GRR and coaching walkthrough documents.

During the 2023-2024 school year, Peebles teachers will continue professional development on the learning topics listed above, along with best practices for language support to include instructional practices to support Dual Language.

In 2022-2023, Peebles had a total of three bilingual teacher vacancies in 1st, 3rd and 4th grades. Due to the lack of bilingual substitutes, students in 4th grade were split among existing teachers to ensure students received instruction from certified Spanish bilingual teachers and long term subs were secured for 1st and 3rd grades. A long term sub was secured for our BMU teacher, however our resource teacher vacancy remained open until late April.

In 2022-2023, Peebles had eight waiver teachers who were working towards certification, while providing instructional support to students.

### **Demographics Strengths**

- Peebles will host Spanish bilingual and dual language programs.
- Peebles student population is diverse.
- Students who qualify, participate in either the Bilingual, Dual Language or ESL program.
- During Intervention time, students at Peebles have resources to support learning.
- New teachers are assigned a mentor or buddy teacher to support the successful development of their expertise.
- Teachers collaborate to create common lesson plans.
- Paraprofessionals are encouraged to continue their education and pursue a teaching certification.
- Leadership opportunities available to our staff includes being a mentor to new teachers, serving on the SBDM, participating in various campus committees, presenting professional development at the campus and district levels, and serving as a grade level leader.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** ATTENDANCE Approximately 24% of our students experienced excessive tardies. **Root Cause:** School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on-time students needs to increase from semester to at least monthly recognition.

**Problem Statement 2:** GIFTED & TALENTED (GT) Peebles rate of 0.4% is significantly lower than the district level of 3.1%. **Root Cause:** Teachers struggle to recognize the signs of a gifted child and therefore seldom do they refer students for testing.

**Problem Statement 3:** STAFFING Peebles consistently struggles to hire bilingual and special education teachers and regularly starts the school year with multiple vacancies. **Root Cause:** There is a statewide teacher shortage of bilingual and special education candidates.

**Problem Statement 4:** The Emergent Bilingual population continues to grow, including the number of students in grades PK-5 that have little to no English proficiency. **Root Cause:** Students are moving to the area with limited English proficiency.

# Student Learning

## Student Learning Summary

Universal screeners are used to assess students learning in every grade level at the beginning, middle, and end of the school year.

The progress of Pre-Kindergarten students is measured by the CIRCLE Progress Monitoring System.

End of year CIRCLE Growth Report showed:

Peebles monolingual students performed above District averages in 50% of areas assessed.

Peebles bilingual students performed above District averages in 75% of areas assessed.

The progress of KG-5th grade students in math, reading, and science is measured by the Measure of Academic Progress (MAP).

End of year MAP Student Growth Report showed:

Reading 44% of all grade levels for both English and Spanish met or exceeded growth projections.

Math 48% of all grade levels met or exceeded growth projections. Instruction in English only.

Science 53% of all grade levels met or exceeded growth projections. Instruction in English only.

The progress of 3rd, 4th, and 5th-grade students in reading, math, and science are measured by the State of Texas Assessments of Academic Readiness (STAAR)

## 2023 STAAR DATA Overview

### Reading All Students:

59.74% of our third through fifth graders were "Approaches Grade Level" or above on STAAR

36.03% of our third through fifth graders were "Meets Grade Level" on STAAR

8.61% of our third through fifth graders were at "Masters Grade Level" on STAAR

### Math All Students:

57.34% of our third through fifth graders were "Approaches Grade Level" or above on STAAR

19.32% of our third through fifth graders were "Meets Grade Level" on STAAR

5.43% of our third through fifth graders were at "Masters Grade Level" on STAAR

### Science All Students:

39.76% of our fifth graders were at "Approaches Grade Level" or above on STAAR

10.84% of our fifth graders were at "Meets Grade Level" on STAAR

1.20% of our fifth graders were at "Masters Grade Level" on STAAR



## Student Learning Strengths

### Pre-Kindergarten

#### LITERACY & MATH

- CIRCLE - Peebles monolingual students performed above District averages in 50% of areas assessed. Peebles bilingual students performed above District averages in 75% of areas assessed.

### Kindergarten - 5th Grade

Reading 44% of all grade levels met or exceeded growth projections.

Math 48% of all grade levels met or exceeded growth projections.

Science 53% of all grade levels met or exceeded growth projections.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** There was a significant achievement gap requiring intervention and differentiation.

**Problem Statement 2:** READING 56% of all grade levels did not met growth projections as measured by MAP. **Root Cause:** All components of balanced literacy are not implemented with fidelity. There was a lack of consistency in the collaborative and independent phases of GRR.

**Problem Statement 3:** READING ENGLISH AND SPANISH STAAR: 36.03% of all grade levels met the 55% performance expectations at the Meets level as measured by STAAR. **Root Cause:** All components of balanced literacy are not implemented with fidelity. There was a lack of consistency in the collaborative and independent phases of GRR.

**Problem Statement 4:** MATH ENGLISH AND SPANISH 52% of all grade levels did not met growth projections as measured by MAP. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

**Problem Statement 5:** MATH ENGLISH AND SPANISH 19.32% of all grade levels met the 55% performance expectations at the Meets level as measured by STAAR. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups.

**Problem Statement 6:** SCIENCE 47% of all grade levels did not meet growth projections as measured by MAP. **Root Cause:** Formative assessments were not at the rigor of the curriculum assessments. Academic vocabulary was not introduced early and repeatedly.

**Problem Statement 7:** SCIENCE 10.84% of 5th graders met the 70% performance expectations at the Meets level as measured by STAAR. **Root Cause:** Enrichment and hands-on

opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.

**Problem Statement 8:** PK STUDENT ACHIEVEMENT Peebles bilingual students performed below District averages in 25% of areas assessed - CIRCLE Peebles monolingual students performed below District averages in 50% of areas assessed - CIRCLE **Root Cause:** All components of balanced literacy were not implemented with fidelity.

**Problem Statement 9:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

**Root Cause:** Due to learning gaps which have not been closed due to Covid19.

# School Processes & Programs

## School Processes & Programs Summary

Peebles staff is comprised of 9.3 administrators, 33.2 teachers, 17.3 aides, 3 secretaries, 8 cooks, 2 day custodians and 2 evening custodians. All professional staff meet Title I expectations. New teachers are supported through the mentoring program and monthly campus meetings. We host Title I meetings in the Spring and Fall. All parents, guardians, campus staff, and other stakeholders are invited to attend. During the Spring Title 1 meetings, our Parents and Family Engagement Policy and Home-School Compact are discussed and revised based on stakeholder input. During the Fall Title 1 meetings, components of Title 1 are explained along with how Title I funds are used to ensure students' success. The revised Parent and Family Engagement Policy and Home School Compact are shared with all stakeholders in attendance. The Home-School Compact is signed by teachers, parents, and students during parent/teacher conferences. All Title 1 meetings are offered at flexible times and dates that are convenient to parents and family members.

Peebles Elementary School is a positive and safe environment that is conducive to student learning. Students are offered free breakfast and lunch on a daily basis. The expectations and guidelines outlined in our District's Student Code of Conduct and our Campus Parent & Student Handbook are consistently enforced for the orderly function of our school. Teachers conduct daily morning meetings with students to assist in creating a sense of belonging to our school community. We feel the deepening of relationships during morning meetings will increase student self-regulation, increase time on task, and decrease disruptions to instruction. We celebrate our students during lunches and assemblies where parents are invited. Students are recognized for character traits and academic achievement awards. All staff has been trained in Restorative Practice. Discipline referrals decreased compared to the previous year. Peebles staff received professional development in restorative discipline practices aimed to sustain positive relationships, especially during times when students' self-regulating behavior is low.

Professional development is ongoing at the campus, district and state level. Professional development is provided by district and campus staff. This development is based on district focus and instructional need. Reading Academy, Guided Math, and Restorative Practices are the primary focus for professional learning. Science instruction and vertical alignment will be increased focus during professional development. Effective intervention remains a critical area of focus. ELAR, Guided Math and Science instruction will be the target for professional development for the 2023-2024 school year. Coaching Walks and Gradual Release will build teacher efficacy in professional strategies. Campus data, walkthroughs, and observations during PLCs and planning days indicate a need for increased focus on the planning and implementation of ELAR and Science instruction to reach the required depth and complexity of the TEKS. The teams will plan the unit using TEKS, assessments, data, and targets to determine the needs of their students and plan accordingly. Teachers will provide lessons for rigorous work for differentiation with classroom instruction. Objectives are focused on the data and what actions were needed to provide interactive strategies for every child to succeed. We will continue to study our math TEKS using planning days. We will begin to implement with fidelity Fountas & Pinnell classrooms. PLCs continue to use team template agenda which enables teacher driven PLCs. Teachers in grades K-5th utilize TEKS Resource assessments. Three times a year universal screens are given to find areas of strength and weakness. The screeners will be used to show growth of all students and help set learning goals. The screener will be used to identify specific areas for student growth. Students who are not showing progress after numerous Tier I interventions in the classroom are referred to RtI. We will continue to improve our use of progress monitoring to increase student achievement. Our GT identified students will continue to research their topic for TPSP.

Peebles staff serves students in programs such as ESL, Special Education, Behavior Management, Speech, 504, Dyslexia, and Gifted & Talented (GT). We follow the Response to Intervention (RtI) model when intervening for struggling students. Several resources support instruction and interventions, including Fountas & Pinnell, Leveled Literacy Intervention (LLI), Sistema de Intervencion de la Lectura (SIL), Istation, Exemplar Lessons, and STEMscopes.

100% of the faculty and staff at Peebles Elementary meet Texas Education Agency teacher requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. According to the TAPR for 2021-2022, our staff met the following criteria: Beginning Teachers = 8.1%, 1-5 Years Experience = 41%, 6-10 Years Experience = 12%, 11-20 Years Experience = 26.8%, Over 20 Years Experience = 12%.

Our school counselors provide regularly scheduled lessons on bullying prevention, friendship, conflict resolution, character education, and other social skills. In addition, our counselors provide guidance lessons based on student need which is determined through class surveys and immediate response to current events. Students can self refer or be referred to the counselor for additional help in anger management, conflict resolution, social skills, and bullying. Counselors take an active role in connecting with parents about issues that may arise and provide additional resources for parents when needed.

Students meet the state requirement for physical education by state-certified physical education teachers. Students participate in Fitnessgram as required by state/district guidelines. Students receive regular music education from certified music teachers. The staff is an integral part of the decision making process. There is a true understanding of the campus vision. The campus is driven by decision making by SBDM, Campus Conduct, Non-Violent Crisis Intervention, DEAC, Hospitality, Technology, and Campus Wellness.

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

- Peebles provides a positive and safe environment for students to learn and thrive.
- Teachers conduct daily morning meetings with students to build relationships and a sense of community.
- Students are offered free breakfast and lunch on a daily basis.
- Students are celebrated during lunches and assemblies for character traits and academic achievement awards.
- Peebles hosts Title 1 meetings at flexible times and dates that are convenient to parents.
- Campus leadership and teachers will facilitate PLCs each Tuesday for all grade levels.

- Availability of campus leadership to teachers, paraprofessionals, students, and parents before, during, and after school.
- Transparency of leadership to teachers, paraprofessionals, students, and parents that create trusting valued relationships.
- Teachers and students have access to several programs that supports instruction and interventions and can be accessed at school and home.
- Peebles utilizes both the Collaborative Teaching Model and the Gradual Release of Responsibility Instructional Model.
- School counselors provide weekly lessons on bullying prevention, friendship, conflict resolution, character education, and other social skills.
- Students can self refer or be referred to the counselors for self-regulation assistance.

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

**Problem Statement 1:** In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** Due to COVID students did not have the foundation skills needed due to school closure and online learning.

**Problem Statement 2:** DISCIPLINE Discipline referrals decreased in 2022-2023 compared to the previous three years. There is a need to continue efforts that support this positive trend. **Root Cause:** Historical data from School Year (SY) 2021-23 shows a 15% drop in the discipline due to the increased teacher-student relationship building with the implementation of morning circles and restorative discipline.

**Problem Statement 3:** There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning or to maximize their full potential.

# Perceptions

## Perceptions Summary

Peebles ES maintains a strong community commitment in seeking innovative ideas and diverse perspectives for the improvement of the school experience for our students and their families. Peebles hosts multiple events focusing on parent involvement and student achievement such as our annual Barn Dance, Multi-Cultural Night, field trips, Family Literacy Night, Family Math and Science Night, GT Showcase, book fairs, parent-teacher conferences, and Career Day where parents and community members are presenters.

A bilingual parent liaison provides support for our families by hosting weekly Little Panthers Reading instruction for pre-school children. Family surveys in the fall and spring semesters provide innovative ideas and collect reflections from parents and community members. The majority of the annual parent survey results indicate that parents view our school and staff favorably. Survey results also show that the majority of parents do not want students to wear uniforms to school. Starting in the 2023-2024 Peebles will no longer participate in Standard Dress.

Our partnerships with community members are celebrated through Peebles displays, newsletters, marquee, social media, and assemblies. Every form of communication serves as an outreach to parent and community partners. Peebles disseminates all information in both English & Spanish. We provide automatic phone calls home to let parents know when there are important events at school and when students are absent. Parents can monitor student academic progress through the home access online grade book.

Parents and community members participate in the Site Based Decision Making Committee (SBDM). This committee reviews data for the purpose of making instructional decisions and oversees the spending of the State Compensatory Education and Title 1 funds. SBDM members are nominated and elected by Peebles Elementary staff. The district, business, and parent members are selected by campus staff. Our SBDM meets 6 times each year and uses 4 of those meeting times to conduct formative and summative reviews, goals, objectives, and strategies for campus improvement. The SBDM also participates in the selection process of the teacher of the year. (Per SBDM agendas and minutes).

Our campus provides opportunities for parents to volunteer to provide support to our teachers and staff. However, the attendance for these opportunities starts out strong but does not sustain throughout the year.

Students state that they like to come to school and enjoy being with their teachers. Students know they are loved and cared for, no matter their circumstances (Student and parent surveys).

Peebles has a wonderful, supportive, kind, and friendly staff. Our secretaries, paraprofessionals, custodians, cafeteria staff, clinic staff, teachers, and leadership team are very positive and helpful to both students and staff. All members of our school family are crucial to the success of our students. Everyone truly has a sense of family and work together to help children.

## Perceptions Strengths

- Peebles hosts multiple events focusing on parent involvement and student achievement.
- A bilingual parent liaison provides support for our families.

- Little Panthers - Reading instruction for pre-school children is hosted weekly at Peebles.
- Peebles disseminates all information in English & Spanish.
- Parents and community members participate in the Site Based Decision Making Committee.
- Volunteers provide support as needed.
- The input of all stakeholders is welcomed and invited.

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

**Problem Statement 1:** PARENT INVOLVEMENT There continues to be a decrease throughout the year in parent involvement at Peebles during the 22-23 school year. There is a need to increase parent involvement during the 23-24 school year. **Root Cause:** Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition for students in the elementary age range.

**Problem Statement 2:** PARENT INVOLVEMENT There is a need to identify and remove barriers that might prevent the parents and families of Emergent Bilingual students from fully participating in the education of their child. **Root Cause:** Parents want to be involved but do not always know how and language barriers can create additional obstacles to effective two-way communication.

# Goals

Revised/Approved: June 12, 2023

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

**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 70% of all students and student groups will meet or exceed the standard on campus, district and state assessments in reading.

**Evaluation Data Sources:** CIRCLE

CUA

TELPAS

MAP

STAAR

## Strategy 1 Details

**Strategy 1:** Teachers will utilize reading, writing, and vocabulary materials, including software licenses, and instructional materials, to support research-based practices and instructional models that meet the needs of all students to demonstrate academic achievement across all content areas.

**Strategy's Expected Result/Impact:** Increased student performance on STAAR, F&P, CUA, and MAP data.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin.

### TEA Priorities:

Build a foundation of reading and math

### - ESF Levers:

Lever 5: Effective Instruction

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

**Funding Sources:** Reading Resource - BrainPOP ONLINE - 166 - State Comp Ed - 166.11.6299.OL.109.30.AR0 - \$3,500, Literacy Instructional supplies for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.109.25.BI0 - \$2,500, Literacy Instructional supplies for Title 1 students - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$4,000, Headphones for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.109.25.BI0 - \$3,000



### Strategy 2 Details

**Strategy 2:** The librarian will provide small group support for students struggling in reading. This includes integrating visual aides, academic vocabulary games and hands-on tasks. Additional targeted support will be provided to white and special education student groups.

**Strategy's Expected Result/Impact:** By June 2024 student achievement in reading as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.

**Staff Responsible for Monitoring:** Admin

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing

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

**Funding Sources:** Librarian (0.5) - 211 - ESEA, Title I Part A - 211.12.6119.00.109.30.000 - \$41,354

### Strategy 3 Details

**Strategy 3:** Each grade level will have a scheduled time where teachers and other professionals will work with small groups during intervention time in reading on targeted areas. This will include targeted instruction for students who continue to experience learning gaps.

**Strategy's Expected Result/Impact:** By implementing daily small group instruction/remediation, there will be an improvement in student growth/achievement evidenced by CUA, MAP, and STAAR data.

**Staff Responsible for Monitoring:** Admin, Teachers

**TEA Priorities:**

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

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

**Funding Sources:** Literacy Instructional supplies for At Risk student intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$3,500

#### Strategy 4 Details

**Strategy 4:** Students will improve mastery of reading by engaging with challenging leveled materials presented in multiple formats during small group reading. Students will use these rigorous materials to practice and apply the content vocabulary learned and improve literacy skills across content areas to spiral and support reading.

**Strategy's Expected Result/Impact:** These materials will give students materials to apply learned vocabulary with rigorous reading that can be scaffold by teachers.

**Staff Responsible for Monitoring:** Teachers

Admin

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2, 3, 8

**Funding Sources:** Reading materials for small group reading and skill based lessons - 211 - ESEA, Title I Part A - 211.11.6329.00.109.30.000 - \$3,500, Professional Development Small Group Reading - 211 - ESEA, Title I Part A - 211.13.6299.00.109.30.000 - \$2,000, Reading materials for small group reading and skill based lessons - 165/BI0 - Bilingual - 165.11.6329.00.109.25.BI0 - \$400

#### Strategy 5 Details

**Strategy 5:** The grade level teams will provide ELAR support to students by implementing the TRS curriculum with fidelity. They will employ research-based best practices which include graphic organizers, word walls, leveled literacy intervention and anchor charts to enhance learning and student understandings of learning standards.

**Strategy's Expected Result/Impact:** Increase in Reading and Writing scores on assessments.

**Staff Responsible for Monitoring:** Admin, CIS, Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

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

#### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** There was a significant achievement gap requiring intervention and differentiation.

**Problem Statement 2:** READING 56% of all grade levels did not met growth projections as measured by MAP. **Root Cause:** All components of balanced literacy are not implemented with fidelity. There was a lack of consistency in the collaborative and independent phases of GRR.

**Problem Statement 3:** READING ENGLISH AND SPANISH STAAR: 36.03% of all grade levels met the 55% performance expectations at the Meets level as measured by STAAR. **Root Cause:** All components of balanced literacy are not implemented with fidelity. There was a lack of consistency in the collaborative and independent phases of GRR.

<b>Student Learning</b>
<b>Problem Statement 8:</b> PK STUDENT ACHIEVEMENT Peebles bilingual students performed below District averages in 25% of areas assessed - CIRCLE Peebles monolingual students performed below District averages in 50% of areas assessed - CIRCLE <b>Root Cause:</b> All components of balanced literacy were not implemented with fidelity.

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

**Performance Objective 2:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 70% of all students and student groups will meet or exceed the standard on campus, district and state assessments in science.

**Evaluation Data Sources:** CIRCLE

CUA

MAP

STAAR

#### Strategy 1 Details

**Strategy 1:** Students in grades PK-4 will participate in hands-on science experiments a minimum of once per week. Fifth-grade students will participate in hands-on science experiments multiple times per week. Teachers will use high yield resources such as graphic organizers, academic vocabulary word walls, anchor charts, and manipulatives to enhance science instruction.

**Strategy's Expected Result/Impact:** Students will be able to access the science curriculum easier and show increased scores on CUA, MAP, and STAAR assessments.

**Staff Responsible for Monitoring:** Admin, CIS, Teachers

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

**Funding Sources:** Instructional supplies for hands on sciences experiences - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$3,000

#### Strategy 2 Details

**Strategy 2:** Teachers will use interactive video software licenses to supplement instruction and provide students with increased opportunities to engage with science content for the purpose of increasing science conceptual development and content knowledge.

**Strategy's Expected Result/Impact:** Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin.

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

**Funding Sources:** "Science Resources ONLINE - STEMscopes, Pebble Go Spanish, and Pebble Go Add Ons" - 166 - State Comp Ed - 166.11.6299.OL.109.30.AR0 - \$3,625

### Strategy 3 Details

**Strategy 3:** Teachers will provide meaningful learning experiences for all students in the area of science instruction. Students' scientific background knowledge and engagement will be improved through quality educational experiences outside of the classroom.

**Strategy's Expected Result/Impact:** Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin.

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

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

**Funding Sources:** Buses for field based experiences - 166 - State Comp Ed - 166.11.6494.00.109.30.AR0 - \$5,635, Entry Fee for field based experiences - 166 - State Comp Ed - 166.11.6412.00.109.30.AR0 - \$4,200

### Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 6:** SCIENCE 47% of all grade levels did not meet growth projections as measured by MAP. **Root Cause:** Formative assessments were not at the rigor of the curriculum assessments. Academic vocabulary was not introduced early and repeatedly.

**Problem Statement 7:** SCIENCE 10.84% of 5th graders met the 70% performance expectations at the Meets level as measured by STAAR. **Root Cause:** Enrichment and hands-on opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.

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

**Performance Objective 3:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 70% of all students and student groups will meet or exceed the standard on campus, district and state assessments in math.

**Evaluation Data Sources:** CIRCLE

CUA

TELPAS

MAP

STAAR

#### Strategy 1 Details

**Strategy 1:** The campus will provide small group support during math intervention time for students struggling in math. This includes integrating visual aides, academic vocabulary games, and hands-on tasks.

**Strategy's Expected Result/Impact:** By June 2023 student achievement in math as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin.

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1, 4, 5

**Funding Sources:** Supplemental instructional resources to support math intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$9,097, Supplemental instructional resources to support math intervention - 165/BIO - Bilingual - 165.11.6399.00.109.25.BIO - \$4,000

#### Strategy 2 Details

**Strategy 2:** In order to increase achievement in reading and math comprehension, teachers will teach a daily GRR lesson using the CFA 2.0 design process in grades PK-5. There will be spiral instruction on TEKS not mastered by students in small group instruction.

**Strategy's Expected Result/Impact:** Increased student performance on assessments as indicated on CUAs, MAP and STAAR.

**Staff Responsible for Monitoring:** Admin and Teachers

**TEA Priorities:**

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

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4, 5, 8

### Strategy 3 Details

**Strategy 3:** Teachers will implement a common Math spiral review that aligns with the new state standards in grades 1st through 5th.

**Strategy's Expected Result/Impact:** An increase in CUA scores

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

**TEA Priorities:**

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

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1, 4, 5, 8

**Funding Sources:** Online Spiral Review- Lonestar Math - 166 - State Comp Ed - 166.11.6299.OL.109.30.AR0 - \$375, Online Spiral Review- Lonestar Math (spanish) - 165/BI0 - Bilingual - 165.11.6299.OL.109.25.BI0 - \$250

### Strategy 4 Details

**Strategy 4:** In order to increase achievement in math, teachers will provide students with opportunities for critical thinking (problem of the day) and use math manipulatives for concrete instruction to introduce new concepts and spiral difficult concepts through guided math strategies.

**Strategy's Expected Result/Impact:** Students will be able to use strategies and concrete models to retain information learned in math.

**Staff Responsible for Monitoring:** Admin, CIS, Teachers

**TEA Priorities:**

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

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4, 5, 8

**Funding Sources:** Labels for problem of the day - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$1,282

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** There was a significant achievement gap requiring intervention and differentiation.

**Problem Statement 4:** MATH ENGLISH AND SPANISH 52% of all grade levels did not met growth projections as measured by MAP. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

**Problem Statement 5:** MATH ENGLISH AND SPANISH 19.32% of all grade levels met the 55% performance expectations at the Meets level as measured by STAAR. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups.

**Problem Statement 8:** PK STUDENT ACHIEVEMENT Peebles bilingual students performed below District averages in 25% of areas assessed - CIRCLE Peebles monolingual students performed below District averages in 50% of areas assessed - CIRCLE **Root Cause:** All components of balanced literacy were not implemented with fidelity.

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

**Performance Objective 4:** By providing additional classroom support along with strategies and initiatives to strengthen the instructional core, at least 80% of all students and student groups will meet or exceed the standard on campus, district and state assessments in reading, writing, science, and math.

**Evaluation Data Sources:** CIRCLE

CUA

TELPAS

MAP

STAAR

#### Strategy 1 Details

**Strategy 1:** Curriculum Instructional Specialists will coach teachers on research based lesson planning, model expert instruction, mentor new teachers, observe instruction, and provide specific feedback to teachers.

**Strategy's Expected Result/Impact:** By June 2024 student achievement in reading, writing, science, and math as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin.

**TEA Priorities:**

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

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Demographics 3

**Funding Sources:** Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.109.30.000 - \$75,695

#### Strategy 2 Details

**Strategy 2:** Struggling students will receive interventions in math, reading, and science based on MAP data and teacher recommendation. Additional targeted support will be provided to white and special education student groups.

**Strategy's Expected Result/Impact:** By June 2024 student achievement in reading writing, math, and science as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.

**Staff Responsible for Monitoring:** Admin, CIS, Teachers

**TEA Priorities:**

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

**- ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8

**Funding Sources:** Instructional Assistants (3) - 211 - ESEA, Title I Part A - 211.11.6129.00.109.30.000 - \$84,847, Instructional Assistant - 166 - State Comp Ed - 166.11.6129.00.109.30.AR0 - \$34,235



### Strategy 3 Details

**Strategy 3:** Teachers will pre-teach academic content whenever possible. The ELL teacher will collaborate with regular education classroom teachers to ensure that the vocabulary and literacy skills taught in small groups are transferring to classwork in the regular education classroom. Additional practice with vocabulary and academic language will be provided using online resources.

**Strategy's Expected Result/Impact:** By June 2024 student achievement in reading writing, math, and science as measured by curriculum assessments, MAP, EOY Circle, and STAAR will show student performance at 75% or higher.

**Staff Responsible for Monitoring:** Teachers

CIS

Admin

**TEA Priorities:**

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

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 4 - Student Learning 1, 2, 3, 8

**Funding Sources:** Supplemental instructional supplies for ESL students for small group instruction - 165/ES0 - ELL - 165.11.6399.00.109.25.ES0 - \$1,260, Reading material for ESL students - 165/BI0 - Bilingual - 165.11.6329.00.109.25.BI0 - \$200

### Strategy 4 Details

**Strategy 4:** Gifted and talented students will participate in pull-out enrichment each week that will focus on critical thinking, problem-solving and activities which promote a high-level of rigor.

**Strategy's Expected Result/Impact:** Students will plan and create projects that meet the state GT standards.

**Staff Responsible for Monitoring:** Teacher

CIS

Administrators

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

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

**Funding Sources:** Instructional Supplies for GT students for problem solving development - 177 - Gifted/Talented - 177.11.6399.00.109.21.000 - \$200

### Strategy 5 Details

**Strategy 5:** Counselors will provide experiences to encourage career readiness, discourage dropouts, and build background experiences for students. Community members will be invited to participate in a career day for intermediate students.

**Strategy's Expected Result/Impact:** Increase students' background knowledge in college and career awareness as measured by student participation in career readiness events.

**Staff Responsible for Monitoring:** Teachers

CIS

Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2

### Strategy 6 Details

**Strategy 6:** To increase reading achievement for at-risk students in PK-5 grades, Interventionist teacher will provide intensive small group instruction that addresses learning gaps and supports the depth and rigor of the TEKS.

**Strategy's Expected Result/Impact:** Additional targeted support will be provided to increase the grade-level standard for CUA, MAP, and STAAR data.

**Staff Responsible for Monitoring:** Admin and Teachers

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing

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

**Funding Sources:** Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.109.30.000 - \$79,000

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 2:** GIFTED & TALENTED (GT) Peebles rate of 0.4% is significantly lower than the district level of 3.1%. **Root Cause:** Teachers struggle to recognize the signs of a gifted child and therefore seldom do they refer students for testing.

**Problem Statement 3:** STAFFING Peebles consistently struggles to hire bilingual and special education teachers and regularly starts the school year with multiple vacancies.

**Root Cause:** There is a statewide teacher shortage of bilingual and special education candidates.

**Problem Statement 4:** The Emergent Bilingual population continues to grow, including the number of students in grades PK-5 that have little to no English proficiency. **Root Cause:** Students are moving to the area with limited English proficiency.

### Student Learning

**Problem Statement 1:** LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** There was a significant achievement gap requiring intervention and differentiation.

**Problem Statement 2:** READING 56% of all grade levels did not met growth projections as measured by MAP. **Root Cause:** All components of balanced literacy are not implemented with fidelity. There was a lack of consistency in the collaborative and independent phases of GRR.

**Problem Statement 3:** READING ENGLISH AND SPANISH STAAR: 36.03% of all grade levels met the 55% performance expectations at the Meets level as measured by STAAR. **Root Cause:** All components of balanced literacy are not implemented with fidelity. There was a lack of consistency in the collaborative and independent phases of GRR.

**Problem Statement 4:** MATH ENGLISH AND SPANISH 52% of all grade levels did not met growth projections as measured by MAP. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

**Problem Statement 5:** MATH ENGLISH AND SPANISH 19.32% of all grade levels met the 55% performance expectations at the Meets level as measured by STAAR. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups.

**Problem Statement 6:** SCIENCE 47% of all grade levels did not meet growth projections as measured by MAP. **Root Cause:** Formative assessments were not at the rigor of the curriculum assessments. Academic vocabulary was not introduced early and repeatedly.

**Problem Statement 7:** SCIENCE 10.84% of 5th graders met the 70% performance expectations at the Meets level as measured by STAAR. **Root Cause:** Enrichment and hands-on opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.

**Problem Statement 8:** PK STUDENT ACHIEVEMENT Peebles bilingual students performed below District averages in 25% of areas assessed - CIRCLE Peebles monolingual students performed below District averages in 50% of areas assessed - CIRCLE **Root Cause:** All components of balanced literacy were not implemented with fidelity.

### School Processes & Programs

**Problem Statement 2:** DISCIPLINE Discipline referrals decreased in 2022-2023 compared to the previous three years. There is a need to continue efforts that support this positive trend. **Root Cause:** Historical data from School Year (SY) 2021-23 shows a 15% drop in the discipline due to the increased teacher-student relationship building with the implementation of morning circles and restorative discipline.

**Problem Statement 3:** There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning or to maximize their full potential.

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

**Performance Objective 5:** By June 2024, Peebles ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

**Evaluation Data Sources:** tutoring logs, state and local assessment data

Strategy 1 Details
<p><b>Strategy 1:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 8, 9</p>

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. <b>Root Cause:</b> There was a significant achievement gap requiring intervention and differentiation.</p> <p><b>Problem Statement 8:</b> PK STUDENT ACHIEVEMENT Peebles bilingual students performed below District averages in 25% of areas assessed - CIRCLE Peebles monolingual students performed below District averages in 50% of areas assessed - CIRCLE <b>Root Cause:</b> All components of balanced literacy were not implemented with fidelity.</p> <p><b>Problem Statement 9:</b> There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. <b>Root Cause:</b> Due to learning gaps which have not been closed due to Covid19.</p>

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

**Performance Objective 1:** By June 2024, 100% of professional staff members will participate in PLCs and on and/or off campus-based learning.

**Evaluation Data Sources:** PLC and professional development records. Walk-through information, lesson plan analysis, staff and student surveys.

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will participate in a 55 minute PLC each week. Teachers will meet in PLCs to discuss math and reading achievement. Teachers will use data from MAP, informal assessments, and reading records to create groups in order to integrate instruction with authentic reading and writing so students learn how to apply literacy strategies and skills. Through collaborative PLC time they will discuss improvements and concerns and refocus instruction based on the findings. Professional development will focus on building the capacity of teachers and leaders to engage in this important work.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher efficacy will improve as evidenced by student performance on CUAs, TELPAS, MAP, CIRCLE, &amp; STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Admin.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Math Consultant- Guided Math - 166 - State Comp Ed - 166.13.6299.OL.109.30.AR0 - \$3,765</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Administrators and teachers will collaboratively learn about and use CFA 2.0 documents to establish learning progressions for literacy and math for each unit of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher efficacy will improve as evidenced by student performance on CUAs, TELPAS, MAP, CIRCLE, &amp; STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3, 4</p>

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> STAFFING Peebles consistently struggles to hire bilingual and special education teachers and regularly starts the school year with multiple vacancies.</p> <p><b>Root Cause:</b> There is a statewide teacher shortage of bilingual and special education candidates.</p>

<b>Demographics</b>
<b>Problem Statement 4:</b> The Emergent Bilingual population continues to grow, including the number of students in grades PK-5 that have little to no English proficiency. <b>Root Cause:</b> Students are moving to the area with limited English proficiency.

**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:** By June 2024, 100% of administration and professional staff will attend staff development throughout the year to increase student achievement and rigor in the classroom.

**Evaluation Data Sources:** STAAR EOY Universal Screens

Strategy 1 Details
<p><b>Strategy 1:</b> Develop tiered/differentiated coaching model to increase teacher instructional effectiveness through book study, peer coaching, micro-professional development, and conferences throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to implement district initiatives and researched based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Leadership Coaching for Admin - 211 - ESEA, Title I Part A - 211.23.6239.00.109.30.000 - \$2,000, Subs for Professional Development - 165/BI0 - Bilingual - 165.11.6116.00.109.25.BI0 - \$2,950</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will use TRS, Lead4ward maps, MAP data and other resources to write learning targets and collaborate to develop lessons for all children. Thoughtful planning is critical and must occur collaboratively in order to support the shared vision about providing more rigorous lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1</p>

### Strategy 3 Details

**Strategy 3:** Administrative staff and teachers will attend giftED23 conference. Upon return, the participants will share the learning with others and implement effective differentiated instruction for GT/high achieving students.

**Strategy's Expected Result/Impact:** Rise in identification of gifted and talented students on campus.

**Staff Responsible for Monitoring:** Admin

CIS

GT teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Demographics 2

**Funding Sources:** giftED22 conference (Librarian - code not currently in P4L) - 177 - Gifted/Talented - 177.13.6411.00.109.21.000 - \$1,925, giftED23 conference - 177 - Gifted/Talented - 177.13.6411.00.109.21.000 - \$2,000

### Strategy 4 Details

**Strategy 4:** Administrative staff and teachers will attend Lead4Ward conferences. Upon return, the participants will share the learning with others and implement effective PLC practices.

**Strategy's Expected Result/Impact:** Improved instruction will lead to higher student achievement on CUA, MAP, STAAR.

**Staff Responsible for Monitoring:** Admin

CIS

Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Funding Sources:** Lead4ward Conference - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.109.30.000 - \$600, Lead4ward Conference - Teachers/CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.109.30.000 - \$2,000



### Strategy 5 Details

**Strategy 5:** Teachers, assistant principal, and principal will attend the 23-24 TEKS Resource conference, reading and writing conferences provided by local service centers such as Region 12 in order to develop deeper understandings to increase student achievement. Teachers will work to develop and facilitate collaborative grade level learning practices and strategies across vertical and horizontal instructional learning teams.

**Strategy's Expected Result/Impact:** Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.

**Staff Responsible for Monitoring:** Admin, CIS, Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**Funding Sources:** TEKS Resource Conf. and Professional Development for Reading and Writing- Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.109.30.000 - \$3,000, TEKS Resource Conf. and Professional Development for Reading and Writing - Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.109.30.000 - \$8,000

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 2:** GIFTED & TALENTED (GT) Peebles rate of 0.4% is significantly lower than the district level of 3.1%. **Root Cause:** Teachers struggle to recognize the signs of a gifted child and therefore seldom do they refer students for testing.

**Problem Statement 3:** STAFFING Peebles consistently struggles to hire bilingual and special education teachers and regularly starts the school year with multiple vacancies.

**Root Cause:** There is a statewide teacher shortage of bilingual and special education candidates.

#### Student Learning

**Problem Statement 1:** LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** There was a significant achievement gap requiring intervention and differentiation.

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

**Performance Objective 1:** By June 2024, at least 50% of parents will participate in parent engagement event activities at Peebles ES.

**Evaluation Data Sources:** Sign-in sheets for school events involving families.

Strategy 1 Details
<p><b>Strategy 1:</b> The parent liaison will conduct parent English classes for bilingual parents and Little Panthers (preschool) literacy classes. Provide parents monthly curriculum newsletters that spotlights attendance and work alongside the principal to coordinate community and parent involvement activities school-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/Community involvement in school activities will show at least 10% parent participation in each campus event. As documented in Parent/Community participation logs.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Teachers Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Supplies for parent and community involvement activities. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.109.24.PAR - \$1,000, Snacks for parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.109.24.PAR - \$500, Workshop material for parents of EB students - 263 - ESEA, Title III Part A - 263.61.6399.LE.109.25.000 - \$425</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will host the Title 1 Annual Meeting in the fall and meetings to review and revise the Parent and Family Engagement Policy and Home School Compact in the spring. Meetings will be held on two different days and at two different times to encourage maximum participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/Community involvement will remain consistent as compared to prior school year as documented in Parent/Community participation logs.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>

### Strategy 3 Details

**Strategy 3:** The campus will use the Blackboard Connect system and the school's Facebook page to alert parents to upcoming or important information/events. Classroom information sent home weekly in the Wednesday folder. Parents will be invited to semester award ceremonies to recognize student achievement.

**Strategy's Expected Result/Impact:** By June 2024, the number of students who arrive late to school will decrease by 5% when compared to previous year.

**Staff Responsible for Monitoring:** Attendance Secretary, Parent Liaison, Admin.

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

### Strategy 4 Details

**Strategy 4:** Peebles will invite the parents and the community to participate in events such as reading night, math and science night, multicultural night, and parent meetings, including those specific to the needs of the parents of our English Learners.

**Strategy's Expected Result/Impact:** Parent/Community involvement will show at least 10% parent participation in each campus event as documented in Parent/Community participation logs.

**Staff Responsible for Monitoring:** Teachers, CIS, Admin.

**TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Demographics 1 - Perceptions 1

**Funding Sources:** Supplies for parent and community involvement activities. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.109.24.PAR - \$1,100, Snacks for parent involvement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.109.24.PAR - \$500, Resources for Parenting Classes and Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.109.24.PAR - \$236, Parent Involvement-School/Home Connection-Language Power Reading Program Kits - 263 - ESEA, Title III Part A - 263.61.6329.LE.109.25.000 - \$2,695

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** ATTENDANCE Approximately 24% of our students experienced excessive tardies. **Root Cause:** School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on-time students needs to increase from semester to at least monthly recognition.

### Perceptions

**Problem Statement 1:** PARENT INVOLVEMENT There continues to be a decrease throughout the year in parent involvement at Peebles during the 22-23 school year. There is a need to increase parent involvement during the 23-24 school year. **Root Cause:** Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition for students in the elementary age range.

**Problem Statement 2:** PARENT INVOLVEMENT There is a need to identify and remove barriers that might prevent the parents and families of Emergent Bilingual students from fully participating in the education of their child. **Root Cause:** Parents want to be involved but do not always know how and language barriers can create additional obstacles to effective two-way communication.

**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:** By June 2024 school year, discipline referrals will decrease by 5% compared to previous year.

**Evaluation Data Sources:** Discipline reports

Strategy 1 Details
<p><b>Strategy 1:</b> Peebles staff will implement Restorative Practices to include Respect Agreements. Discipline referrals will include restorative practices that were or will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Result/Impact By June 2024, discipline referrals will decrease by 5%. Students' sense of belonging to the community will increase student self-regulation, increase time on task, and decrease disruptions to instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, Admin.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will conduct Restorative Practices morning community circles with students on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, discipline referrals will decrease by 5%. Students' sense of belonging to the community will increase student self-regulation, increase time on task, and decrease disruptions to instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors, Admin.</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>

### Strategy 3 Details

**Strategy 3:** Peebles staff will continue to hold monthly Campus Conduct Committee meetings to analyze trends and data from discipline referrals.

**Strategy's Expected Result/Impact:** By June 2024, discipline referrals will decrease by 5%. Students' sense of belonging to the community will increase student self-regulation, increase time on task, and decrease disruptions to instruction.

**Staff Responsible for Monitoring:** Teachers, CIS, Counselors, Admin.

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** School Processes & Programs 2

### Strategy 4 Details

**Strategy 4:** School counselors will provide whole, small group, and/or individual guidance lessons focused on building character, preventing bullying, and promoting safe student interactions.

**Strategy's Expected Result/Impact:** By June 2024 school year, discipline referrals will decrease by 5% compared to previous year.

**Staff Responsible for Monitoring:** Counselors, Admin.

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2

### Strategy 5 Details

**Strategy 5:** RTI Coordinators and Special Education administrators will conduct periodic Response to Intervention meetings, 504 meetings, and ARDs to monitor students' academic and behavioral progress.

**Strategy's Expected Result/Impact:** By June 2024, the number of students who receive interventions will decrease by 5% when compared to previous year.

**Staff Responsible for Monitoring:** Teachers, RTI Coordinator, Admin.

**TEA Priorities:**

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

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

### Strategy 6 Details

**Strategy 6:** Students with exemplary character and/or behavior will be recognized at Student of the Month parent luncheons. Their certificates and pictures will be showcased in the main lobby's display case. These students will also be recognized on the morning announcements.

**Strategy's Expected Result/Impact:** By June 2024 school year, discipline referrals will decrease by 5% compared to previous year.

**Staff Responsible for Monitoring:** Teachers, CIS, Counselors, Admin.

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2

### Strategy 7 Details

**Strategy 7:** Students with exemplary character and/or behavior will be able to become a student ambassador. Students ambassadors will meet regularly throughout the year with the counselor and other staff to work on leadership and service activities.

**Strategy's Expected Result/Impact:** Reduce discipline referrals

**Staff Responsible for Monitoring:** Counselor, Admin

**TEA Priorities:**

Improve low-performing schools

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

### Strategy 8 Details

**Strategy 8:** Campus wide measures and attendance incentives will be implemented to reduce student absences and tardies during the school year.

**Strategy's Expected Result/Impact:** As evidenced by, student attendance rates greater than 95% for each 9 weeks, and BOY, MOY, and EOY.

**Staff Responsible for Monitoring:** Admin and Teachers

**TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

**Funding Sources:** Awards, incentives for students - 211 - ESEA, Title I Part A - 211.11.6498.00.109.30.000 - \$300

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** ATTENDANCE Approximately 24% of our students experienced excessive tardies. **Root Cause:** School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on-time students needs to increase from semester to at least monthly recognition.

### Demographics

**Problem Statement 3:** STAFFING Peebles consistently struggles to hire bilingual and special education teachers and regularly starts the school year with multiple vacancies. **Root Cause:** There is a statewide teacher shortage of bilingual and special education candidates.

### Student Learning

**Problem Statement 1:** LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. **Root Cause:** There was a significant achievement gap requiring intervention and differentiation.

### School Processes & Programs

**Problem Statement 2:** DISCIPLINE Discipline referrals decreased in 2022-2023 compared to the previous three years. There is a need to continue efforts that support this positive trend. **Root Cause:** Historical data from School Year (SY) 2021-23 shows a 15% drop in the discipline due to the increased teacher-student relationship building with the implementation of morning circles and restorative discipline.

**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:** Peebles Elementary will remain compliant in creating and maintaining a viable safety plan keeping all students and staff safe. Furthermore, Peebles Elementary will provide for the emotional and physical well-being of all students and staff.

**Evaluation Data Sources:** Drill logs, classroom inventories, agendas, sign-in sheets, lesson plans

Strategy 1 Details
<p><b>Strategy 1:</b> Campus will conduct and report monthly/quarterly safety drills per district requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will respond to emergency situations per campus training, ensuring the safety of all staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p><b>Strategy 2:</b> All students will participate in moderate to vigorous physical fitness activities on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024, students will meet or exceed the health fitness standards on the state-mandated Fitness Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Admin</p>



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

**Performance Objective 1:** By June 2024, Peebles' staff will strictly follow outlined fiscal procedures for local, federal, and activity funds.

**Evaluation Data Sources:** Successful Audit

Strategy 1 Details
<p><b>Strategy 1:</b> Our SBDM committee will continue to be an integral part of determining campus goals and the allocation of campus funds. The SBDM committee will monitor progress on campus goals and recommend adjustments to the CIP to meet campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023, Peebles will effectively manage resources and operations so that students and staff learning are maximized.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SBDM Committee</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Peebles staff will follow campus procedures to ensure efficient and accurate accountability of campus activity funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Peebles will pass the annual audit of campus activity funds.</p> <p><b>Staff Responsible for Monitoring:</b> Financial Clerk, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>

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

**Performance Objective 2:** Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will engage in an Effective Schools Framework (ESF) school diagnostic to support the continuous improvement of our campus. The instructional core at Peebles will be strengthened and supported by strategic staffing, high-quality instructional materials and assessments, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear vision, improved student achievement, continuous improvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 9</p>

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> LEARNING GAPS In the 22-23 school year there was a gap in the foundation skills which impacted vertical alignment. In turn, there was a significant achievement gap requiring intervention and differentiation. The time to plan for intervention and differentiation impacted all professional staff. <b>Root Cause:</b> There was a significant achievement gap requiring intervention and differentiation.</p> <p><b>Problem Statement 9:</b> There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. <b>Root Cause:</b> Due to learning gaps which have not been closed due to Covid19.</p>

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

Committee Role	Name	Position
Administrator/Chair	Shakira Bodon-Ramos	Principal
Classroom Teacher	Gesthimani Spikes	PK4 Teacher
Classroom Teacher	Rosabelle Montero	Kindergarten Teacher
Classroom Teacher	Amy Widemon	1st Grade Teacher
Classroom Teacher	Gelixa Rodriguez	2nd Grade Teacher
Classroom Teacher	Alma Zavala	3rd Grade Teacher
Classroom Teacher	Alicia Pelkey	4th Grade Teacher
Classroom Teacher	Ana Bryan	5th Grade Teacher
Classroom Teacher	Lora Jean Wilson	SPED Teacher
Business Representative	x x	Business Representative
Community Representative	Angelita Finnen	Community Member
District-level Professional	Tanya Dwyer	District-Level Professional
Parent	Ricardo Ramos	Parent
Paraprofessional	Dana Tucker	Paraprofessional (Title I)
Paraprofessional	Hazmil Gracia Cruz	Paraprofessional (Title I)
Technologist	Carlos Mateo	Other Appropriate Personnel (Title I)
Administrator	Norma Fabre	Other School Leader (Title I)
Administrator	Laura Montes	Other School Leader (Title I)
Counselor	Vanessa Trejo	Counselor
Campus Instructional Specialist	Angela Harris	Campus Instructional Specialist
Campus Instructional Specialist	Lori Wisser	Campus Instructional Specialist
Librarian	Gerrica Bailey	Librarian