

Killeen Independent School District

Clarke Elementary School

2023-2024



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 4
 - School Processes & Programs 7
 - Perceptions 10
- Goals 13
 - Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students. 14
 - Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care. 18
 - Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community. 22
 - 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. 24
 - Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities. 27
- 2023-2024 SBDM & Title I Stakeholders (ES) 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clarke Elementary is located in the Comanche military housing area of Fort Cavazos. At the end of the 2022-2023 school year, the school served approximately 530 students. The staff consists of 33 certified teachers. The attendance rate at Clarke for 2022-23 school year was 93%. This rate is comparable to the district and state levels. This attendance rate has decreased from the previous school year.

Our mobility rate was 39.2%, which was higher than the state and district averages. Unfortunately, Clarke loses more than one-third of its student population each year. We work diligently to close instructional gaps, but it constantly changes because of instructional experiences in other DoD schools. This is due to the fact that 99% of our students are military dependents. However, this also contributes to our rich diversity. Most students live in family military housing with one or more parents on active duty. Deployments and TDY assignments frequently create single parent homes. In order to address these concerns we have the ES2S Program (Elementary Student to Student through MCEC).

To make parents feel welcome and feel part of the school community we offer curriculum workshops to give ideas on working with their child and MCEC Parent to Parent programs.

Our student enrollment is:

- African Americans 21.4%
- Hispanic 26.9%
- White 35.7%
- Asian 0.7%
- American Indian 0.5%
- Pacific Islanders 2.1%
- Two or more races 12.7%

35.3% of the student population is Economically Disadvantaged. The percentage of English language learners is stable at 5%, but we continue to enroll new ELL students as the year goes on. Our ELL families indicate a variety of languages spoken in the home, including Spanish and German.

Clarke's percentage of G/T students is less than 1%, which is below the state and district average.

Staff for 2023-2024 include:

Administrative Services	1 principal, 2 assistant principals, and 1 campus instructional specialist, 1 campus technology support specialist
Library Services	1 aide
Counseling	1.5 counselors
Interventionist	0.5 Interventionist for reading and math

PK3	4 teachers, 4 aides
PK4	5 teachers, 5 aides
Kindergarten	5 teachers
1 st Grade	5 teachers
2 nd Grade	4 teachers
3 rd Grade	5 teachers
Special Education	2 teachers, 2 aides
PE	2.0 teachers
Music	1.5 teacher
Instructional Support (Title I)	3 aides

Demographics Strengths

Data analysis revealed the following demographic strengths:

- We are a diverse campus which brings a rich culture to our environment.
- Our teachers have an average of 8.4 years of experience.
- We are the "hub" of our community by providing family nights, performances, and numerous opportunities for parents to help their students.
- All of teachers are highly qualified.
- Several teachers have taken lead positions on both the campus and district level.
- Teacher led PLCs meet once per week for an hour to collaborate on lesson planning, review data and plan interventions for those students who are not meeting standards and to help those who are, excel to a year's growth.
- The specials team and all grade levels meet weekly in a PLC to work collaboratively to support the math and reading TEKS at all grade levels.
- Monthly treats delivered to staff by administration.
- Sunshine Committee provide activities to improve morale.
- Recognize and praise staff through weekly "Spotlights" in the Comanche Pride.
- Strong mentor program which supports new teachers.
- Teachers are included on the interview panel for selecting teachers.
- Professional Development designed to meet and/or continue meeting our math and reading goals for the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our high mobility rate (39.2%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements.

Problem Statement 2: The percentage of Clarke's student population identified as G/T is below the state and district average.

Student Learning

Student Learning Summary

2023 STAAR DATA Overview

Clarke 3rd Grade Results May, 2023					
		Did Not Meet	Approaches	Meets	Masters
Reading	2023	13%	87%	58%	22%
	2022	19%	81%	53%	24%
	2021	16%	84%	57%	25%
Math	2023	13%	87%	54%	27%
	2022	24%	76%	44%	22%
	2021	19%	81%	42%	19%

Reading All Students:

- 87% of our third graders were "Approaches Grade Level" or above on STAAR
- 58% of our third graders were "Meets Grade Level" on STAAR
- 22% of our third graders were at "Masters Grade Level" on STAAR

Math All Students:

- 87% of our third graders were "Approaches Grade Level" or above on STAAR
- 54% of our third graders were "Meets Grade Level" on STAAR
- 27% of our third graders were at "Masters Grade Level" on STAAR

Assessment Overview of Primary Grade Levels

Pre-Kindergarten CIRCLE:

- 92% were on track for Math EOY/District Average 86%
- 78% were on track for Rapid Vocabulary/District Average 75%
- 85% were on track in Rapid Letter Naming/District Avg. 81%
- 77% were on track in Phonological Awareness/District Avg. 79%

Kindergarten MAP:

- 160.4 Mean RIT for Mathematics/District Mean RIT 157.6
- 154.6 Mean RIT for Reading/District Mean RIT 152.7
- Did not meet projected growth for math- projected growth 16.7, observed growth 15
- Did not meet projected growth for reading- projected growth 15.9, observed growth 13

First Grade MAP

- 174.3 Mean RIT for Mathematics/District Mean RIT 174
- 166.8 Mean RIT for Reading/District Mean RIT 167.2
- Did not meet projected growth for math- projected growth 16.4, observed growth 15
- Did not meet projected growth for reading- projected growth 15.3 observed growth 13

Second Grade MAP:

- 192.9 Mean RIT for Mathematics/District Mean RIT 186.9
- 193 Mean RIT for Reading/District Mean RIT 185.6
- Met projected growth for math- projected growth 14.4 observed growth 17
- Met projected growth for reading- projected growth 13.2, observed growth 20

Third Grade MAP:

- 205.5 Mean RIT for Mathematics/District Mean RIT 200.3
- 201 Mean RIT for Reading/District Mean RIT 196.6
- Met projected growth for math- projected growth 10.5, observed growth 14
- Met projected growth for reading- projected growth 12.6, observed growth 18

CIRCLE Data

- 15% of PK students need support on rapid letter naming in CIRCLE
- 23% of PK students need support on phonological awareness in CIRCLE

MAP Data

Students Meeting Projected Growth	Math	Reading
Kinder	38%	40%
1 st	47%	34%
2 nd	72%	81%
3 rd	78%	69%

English Language Learners

64% of ELL students met projected growth in math MAP.

45% of ELL students met projected growth in reading MAP.

Gifted and Talented Education-

- 5 students were identified at Clarke Elementary
- 5 out of 5 of GT students made a year's growth in both math and reading
- 1.1% of Clarke's student population is G/T, which is below the state and district average.

Student Learning Strengths

Math Strengths

- PK – 92% Proficient in Overall Measure for Math on CIRCLE
- Kinder- Geometry and Measurement (Mean 162) Did Not Meet Projected Growth
- 1st- Geometry and Measurement (Mean 175.4) Did Not Meet Projected Growth
- 2nd- Data Analysis and Monetary Transactions (Mean 193.6) Met Projected Growth
- 3rd - Data Analysis and Monetary Transactions (Mean 207.1) Met Projected Growth

Reading Strengths-MAP

- PK – Rapid Letter Naming- 85% on CIRCLE
- Kinder – Author's Purpose and Craft (Mean 155.7) Did Not Meet Projected Growth
- 1st - Foundational Language Skills: Vocabulary (Mean 169.8) Did Not Meet Projected Growth
- 2nd - Author's Purpose and Craft (Mean 194.4) Met Projected Growth
- 3rd- Multiple Genres (Mean 201.9) Met Projected Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 13% of 3rd grade students did not meet Approaches Grade Level standard on STAAR reading.

Problem Statement 2: 13% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math.

Problem Statement 3: A significant number of kinder through third grade students did not make a year's growth in math and reading as measured by MAP.

Problem Statement 4: 22% of PK students did not meet proficiency on rapid vocabulary in CIRCLE.

Problem Statement 5: 8% of PK students did not meet proficiency on math CIRCLE.

Problem Statement 6: 33% of ELL students did not meet projected growth in math MAP.

Problem Statement 7: 54% of ELL students did not meet projected growth in reading MAP

Problem Statement 8: 22% of third grade students achieved the masters level on STAAR Reading and 27% achieved the masters level on STAAR Math.

Problem Statement 9: There is a need to differentiate instruction to meet the needs of gifted and talented students.

School Processes & Programs

School Processes & Programs Summary

Studying our Math and ELAR TEKS is a priority for 2023-2024. Campus data, walkthroughs, and observations during PLCs and planning days indicate a need for increased focus on the planning and implementation of ELAR instruction to reach the required depth and complexity of the TEKS. The focus is to continue studying the IFD, focusing/writing learning targets, and investigating activities that reach higher levels of thinking and application. The grade level teams will plan the unit using TEKS, assessments, data, and targets to determine the needs of their students and plan accordingly. Teachers will provide lessons for rigorous work for differentiation with classroom instruction. Objectives are focused on the data and what actions were needed to provide interactive strategies for every child to succeed. We will continue to study our math TEKS using planning time. We will begin to implement with fidelity Fountas & Pinnell classrooms.

PLCs continue to use team template agenda which enables teacher driven PLCs.

Teachers in grades K-3rd utilize TEKS Resource assessments. Three times a year universal screeners are given to find areas of strength and weakness. The screeners will be used to show growth of all students and help set learning goals. The screener will be used to identify specific areas for student growth.

Students who are not showing progress after numerous Tier I interventions in the classroom are referred to RtI.

We will continue to improve our use of progress monitoring to increase student achievement.

Our GT identified students will continue to research their topic for TPSP.

Operations and Procedures:

* Arrival procedures

- Main doorway 1st - 3rd and breakfast will enter
- PK3 door - PK3 students will be dropped off by an adult
- Library door - PK 4 and K will enter

* Dismissal procedures

- 3:25 PK3, PK 3 door hand to hand
- 3:25 PK 4, Main door to assigned area
- 3:25 K, Under building, assigned area
- 3:30 1st - 3rd under building - assigned area

Daily operations, routines, and processes are orderly, and they ensure safety. Our office staff is friendly and welcomes each visitor, student, and staff that enters our building. A hugs and kisses station is set up in the front foyer to welcome every child that enters the building.

Clarke has put strategies in place to help close the gaps for students and their learning. Using the MAP, CUA, and running records data collected, we will start early interventions starting the first week of school. Our interventionist will provide targeted instruction to close those learning gaps.

To address the effects of COVID on social/emotional well-being, the counselors have included strategies in our monthly newsletter for students and parents. They will also provide small group sessions, to help support these strategies at school.

Clarke Elementary has a variety of technology available for student and teacher use in order to engage students in 21st century learning. There is a need for students to have keyboarding skills as a result of STAAR 2.0 in which students will be required to complete constructive responses.

- 4 mobile computer labs
- 2 computer labs
- Research based software
- Projectors
- ActivExpressions
- ActivSlates
- iPads
- Osmo Learning Systems
- Funds to purchase apps that will help increase student achievement and technology integration
- Professional Development through the district and the campus technologist on technology integration
- Makerspaces

Teachers create an environment where students are actively engaged in the curriculum through the creation of technology projects that allow students to collaborate and interact with their learning. The installation of interactive projectors will increase student engagement and involvement with their learning. Osmo Learning Systems allow students to develop their number sense, perform word work, as well as increase their spatial reasoning and problem solving skills. Professional development on Web 2.0 tools helps increase collaboration in the classroom and student engagement. Pixie is used to extend the learning through student created projects in all disciplines.

School Processes & Programs Strengths

Data analysis revealed the following strengths:

- Full day planning helped teachers to understand what students needed to know and be able to do; create Learning Targets.
- Reviewed red line TEKS and developed specific instructional strategies to address areas of need.
- Improved data analysis to strengthen instruction.
- Studied of the IFDs with fidelity.
- Used real world applications during problem solving daily.
- Monitored intervention groups to identify progress and student needs.
- Teacher task forces were created throughout the year to address issues or areas of improvement.
- Students were given the tri-fold boards, art materials, for students to create their research project and games for the TPSP.
- Our GT identified students will continue to research their topic for TPSP.

Data analysis revealed the following strengths:

- Welcoming environment
- Strong, supportive administration staff
- Flex schedule for the library and computer labs to meet the needs of students
- Teacher led PLCs held each week with all grade levels
- Intervention times throughout the day for grade levels to meet the needs of struggling learners
- Teacher Task Forces

- Teacher Team Leaders plan PD
- Full day planning for grade levels each quarter.
- Professional Development designed to meet the goals of the campus (continue instruction in math and reading)

Data analysis revealed the following strengths:

- Availability of computers, laptops, iPads, document cameras, projectors, robots, Makerspaces in the library
- More training to help incorporate technology in classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to build capacity of teachers to plan lessons to the depth and complexity needed to teach the standards.

Problem Statement 2: The social-emotional well being of staff, students, and families continues to be negatively impacted as a result of COVID 19.

Problem Statement 3: The STAAR tests in 2024 will be 100% online and will include constructed responses. Our students do not have the keyboarding skills necessary to type quality responses.

Perceptions

Perceptions Summary

We welcome students each day at the Hugs and Kisses Station. Car door greeters are at the front of the school with music playing to create a welcoming atmosphere for our students and parents. We host programs for parents, students, and community members. These programs include:

- Math/Science Night
- Reading Night
- Let's Move Club
- Field Day
- Craft Night
- Academic Awards
- Fine Arts Night
- School counselors oversee the parent volunteer program
- Ft.Cavazos provides a MFLC (counselor)
- School Behavior Health

Clarke Elementary School is a neighborhood school that was built in 1976. It is located in the Comanche military neighborhood of Fort Cavazos, Texas. Clarke Elementary serves students in prekindergarten 3 through third grade. We are a neighborhood school serving military students and their families. Many of our students have a parent who is deployed or who will soon deploy. Clarke focuses on the belief that all children can achieve. We feel the key factors in increasing achievement are engagement, supporting all areas of child development, providing the best teaching practices for our students, and protecting teaching time as much as possible. Our campus provides opportunities for parents to volunteer and attend workshops. These workshops provide overviews of our standards and teach parents strategies to help their child at home. However, the attendance for these opportunities starts out strong, but does not sustain throughout the year.

Parent Involvement

Throughout the year we provide parent sessions to help families support what we are learning at school. We see a strong attendance for the first sessions, but then attendance is very minimal. We provide times during the day and after school but continue to see few attend. At the training we provide materials, books, and other supplies to help parents teach specific strategies to their children. Many have infants or small toddlers, and childcare is not provided, which causes them to not return. Parents are given cards and dice and reading activities so that they are able to take these materials home and work with their students. We need to offer additional parenting sessions to help students with instructional support at home.

We also provide a volunteer program. Our counselor provides training once a month and provides ample opportunities for parents to help teachers, staff and students.

Perceptions Strengths

Data analysis revealed the following strengths:

- Fine Arts Night
- Family Nights
- Parent Workshops focus on Math and Reading

Data analysis revealed the following strengths:

- Teachers and administrators are highly visible on the campus before and after school to ensure student safety as they arrive and leave from school
- Teachers, parents, and administrators work together to develop plans to help students to succeed in the classroom both academically and behaviorally.
- Clarke has a full-time MFLAC counselor to work with students and parents.
- Clarke partners with Darnell Army Medical Center who provides a School Behavioral Health person to work with parents and students.

A variety of activities are scheduled throughout the year to enhance school /community relationships.

- Family Reading Night
- Family Math Night
- Family Craft Night
- Fine Arts Night
- Family Science Night

The campus will look at other ways to reach out and support parents.

- Reading activities for families.
- Math activities for families.

- Science activities for families.

Activities are planned throughout the school year to enhance learning and build a strong school culture.

- Field Day
- Holiday Concerts
- Career Day
- Second and third grade clubs on Friday afternoons

Meet The Teacher Night is held in August prior to school starting

Changes implemented to improve Clarke as a PLC:

- Teacher led PLC meetings
- Teacher generated agendas for team PLCs
- Provided a day of planning each semester for each PLC
- Monthly Vertical Team Meeting
- Teacher Task Forces
- Teacher Leader Meetings
- PD planning developed by Teacher Leaders
- Data collected and improvements implemented from instructional rounds

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a steady decline in parent attendance at parent workshops and family nights as the year progresses resulting in fewer parents receiving support in how to practice reading and math activities with their children at home.

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: By June 2024, 90% of all students and student groups will meet the standard on campus, district, and state assessments in reading.

Evaluation Data Sources: Increase student achievement on yearly summative assessments, universal screens and STAAR. Student progress will be monitored through regularly scheduled universal screens and unit assessments.

Strategy 1 Details

Strategy 1: During PLC time, teachers will design challenging reading and language arts activities for students in grades PK3-3rd grade.

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.

Staff Responsible for Monitoring: Principal
Assistant Principals
CIS

Problem Statements: Demographics 1 - Student Learning 3, 4

Strategy 2 Details

Strategy 2: Working as a collaborative team, classroom teachers will utilize hands on materials and technology resources to provide specialized instruction in reading and writing. Emphasis will be placed on providing rigorous and relevant reading experiences, to include a focus on non-fiction text and decodable books in the lower grades.

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.

Staff Responsible for Monitoring: Principal
Assistant Principals
CIS

Problem Statements: Student Learning 3, 4

Funding Sources: Reading Materials for At-Risk Students - 166 - State Comp Ed - 166.11.6329.00.116.30.AR0 - \$5,000, Supplemental Instructional Resources for Applying Literacy Strategies and skills - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$15,766.50

Strategy 3 Details

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

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.

Staff Responsible for Monitoring: Principal
Assistant Principal
CIS

Problem Statements: Student Learning 3, 4

Funding Sources: Supplemental Instructional Materials to Support Reading Intervention - 166 - State Comp Ed - 166.11.6399.00.116.30.AR0 - \$10,000, Salary & estimated benefits Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.116.30.000 - \$78,064, Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.116.30.000 - \$40,841.50

Strategy 4 Details

Strategy 4: Teachers will pre-teach academic content whenever possible. The ELL teacher will collaborate with regular education classroom teachers to ensure that the vocabulary and literacy skills taught in small groups are transferring to classwork in the regular education classroom. Additional practice with vocabulary and academic language will be provided using online resources.

Strategy's Expected Result/Impact: TELPAS results

Staff Responsible for Monitoring: Principal
Assistant Principal
CIS
ELL Teacher

Problem Statements: Student Learning 6, 7

Funding Sources: iPads for ELL students to use in the classroom to support vocabulary development - 165/ES0 - ELL - 165.11.6398.00.116.25.ES0 - \$1,240, Purchases cases for iPads for ELL students to use in the classroom to support vocabulary development - 165/ES0 - ELL - 165.11.6399.00.116.25.ES0 - \$90

Strategy 5 Details

Strategy 5: Teachers will provide differentiated instruction for G/T students with project-based learning that will meet their unique needs and ensure that they are challenged to grow academically.

Strategy's Expected Result/Impact: G/T showcases for students to present their TPSP projects.

Staff Responsible for Monitoring: Administration
G/T Teachers

Problem Statements: Student Learning 9

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our high mobility rate (39.2%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements.

Student Learning

Problem Statement 3: A significant number of kinder through third grade students did not make a year's growth in math and reading as measured by MAP.

Problem Statement 4: 22% of PK students did not meet proficiency on rapid vocabulary in CIRCLE.

Problem Statement 6: 33% of ELL students did not meet projected growth in math MAP.

Problem Statement 7: 54% of ELL students did not meet projected growth in reading MAP

Problem Statement 9: There is a need to differentiate instruction to meet the needs of gifted and talented students.

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

Performance Objective 2: By June 2024, 90% of all students and student groups will meet the standard on campus, district, and state assessments in math.

Evaluation Data Sources: Increase student achievement on yearly summative assessments, universal screens and STAAR. Student progress will be monitored through regularly scheduled universal screens and unit assessments.

Strategy 1 Details

Strategy 1: During PLC time, teachers will design challenging mathematical learning activities for students in grades PK3-3rd grade.

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.

Staff Responsible for Monitoring: Principal
Assistant Principal
CIS

Problem Statements: Student Learning 5

Strategy 2 Details

Strategy 2: Working as a collaborative team, classroom teachers will utilize hands on materials and technology resources to provide guided math instruction .

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.

Staff Responsible for Monitoring: Principal
Assistant Principal
CIS

Problem Statements: Student Learning 5

Funding Sources: Supplemental Instructional Supplies for hands on Math Instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$10,000, Supplemental Instructional Resources for Applying Math Strategies and Skills - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$10,000

Strategy 3 Details

Strategy 3: All students will practice problem solving skills every day from 8:00-8:30. Teachers will model problem solving thinking each day with the students. Grades PK3, PK4, kinder, and 1st will participate in math talk. Grades 2nd/3rd will do model drawing.

Strategy's Expected Result/Impact: STAAR Math Results

Formative Assessments

MAP

Staff Responsible for Monitoring: Principal

Assistant Principals

CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 5

Funding Sources: Supplemental resources to support math problem solving and critical thinking - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$2,928

Strategy 4 Details

Strategy 4: Each grade level will have a scheduled time where teachers and other professionals will work with small groups during intervention time in math on targeted areas. Students will use ST Math to address gaps in learning.

Strategy's Expected Result/Impact: EOY Universal Screens

STAAR Results

Formative Assessments

Staff Responsible for Monitoring: Principal

Assistant Principals

CIS

Problem Statements: Demographics 1 - Student Learning 5

Funding Sources: Supplemental Instructional Resources to Support Math Intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$10,000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our high mobility rate (39.2%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements.

Student Learning

Problem Statement 5: 8% of PK students did not meet proficiency on math CIRCLE.

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

Performance Objective 1: By June 2024, professional development for staff will be increased by 10% in reading and math to increase teacher knowledge of state standards and improve student achievement.

Evaluation Data Sources: STAAR
MAP
CUA
CIRCLE

Strategy 1 Details

Strategy 1: Teachers will meet in PLCs to discuss math and reading achievement. Teachers will use data from MAP, informal assessments, and reading records to create groups in order to integrate instruction with authentic reading and writing so students learn how to apply literacy strategies and skills. Through collaborative PLC time they will discuss improvements and concerns and refocus instruction based on the findings. Professional development will focus on building the capacity of teachers and leaders to engage in this important work.

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.

Staff Responsible for Monitoring: Principal
Assistant Principal
CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 3

Funding Sources: Lead4ward and other related Conferences - Teachers/CIS - 166 - State Comp Ed - 166.13.6411.00.116.30.AR0 - \$7,000, Lead4ward and Fountas and Other Related - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.116.30.000 - \$2,000

Strategy 2 Details

Strategy 2: Administrators and teachers will collaboratively learn about and use CFA 2.0 documents to establish learning progressions for literacy and math for each unit of study.

Strategy's Expected Result/Impact: STAAR Results
Universal Screening Data
CUA results

Staff Responsible for Monitoring: Admin

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 3, 4, 5

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our high mobility rate (39.2%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements.
Student Learning
Problem Statement 3: A significant number of kinder through third grade students did not make a year's growth in math and reading as measured by MAP. Problem Statement 4: 22% of PK students did not meet proficiency on rapid vocabulary in CIRCLE. Problem Statement 5: 8% of PK students did not meet proficiency on math CIRCLE.

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

Performance Objective 2: By June 2024, 100% of administration and professional staff will engage in ongoing staff development throughout the year to increase student achievement and rigor in the classroom.

Evaluation Data Sources: STAAR
EOY Universal Screens

Strategy 1 Details

Strategy 1: Teachers will participate in planning sessions three times a year to plan and implement new instructional strategies and rigor to increase student achievement. Planning will include studying learning progress charts, CUA data, and establishing learning targets. ELA and math consultants will provide coaching sessions for teachers in the classroom during the instructional day.

Strategy's Expected Result/Impact: STAAR Results

Universal Screening Data

CUA Data

Staff Responsible for Monitoring: Principal

Assistant Principal

CIS

Problem Statements: Student Learning 3, 4, 5, 6, 7

Funding Sources: Supplemental Books for Professional Development - 166 - State Comp Ed - 166.13.6329.00.116.30.AR0 - \$1,200, Subs for Professional Development - 166 - State Comp Ed - 166.11.6116.00.116.30.AR0 - \$5,000, ELA Consultant to support Teachers in Reading and Writing Instruction - 166 - State Comp Ed - 166.13.6299.00.116.30.AR0 - \$20,794, Math Consultant- Guided Math - 166 - State Comp Ed - 166.13.6299.00.116.30.AR0 - \$5,000

Strategy 2 Details

Strategy 2: Teachers will use TRS, Lead4ward maps, MAP data and other resources to write learning targets and collaborate to develop lessons for all children. Thoughtful planning is critical and must occur collaboratively in order to support the shared vision about providing more rigorous lessons.

Strategy's Expected Result/Impact: Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.

Staff Responsible for Monitoring: Principal

Assistant Principals

CIS

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 3, 4, 5

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: A significant number of kinder through third grade students did not make a year's growth in math and reading as measured by MAP.

Problem Statement 4: 22% of PK students did not meet proficiency on rapid vocabulary in CIRCLE.

Problem Statement 5: 8% of PK students did not meet proficiency on math CIRCLE.

Problem Statement 6: 33% of ELL students did not meet projected growth in math MAP.

Problem Statement 7: 54% of ELL students did not meet projected growth in reading MAP

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

Performance Objective 1: By June 2024, educational events will increase by 5% to support the whole child and provide parents with information on how to provide additional support to their children with the curriculum, particularly in the areas of reading and math.

Evaluation Data Sources: Attendance sheets from family nights.

Strategy 1 Details

Strategy 1: Clarke Elementary will host family nights to help educate parents on ways to help their students at home. Clarke will have one reading and one math or science Clarke Family Night. These events will help to educate parents on ways to help their students. Together families will read a variety of genres, follow directions, sequence steps to complete a project and use mathematical applications to solve problems.

Strategy's Expected Result/Impact: Attendance sheets from family nights.

Staff Responsible for Monitoring: Principal

Assistant Principal

CIS

TEA Priorities:

Build a foundation of reading and math

Funding Sources: Refreshments for Parent Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.116.24.PAR - \$150, Instructional Supplies for Family Education - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.116.24.PAR - \$1,238, Math Consultant/Presenter for Family Night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.116.24.PAR - \$500

Strategy 2 Details

Strategy 2: Clarke will host ELL family night(s) to help educate parents of ELL students on ways to help their students at home to improve literacy skills.

Strategy's Expected Result/Impact: TELPAS results will improve.

Staff Responsible for Monitoring: Principal

Assistant Principals

CIS

ELL Teacher

Problem Statements: Demographics 1 - Student Learning 7

Funding Sources: Books for parents of ELL students to support literacy and language development - 263 - ESEA, Title III Part A - 263.61.6329.LE.116.25.000 - \$285

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our high mobility rate (39.2%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements.

Student Learning

Problem Statement 7: 54% of ELL students did not meet projected growth in reading MAP

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

Performance Objective 1: By June 2024, we will increase health awareness by 5% by promoting student participation in daily physical activity.

Evaluation Data Sources: Data from the Let's Move wellness walking activities program.

Strategy 1 Details
<p>Strategy 1: Teachers will provide activities that promote good nutrition in the physical education class.</p> <p>Teachers will provide after school "Let's Move" wellness walking activities program.</p> <p>Parents participate with their child(ren) in the after school program.</p> <p>Strategy's Expected Result/Impact: Track attendance with a straw and write number of laps completed each time.</p> <p>Staff Responsible for Monitoring: PE teachers</p>
Strategy 2 Details
<p>Strategy 2: Students will track the number of miles they walk over the course of a year with the assistance of the PE teachers.</p> <p>Strategy's Expected Result/Impact: Improvement of student endurance and strength.</p> <p>Staff Responsible for Monitoring: Admin PE Teachers</p>

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

Performance Objective 2: Through the implementation of an effective discipline management plan, Restorative Discipline, and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year by 2%.

Evaluation Data Sources: # Disciplinary Referrals

Strategy 1 Details
<p>Strategy 1: To ensure student safety, all teachers and staff will receive training on Restorative Practices and trauma-informed practices during August in-service, monthly staff meetings and PLCs and are expected to provide evidence of the practice in the classroom.</p> <p>Strategy's Expected Result/Impact: A decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: The campus will use an online bullying reporter and will track and decrease the number of bullying referrals.</p> <p>Strategy's Expected Result/Impact: Number of bullying reports each year will go down.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>
Strategy 3 Details
<p>Strategy 3: The campus will monitor students who have more than two office referrals and will have them set goals with their mentor who will check in daily to share successes or concerns.</p> <p>Strategy's Expected Result/Impact: Number of office referrals per quarter compared to the previous year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our high mobility rate (39.2%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements.

School Processes & Programs
--

Problem Statement 2: The social-emotional well being of staff, students, and families continues to be negatively impacted as a result of COVID 19.

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

Performance Objective 1: During the 2023-24 school year, administration will effectively manage 100% of campus resources and operations in order to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities.

Evaluation Data Sources: Meeting minutes
Campus budget

Strategy 1 Details

Strategy 1: SBDM meetings will be held a minimum of six times a year. Stakeholders will participate in the regular review and revision of the Campus Improvement Plan and will work to address campus needs as they arise.

Strategy's Expected Result/Impact: Increased stakeholder involvement. Fidelity of implementation of the campus plan.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 1 - Perceptions 1

Strategy 2 Details

Strategy 2: Students will be taught keyboarding skills to prepare them to write quality responses on the STAAR 2.0 test.

Strategy's Expected Result/Impact: Students will be able to type quality constructive responses.

Staff Responsible for Monitoring: Principal APs

CIS
Technologist

Problem Statements: School Processes & Programs 3

Funding Sources: Online Keyboarding Lessons - 211 - ESEA, Title I Part A - 211.11.6299.OL.116.30.000 - \$1,500

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is a need to build capacity of teachers to plan lessons to the depth and complexity needed to teach the standards.

Problem Statement 3: The STAAR tests in 2024 will be 100% online and will include constructed responses. Our students do not have the keyboarding skills necessary to type quality responses.

Perceptions

Problem Statement 1: There is a steady decline in parent attendance at parent workshops and family nights as the year progresses resulting in fewer parents receiving support in how to practice reading and math activities with their children at home.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Principal/Chair	Laura Dart	Principal
Classroom Teacher	Lindsey Weatherly	PK3 Teacher
Classroom Teacher	Brandy Olivares	PK4 Teacher
Classroom Teacher	Ebony Sherman	Kindergarten Teacher
Classroom Teacher	Latoya Roberts	1st Grade Teacher
Classroom Teacher	Amber Johnson	2nd Grade Teacher
Classroom Teacher	Karen Halsey	3rd Grade Teacher
Classroom Teacher	Leslie Winters	SPED Teacher
Business Representative	Keum Pak	Business Representative
Community Representative	Lesli Tzic	Adopt a Unit
District-level Professional	Kiree Bons	District-Level Professional
Parent	Alexis Bell	Parent
Technologist	Jane Burnett	Technologist
Instructional Specialist	Susan Smith	Other School Leader (Title I)
Assistant Principal	Christine Hill-Tuitau	Assistant Principal PK3/K/2nd
Specialized Instructional Support	Stacy Pirkle	Interventionist (SCE)
Assistant Principal	Angela DuBois	Assistant Principal PK4/1st/3rd
Counselor	Carolyn Daniels	SEL Counselor
Counselor	Savali Siaoisi	School Counselor
Community Representative	Jacob Kline	Adopt a Unit