

**Killeen Independent School District**

**Nolanville Elementary School**

**2023-2024**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Nolanville Elementary School is located at 901 Old Nolanville Road in Nolanville, Texas. Neighborhoods surrounding the school vary from rural ranches to low-income to moderate income homes. Nolanville Elementary borders the town of Harker Heights which as had an increasing population over the past five years due to housing development. However, over the past two years enrollment at Nolanville has slightly increased due to building of several new subdivisions to the south of the school. The attendance rate since 2020 has decreased due to the COVID virus which is similar to the district and state attendance rate. The attendance rate for the 2023 school year was 94.% which has increased since 2022 but is still less than the state attendance rate of 95%. Tardies remain almost the same in 2023, 3,821, as compared to the year before. The greatest amount of tardies are in pre-kindergarten and second grade. The greatest numbers of absences occur in pre-kindergarten and kindergarten. There continues to be a need to educate parents about the importance of attending school and impact of maximizing instructional time in school. School processes for communicating with parents about attendance and tardies as well as intervention strategies need to be developed.

Enrollment	2016	2017	2018	2019	2020	2021	2022	2023
	693	760	812	643	634	573	602	663

Attendance	2016	2017	2018	2019	2020	2021	2022	2023
	95.6%	95.4%	95.3%	98.6%	97.52%	94.37%	92.8%	94.02

Tardies by Grade Level									
	EE	Pre-K	K	1	2	3	4	5	Total
2017-2018		234	371	429	456	399	230	283	2,402
2018-2019	9	251	318	329	170	362	255	327	2,021

<b>2019-2020 (Through 3/6/2020 Due to Covid-19)</b>		220	312	405	351	201	204	177	1,870
<b>2020-2021</b>		115	258	313	336	353	126	202	1,703
<b>2021-2022</b>		532	554	593	588	646	563	401	3,877
<b>2022-2023</b>		531	799	647	493	427	530	394	3821

## Who are Our Students?

<b>Student Demographics</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
African American	20.6%	20.7%	21.2%	22%	22.12%	23.97%	22.9%	23%
Hispanic	25.1%	29.2%	29.2%	29%	27.49%	30.23%	28.4%	29.5%
White	42%	37.5%	36.1%	36%	36.18%	28.8%	30.5%	30.1%
Asian	.9%	.8%	.9%	.9%	1.11%	1.61%	1.6%	2.2%
Two or More Races	9.2%	9.1%	10.1%	11%	11.69%	14.31%	15.7%	14.4%

\*Data is from the most recent TAPR.

<b>Special Populations</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Economically Disadvantaged	50%	50%	50%	53%	58%	52.59%	52.7%	49%
English Language Learners	6.9%	8.3%	7.4%	6%	5%	4.83%	4.4%	6.6%
Mobility	23%	23%	21.5%	21%				
Special Education	9.7%	12.8%	13.3%	19%	13%	15.74%	12.6%	14.9%
Gifted and Talented	5.8%	5%	3.8%	7%	7%	5.01%	6.8%	6%
At Risk		37%	43%	40%	41%	28.8%	29.1%	44.9%

\*Data is from the most recent TAPR.

<b>Class Size Averages</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Pre-kindergarten	16.5	21.3	14.3		
Kindergarten	19.0	22.3	20.0	20.3	20.8

Class Size Averages	2018	2019	2020	2021	2022
First Grade	18.2	22.6	15.2	17.2	23.6
Second Grade	15.2	20.6	20.4	21.0	21.0
Third Grade	18.9	18.3	20.0	19.2	21.4
Fourth Grade	18.9	21.5	17.8	18.0	23.7
Fifth Grade	17.7	20.2	21.5	20.8	20.3

\*Data is from the most recent TAPR.

Total Discipline Referrals by Grade Level								
	Pre-k	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
2015-2016	73	84	85	25	21	32	18	328
2016-2017	70	70	100	100	54	54	43	491
2017-2018	22	58	30	61	55	88	87	401
2018-2019	67	19	44	33	78	107	37	385
2019-2020 (Through March 6, 2020 due to Covid-19)	74	52	38	79	8	43	66	360
2020-2021	31	48	42	17	21	8	33	200
2021-2022	38	44	62	71	94	127	48	484
2022-2023	49	73	81	53	40	80	110	535

The percent of economically disadvantaged students has slightly declined since 2021. This school year, 49% of students were economically disadvantaged. However, about half of the student population being economically disadvantaged presents challenges to students succeeding with learning grade level TEKS. Research shows that children from low-SES backgrounds learn academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Teachers report economically disadvantaged students have gaps in knowledge and lack experiences and vocabulary that non-economically disadvantaged students do not.

At-risk students comprise 44.9% of the student population which increased from 2019. Students identified as gifted and talented (GT) make up 6% of the students enrolled which is a decrease from 2022. The percent of GT students is comparable to the state population of 8% in 2022. Assessment data shows students failing to meet criteria for GT identification lack visual and spacial problem-solving skills as well as creativity. High achieving students need more learning experiences which require visual, spatial problem solving and creative thinking. Eighteen percent of students are connected to the military. During the 2022-23 school year, homeless students increased from 2 in 2021 to 10 students this year. The percent of students served through special education services is 14.9%. Nolanville Elementary serves students to include Behavior Management students in kindergarten through 5th grade students. In 2022, Nolanville had 41, 6.8%, dyslexic students enrolled, which is higher than the state average of 5.0%. This year an additional part-time dyslexia teacher was hired to meet the needs of an increase in dyslexic student population. A need for professional development is needed to ensure all teachers are prepared to meet the learning needs of a growing population of dyslexic students.

About half of the discipline referrals during 2022 school year were from 3rd-5th grade. The total discipline referrals for 2022 has increased from 484 in 2021. There were 93 students that had repeated discipline referrals. There was an increase from 69 to 93 students from 2021 to 2022 as repeat offenders. This data indicates there is still a need to provide training for staff to meet the needs of students socially and emotionally. The greatest number of referral incidents are for disruption or assault. Teachers also note that students experience difficulty regulating their emotions or responses during social interactions and when work is frustrating.

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Classroom teachers continued to implement "Morning Meeting" to teach social skills to students and create a classroom community based on respect and tolerance since 2019. All teachers attended Restorative Practices professional development offered by the school district. There is evidence all teachers implemented strategies to build relationships and classroom treatment agreements for respectful behavior. Our counselors provide bi-monthly counseling classes, promote character traits through a Citizen of the Month award program, and counsel students in small groups and individually to support positive behaviors in the classroom and around campus. A staffing vacancy for a counselor hindered consistency with providing small group and individual counseling for repeat offenders or students that experienced. Administrators and counselors did implement restorative circles with students that experienced consistent behavior problems with social interactions. There is a need for more training with all staff on conflict and resolution skills for students during social interactions.

## **Who are We as a Staff?**

Administration	Number of Positions		Grade Level	Number of Teachers
Principal	1		PreK4	4
Assistant Principal	2		Kindergarten	4
CIS	1		First	5
Counselor	2.5		Second	5
CTSS	1		Third	4
Nurse	1		Fourth	5
AIDES	10.5		Fifth	4
Secretary	3		Special Education	4
Librarian	.5		Interventionist/ELL/RICA	4
			PE/Music	4

Teachers by Ethnicity and Gender	
African American	2.8%
Hispanic	20.8%
White	74.6%
American Indian	0%
Two or More Races	1.8%
Males	10.4%
Females	89.6%

Teachers by Years of Experience	
Beginning Teachers	9.5%
1-5 Years of Experience	33.1%
6-10 Years of Experience	20.8%
11-20 Years of Experience	20.8%
Over 20 Years of Experience	13.0%
Over 30 Years of Experience	2.8%

Teachers by Degree Held	Nolanville	KISD	State
Bachelor	78.7%	68.6%	73%
Masters	21.3%	30.3%	25.0%
Doctorate	0%	.5%	.7%

In the 2023-24 school year, there will be 15 new staff members to Nolanville Elementary school due to staff leaving for career advancement or family needs which is relatively the same as staff last year. Teachers are appraised by Texas Teacher Evaluation and Support System (T-TESS) every year. About 42% of the entire teaching staff have less than five years of teaching experience which is consistent with the previous school year. The education level of Nolanville teachers is equivalent to that of teachers across KISD. A majority of the teachers at Nolanville Elementary are from the white ethnicity group. The leadership team and SBDM will continue to improve recruitment practices to create an ethnically diverse staff. Students need role models in which they can connect with and understand cultural differences to reach their maximum potential. Providing professional development on culturally diverse teaching and developing a school-wide culture of inclusivity is a need due to the difference in the diversity of the teaching staff and students. PLCs, instructional coaching, and collaborative grade level planning will be used for in-depth study of the curriculum, planning of formative assessments, and learning how to implement research-based practices in literacy and math to ensure student growth. There will be a need for developing a common culture with shared values and goals due to the number new staff members. Providing the opportunity for teachers with less than 6 years teaching experience the opportunity to attend professional development or observe other expert teachers on staff is needed to continue to develop the expertise of teachers to reach all students academically.

## Demographics Strengths

Data analysis identified the following demographics strengths:

- The student population is very diverse and welcoming to new students regardless of ethnicity, race, or diverse abilities.
- Inclusive practices are used to maximize supporting students in the special education programs developing academic and social abilities while immersed with age-appropriate peers.
- Most grade level class sizes are similar to the district and state averages.
- Students attending Nolanville Elementary live in stable residential neighborhoods in Nolanville or Harker Heights. Most students remain at Nolanville for most of their elementary school years. This provides the opportunity for students to build a solid foundation in literacy and math skills to build upon for more rigorous work in the upper elementary years.
- Nolanville has a caring, committed teaching staff that strives to put the needs of our students first.
- Eighty-three percent of parents reported in the 2023 parent survey their children are important to staff members at Nolanville Elementary.
- Eighty-six percent of parents reported in the 2023 parent survey their children learn every day and will be prepared for the future.
- Nolanville teachers attend district level professional development and share new learning with colleagues on a regular basis.



- Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for PLCs bi-weekly and collaborative grade level planning.
- Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS.
- Bi-weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs for increased student achievement.

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

**Problem Statement 1:** Research shows economically disadvantaged students experience gaps in academic achievement. Economically disadvantaged students comprise about half (49%) of the student population.

**Problem Statement 2:** An increase in discipline referrals from 2022 (484) to 2023 (535 ) shows a need for more training on social and emotional support for students.

# Student Learning

## Student Learning Summary

Circle EOY	Percent Meeting Proficiency								
	2022 - 2023 (EOY)	2021-2022 (EOY)	2020-2021 (EOY)	2019-2020 (MOY)	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
<b>Overall PA</b>	82%	78%	93%	88%	82%	87%	89%	97%	86%
<b>Overall Math</b>	88%	91%	88%	85%	78%	91%	88%	99%	92%
<b>Letter Naming</b>	83%	72%	71%	70%	78%	87%	87%	90%	84%
<b>Vocabulary</b>	83%	79%	71%	82%	84%	56%	74%	69%	48%

MAP Reading						
% at Average RIT or Above	EOY 2018	EOY 2019	MOY 2020	EOY 2021	EOY 2022	EOY 2023
<b>Kindergarten</b>	82%	63%	67%	73%	74%	71%
<b>1st</b>	59%	73%	67%	78%	64%	65%
<b>2nd</b>	56%	62%	66%	62%	58%	69%
<b>3rd</b>	59%	58%	68%	73%	61%	73%
<b>4th</b>	58%	53%	54%	77%	72%	71%
<b>5th</b>	63%	58%	58%	72%	69%	75%

MAP Math						
% at Average RIT or Above	EOY 2018	EOY 2019	MOY 2020	EOY 2021	EOY 2022	EOY 2023
Kindergarten	78%	74%	49%	76%	76%	73%
1st	60%	70%	59%	80%	70%	63%
2nd	63%	65%	62%	46%	52%	69%
3rd	55%	58%	74%	72%	64%	74%
4th	65%	57%	69%	78%	69%	77%
5th	75%	62%	61%	73%	73%	73%

Demographic Breakdown STAAR Math All Grades 2020-2021													
	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or	ED	SPED	At Risk	EB
Third	75%	30%	16%	73%	78%	65%	75%	82%	80%	66%	23%	76%	33%
Fourth	76%	48%	34%	70%	79%	67%	67%	80%	89%	69%	30%	74%	100%
Fifth	83%	68%	38%	83%	77%	85%	63%	86%	90%	63%	29%	53%	50%
Demographic Breakdown STAAR Math All Grades 2021-22													
	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or	ED	SPED	At Risk	EB
Third	73%	35%	15%	73%	78%	79%	50%	81%	86%	66%	45%	76%	80%
Fourth	67%	44%	25%	70%	79%	57%	60%	75%	85%	63%	16%	74%	33%
Fifth	85%	65%	39%	83%	77%	92%	81%	83%	89%	80%	47%	53%	88%

#### Demographic Breakdown STAAR Math All Grades 2022-23

	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or More Races	ED	SPED	At Risk	EB
Third	73%	43%	20%	64%	80%	64%	59%	88%	100%	61%	54%	46%	33%
Fourth	72%	40%	19%	72%	71%	78%	57%	82%	63%	66%	39%	35%	100%
Fifth	79%	58%	24%	75%	85%	75%	73%	93%	77%	70%	32%	56%	57%

Demographics Breakdown STAAR Reading All Grades 2020-2021													
	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or	ED	SPED	At Risk	EB
Third	71%	49%	18%	73%	72%	65%	71%	71%	90%	62%	23%	72%	33%
Fourth	70%	48%	24%	70%	71%	63%	45%	81%	89%	64%	10%	70%	100%
Fifth	89%	56%	39%	83%	89%	88%	72%	90%	90%	76%	8%	58%	0%
Demographics Breakdown STAAR Reading All Grades 2021-2022													
	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or More	ED	SPED	At Risk	EB
Third	78%	54%	25%	73%	72%	84%	54%	84%	86%	70%	50%	72%	100%
Fourth	72%	54%	31%	70%	71%	68%	80%	64%	86%	71%	26%	70%	33%
Fifth	80%	65%	46%	83%	89%	85%	81%	75%	89%	76%	35%	58%	88%

Demographics Breakdown STAAR Reading All Grades 2022-2023													
	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or More	ED	SPED	At Risk	EB
Third	90%	58%	24%	87%	92%	88%	86%	96%	82%	86%	69%	75%	67%
Fourth	86%	54%	20%	82%	90%	91%	71%	88%	88%	79%	65%	58%	100%
Fifth	89%	71%	37%	80%	98%	81%	91%	100%	85%	84%	68%	76%	57%

Demographic Breakdown STAAR Fifth Science													
	Approaches	Meets	Masters	M	F	Hisp	AA	White	2 or	ED	SPED	At Risk	EB
2017-2018	79%	43%	17%	76%	83%	77%	78%	87%	63%	73%	39%	62%	50%
2018-2019	69%	52%	26%	72%	66%	52%	43%	88%	88%	52%	27%	36%	40%
2020-2021	75%	33%	4%	73%	77%	77%	63%	76%	90%	63%	29%	47%	0%
2021-2022	64%	39%	19%			65%	52%	75%	77%	53%	18%		62%
2022 - 2023	72%	39%	18%	57%	56%	54%	50%	65%	56%	51%	35%	43%	39%

STAAR Reading						
	District	Nolanville	District	Nolanville	District	Nolanville
3rd Reading	Approaches	Approaches	Meets	Meets	Masters	Masters
2019	75%	77%	41%	53%	24%	23%
2021	66%	72%	35%	49%	16%	20%
2022	72%	78%	44%	54%	24%	25%
2023	75%	90%	45%	58%	15%	24%
4th Reading						
2019	68%	61%	36%	35%	16%	17%
2021	59%	70%	30%	44%	13%	22%
2022	73%	72%	47%	54%	23%	31%
2023	78%	86%	42%	54%	16%	20%
5th Reading						
2019	86%	83%	48%	60%	23%	27%
2021	73%	85%	43%	53%	26%	37%
2022	78%	80%	51%	65%	31%	46%
2023	80%	89%	51%	71%	22%	37%

STAAR Math						
	District	Nolanville	District	Nolanville	District	Nolanville

STAAR Math						
3rd Math	Approaches	Approaches	Meets	Meets	Masters	Masters
2019	81%	83%	50%	57%	24%	19%
2021	61%	76%	25%	30%	10%	17%
2022	66%	73%	34%	35%	14%	15%
2023	70%	73%	38%	43%	14%	20%
4th Math						
2019	70%	73%	44%	40%	27%	20%
2021	71%	74%	42%	44%	21%	31%
2022	60%	67%	31%	44%	16%	25%
2023	64%	72%	37%	40%	15%	19%
5th Math						
2019	90%	89%	55%	66%	32%	43%
2021	71%	80%	42%	62%	21%	36%
2022	72%	80%	39%	65%	17%	46%
2023	76%	79%	42%	58%	14%	24%

STAAR Science						
	District	Nolanville	District	Nolanville	District	Nolanville
5th Science	Approaches	Approaches	Meets	Meets	Masters	Masters
2019	67%	72%	37%	60%	11%	19%
2021	57%	75%	20%	33%	5%	4%
2022	55%	64%	25%	39%	9%	19%
2023	57%	72%	24%	39%	8%	18%

CIRCLE testing data from end of the year 2023 showed approximately 32% of pre-kindergarten students struggled with rote counting which did increase from 30% in 2022. Pre-kindergarten students also struggled with number naming (79% met benchmark) and operations (60% met benchmark) which is a decrease from 2022 (operations-64%). EOY Circle results in 2021 and 2022 show approximately 30% of students struggle with rapid letter naming. In 2023, an eleven percent increase occurred in the number of students who are able to quickly name letters. An increase in the number of students that met benchmark score for vocabulary occurred from 2022 to May 2023 (2022-79%, 2023-83%). An increase in the percent of students proficient in overall phonemic awareness skills occurred from 2022 to 2023 by 4%. Students continue to struggle with syllabication (2022-53%, 2023-45%), rhyming (2022-64%, 2023-60%), and alliteration (2022-33%, 2023-34%) as in 2022. A variety of instructional approaches and learning centers are needed to address the needs of all students. Increased use of guided and collaborative learning is needed to ensure all students can independently perform expectations for end of year pre-kindergarten mastery of skills. Targeted small group instruction is needed to improve weaknesses in different skills within phonemic awareness and math.

In kindergarten through first grade, there was a decline or no improvement in the percent of students in the average or above average RIT range. In second through fifth grade approximately 30% of students are not at the average or above average RIT range on reading MAPS. EOY MAPS reading shows 28% of kindergarten and 46% of first grade students are performing below the average grade level RIT in foundational reading and writing skills. Kindergarten (33%) and first grade students (49%) struggle to perform on grade level with vocabulary skills. Students in kindergarten through first grade struggle with foundational reading and writing skills due to lack of expected progress and expected grade appropriate skills. Students need explicit instruction, small group instruction, and extended practice to gain skills needed to perform at grade level. In second through fifth grade approximately 30% of students are not performing at the average or above average RIT range on MAPS. In 2nd through 5th grade, students struggle with comprehending of text due to difficulty with understanding vocabulary (29% performing below average) and analysis of texts independently for higher level thinking tasks. Redesign of the Reading Language Arts STAAR test brought increased challenge and RIGOR to students in reading and writing in third through fifth grade. Preliminary results from the STAAR RLA shows that students struggled with writing an extended response to a text read with organization and clarity. Students also continue to struggle with editing writing for conventions and sentence structure. In 2023, first grade did not meet the projected yearly growth in the mean RIT score for reading (First-projected growth-15.4, Observed growth-15)

On the end of year MAPS math assessment, 26 % of kindergarten students, 37% of first grade students, 31% of 2nd grade students, 26% of 3rd grade students, 23% of 4th grade students, and 27% of 5th grade students performed below the national average RIT score. On EOY MAPS 2023 assessments, approximately 37% of kindergarten and first grade students performed below the average grade level RIT score in numerical representations and relationships while 39% of 2nd grade students performed below the average grade level RIT score in computations and algebraic reasoning. Students struggle with foundational number sense skills in all grades. Deficits in number sense skills cause students to struggle with problem-solving, grade level computation skills, and fluency with solving math problems. In third and fourth grade 32% of students perform below average in geometry and measurement on the 2023 MAPS. First through fifth graders (33% performing below average on MAPS) continue to struggle with computations and algebraic reasoning due to a lack of number sense and fact fluency.

Based on student work analysis at the beginning, middle, and end of year, in kindergarten and first grade, teachers noted students gained strengths of writing simple sentences with grade level appropriate punctuation, spelling high frequency words correctly, and writing an organized piece of writing with a central ideas and general details. In kindergarten and first grade, teachers noted students still need help with using appropriate spellings based on grade level appropriate spelling patterns and editing and revising sentences. In pre-kindergarten, student work samples showed that about 30% of students were not progressing to forming letters to express writing ideas at the end of the school year. Students across all grade levels struggle to come up with their own ideas to write, expand on ideas, and revise or edit writing without the support of the teacher. Students are not intrinsically motivated to improve writing for authentic purposes. A need for writing in journals frequently, writer's workshop, and continued explicit instruction on writing skills is needed for students to continue to improve writing skills.

In 2022 there was a decrease of 11% from 2021 (2022-64%, 2021-75%) of students that achieved the Approaches standard on the STAAR science assessment. Raw data from the 2023 Science STAAR shows 50% of students are expected to show grade level proficiency in science. Science MAPS data shows a majority of third through fifth graders are performing in the average and above average RIT ranges (3rd-75%, 4th-76%, 5th-88%). Students struggle to be successful with science due to lack of hands-on experiments and background knowledge. Students also struggle with foundational knowledge in vocabulary and background experiences needed to be successful with higher level tasks in science. Redesign of the science STAAR assessments show that students must synthesize multiple pieces of information and apply learning to real-world and lab experiences. Raw data from STAAR science also shows students struggle the most with Earth and Space science. The use of more open-ended, STEM, and higher level applications of science will support students in mastery of science concepts in kindergarten through fifth grade classrooms as evidenced by CUAs and student work.

Economically Disadvantaged, At Risk, English Language Learners (ELL) and Special Education students continue to experience achievement gaps when compared to how all students in a grade level perform aggregately. In reading, these subgroups of students experience difficulty reading at grade level standard, understanding vocabulary, and

comprehending at higher levels of analysis. Students require additional time to learn, lack background experience and vocabulary, and require differentiated instruction to experience success with grade level skills. At risk students in 3rd and 4th grade performed below all 3rd grade students in reading at the Approaches standard (At risk-3rd-72%, 4th-70%, All students-3rd-78%, 4th-72%). Fifty-eight percent of At Risk students in 5th grade performed at the Approaches standard compared to 80% of all 5th grade students which performed at the Approaches standard on the reading STAAR. Economically Disadvantaged students continue to perform lower than all students at the Approaches standard (ED-3rd-70%, 4th-71%, 5th-76%, All students-3rd-78%, 4th-72%, 5th-80%). Special Education students continue to perform far below the achievement of all students at the Approaches standard on the Reading STAAR for third through fifth graders. Fifth grade At Risk students in mathematics struggle with approximately a 30% achievement gap. Special Education students perform considerably lower than all students in mathematics since 2017. At Risk students in third and fourth grade perform comparable to all students at the Approaches standard on STAAR math in 2022. Special Education students experience significant difficulties with performing at the Approaches standard on the STAAR since 2018 compared to all other students achievement in fourth grade. Emergent Bilingual students struggled to perform at the Approaches standard on the STAAR Reading and Math Assessments in 4th grade with 33% achieving the Approaches standard. On the 2022 science STAAR assessment, Emergent Bilingual students performed comparable to all 5th grade students at the Approaches standard (EB-62%, All students-64%). A significant academic achievement gap exists between ELL students and all other students performance in fourth grade reading and math. Emergent Bilingual students struggle to understand grade level vocabulary and lack background experiences to apply learning to new situations in reading, math, and science. Fifth percent or more of emergent bilingual students in second through fifth grade stayed at the same or lower English proficiency level as determined by the 2022 TELPAS results. A majority of emergent bilingual students are at the Intermediate level with speaking skills as shown by TELPAS. In third through fifth grade, approximately half of the students are at the advanced level of writing proficiency in English according to TELPAS results in 2022.

Thirty-four gifted students were enrolled in the 2023 school year which is a decrease of 8 students from 2022. In reading, 7% more students made the expected growth in reading (2021-54%, 2022-70%, 2023-77%). In math, 42% of gifted and talented students made the expected growth which is a decrease of 32% from 2022. All of the gifted and talented students met the projected growth on the Science MAPS assessment in 2023 which is an increase of 25 percent. In the 2023, school year, there were 24 students identified GT in math, 18 identified GT in reading, and 9 identified GT in science.

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

## Student Learning Strengths

- Circle assessment results showed a 4 point gain in percent of students meeting proficiency in vocabulary from 2022 to 2023.
- Circle assessment results showed a 11 point gain in percent of students meeting proficiency in letter naming from 2022 to 2023.
- All grade levels, except for first grade, met their grade level yearly projected growth on the EOY 2023 Reading MAPS.
- All grade levels met their grade level yearly projected growth on the EOY 2023 Math MAPS.
- Kindergarten through fifth grade except first grade mean RIT surpassed the national and district average RIT in reading and math.
- A majority (75%-88%) of third through fifth grade students performed in the average or above average RIT score on science MAPS.
- The percentage of students that met the Meets and Masters levels on STAAR Reading increased for all grade levels.
- Fifth grade economically disadvantaged students in Math increased from 63% to 80%.
- The percentage of students that met the Meets and Masters levels on STAAR Science increased from 2021 to 2022.
- The percent of second through fifth grade students performing at the average or above average level on reading MAPS increased from 2022-2023.
- The percent of second, third, and fourth grade students performing in the average or above average range on math MAPS increased from 2022-2023.

## Problem Statements Identifying Student Learning Needs



**Problem Statement 1:** Lack of growth in writing performance continues to be a concern since 2021 when the percentage of students who achieved the Approaches standard was 62% on the STAAR writing assessment. In 2022-2023, 67% of students met grade level standards on editing and revision and 66% on written composition tasks on curriculum based assessments. **Root Cause:** Lack of consistent exposure to effective writing strategies and daily practice with writing skills.

**Problem Statement 2:** The 2023 EOY MAPS reading shows 28% of kindergarten and 46% of first grade students are performing below the average grade level RIT in foundational reading and writing skills. Kindergarten (33%) and first grade students (49%) struggle to perform on grade level with vocabulary skills. **Root Cause:** Students experience gaps in learning due to school closures and remote learning in 2019 and 2020 school year. Lack of consistent implementation of phonics and word study as well as critical reading strategies for comprehension.

**Problem Statement 3:** On the 2023 MAPS math assessment, 27 % of kindergarten students, 37% of first grade students, 31% of 2nd grade students, 26% of 3rd grade students, 23% of 4th grade students, and 25% of 5th grade students performed below the national average RIT score. **Root Cause:** Lack of fidelity in planning lessons aligned to the curriculum utilizing Gradual Release of Responsibility and higher level learning tasks. Students lack foundational number sense skills which impacts fluency in math computations and problem-solving.

**Problem Statement 4:** In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

**Problem Statement 5:** : In math, 42% of gifted and talented students made the expected growth which is a decrease of 32% from 2022. In reading, 77% of students made the expected growth in reading on the MAPS assessment, which is an increase of 7% from 2022. In reading, gifted and talented students did not meet the goal of 80% of students making one year of growth. **Root Cause:** Continued professional development is needed in differentiation and higher level learning tasks to increase student growth and creativity.

**Problem Statement 6:** In 2023, 72% of students met approaches standard on STAAR science redesigned assessment which is a decrease of 3% from the 2021 STAAR science. **Root Cause:** Lack of fidelity in teaching aligned science lessons with higher level learning tasks incorporating hands-on learning and the process standards.

**Problem Statement 7:** In 2023, the EB students performed lower than all students that met the Approaches standard on STAAR reading and math in 5th grade ( EB reading-57%, ALL reading-89%, EB math-57%, All math-79% ). Third grade EB students achieving Approaches standard on STAAR reading and math is less than all students (3rd reading EB-66%, 3rd reading All-88%, 3rd math EB-50%, 3rd All math-73%) **Root Cause:** Fidelity in using differentiated instruction and research-based strategies for ELL students in small groups instruction.

**Problem Statement 8:** In 2023, students performed lower in syllabication (45%), alliteration (34%), and rhyming (60%) which is a decrease from 2022 (syllabication-53%, alliteration-33%, and rhyming-64%). **Root Cause:** Lack of small group instruction and instructional time devoted to phonemic awareness explicit instruction and practice in learning stations.

**Problem Statement 9:** In 2023, 68% of pre-k students showed proficiency in rote counting which is a decrease of 4% from 2022. In 2023 60% of students met benchmark standards in operations which was a decrease of 4% from 2022. **Root Cause:** More small group instruction, hands-on learning with targeted skills and differentiated learning is needed to help all students reach grade level proficiencies.

**Problem Statement 10:** In 2023, 83% of pre-kindergarten students met benchmark scores for vocabulary acquisition. Seventeen percent of students continue to struggle with gaining vocabulary appropriate for grade level standards. **Root Cause:** Some students require differentiated small group instruction and materials to build background knowledge.

**Problem Statement 11:** On EOY MAPS 2023 assessments, approximately 37% of kindergarten and first grade students performed below the average grade level RIT score in numerical representations and relationships while 39% of 2nd grade students performed below the average grade level RIT score in computations and algebraic reasoning. **Root Cause:** Students lack ability to read, write, and use mental math with numbers appropriate to grade level tasks. Inconsistency with number sense games and problem solving routines.

**Problem Statement 12:** In second through fifth grade approximately 30% of students are not performing at the average or above average RIT range on reading MAPS. **Root**

**Cause:** Difficulties analyzing texts at higher level and understanding vocabulary inhibit students ability to comprehend texts.

**Problem Statement 13:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

# School Processes & Programs

## School Processes & Programs Summary

### *School Processes and Programs*

Nolanville has a staff of highly qualified administrators, instructional paraprofessionals, and teachers that strive to learn new strategies and techniques to ensure that all students learn to their maximum potential. Teacher leadership is valued as lead teachers in grade levels share their expertise in campus staff development, peer observations, and advocating for innovative teaching strategies to address areas of needed growth. New teachers are provided a buddy and/or mentor to provide support during the first year on our campus. Nolanville teachers are provided leadership opportunities to serve on Site Based Decision Making Committee (SBDM) and Campus Conduct Committee (CCC) to develop professional development plans. Professional development plans are created by SBDM and CCC team analyzing multiple sources of data related to teacher development and student achievement. The Campus Employee Advocacy Committee (CEAC) also provides an opportunities for teachers to provide feedback and solutions to create better processes and professional development to impact student achievement and teacher morale. Professional development needs are identified through coaching walks, observations, T-TESS evaluations, assessment data, and teacher surveys. Based on feedback from teachers in May of 2023, teachers feel that teamwork is the greatest strength and support in their work. Teachers also reported a supportive administration team when needing assistance with curriculum and instruction or building relationships with the community. KISD survey during the fall of 2022 showed 100% of teachers feel supported by the principal. The survey also reported 98% of teachers feel the principal cares about their career development and goals.

At Nolanville Elementary, teachers plan collaboratively using curriculum resources from the TEKS Resource System and follow the Killeen ISD Scope and Sequence. Lesson plans include learning targets, higher-level questions, and activities aligned to the rigor of the TEKS, and differentiation based on the needs of individual students. Teachers reported they have ample resources for instruction; however more time is needed to learn to use varied resources effectively. Analysis of walk-through data revealed the teachers explicitly model skills and strategies. Students are provided some guided work and usually work independently. Tasks and activities students engage in are sometimes misaligned with the TEKS. Further review of lesson plans shows evidence that 50% of learning tasks students engage in are at the remember and understand level of Bloom's Taxonomy. Coaching Walk data showed most teachers post aligned targets and explicit instruction is modeled clearly to students. Guided instruction is provided through working with students to apply skills previously taught in whole group discussion while the teacher provided various questions, prompts, and cues. Walk-through data shows a need for an increase in targeted, small group instruction. Teachers primarily call on volunteers to answer questions and some students speak with academic vocabulary and complete sentences. Continued professional development on increasing the use of academic vocabulary and accountable talk will benefit students. Walk-throughs and coaching walks show evidence of increased collaborative learning across grade levels. Students are respectful and cooperative with one another. About 50% of students are accountable for their learning through showing their work and communicating effectively with one another.

Providing reading instruction to include phonics instruction along with comprehension daily is the framework for language arts planning. Implementation of Comprehension at the Core and closed reading practices to improve student's comprehension of complex texts is a focus to build strategic readers. Kindergarten through 2nd grade teachers to include special education teachers engaged in the Reading Academy over the course of the school year. A literacy coach worked with first through fourth grade to model writing lessons implementing Empowering Writer's strategies and use of mentor texts. Walk-through evaluation data during the language arts instructional time revealed more whole group reading instruction or independent work than guided reading instruction. Teacher reflections during PLCs and RtI also noted students struggling with comprehension had difficulty with vocabulary, annotation and higher level reading skills such as inferencing and analysis level questions. Students interacting with digital texts and on-line learning creates a challenge for some students to continue to annotate text and show their thinking.

Professional development occurred primarily during PLCs due to the need for planning days based on the increased work load of teachers. Teachers needed extended amounts of time to complete reading academy and plan for diverse student needs due to learning gaps. Teachers build their capacity for effective teaching strategies and implementation of the Gradual Release of Responsibility through instructional coaching by instructional leaders on campus. job-embedded learning via model teaching by a literacy coach, and collaboration with grade level teachers during PLC. Teachers are also provided the opportunity to attend professional development aligned with professional goal setting outside of the district by experts in the field of education. Professional development was provided on number sense and fact fluency by Box Cars and One-Eyed Jacks in the spring semester. Professional development during PLCs revisited the Gradual Release of Responsibility and implementation of strategies learned from the Reading Academy for pre-kindergarten to second grade

to increase student's foundational reading skills. Third grade teachers were provided professional development on guided math throughout the school year. In the next school year, professional development will continue to focus on explicit, systematic instruction of foundational reading and writing skills in pre-kindergarten through second grade. In third through fifth grade, professional development will continue to focus on annotation of texts and analysis so that students build skills in responding in writing about texts read. Professional development will also continue to focus on implementation of the Gradual Release of Responsibility with additional learning focused on collaborative learning. Based on walk-through and coaching walk data, students spend a majority of their learning time in whole group focused or guided instruction and are released to independent tasks. Another area of professional development will be improving students writing ability through the use of Empowering Writers' curriculum and common writing assessments to target instruction. A continued focus on building number sense and fact fluency during PLCs and the use of guided math centers will be necessary to address achievement gaps in math skills evident from school closures and remote learning due to COVID-19.

Model math professional development was provided to teachers in grades 2-5, Number Talks in pre-kindergarten through first grade, and building number sense games for in grades pre-k through 2nd grade. Teachers implemented model math and number games in stations to increase students numeracy and problem-solving skills. Professional development was also provided on guided math in third and fourth grade. Teachers are beginning to implement collaborative work and small group instruction during math block in third and fourth grade. Walk-through analysis showed evidence of numeracy games being played with teachers in whole groups during "Number Talk" time of day. Teachers in each grade level 2-5 implemented model math during intervention groups or several times a week during the math instructional block. Teachers observed students in grades 3-5 continue to struggle with problem-solving and foundational number sense skills. STEMscopes on-line learning resources are utilized by pre-k through fifth grade teachers to provide TEKS aligned, higher - level thinking activities for science instruction. Use of StemScopes for science instruction and hands-on learning is implemented with inconsistency.

Teachers were provided full planning days to collaboratively plan lessons aligned to the TEKS through the implementation of the Gradual Release of Responsibility model. Grade level PLCs worked together to design on-line learning with a variety of resources and instructional strategies to support students in applying strategies and analyzing texts read. Teachers and instructional leaders collaborated together to plan and implement aligned targets and learning tasks during PLC using the TEKS resource system curriculum documents. Teachers collaborate with instructional leaders bi-weekly during PLCs to further develop professional expertise with instructional strategies and implement backwards planning to ensure learning tasks and instruction supports students in reaching higher levels of learning. Teachers noted in PLCs that students struggled to complete higher level tasks in the on-line format due to not applying strategies or learning how to use on-line tools effectively. Teachers noted difficulty with helping students master grade level skills due to gaps in learning from previous grade levels and lack of motivation to try challenging tasks. Teachers also noted pacing of curriculum units as a concern to ensure students are provided necessary time to master TEKS.

Common assessments are used every nine weeks to monitor students' progress towards mastering grade level standards to include performance-based assessments and curriculum-based assessments from the TEKS Resource system. Data from these assessments is analyzed routinely to determine how to best meet the needs of individual students. Our school has implemented intervention time (MySpace) so that teachers can work with students in small groups to address gaps in learning. Research-based practices are used during intervention such as Leveled Literacy Instruction (LLI) . At risk Intervention teacher, at risk aide, and Title I aides provide additional tutoring to students during MySpace to help students master grade level TEKS. Based on data from our assessments and classroom observations, at risk intervention aides worked with students one-on-one based on student needs before, during, and after school. Based on data from our assessments and classroom observations, individualized intervention plans are developed through the RTI process. The RTI process is a tiered process that takes the student through levels of interventions to ensure better understanding and mastery of concepts. A master schedule ensures all students receive an hour of daily intervention and teachers are provided common planning times to collaborate with each other on provided expert instruction to students. Additional time is also scheduled to ensure students needs are met through collaboration of teachers and instructional leaders. Every Wednesday grade levels meet for collaborative instructional planning meetings and Tuesday afternoons special education and general education teachers collaborate to support special education students success in the general education classroom.

Coaching walks will be used two times a year to provide teachers data around core instructional practices across the campus. Data from coaching walks as well as student achievement data drives the campus professional development plan for continuous improvement. Professional development is job- embedded and occurs during weekly PLCs, peer observations of master teachers on campus, and educational consultants model effective instructional practices in classrooms. Encouraging a growth mindset is a needed focus as well as collaborative planning for teachers on how to ensure students are successful with higher level cognitive learning. Teachers will utilize the Student Learning Objective of TTESS to set goals for student growth by grade level which will support collaboration to adjust instructional practices that will impact student growth. Teachers noted after assessments throughout the year that students do not take their time or ownership for making growth. Teachers utilize growth mindset vocabulary and model high expectations for students. However, students need support in actively pursuing a growth mindset and goal-focused orientation towards making progress. Teachers will create data folders by grade level and incorporate time every nine weeks for students to track their progress toward yearly goals. Progress monitoring will occur through a universal screener three times a year to monitor student progress, Fountas & Pinnell reading assessments, and unit assessments in math, reading, and science from the TEKS Resource System.

At Nolanville, our mission is to challenge students to become successful life-long learners. Students are encouraged to become 21st Century learners through daily use of technology to enrich the learning process. Teachers must be willing to use new and existing technology to increase student achievement and promote student involvement in the learning process. Teachers use document cameras, projectors, and their laptops to show and demonstrate assignments as well as finished projects. Technology is used daily by students and staff alike to very high degree. Students frequently use technology to create products to showcase their learning as well as complete learning tasks via Schoology or Seesaw. Teachers utilize on-line learning software such as Imagine Learning, Brain Pop, and STEMscopes to engage students in the content and support student achievement. Nolanville has a full time campus technology specialist and a technology instructional assistant who are available for the technology needs of students and staff.

Nolanville Elementary has 75 iMac desktops in classrooms. Nolanville has 578 iPads that have keyboard cases that will be STAAR testing capable. Approximately 200 iPad cases with keyboards have damage due to student use since 2020. Student enrollment has increased by 100 students. About 100 iPads are aging and will be unusable next year. There is a need to update technology resources to ensure availability for students to practice on-line learning skills and use of on-line learning platforms. All students have access to iPads daily to engage in interventions to close achievement gaps. Interactive projectors are installed in all classrooms which allow regular whiteboards to become "smart" boards. This technology is used by all students and teachers on a daily basis. Due to school closures and COVID-19 safety protocols, all students experience learning gaps. Students need to use on-line learning software designed to target instructional gaps such as Imagine Math and Literacy on a daily basis as a Tier 1 intervention. Nolanville also has 35 Macbook pro student laptops. Third through fifth grade utilize Dell laptops for technology needs. Since all students in grades 3-5 will take STAAR on-line assessments, there is a need for students to complete learning tasks and assessments on-line routinely throughout the school year. The redesign of the STAAR test also requires students to respond to open-ended and varied question types that are a new format for students. Professional development will be necessary for teachers. Students also need additional time to learn technology skills such as typing skills. Additional time to use technology skills requires a computer lab or technology class to support student success. Technology skills and integration into showing learning through technology products has not been a focus of professional development on campus but rather teacher leaders have shared innovative learning with others.

Parents are encouraged to become active partners with the school in supporting student success. Many opportunities are provided for parents to engage with the school to promote student success such as parent conferences and academic family nights. Volunteer orientation is conducted twice a month at two different times of day. A survey is given out by teachers to parents asking them how they would like to volunteer in the classroom. A process to invite approved volunteers regularly into classrooms was needed to increase involvement of volunteers. Parent orientation meetings and Open House are scheduled every September and October to provide parents information about how to volunteer and invite parents to actively partner during the school day. Parent programs for supporting students socially, emotionally, and academically have not been provided on a monthly basis. Based on parent engagement survey in 2023, parents prefer to attend school events and training in the evenings after the work day concludes. Parents are also requesting support at home via homework or practice at home of what students are learning. Teachers note students struggle with sleeping in class, structure, and regulating emotions since returning to school full time in 2023. Feedback from the counselors reveals parent programs on a monthly basis would benefit parents of students that struggle to be successful in school. Approximately half of our parents work full-time and have difficulty volunteering time during the school day to volunteer.

## School Processes & Programs Strengths

Data analysis identified the following curriculum, instruction, and assessment strengths:

- The campus provides immediate interventions for all students in need of assistance.
- Our staff excels in utilizing data obtained through TEKS Resource System and Eduphoria to provide purposeful interventions.
- The RtI process is implemented for students in need of intervention

- Unit Progression Charts are developed collaboratively to build teacher capacity for effective instruction.
- Student Success Plans and progress monitoring are done with fidelity.
- During PLC and grade level time, teachers study the curriculum and analyze data to ensure students are successful with TEKS.
- Teachers also share effective teaching practices after analyzing data to help all students grow.
- Nolanville's staff is highly qualified.
- Nolanville has a caring, committed teaching staff that strives to put the needs of our students first.
- Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for PLCs weekly.
- Weekly collaborative lesson planning occurs for grade levels.
- A positive campus culture is promoted through the use of weekly "Shout Outs" for recognition of staff members supporting others, referring to each other as EAGLES, a cheer at staff meetings to get teachers' attention, and cohesive grade levels that support each other through snacks and helping out when needed.
- Our campus has a wide range of programs and technology.
- Nolanville has teachers willing to embrace technology to engage students and enhance student achievement.
- New Teacher Meetings occur monthly to support implementation of effective instructional and classroom management strategies.
- New teachers are provided a variety of support via a mentor, instructional coach, campus instructional specialist, and opportunities to observe expert teachers.

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

**Problem Statement 1:** Teachers note time is limited to align and use effectively varied resources when students struggle with content. **Root Cause:** Lack of time and expertise with instructional resources limits student progress.

**Problem Statement 2:** Students experience difficulty applying learning skills on-line for formative assessments in new format such as constructed response and lack technology skills needed. **Root Cause:** Increased use of technology for on-line learning and assessments for all students rather than students learning tasks all being performed on paper.

**Problem Statement 3:** There is a need to increase the use of formative assessments to differentiate and adjust instruction with guided small groups or collaborative learning. **Root Cause:** Most of instruction is spent in whole group focused or guided instruction and students struggle with application of learning on independent tasks.

**Problem Statement 4:** There is a need for consistent implementation of guided reading, word study and phonics, and effective reading practices. **Root Cause:** Lack of all teachers' clear understanding and effective implementation of all balanced literacy components.

**Problem Statement 5:** Students in grades 3-5 continue to struggle with problem-solving and foundational number sense skills. **Root Cause:** More professional development is needed on utilizing guided math for building numeracy skills and problem-solving skills.

**Problem Statement 6:** Few parents volunteer in classrooms or attend parent trainings offered after school which limits student social and emotional success. **Root Cause:** Lack of a system to organize volunteers and little opportunity to engage with students while learning about strategies to help them in school.

**Problem Statement 7:** Since returning to school from long absences, homeschooling, and/or on-line learning, students increasingly struggle with meeting basic needs (sleep, eating, and feeling safe) and with developing the skills needed to be successful in the learning environment and with rigorous learning tasks.

**Problem Statement 8:** Increased enrollment and aging technology reduces the access to iPads or laptops for students to practice on-line learning skills and engage in on-line learning intervention programs.

# Perceptions

## Perceptions Summary

Nolanville Elementary is a Title I school and uses a collaborative approach to include all stakeholders. The Nolanville Site-Based Decision Making Committee is a strong committee that encourages our parents and community members to participate. The committee consists of parents, business members, community members, district personnel, teachers and administrators. The committee represents all grade levels and the community. Members have a genuine voice in school decisions through the opportunity to vote. The campus decision making at Nolanville Elementary for 2022-23 was a team process with input and guidance from campus professional learning communities, vertical team PLCs and Site Base Decision Making teams. The SBDM met 6 times this year to review campus processes and assist in decision making for our campus. The campus improvement planning process included staff, parents, and community members who collaboratively evaluated the 2022-23 plan, reviewed student achievement data and other relevant information and data. The evaluation results were used to formulate the campus needs assessment which, in turn, guided the improvement planning and decision making for 2023-24 school year. The grade level leaders serve as professional learning leaders for our campus and provide input to ensure that the needs of our children are met.

Nolanville Elementary has created a climate of collegiality, collaboration, and professionalism that has proven to attract and keep highly qualified teachers. The climate is built around a strong, passionate commitment to our shared mission and beliefs. A staff survey from May of 23, teachers reported positive characteristics of Nolanville are supportive administration and staff, positive morale, communication, teamwork, and a family atmosphere. Teachers are respected as instructional leaders and have an active voice in campus decision-making. Teachers strive to instill a love of life-long learning, goal-setting, and a growth mindset to ensure students develop to their maximum potential. The school environment does meet the need of all student groups to include special education, dyslexia, speech, ESL, GT, and homeless students. Students are celebrated for success through "Positive Office Referrals" "Eagle Bucks", "Caring Kid of the Month", and shout outs over the announcements for outstanding progress or character traits. While Nolanville has a positive, supportive environment for teachers, they still become stressed from the overload of work and taking to heart the challenges students face with reaching grade level expectations. In the staff survey, some teachers noted that there is a need to purposefully build relationships with all members of the staff.

Throughout the school year, Nolanville Elementary engages in regular safety drills to ensure staff and students are safe in the case of an emergency or threat. During drills and all times outside with students, teachers use a grade level radio to communicate any safety needs with the office and administration staff. There are 15 radios utilized that are approximately 10 years old and do not work effectively when students or staff are outside the school building or upstairs far away from the office or other corresponding radios. On the 2023 parent survey, 79% of parents noted they feel comfortable with safety protocols implemented at Nolanville Elementary. With increased occurrences of violence at schools, there is real concern for physical safety that plagues the minds of parents, students, and teachers. Parents, teachers, and students are educated about the meaning of bullies and where to report any bully threats on the Killeen ISD website. Counselors and administrators communicate in response to any bully threats reported. Mentors are assigned to any students that experience difficulties with threatening behaviors. Restorative circles are utilized with counselors and administrators to resolve conflicts among students. A Threat Assessment Team is also utilized on campus to ensure the appropriate interventions or supports are provided when any threat occurs.

The school environment is positive and focused on student social and academic growth. Nolanville has a positive learning environment that includes close student-teacher relationships that foster safety, compassion and learning. Students attending Nolanville Elementary feel safe and are eager to attend our campus. Nolanville includes all diverse student populations in all extra-curricular activities. In general, most students and teachers describe our school campus culture as collaborative, respectful and supportive. There has been campus participation in enriching activities such as archery, Science Olympiad, and running club for students before or after school. Students with high academic success and leadership skills also have the opportunity to participate in Student Council which requires students have good grades and leadership skills. These are the highly motivated students that also have excellent attendance. Student's behavior and academic performance improves when involved in these extracurricular opportunities. Teachers noticed other students that struggle with behavior or academics do not arrive to school early or can stay late. These students cannot benefit from enrichment activities to build confidence or academic and social skills. Motivational activities such as a dance party, game time, and extra recess were used to motivate students to turn in work and exhibit positive behaviors in the classroom. There is a need to provide enrichment activities during the school day to motivate students to put effort into academics and behaviors that do not disrupt learning or impact negative social interactions.

In the spring of 2023, our parents had the opportunity to share their thoughts in a campus wide survey sent to parents. Results from this survey show that over 88% of parents feel welcomed to our school which was a decrease of 4% from the previous school year. In 2023, 89% of parents reported teachers regularly communicate with them which was the same in 2022. Eighty-three percent of parents reported that their children are important to staff members at Nolanville Elementary which is a decrease of 7% from 2022. Open House,

teacher conferences, daily planners, Class Dojo, Remind, and emails are some ways that teachers regularly communicate with parents. Parents receive information from the monthly NES Eagle Newsflash and Connect Ed calls and emails. A Facebook page for Nolanville Elementary was utilized this year. This communication promotes overall student success. According to the annual parent survey, 82% of parents were satisfied with the newsletter sent home which decreased by 5% since 2022. Most parents preferred communication through texts, emails, and letters sent home. Parents noted they prefer communication via text messages, email, and sent home letters over social media. A continued focus will be diversifying communication through more frequent use of Connect Ed emails, text messages, and use of the Facebook page. Parents also noted on the 2023 survey they could engage more as a parent with access to information on-line or in late afternoon activities.

Parent and community involvement is a major focus at Nolanville Elementary. Parent engagement events occurred via in-person events during the 2022 school year. Parent engagement events included Parent Orientation, Open House, Annual Title 1 Meeting, Science Night, Reading Night, and parent night for specific student programs such as Gifted and Talented, English Language Learners, and Dyslexia students. We are dedicated to educating and preparing our parents to be knowledgeable. Our ELL and Dyslexia teachers hold annual meetings in the library to discuss and teach strategies to parents for them to use at home in order to promote a partnership for student success. Our parents of special needs students are provided with support to meet their students' individual needs. All families have the opportunity to learn in specific areas using brochures, pamphlets, and utilize the school library. These materials are available in the foyer and the parent library (Books/Videos) with helpful information and resources. Parents reported which types of parent involvement activities were most beneficial on the 2023 Nolanville Parent Survey. Most parents felt parent conferences and other timely communication about student's progress via Schoology, Seesaw, or emails were most beneficial to helping their child succeed. Eighty-one percent of parents also reported they know how and where to get help with supporting their child's learning in school which was an decrease of 8% from 2022. Results from the parent survey in May of 2023 revealed parents would like to receive training on reading strategies, Home Access Center, and math skills. Parents that are involved in the community tend to be more active in their child's academics and school system. We work hard to provide opportunities for our working parents and parents with small children the opportunity to participate and have a positive school experience. During 2023, approximately 71% of parents engaged in Open House, 4% Annual Title 1 Meeting, 20% Freedom Walk, 20% Reading Family Night, 46% Turkey Tango, 20% Math Family Night, Grade Level Academic Parent Training 2%, Kindergarten parent training, 3%, 36% Kite Day, and 22% Kindergarten Square Dance. While we increased the number and type of parent engagement opportunities, we hope to increase parent involvement so that students can be more successful in school. Providing parent training and support with filling learning gaps and being successful with grade level skills and study habits is more important than ever before. Parents attend events more when students are performing or doing an activity with their student rather than just information about academic support or state assessments.

Community and parent partnerships is a big part of the overall success of Nolanville. The Nolanville PTA has not been active this year. There is a lack of parent support to communicate the needs for involvement in the PTA. Our Adopt-a-School Unit plays a huge role on our campus. Soldiers volunteer in classrooms and for special events as their schedules permit. Our campus has a strong relationship with the Nolanville Police Department. They support our campus daily by providing a staff member to visit in our hallways and monitor our parking lot. Many local businesses offer their services to our principal to assist staff and students such as HEB Harker Heights and Sam's Club.

Students enjoy coming to school at Nolanville Elementary. Most students feel safe and build strong relationships with peers and staff members. Two counselors and an MFLAC provide emotional and behavioral support to students throughout the school day. The counselors provided support for military students through a military student small group session several times throughout the year. Counselors are highly visible before school, in the cafeteria, and in classrooms. The administration team is also highly visible before school, during lunch, after school, and attends all extracurricular events at school. Students feel comfortable talking to counselors and administrators about any social or academic problems that arise throughout the school year. Campus-wide rules and expectations for behavior create a positive, safe environment. At Nolanville, we work as a team to provide positive reinforcement for good behavior through "Positive Office Referrals", "Citizenship Monthly Awards", and building relationships with struggling students. Any student that experiences behavioral difficulty is referred to Response to Intervention (RtI) team where a behavior intervention plan is implemented to support student success. Staff was provided professional development on "Morning Meeting" in August of 2019 and teachers implemented "Morning Meeting" campus-wide to teach social skills and build a safe, supportive learning community in every classroom. Analysis of discipline referrals during the 2022-23 school year shows some students struggle with social emotional skills which increases conflict and creates an unsafe environment. Continued emphasis on building relationships with peers as well as staff will be needed to ensure a positive, safe school environment.

## Perceptions Strengths



Data analysis revealed the following strengths:

- Nolanville is a safe and positive learning environment for all members.
- Teachers have opportunity to be involved in campus level decision-making through SBDM, Campus Conduct Committee and grade level PLC meetings.
- Students feel comfortable and like coming to school.
- We have a strong commitment to parental communications through daily/weekly contact sheets, monthly Eagle News-Flash, or Connect Ed mass communication.
- Students have many opportunities to develop strengths and interests through a variety of extra-curricular clubs offered to all students.
- Nolanville has strong parental and community involvement with multiple opportunities for parents to learn how to support their students at school.
- Community partnerships with the Nolanville PTA and Adopt-a-Unit contributes to student success and an inviting school atmosphere.
- Strong communication with all stakeholders through participation in SBDM, parent meetings, and the Nolanville PTA.
- 86% of parents feel their children learn every day and are prepared for the future.

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

**Problem Statement 1:** During the 2022-23 school year, 5% of parents attended parent engagement training opportunities which is a decrease compared to other parent engagement opportunities that involve student performances which average 20% parent engagement. **Root Cause:** Lack of communication about events and parents do not engage with school unless their child or child's teacher is present.

**Problem Statement 2:** Teachers state they do not have enough time within the school day to complete work needed to support student and parent needs. **Root Cause:** Rigorous curriculum demands, addressing learning gaps, social emotional needs of students, increase the amount of time needed to support student success.

**Problem Statement 3:** Eighty-one percent of parents also reported they know how and where to get help with supporting their child's learning in school which was a decrease of 8% from 2022. **Root Cause:** Parents need education on how to support students academically or emotionally or access materials on-line.

**Problem Statement 4:** 79% of parent feel comfortable with safety drills and procedures, and students and teachers are concerned about school violence due to recurring events in the media.

# 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:** Through implementation of the standards-based aligned district curriculum within the gradual release of responsibility framework, by June of 2024, performance will increase from 66% in 2023 to 70% of all students meeting grade level proficiency standards in writing.

**Evaluation Data Sources:** % of students written compositions meeting grade level expectations  
% of grade level meeting grade level proficiency in writing on Curriculum Unit Assessments

## Strategy 1 Details

**Strategy 1:** Teachers will administer a written open-ended response assessment each nine weeks to check student progress towards grade level standards.

**Strategy's Expected Result/Impact:** Writing samples reviewed in PLC meetings monthly and percent of students gaining proficiency towards grade level goals will improve by 10% .

**Staff Responsible for Monitoring:** Principal, CIS, Classroom Teacher

**Problem Statements:** Student Learning 1

## Strategy 2 Details

**Strategy 2:** Campus will provide writing professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through the Gradual Release of Responsibility framework.

**Strategy's Expected Result/Impact:** Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments.

**Staff Responsible for Monitoring:** Teachers, CIS, Assistant Principals, and Principal

**Problem Statements:** Student Learning 1

**Funding Sources:** Empowering Writer's Professional Development - 166 - State Comp Ed - 166.13.6299.00.115.30.AR0 - \$10,325

### Strategy 3 Details

**Strategy 3:** Teachers will analyze CUA editing and revision assessments and implement spiral review of TEKS needing more practice for mastery.

**Strategy's Expected Result/Impact:** Increased effectiveness with revision and editing skills appropriate to each grade level.

**Staff Responsible for Monitoring:** CIS

Principal

Teachers

**Problem Statements:** Student Learning 1

**Funding Sources:** Grammar and Editing Spiral Review Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$9,500

### Strategy 4 Details

**Strategy 4:** Literacy teacher will collaborate with grade level teachers to plan and implement writing lessons to improve student's engagement and proficiency in writing achievement.

**Strategy's Expected Result/Impact:** Seventy percent of students will make progress in writing achievement over the year and reach the grade level standard for writing proficiency.

STAAR met approaches standard in ELAR will improve by 5% from 2022.

**Staff Responsible for Monitoring:** Principal

CIS

**Problem Statements:** Student Learning 1

**Funding Sources:** Literacy Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.115.30.000 - \$99,661

### Strategy 5 Details

**Strategy 5:** Administrators will monitor implementation of standards-based aligned lessons through a gradual release of responsibility model with writing TEKS through providing on-going instructional coaching based on walkthroughs and lesson plans.

**Strategy's Expected Result/Impact:** 10% increase in end of year

STAAR met approaches standard in writing.

**Staff Responsible for Monitoring:** Principal

Assistant principals

CIS

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Lack of growth in writing performance continues to be a concern since 2021 when the percentage of students who achieved the Approaches standard was 62% on the STAAR writing assessment. In 2022-2023, 67% of students met grade level standards on editing and revision and 66% on written composition tasks on curriculum based assessments. **Root Cause:** Lack of consistent exposure to effective writing strategies and daily practice with writing skills.

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

**Performance Objective 2:** Through monitoring the progress of all student groups (race/ethnicity, special education, EB, economically disadvantaged), and implementing research-based instructional strategies, the percent of all student groups achieving grade level standard in reading proficiency, science, and mathematics will increase 5% by June of 2024.

**High Priority**

**Evaluation Data Sources:** STAAR Results, TELPAS, Domain 2 of Accountability report

Strategy 1 Details
<p><b>Strategy 1:</b> The EB teacher will provide the EB students small group instruction focused on building vocabulary and language skills applied in reading, math, social studies, and science content.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in academic achievement for EB students of 10% from 2022 to 2023 in STAAR reading, math, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ELL Teacher</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> Professional Development for Emergent Bilingual Literacy Strategies - 165/ES0 - ELL - 165.13.6411.00.115.25.ES0 - \$1,500, Instructional supplies for language development and building content area vocabulary with ELL students. - 165/ES0 - ELL - 165.11.6399.00.115.25.ES0 - \$500, Literature to build vocabulary and background experiences - 165/ES0 - ELL - 165.11.6329.00.115.25.ES0 - \$520</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Instructional assistants and teachers will provide RtI Tier 2 intervention to students, including at-risk, to increase mastery of grade level reading and math skills through small group guided instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR results by 10% for at risk, economically disadvantaged, and emergent bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Principal</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 11, 12</p> <p><b>Funding Sources:</b> Personnel to provide small group instruction to build foundation skills and address learning gaps in grade level content. - 166 - State Comp Ed - 166.11.6129.00.115.30.AR0 - \$26,168, Instructional aides to provide academic support in reading and math to all students. - 211 - ESEA, Title I Part A - 211.11.6129.00.115.30.000 - \$56,969</p>

### Strategy 3 Details

**Strategy 3:** Special education teachers will provide special education students on grade level instruction in an inclusion and collaborative teaching model.

**Strategy's Expected Result/Impact:** STAAR Results will increase by 3% for special education students.

**Staff Responsible for Monitoring:** Principal, APs, Sped Teacher

**Problem Statements:** Student Learning 4

### Strategy 4 Details

**Strategy 4:** Teachers will implement ST Math, Istation, and Vizzle for academic interventions in math and reading for students in RtI Tier 2 intervention and special education students in kindergarten through fifth grade.

**Strategy's Expected Result/Impact:** Increased percent of students that met growth projections in Kindergarten through 5th grade on MAPS.

**Staff Responsible for Monitoring:** Principal, APs, Sped Teachers

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1 - Student Learning 4

### Strategy 5 Details

**Strategy 5:** Special education and EB teacher will meet with collaborative general education teachers weekly to share student progress and develop differentiated lessons to support student success.

**Strategy's Expected Result/Impact:** PLC Notes

**Staff Responsible for Monitoring:** Principal  
CIS

**Problem Statements:** Student Learning 4, 7

### Strategy 6 Details

**Strategy 6:** GT teachers will plan differentiated instruction strategies which will increase the mastery level of reading and math TEKS for GT students.

**Strategy's Expected Result/Impact:** Increased percent of students meeting yearly growth on Reading and Math MAPS.

**Staff Responsible for Monitoring:** Principal  
APs  
CIS  
GT Teachers

**Problem Statements:** Student Learning 5

Strategy 7 Details
<p><b>Strategy 7:</b> The campus will monitor progress of all students in reading, math, writing, and science, and provide additional deliberate practice to master grade level content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on formative assessments after targeted instruction to mastery of 70% or greater.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, Teachers</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 11, 12</p> <p><b>Funding Sources:</b> Supplemental materials, such as Mentoring Minds or similar TEKS aligned resource, for ELAR Deliberate Practice - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$7,000</p>
Strategy 8 Details
<p><b>Strategy 8:</b> Teachers will provide additional science learning experiences virtually to build background knowledge and increase higher level application of process standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR science by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, 4th and 5th grade teachers</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Generation Genius-Science on-line learning - 166 - State Comp Ed - 166.11.6299.OL.115.30.AR0 - \$2,000</p>
Strategy 9 Details
<p><b>Strategy 9:</b> Provide students with enriching hands-on experience to apply divergent thinking strategies across curricular content.</p> <p><b>Strategy's Expected Result/Impact:</b> Gifted and Talented students will apply creative thinking strategies in different contexts effectively as evidenced in mastering the STAAR reading and math 2023 tests.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, GT teachers, Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Fieldtrip for providing enrichment in cross-curricular content - 177 - Gifted/Talented - 177.11.6412.TR.115.21.000 - \$2,000, Substitutes for teachers attending GT fieldtrip - 177 - Gifted/Talented - 177.11.6112.00.115.21.000 - \$500, Instructional supplies needed for differentiated learning experiences - 177 - Gifted/Talented - 177.11.6399.00.115.21.000 - \$3,775, Fieldtrip fees for enrichment of cross-curricular learning - 177 - Gifted/Talented - 177.11.6412.00.115.21.000 - \$600</p>

## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Research shows economically disadvantaged students experience gaps in academic achievement. Economically disadvantaged students comprise about half (49%) of the student population.</p>
Student Learning
<p><b>Problem Statement 2:</b> The 2023 EOY MAPS reading shows 28% of kindergarten and 46% of first grade students are performing below the average grade level RIT in foundational reading and writing skills. Kindergarten (33%) and first grade students (49%) struggle to perform on grade level with vocabulary skills. <b>Root Cause:</b> Students experience gaps in learning due to school closures and remote learning in 2019 and 2020 school year. Lack of consistent implementation of phonics and word study as well as critical reading strategies for comprehension.</p>

## Student Learning

**Problem Statement 3:** On the 2023 MAPS math assessment, 27 % of kindergarten students, 37% of first grade students, 31% of 2nd grade students, 26% of 3rd grade students, 23% of 4th grade students, and 25% of 5th grade students performed below the national average RIT score. **Root Cause:** Lack of fidelity in planning lessons aligned to the curriculum utilizing Gradual Release of Responsibility and higher level learning tasks. Students lack foundational number sense skills which impacts fluency in math computations and problem-solving.

**Problem Statement 4:** In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

**Problem Statement 5:** : In math, 42% of gifted and talented students made the expected growth which is a decrease of 32% from 2022. In reading, 77% of students made the expected growth in reading on the MAPS assessment, which is an increase of 7% from 2022. In reading, gifted and talented students did not meet the goal of 80% of students making one year of growth. **Root Cause:** Continued professional development is needed in differentiation and higher level learning tasks to increase student growth and creativity.

**Problem Statement 6:** In 2023, 72% of students met approaches standard on STAAR science redesigned assessment which is a decrease of 3% from the 2021 STAAR science. **Root Cause:** Lack of fidelity in teaching aligned science lessons with higher level learning tasks incorporating hands-on learning and the process standards.

**Problem Statement 7:** In 2023, the EB students performed lower than all students that met the Approaches standard on STAAR reading and math in 5th grade ( EB reading-57%, ALL reading-89%, EB math-57%, All math-79% ). Third grade EB students achieving Approaches standard on STAAR reading and math is less than all students (3rd reading EB-66%, 3rd reading All-88%, 3rd math EB-50%, 3rd All math-73%) **Root Cause:** Fidelity in using differentiated instruction and research-based strategies for ELL students in small groups instruction.

**Problem Statement 11:** On EOY MAPS 2023 assessments, approximately 37% of kindergarten and first grade students performed below the average grade level RIT score in numerical representations and relationships while 39% of 2nd grade students performed below the average grade level RIT score in computations and algebraic reasoning. **Root Cause:** Students lack ability to read, write, and use mental math with numbers appropriate to grade level tasks. Inconsistency with number sense games and problem solving routines.

**Problem Statement 12:** In second through fifth grade approximately 30% of students are not performing at the average or above average RIT range on reading MAPS. **Root Cause:** Difficulties analyzing texts at higher level and understanding vocabulary inhibit students ability to comprehend texts.

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

**Performance Objective 3:** Through implementation of standards-based aligned curriculum and research-based instructional strategies by June of 2024, STAAR performance will increase 5% (81%) at the Approaches standard and 10% (68%) at the Meets standard in reading and 80% of students will make one year of growth in reading.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR
- MAPS RIT score
- Fountas & Pinnell BAS assessments
- CIRCLE

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will implement annotation of texts and Close Reading in a Gradual Release of Responsibility Framework using a variety of texts which relate to at risk, economically disadvantaged, and students in the white or African American demographic groups interests, and science or social studies content to increase student engagement, build vocabulary, and improve comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR reading scores from 2023 by 5%. 80% of students will make 1 year of growth in reading based on MAPS RIT. Fountas and Pinnell BAS assessments show one year of growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 4, 12</p> <p><b>Funding Sources:</b> Magazine publications for K-5th grade students to implement close reading with a variety of genres - 166 - State Comp Ed - 166.11.6329.00.115.30.AR0 - \$7,000</p>



### Strategy 2 Details

**Strategy 2:** In pre-kindergarten through fifth grade, teachers will adjust instruction to meet the needs of individual learners so all students to include at risk and those in the white and African American demographics achieve growth in reading achievement. through:

\*implementing small group reading or skills based literacy groups based on CIRCLE or F & P assessments.

\*implementing phonemic awareness, phonics, vocabulary, and fluency activities daily to build foundational reading skills.

\*providing supplemental instruction to students with characteristics of dyslexia

**Strategy's Expected Result/Impact:** Increase STAAR reading performance by 8% from 2019.

80% of students will make one year of growth in reading base on MAPS RIT score and CIRCLE.

**Staff Responsible for Monitoring:** Principal  
CIS

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2, 8, 12 - School Processes & Programs 4

**Funding Sources:** Literacy supplies to build vocabulary and foundational literacy skills. - 166 - State Comp Ed - 166.11.6399.00.115.30.AR0 - \$500, Professional development for Dyslexia teacher to increase effectiveness with research-based interventions. - 166 - State Comp Ed - 166.13.6411.00.115.30.AR0 - \$1,000

### Strategy 3 Details

**Strategy 3:** Literacy teacher will collaborate with and coach teachers to implement interactive read aloud, Close Reading, and small group reading to increase student's comprehension of various texts.

**Strategy's Expected Result/Impact:** Increased % of students meeting grade level reading proficiency standards in STAAR and MAPS.

**Staff Responsible for Monitoring:** Principal  
CIS

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 12

**Funding Sources:** Literacy Teacher to model effective strategies and coach other teachers - 211 - ESEA, Title I Part A - 211.11.6119.00.115.30.000

### Strategy 4 Details

**Strategy 4:** During PLCs, teachers will utilize data analysis protocol with CUA assessments to redesign lessons with research-based practices and increase student proficiency with hard to learn TEKS in reading .

**Strategy's Expected Result/Impact:** Increased mastery on readiness standards after targeted instruction based on formative assessments.

**Staff Responsible for Monitoring:** Principal, CIS, teachers

**TEA Priorities:**

Build a foundation of reading and math

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

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Research shows economically disadvantaged students experience gaps in academic achievement. Economically disadvantaged students comprise about half (49%) of the student population.
Student Learning
<b>Problem Statement 2:</b> The 2023 EOY MAPS reading shows 28% of kindergarten and 46% of first grade students are performing below the average grade level RIT in foundational reading and writing skills. Kindergarten (33%) and first grade students (49%) struggle to perform on grade level with vocabulary skills. <b>Root Cause:</b> Students experience gaps in learning due to school closures and remote learning in 2019 and 2020 school year. Lack of consistent implementation of phonics and word study as well as critical reading strategies for comprehension.
<b>Problem Statement 4:</b> In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. <b>Root Cause:</b> Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.
<b>Problem Statement 8:</b> In 2023, students performed lower in syllabication (45%), alliteration (34%), and rhyming (60%) which is a decrease from 2022 (syllabication-53%, alliteration-33%, and rhyming-64%). <b>Root Cause:</b> Lack of small group instruction and instructional time devoted to phonemic awareness explicit instruction and practice in learning stations.
<b>Problem Statement 12:</b> In second through fifth grade approximately 30% of students are not performing at the average or above average RIT range on reading MAPS. <b>Root Cause:</b> Difficulties analyzing texts at higher level and understanding vocabulary inhibit students ability to comprehend texts.
School Processes & Programs
<b>Problem Statement 1:</b> Teachers note time is limited to align and use effectively varied resources when students struggle with content. <b>Root Cause:</b> Lack of time and expertise with instructional resources limits student progress.
<b>Problem Statement 3:</b> There is a need to increase the use of formative assessments to differentiate and adjust instruction with guided small groups or collaborative learning. <b>Root Cause:</b> Most of instruction is spent in whole group focused or guided instruction and students struggle with application of learning on independent tasks.
<b>Problem Statement 4:</b> There is a need for consistent implementation of guided reading, word study and phonics, and effective reading practices. <b>Root Cause:</b> Lack of all teachers' clear understanding and effective implementation of all balanced literacy components.

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

**Performance Objective 4:** Through implementation of standards-based aligned instruction and research-based instructional strategies by June of 2024, 80% of students will reach the Approaches standard and 50% the Meets standard on math STAAR and all students will make one year of growth in mathematics proficiency.

**High Priority**

**Evaluation Data Sources:** STAAR

MAPS growth

CIRCLE

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will implement Model Math problem-solving (Grades 2-5) and Numeracy daily to increase proficiency with applying a problem solving process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency in problem solving TEKS in grades KG-5 from 2022 based on STAAR results and MAPS data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Substitutes for teachers to attend math professional development - 211 - ESEA, Title I Part A - 211.11.6116.00.115.30.000 - \$1,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will monitor student's progress on math Curriculum Unit Assessments (CUA) and adjust small group instruction to increase student mastery through utilizing data protocol in PLCs .</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency on TEKS students did not master on CUAs and increased % of students meeting Approaches standard on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers CIS Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5</p> <p><b>Funding Sources:</b> STEMSCOPES math for monitoring progress and differentiating instruction. - 166 - State Comp Ed - 166.11.6299.OL.115.30.AR0 - \$5,300, Supplemental math review and practice materials, such as Mentoring Minds or similar TEKS aligned resource - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$5,482</p>

### Strategy 3 Details

**Strategy 3:** Administrators and teachers will use curriculum documents to develop teacher clarity and aligned lessons for number sense, computations and algebraic reasoning. Additional intervention will be provided for at-risk, African-American and White student groups.

**Strategy's Expected Result/Impact:** Increase % of students meeting targets for Closing the Gaps in Domain 3 by 5%.

Increase the % of students making one year growth in math by 10%.

**Staff Responsible for Monitoring:** Principal

CIS

Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Student Learning 3, 4, 9, 11

**Funding Sources:** Hands-on manipulatives for math to build understanding of difficult concepts - 166 - State Comp Ed - 166.11.6399.00.115.30.AR0 - \$794.82

### Strategy 4 Details

**Strategy 4:** Pre-kindergarten through fifth grade teachers will implement Number Sense and fact fluency routines to build number sense and ability to solve problems in real-life situations as well as aligned small group instruction and activities.

**Strategy's Expected Result/Impact:** Increase the % of students meeting math EOY standards on MAPS (Grades KG-5) and CIRCLE (PK) by 10%.

**Staff Responsible for Monitoring:** Principal

CIS

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** Box Cars and One Eyed Jacks math manipulatives to implement numeracy games - 166 - State Comp Ed - 166.11.6399.00.115.30.AR0 - \$3,562.18

### Strategy 5 Details

**Strategy 5:** Campus will provide tutoring for at risk students to support students in applying problem-solving strategies and close achievement gap on math standards.

**Strategy's Expected Result/Impact:** Increase the percent of at risk students that achieve the meets standards on math CUAs.

**Staff Responsible for Monitoring:** Principal

CIS

Teachers

**TEA Priorities:**

Build a foundation of reading and math

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

**Funding Sources:** Temporary Tutor for Math - 211 - ESEA, Title I Part A - 211.11.6125.CA.115.30.000 - \$5,000

## Performance Objective 4 Problem Statements:

### Student Learning

**Problem Statement 3:** On the 2023 MAPS math assessment, 27 % of kindergarten students, 37% of first grade students, 31% of 2nd grade students, 26% of 3rd grade students, 23% of 4th grade students, and 25% of 5th grade students performed below the national average RIT score. **Root Cause:** Lack of fidelity in planning lessons aligned to the curriculum utilizing Gradual Release of Responsibility and higher level learning tasks. Students lack foundational number sense skills which impacts fluency in math computations and problem-solving.

**Problem Statement 4:** In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

**Problem Statement 5:** : In math, 42% of gifted and talented students made the expected growth which is a decrease of 32% from 2022. In reading, 77% of students made the expected growth in reading on the MAPS assessment, which is an increase of 7% from 2022. In reading, gifted and talented students did not meet the goal of 80% of students making one year of growth. **Root Cause:** Continued professional development is needed in differentiation and higher level learning tasks to increase student growth and creativity.

**Problem Statement 9:** In 2023, 68% of pre-k students showed proficiency in rote counting which is a decrease of 4% from 2022. In 2023 60% of students met benchmark standards in operations which was a decrease of 4% from 2022. **Root Cause:** More small group instruction, hands-on learning with targeted skills and differentiated learning is needed to help all students reach grade level proficiencies.

**Problem Statement 11:** On EOY MAPS 2023 assessments, approximately 37% of kindergarten and first grade students performed below the average grade level RIT score in numerical representations and relationships while 39% of 2nd grade students performed below the average grade level RIT score in computations and algebraic reasoning. **Root Cause:** Students lack ability to read, write, and use mental math with numbers appropriate to grade level tasks. Inconsistency with number sense games and problem solving routines.

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

**Performance Objective 5:** Through implementation of standards-based aligned curriculum and research-based instruction by June of 2024, STAAR performance in science will increase by 8% (72%) for the Approaching grade and 5% (45%) for the Meets level standard.

**Evaluation Data Sources:** Science STAAR 2023  
Curriculum Unit Assessments (CUAs)

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will provide hands-on science experiments 50% of science instructional time and students will increase proficiency of applying process standards in science TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on science CUAs from 2019 by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 6</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will utilize curriculum documents to build clarity about TEKS and developing standards aligned GRR lessons with an aligned learning task.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on STAAR science and increased percent of aligned learning tasks observed in classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Stemscopes Science - 166 - State Comp Ed - 166.11.6299.OL.115.30.AR0 - \$2,800</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Students will engage in field-based experiences in Earth and Space science to build background knowledge and application of knowledge to real-world experiences. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase proficiency in Earth and Space reporting category on Science STAAR exam and CUA over Earth and Space units from 2023 STAAR data (5 out of 11 questions correct).</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Campus Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 4, 6</p> <p><b>Funding Sources:</b> Field trips for Earth and Space Science experiences - 166 - State Comp Ed - 166.11.6494.00.115.30.AR0 - \$3,000</p>

Performance Objective 5 Problem Statements:

Student Learning
<p><b>Problem Statement 4:</b> In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. <b>Root Cause:</b> Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.</p> <p><b>Problem Statement 6:</b> In 2023, 72% of students met approaches standard on STAAR science redesigned assessment which is a decrease of 3% from the 2021 STAAR science. <b>Root Cause:</b> Lack of fidelity in teaching aligned science lessons with higher level learning tasks incorporating hands-on learning and the process standards.</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 of 2024, 100% of teachers will actively collaborate and build teacher clarity for effective Tier 1 instruction during PLCs to reduce teacher attrition by 10%.

**High Priority**

**Evaluation Data Sources:** Increased achievement results on STAAR and MAPS from 2021-2022 school year.  
10% decreased attrition rates of teachers

Strategy 1 Details
<p><b>Strategy 1:</b> New teachers to KISD will be partnered with a mentor and attend monthly new teacher PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective classroom management and implementation of best practices by new teachers. 100% retention of new teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 4</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Campus administration will conduct coaching walks to strengthen the instructional core and to focus improving student achievement. During PLCs, data from coaching walks will be shared with grade level teams and professional development plans will be collaboratively developed to increase implementation of effective instructional strategies that impact student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR and CUAs so that 60% or more of all student groups achieve the "Meets" standard in all subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> Professional development to build coaching skills for collaborative teams to increase student achievement - 211 - ESEA, Title I Part A - 211.23.6411.00.115.30.000 - \$1,488</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Administrators and teachers will collaborate in grade level meetings monthly in PLCs to study curriculum documents, design lessons, identify hard to teach TEKS, and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher clarity and implementation of differentiated lessons to meet the needs of varied learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3, 4, 5</p>



#### Strategy 4 Details

**Strategy 4:** Teachers will use full day PLCs to plan standards-based aligned instruction utilizing the backwards planning process for unit mapping to build teacher clarity about the TEKS and develop Gradual Release of Responsibility lessons and learning assessments in reading, math, writing, and science.

**Strategy's Expected Result/Impact:** STAAR results will improve for all student groups.

**Staff Responsible for Monitoring:** Principal

CIS

Teachers

**Problem Statements:** School Processes & Programs 1, 2, 3, 4, 5

**Funding Sources:** Substitutes for Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.115.30.000 - \$10,000

#### Strategy 5 Details

**Strategy 5:** Staff will be provided the opportunity to meet in vertical teams monthly to develop relationships across the campus which encourage connection and support for staff retention.

**Strategy's Expected Result/Impact:** Maintain culture of teamwork and connections across the campus.

**Staff Responsible for Monitoring:** Principal, assistant principals, counselors, and CIS

#### Strategy 6 Details

**Strategy 6:** Professional development will be provided on guided math and building numeracy skills during PLCs and professional development days.

**Strategy's Expected Result/Impact:** Increased implementation of guided math and numeracy games in classrooms.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS

**Problem Statements:** Student Learning 3, 4, 9, 11

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 3:** On the 2023 MAPS math assessment, 27 % of kindergarten students, 37% of first grade students, 31% of 2nd grade students, 26% of 3rd grade students, 23% of 4th grade students, and 25% of 5th grade students performed below the national average RIT score. **Root Cause:** Lack of fidelity in planning lessons aligned to the curriculum utilizing Gradual Release of Responsibility and higher level learning tasks. Students lack foundational number sense skills which impacts fluency in math computations and problem-solving.

**Problem Statement 4:** In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

**Problem Statement 9:** In 2023, 68% of pre-k students showed proficiency in rote counting which is a decrease of 4% from 2022. In 2023 60% of students met benchmark standards in operations which was a decrease of 4% from 2022. **Root Cause:** More small group instruction, hands-on learning with targeted skills and differentiated learning is needed to help all students reach grade level proficiencies.

### Student Learning

**Problem Statement 11:** On EOY MAPS 2023 assessments, approximately 37% of kindergarten and first grade students performed below the average grade level RIT score in numerical representations and relationships while 39% of 2nd grade students performed below the average grade level RIT score in computations and algebraic reasoning. **Root Cause:** Students lack ability to read, write, and use mental math with numbers appropriate to grade level tasks. Inconsistency with number sense games and problem solving routines.

### School Processes & Programs

**Problem Statement 1:** Teachers note time is limited to align and use effectively varied resources when students struggle with content. **Root Cause:** Lack of time and expertise with instructional resources limits student progress.

**Problem Statement 2:** Students experience difficulty applying learning skills on-line for formative assessments in new format such as constructed response and lack technology skills needed. **Root Cause:** Increased use of technology for on-line learning and assessments for all students rather than students learning tasks all being performed on paper.

**Problem Statement 3:** There is a need to increase the use of formative assessments to differentiate and adjust instruction with guided small groups or collaborative learning. **Root Cause:** Most of instruction is spent in whole group focused or guided instruction and students struggle with application of learning on independent tasks.

**Problem Statement 4:** There is a need for consistent implementation of guided reading, word study and phonics, and effective reading practices. **Root Cause:** Lack of all teachers' clear understanding and effective implementation of all balanced literacy components.

**Problem Statement 5:** Students in grades 3-5 continue to struggle with problem-solving and foundational number sense skills. **Root Cause:** More professional development is needed on utilizing guided math for building numeracy skills and problem-solving skills.

**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 of 2024, through a variety of communication, 30% of parents will attend parent engagement activities to support student success.

**Evaluation Data Sources:** Parent Sign In Sheets for Parent Engagement Activities,

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will use a variety of communication methods monthly to provide support with student academic needs in reading, math, writing, and science. Positive communication will occur early in the school year via Sparkle Calls, parent conferences, Nolanville Facebook page posts, and Blackboard Mass Communication messages to increase positive engagement in school outreach activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percent of parents that report a positive school interaction and feeling well informed about student learning on parent survey sent at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will conduct a PK-5 parent information and training meeting for supporting Emergent Bilinguals, Gifted and Talented and Dyslexic students. Training will provide information about learning characteristics, program support, and how parents can help their students excel academically at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement from 5% in 2022 to 10% in 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ELL Teacher</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Provide EB parents training and materials to develop vocabulary at home with students. - 263 - ESEA, Title III Part A - 263.61.6399.LE.115.25.000 - \$410 , Snacks for Parent Nights - 263 - ESEA, Title III Part A - 263.61.6499.LE.115.25.000 - \$130</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will conduct parent engagement activities through parent workshops in supporting students in academic skills at school such as the understanding the TEKS, STAAR assessment, and study skills. and materials to use at home for improved student success in reading, math, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement from 10% to 30% by June of 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Classroom Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Snacks for parent engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.115.24.PAR - \$464</p>

#### Strategy 4 Details

**Strategy 4:** The campus will provide parents the opportunity to participate in the Spring PK and Kindergarten Round-Up for children coming to school for the first time. Teachers will provide learning activities for parents to work on during the summer in the subject area of math and reading.

**Strategy's Expected Result/Impact:** Increase parent engagement from 20% to 30% by June of 2023

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

**Problem Statements:** Student Learning 2, 8, 9

**Funding Sources:** Literacy and math supplies to practice foundational learning activities at home. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.115.24.PAR - \$2,000

#### Strategy 5 Details

**Strategy 5:** Teachers will conduct an Open House for parents to showcase student work and provide parent training on how to help students at home through the school year with grade level content. Parents will also be provided the opportunity to give input on the type of support needed at home.

**Strategy's Expected Result/Impact:** Increase parent engagement from 10% in 2021 to 30% in 2021.

**Staff Responsible for Monitoring:** Principal, Counselors, Classroom Teachers

**Problem Statements:** Perceptions 1

#### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 2:** The 2023 EOY MAPS reading shows 28% of kindergarten and 46% of first grade students are performing below the average grade level RIT in foundational reading and writing skills. Kindergarten (33%) and first grade students (49%) struggle to perform on grade level with vocabulary skills. **Root Cause:** Students experience gaps in learning due to school closures and remote learning in 2019 and 2020 school year. Lack of consistent implementation of phonics and word study as well as critical reading strategies for comprehension.

**Problem Statement 8:** In 2023, students performed lower in syllabication (45%), alliteration (34%), and rhyming (60%) which is a decrease from 2022 (syllabication-53%, alliteration-33%, and rhyming-64%). **Root Cause:** Lack of small group instruction and instructional time devoted to phonemic awareness explicit instruction and practice in learning stations.

**Problem Statement 9:** In 2023, 68% of pre-k students showed proficiency in rote counting which is a decrease of 4% from 2022. In 2023 60% of students met benchmark standards in operations which was a decrease of 4% from 2022. **Root Cause:** More small group instruction, hands-on learning with targeted skills and differentiated learning is needed to help all students reach grade level proficiencies.

#### Perceptions

**Problem Statement 1:** During the 2022-23 school year, 5% of parents attended parent engagement training opportunities which is a decrease compared to other parent engagement opportunities that involve student performances which average 20% parent engagement. **Root Cause:** Lack of communication about events and parents do not engage with school unless their child or child's teacher is present.

**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 of 2024, discipline referrals will decrease by 5% from 2023 (535) through consistent implementation of effective classroom management plan and enforcing the SCOC while implementing Restorative Practices.

**High Priority**

**Evaluation Data Sources:** Decreased percent of discipline referrals by 5% in the 2024 school year.

Strategy 1 Details
<p><b>Strategy 1:</b> Counselors will provide bi-monthly lessons on character traits and students displaying the monthly character trait will be recognized as Caring Kids and on the Caring Kids bulletin board and Caring Kids luncheon.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs, Campus Discipline Reports, Campus Wide Observations</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Campus Tech</p> <p><b>Problem Statements:</b> Demographics 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Professional development will be provided and teachers will implement Restorative Discipline practices with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of repetitive offenders for discipline incidents will decrease from 17% in 2023 to 14% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, counselors</p> <p><b>Problem Statements:</b> Demographics 2</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Teachers will model and positively reinforce students meeting school wide expectations for behavior posted in all common areas of the school and classrooms . Students that experience 2 office referrals for persistent misbehavior problems will be referred to RTI for behavior intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of repeat offenders for discipline referrals (17%) in 2023 will decrease to 14% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors, Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 2</p>

#### Strategy 4 Details

**Strategy 4:** A campus school-wide positive behavior reinforcement will be used such as "Positive Office Referral" and "Eagle Bucks" awarded from teachers for displaying character traits.

**Strategy's Expected Result/Impact:** Reduced number of office referrals from the previous school year.

**Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, and Principal

**Problem Statements:** Demographics 2

**Funding Sources:** Incentives for positive behavior reinforcement - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$300

#### Strategy 5 Details

**Strategy 5:** Parent committee meetings will occur four times a school year at varying times to teach parents about study skills and social skills needed to impact a positive, safe school environment.

**Strategy's Expected Result/Impact:** Decreased attendance and discipline issues each nine weeks.

**Staff Responsible for Monitoring:** Counselors, teachers, and principal

**Problem Statements:** Perceptions 1

#### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 2:** An increase in discipline referrals from 2022 (484) to 2023 (535 ) shows a need for more training on social and emotional support for students.

#### Perceptions

**Problem Statement 1:** During the 2022-23 school year, 5% of parents attended parent engagement training opportunities which is a decrease compared to other parent engagement opportunities that involve student performances which average 20% parent engagement. **Root Cause:** Lack of communication about events and parents do not engage with school unless their child or child's teacher is present.

**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:** By June of 2024, students will increase scores on Fitness GRAM by 10% from increasing physical fitness activities during the school year.

**Evaluation Data Sources:** Fitness GRAM scores will increase by 10% in 2024.

Strategy 1 Details
<b>Strategy 1:</b> All students will engage in 130 minutes of physical activity a week during the school day by being provided P.E. classes weekly and additional 20 minute recess every day. <b>Strategy's Expected Result/Impact:</b> Students will increase physical fitness from prior results on Fitness Gram. <b>Staff Responsible for Monitoring:</b> P.E. teachers, classroom teachers, Principal, Assistant Principal
Strategy 2 Details
<b>Strategy 2:</b> P.E. teachers will provide lessons on healthy eating habits throughout the school year. <b>Strategy's Expected Result/Impact:</b> Students will demonstrate knowledge of healthy eating choices. <b>Staff Responsible for Monitoring:</b> P.E. Teachers, Principal, Assistant Principal
Strategy 3 Details
<b>Strategy 3:</b> Extracurricular activities will be provided to increase students' cardiovascular health such as school-wide 5K and running club. <b>Strategy's Expected Result/Impact:</b> Increased stamina during P.E. activity time as measured by formative assessments. <b>Staff Responsible for Monitoring:</b> P.E. teachers, Campus Administrative Team, Counselors, Teachers

**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 June of 2024, through the use of supports and resources to ensure a safe and secure school environment for all students, the parent and student survey will show 85% of stakeholders feel school is a safe place.

**High Priority**

**Evaluation Data Sources:** Reduce the number of threats that occur on campus/  
Percent of students that feel safe on campus will increase from parent survey in 2023(79%)

Strategy 1 Details
<p><b>Strategy 1:</b> Counselors will provide counseling lessons on how to report a bully anonymously and proactive strategies to stop bullying routinely throughout the school year. David's Law will be shared with students to support them feeling safe and reporting any bully issues as they arise throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students feel school is a safe place or there are staff members to help them with any problems.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, APs, and principal</p> <p><b>Problem Statements:</b> Demographics 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Routinely practice emergency drills and procedures. Respond quickly to student safety, social-emotional, and behavioral concerns to maintain a stable learning environment for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and proactive measures to reduce threats on campus to physical and mental well-being of students. Decrease in percent of students and parents that feel comfortable with emergency procedures and drills on parent and student survey (79%-2023).</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal, CIS</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7 - Perceptions 4</p> <p><b>Funding Sources:</b> Radios for communication during emergency situations (function 52) - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$6,000</p>

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> An increase in discipline referrals from 2022 (484) to 2023 (535 ) shows a need for more training on social and emotional support for students.</p>
School Processes & Programs
<p><b>Problem Statement 7:</b> Since returning to school from long absences, homeschooling, and/or on-line learning, students increasingly struggle with meeting basic needs (sleep, eating, and feeling safe) and with developing the skills needed to be successful in the learning environment and with rigorous learning tasks.</p>



## Perceptions

**Problem Statement 4:** 79% of parent feel comfortable with safety drills and procedures, and students and teachers are concerned about school violence due to recurring events in the media.

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

**Performance Objective 1:** Through efficient and effective management of resources and operations, 100% of campus resources will be utilized to ensure all students experience one year of academic growth and learning time is maximized.

**Evaluation Data Sources:** Sixty percent or more of students in K-5th grade meet expected growth measure on MAPS reading and math assessments.

Strategy 1 Details
<p><b>Strategy 1:</b> Campus SBDM will meet a minimum of 6 times per year to evaluate the campus and student needs. The Campus SBDM will collaborate with the Principal to create and evaluate the Campus Improvement Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> SBDM Sign In Sheets, SBDM Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The leadership team will meet weekly to improve systems, support staff, and strengthen the instructional core.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-throughs STAAR Achievement Data Common Summative Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The campus will conduct a weekly budget analysis of expenses and needs of teachers and students by meeting weekly to review budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved alignment of expenditures and needs of campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary</p>

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

**Performance Objective 2:** By June of 2023, increase utilization of technology by staff and students to maximize learning by 15%.

**Evaluation Data Sources:** 80% of students will achieve the required minutes on on-line intervention programs in Kindergarten through 5th grade.

Strategy 1 Details
<p><b>Strategy 1:</b> The campus will provide a designated computer lab time in the master schedule for students to practice and apply technology skills for on-line learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student and teacher proficiency with technology as revealed by technology survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIT, CIS, and teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will continue to provide technology resources for implementation of on-line learning and instructional programs to include ST Math, Istation, Vizzle to support at risk students by providing differentiated learning to close achievement gaps in math, reading, writing, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percent of students utilizing technology for problem-solving, communication, and collaboration</p> <p>Increase by 3 points average MAPS RIT score in grades K-5.</p> <p>Increase Pre-K Circle results by 3 points in math and rapid letter naming.</p> <p>Increase percent of students achieving Approaches standard on STAAR math and reading assessments.s</p> <p><b>Staff Responsible for Monitoring:</b> CIT Principal CIS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2, 8</p> <p><b>Funding Sources:</b> Power cables and cords to effectively charge computers and iPads - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$3,900, Joey Carts for storing and charging laptops and iPads. - 211 - ESEA, Title I Part A - 211.11.6394.00.115.30.000 - \$7,300</p>

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 4:** In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

### School Processes & Programs

**Problem Statement 2:** Students experience difficulty applying learning skills on-line for formative assessments in new format such as constructed response and lack technology skills needed. **Root Cause:** Increased use of technology for on-line learning and assessments for all students rather than students learning tasks all being performed on paper.

**Problem Statement 8:** Increased enrollment and aging technology reduces the access to iPads or laptops for students to practice on-line learning skills and engage in on-line learning intervention programs.

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

**Performance Objective 3:** By June of 2023, 100% of instructional time will be used effectively through planning and student intervention time.

**Evaluation Data Sources:** STAAR Results, PLC Agenda and Minutes, Lesson Plans, RTI Documentation, Campus Schedules

Strategy 1 Details
<p><b>Strategy 1:</b> The campus master schedule is organized to ensure that quality time is dedicated to instruction. Every grade level is assigned an intervention time during which the grade level is flooded with interventionists and aides to provide support to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the percent of students performing below the average RIT score in math and reading in grades K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 7</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will provide tutoring for EB, Special Education, RICA, and At Risk students in the mornings prior to school on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR scores by 10% for ELL, Special Education, RICA, and At Risk students.</p> <p><b>Staff Responsible for Monitoring:</b> RICA Teacher, Title 1 Teachers, At-Risk Aides, Principal</p> <p><b>Problem Statements:</b> Student Learning 4, 7</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The RtI process will be implemented with fidelity to include tracking progress and adjusting intervention strategies to ensure students make progress in academic and behavior goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' in RtI make annual expected progress on MAPS reading and math. Reduce the percent of repeat offenders from BOY to EOY 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist Assistant Principals Principal At Risk Interventionist</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 7, 12</p> <p><b>Funding Sources:</b> Substitutes to provide coverage for classroom teachers to adjust interventions - 211 - ESEA, Title I Part A - 211.11.6112.00.115.30.000 - \$2,000</p>

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** Research shows economically disadvantaged students experience gaps in academic achievement. Economically disadvantaged students comprise about half (49%) of the student population.

### Student Learning

**Problem Statement 3:** On the 2023 MAPS math assessment, 27 % of kindergarten students, 37% of first grade students, 31% of 2nd grade students, 26% of 3rd grade students, 23% of 4th grade students, and 25% of 5th grade students performed below the national average RIT score. **Root Cause:** Lack of fidelity in planning lessons aligned to the curriculum utilizing Gradual Release of Responsibility and higher level learning tasks. Students lack foundational number sense skills which impacts fluency in math computations and problem-solving.

**Problem Statement 4:** In 2023, Economically Disadvantaged and Special Education students in 3rd through fifth grade performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

**Problem Statement 7:** In 2023, the EB students performed lower than all students that met the Approaches standard on STAAR reading and math in 5th grade ( EB reading-57%, ALL reading-89%, EB math-57%, All math-79% ). Third grade EB students achieving Approaches standard on STAAR reading and math is less than all students (3rd reading EB-66%, 3rd reading All-88%, 3rd math EB-50%, 3rd All math-73%) **Root Cause:** Fidelity in using differentiated instruction and research-based strategies for ELL students in small groups instruction.

**Problem Statement 12:** In second through fifth grade approximately 30% of students are not performing at the average or above average RIT range on reading MAPS. **Root Cause:** Difficulties analyzing texts at higher level and understanding vocabulary inhibit students ability to comprehend texts.

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

Committee Role	Name	Position
Administrator/Chair	Wendy Haider	Principal
Classroom Teacher	Rachel Scott	PK4 Teacher
Classroom Teacher	Rebekah Roelle	Kindergarten Teacher
Classroom Teacher	Rebecca Kipp	1st Grade Teacher
Classroom Teacher	Melinda Groseclose	2nd Grade Teacher
Classroom Teacher	Jordan Henderson	3rd Grade Teacher
Classroom Teacher	Jamie Winburn	4th Grade Teacher
Classroom Teacher	Penni Cannon	5th Grade Teacher
Classroom Teacher	Alicia Poirt	SPED Teacher
Business Representative	x x	Business Representative
Community Representative	Jennifer Shidler	Community Member
District-level Professional	Deborah Holloway	District-Level Professional
Parent	Janelle Phillips	Parent
Parent	Anna Choate	Parent
Paraprofessional	Kristal Dewitt	Paraprofessional (Title I)
Administrator	Lori Curtis	Other School Leader (Title I)
Administrator	Nita Garcia	Other School Leader (Title I)
Counselor	Justine Heflin	Specialized Instructional Support (Title I)
Parent	Amanda Binder	Parent
Parent	Hanna Pujols	Parent
Paraprofessional	Jeremy Cannon	Paraprofessional