

Killeen Independent School District

Willow Springs Elementary

2023-2024



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Comprehensive Needs Assessment

Revised/Approved: September 1, 2023

Demographics

Demographics Summary

Willow Springs Elementary School is one of 31 elementary schools in KISD and is located on West Stan Schlueter Loop between Robinett Road and Fort Hood Street. It is located in the center of multiple and varied family neighborhoods and serves pre-kindergarten through fifth grade students. The staff serves a diverse population of students from various cultures and ethnic backgrounds. With such a diverse population, encompassing many cultures and a variety of ethnic groups, special efforts are made to include all families and enlist their support and participation in all areas of the school program. The Parent Liaison, Communities in School, and Military Family Life Advocacy Counselor programs are integral parts of making all stakeholders a successful part of Willow Springs.

Student Demographics:

Enrollment declined from 908 students in 2020-2021 to 676 students in 2022-2023. The economically disadvantaged students increased from 71.81% in 2020-2021 to 81.80% in 2022-2023. In 2022-2023, students diagnosed with dyslexia were at a five-year low at 4.88%. Due to this low percentage and the low STAAR 2.0 Reading scores, the accuracy of the numbers of students with dyslexia is questionable. The Gifted and Talented program continues to be below the district average of 5%, serving 0.74% of students in 2022-2023. Throughout the 2022-2023 school year, data from various sources, including KISD's student management system (eSchoolPlus), universal screeners, district CUAs, campus assessments, and 2022-2023 STAAR 2.0 data, will be used to monitor the academic progress of all student demographics.

Grade 3 Reading STAAR: 2019 - 2023					Grade 3 Math STAAR: 2019 - 2023				
Spring of	Students Tested	Approaches	Meets	Masters	Spring of	Students Tested	Approaches	Meets	Masters
2019	151	63%	30%	17%	2019	151	59%	35%	18%
2020	---	---	---	---	2020	---	---	---	---
2021	118	59%	36%	18%	2021	118	50%	26%	10%
2022	117	63%	30%	13%	2022	117	63%	37%	11%
2023	107	68%	28%	5%	2023	108	65%	27%	6%
Grade 4 Reading STAAR: 2019 - 2023					Grade 4 Math STAAR: 2019 - 2023				

Grade 3 Reading STAAR: 2019 - 2023				
Spring of	Students Tested	Approaches	Meets	Masters
2019	126	65%	30%	13%
2020	---	---	---	---
2021	118	48%	21%	9%
2022	102	60%	34%	11%
2023	93	55%	14%	6%

Grade 5 Reading STAAR: 2019 - 2023				
Spring of	Students Tested	Approaches	Meets	Masters
2019	132	80%	30%	10%
2020	---	---	---	---
2021	132	68%	34%	18%
2022	95	67%	36%	21%
2023	86	74%	38%	9%

Grade 5 Science STAAR: 2019 - 2023				
Spring of	Students Tested	Approaches	Meets	Masters
2019	132	58%	27%	8%
2020	---	---	---	---
2021	132	41%	12%	1%
2022	95	34%	10%	5%
2023	86	49%	23%	6%

Grade 3 Math STAAR: 2019 - 2023				
Spring of	Students Tested	Approaches	Meets	Masters
2019	126	53%	33%	18%
2020	---	---	---	---
2021	118	45%	23%	6%
2022	102	44%	23%	14%
2023	92	43%	19%	1%

Grade 5 Math STAAR: 2019 - 2023				
Spring of	Students Tested	Approaches	Meets	Masters
2019	132	87%	47%	21%
2020	---	---	---	---
2021	132	64%	32%	15%
2022	95	52%	24%	11%
2023	86	71%	37%	13%

STUDENT ATTENDANCE RATES	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Attendance Rate (Present)	94.3%	95.4%	88.18%	91.49%	92.78%
All Absences	N/A	N/A	11.82%	8.55%	7.22%
Unexcused Absences	N/A	N/A	10.26%	4.86%	4.55%
Tardy Rate (2,862 Tardies)	N/A	N/A	2.14%	6.3%	

DISCIPLINE REFERRALS	Total
2019-2020	865
2020-2021	451
2021-2022	493
2022-2023	407

Staff Demographics:

Grade Level	# of Teachers
PK	4
KG	5
1st	5
2nd	5
3rd	5
4th	5
5th	4
Skills	2
ECSE	1
Music	2
PE	2.5
ESL	1.5
SPED	2

Teacher Experience:

Teachers	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning teachers	13.9%	23.3%	30%	There were too many resignations to track this data accurately. TAPR information will be added once it becomes available.	90% of homeroom teachers were new to the campus and 55% of them were on a TEA waiver.	42% of staff on DOI or Waiver
1-5 Yrs experience	40.6%	46.6%	39%			
6-10 Yrs Experience	23.9%	13.3%	16%			
11-20 Yrs Experience	16.2%	8.3%	11%			
Over 20 Yrs Experience	5.5%	8.3%	4%			

Demographics Strengths

Data analysis identified the following demographic strengths.

- Our staff demographics reflect the student population demographics.
- The youth of our teachers allows for innovation and growth in the classrooms.
- Due to our social and economic demographics, we are able to provide our students with free breakfast and lunch for our entire population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rate average was 91.49% during the 2021-2022 school year. During 2022-2023, the average attendance rate was 92.77%. 4.56% of the absences were unexcused. **Root Cause:** Based on attendance numbers, not enough awareness was made to parents regarding how attendance impacts academic success.

Problem Statement 2: Student tardy rate average was 6.3% for the 2021-2022 school year. There were 596 tardies in 2022-2023 school year. **Root Cause:** Teachers were not accurately recording tardies. In addition, a more efficient check in procedure needs to be established for the morning tardy check in station.

Problem Statement 3: Of our military population of students, we do not have as many resources available to our students as other campuses have available. **Root Cause:** There are fewer students from military families assigned to Willow Springs.

Problem Statement 4: The G/T population is underrepresented on campus. **Root Cause:** There is a high need to address the numerous students who are struggling and GT students were not a focus.

Problem Statement 5: There is a need for training and intervention strategies regarding students with ADHD, emotional disturbance, and Autism Spectrum Disorder. **Root Cause:** There is a large special education population, post-COVID, and inexperienced staff contribute to this need.

Student Learning

Student Learning Summary

Our campus plans on implementing a campus-wide strategy based on state and district guidelines to increase learning and teacher effectiveness in delivering instruction. Our goals are:

- Ensure that all students interact at high cognitive levels.
- Ensure engagement and participation.
- Daily alignment of tasks, learning objectives, language objectives, and specific instructional goals.
- Increase student understanding of the learning and language targets.
- Improve reading comprehension across all grade levels by focusing on Balanced Literacy including phonics skills.
- Writing and science will continue to be integrated across all grade levels and progress monitored throughout the school year.
- Mathematically, we will continue to focus on the building process and problem-solving skills across all grade levels.
- Our special education staff will work in collaboration with the general staff to meet the needs of all students by implementing an efficient supportive program for all students.
- Implement an efficient ELL program to support the needs of all English language learners.
- Continue to align the adopted TRS curriculum with the Killeen ISD LEARN model to ensure student success.

Due to COVID-19 school closure, data from 2019-2020 is incomplete and unavailable, so 2018-2019 data will be used to compare. See the following:

Grade 3 Reading STAAR: 2019 - 2023					Grade 3 Math STAAR: 2019 - 2023				
Spring of					Spring of				
Students Tested	Approaches	Meets	Masters		Students Tested	Approaches	Meets	Masters	
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2022	95	67%	36%	21%	2022	95	52%	24%	11%
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Spring of	Students Tested	Approaches	Meets	Masters					
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2020	---	---	---	---					
2021	132	41%	12%	1%					
2022	95	34%	10%	5%					
2023	86	49%	23%	6%					

Willow Springs scored slightly below KISD's norm and national norm for EOY MAP Math in all grade levels.

2022-2023 EOY MAP Math Data														
Grade	Low %ile < 21		Low Avg %ile 21-40%		Avg %ile 41-60%		High Avg %ile 61-80		High %ile> 80		Willow Springs Norm Grade Level Mean RIT	KISD Norm Grade Level Mean RIT	National Norm Grade Level Mean RIT	Students Scoring at or above the National Norm Grade Level Mean RIT
Grade	Count	%	Count	%	Count	%	Count	%	Count	%	Willow Springs	KISD	National	Students
K	27	28%	21	21%	22	22%	20	20%	8	8%	151.8	157.7	157.1	41
1	39	37%	24	23%	21	20%	13	12%	8	8%	169.4	173.9	176.4	31
2	30	35%	20	23%	22	26%	11	13%	3	3%	183.1	186.9	189.4	25
3	34	31%	26	24%	18	16%	19	17%	13	12%	195.4	200.2	201.1	42
4	38	39%	21	22%	20	21%	16	16%	2	2%	198.8	209.4	210.5	27
5	25	28%	24	27%	20	22%	12	13%	8	9%	210.5	216.2	218.7	31

Willow Springs scored slightly below KISD's and the national norms for EOY MAP Reading in all grade levels.

2022-2023 EOY MAP Reading Data									
Grade	Low %ile < 21	Low Avg %ile 21-40	Avg %ile 41-60	High Avg %ile 61-80	High %ile> 80	Willow Springs Norm Grade Level Mean RIT	KISD Norm Grade Level Mean RIT	National Norm Grade Level Mean RIT	Students Scoring at or above National Norm Grade Level Mean RIT

2022-2023 EOY MAP Reading Data														
Grade	Count	%	Count	%	Count	%	Count	%	Count	%	Willow Springs	KISD	National	Students
K	30	31%	13	13%	20	20%	25	26%	10	10%	150	152.7	153.1	47
1	44	42%	36	34%	10	10%	8	8%	7	7%	161.2	167.3	171.4	20
2	27	31%	16	18%	18	21%	14	16%	12	14%	181.4	185.6	185.6	36
3	26	24%	24	22%	27	25%	19	18%	12	11%	193.2	196.6	197.1	41
4	35	38%	17	18%	19	21%	14	15%	7	8%	196.8	205	204.8	32
5	20	24%	14	16%	26	31%	15	18%	10	12%	206.7	210.8	211	35

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 Domains. 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

Data analysis revealed the following academic strengths in math:

- 5th grade all students' performance increased by 13% from 24% Meets in 2021-2022 to 37% in 2022-2023.

Data analysis revealed the following academic strengths in reading:

- 5th grade all students' performance increased by 2% from 36% Meets in 2021-2022 to 38% in 2022-2023.

Data analysis revealed the following academic strengths in science:

- 5th grade all students' performance increased by 13% from 10% Meets in 2021-2022 to 23% in 2022-2023.

Teachers provide differentiated instruction through small groups to assist in closing the gaps for reading and math. Intervention time is built into the master schedule to allow for teachers to address student needs.

Students have benefited from after-school tutorials to assist with student deficiencies.

Student behaviors are improving because of counselor and behavior support/ SEL lessons.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.

Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.

Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%. **Root**

Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.

Problem Statement 3: Willow Springs scored slightly below KISD's norm for EOY MAP Math in all grade levels and slightly below the national norm in all grade levels. **Root**

Cause: Students need to learn strategies that focus on numeracy, problem-solving, high-level math skills and processes. Teachers need professional development in their areas to support students.

Problem Statement 4: The percentage of 5th grade (37%) students meeting "Meets" on STAAR Science will increase by at least 10% **Root Cause:** Teachers struggle to design and implement real-world, hands-on science experiments that use academic vocabulary to engage students in higher-order thinking.

Problem Statement 5: Willow Springs scored slightly below KISD's norm for EOY MAP Reading in all grade levels and slightly below the national norm in all grade levels. **Root**

Cause: Students in grades K-5 are deficient in academic vocabulary, comprehension skills, decoding, phonemic awareness and oral language skills. Parents/Families need literacy training and related materials/tools to support student literacy skills at home.

Problem Statement 6: Students are struggling to master all content and fill learning gaps during the instructional day. **Root Cause:** Loss of learning time as a result of the COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

Teacher Data:

In addition to a high number of beginning teachers, the majority of teaching staff was new to Willow Springs for the 2022-2023 school year. There was an increased need to focus on developing cohesive school culture and climate as well as to provide support for new and developing teachers. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. The district and campus mentor program provides a strong foundation for new teachers to learn and grow. Feedback is provided on a continual basis through mentor/protege relationships. Our teachers show commitment to continuous learning by attending weekly professional learning communities and professional development throughout the school year.

Teachers	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning teachers	13.9%	23.3%	30%	Due to the number of resignations at the end of the school year, this data is not valid.	22 teachers on waivers at the beginning of the school year.	3
1-5 Yrs experience	40.6%	46.6%	39%			
6-10 Yrs Experience	23.9%	13.3%	16%			
11-20 Yrs Experience	16.2%	8.3%	11%			
Over 20 Yrs Experience	5.5%	8.3%	4%			

Willow Springs Elementary has the following instructional programs and processes in place: Response to Intervention (RTI), Special Education (Resource, Inclusion, Speech, Castle II), English as a Second Language (ESL), Section 504/Dyslexia, Gifted & Talented (GT), and during school interventions (Intervention Time).

Willow Springs Elementary follows the Killeen ISD scope and sequence, which is created from the curriculum and assessments from the TEKS Resource System. Additionally, English Language Proficiency Standards (ELPS) are embedded within lessons for ELLs; and IEP goals are embedded within lessons for SPED students. Students with learning gaps receive small group intervention from an accelerated math interventionist.

Teachers have a weekly common planning time. The school also provides teachers with all-day planning to support teacher clarity to align lessons with the TEKS. Willow Springs Elementary will continue to focus on a Balanced Literacy model for reading/language arts/writing instruction, emphasizing phonics instruction, guided reading, and the reading TEKS. In addition, problem-solving strategies and guided math will be the focus of math.

Weekly professional learning communities occur for all classroom teachers to support campus and district initiatives, campus instructional goals, and data-driven action planning. Professional development is often provided “in-house” by one of our own staff members. Teachers attend additional professional development, such as New Teacher Workshops offered by the district and New Teacher Academy in-house.

Our goal is to hire highly qualified, certified teachers who are a great fit for our campus. In the area of recruiting, supporting, and retaining personnel, the following supports are in place: a campus cohort program, a mentor program for first-year teachers, curriculum instructional specialist (CIS), instructional coach, campus technologist (CTSS), math interventionist (AMI). Through walkthroughs, coaching walks, observations, PLCs, and grade level planning it was observed that there is a lack of understanding of how to incorporate Balanced Literacy with the TEK standards and what math problem-solving strategies are needed for solving math story problems.

Administrative support is provided by the principal and two assistant principals. The leadership team works together to support instruction, discipline, special programs, and professional growth. The leadership team is comprised of the principal, assistant principals, campus instructional specialists, and counselors.

Willow Springs Elementary has processes in place for school safety and security, including staff and student ID badges, utilizing Smart Check for visitors, campus discipline (ISS/

OSS/DAEP), attendance/truancy, conducting safety drills, and parent/community communication. There is also a transition plan in place for school arrival and dismissal in regard to walkers, car riders, and bus riders. The counselor, Communities in School personnel, and Military Family Life Advocacy Counselor support behavior initiatives. An increase in school safety procedures to include safety checks of classroom doors and the building exit doors performed by the threat assessment team.

Willow Springs Elementary is fortunate to have a multitude of technology resources. Every classroom has an interactive wall-mounted projector and a document camera. There is one computer lab on our campus with diverse programs supporting math and reading learning. Additionally, classrooms from Pre-K to 5th grade have IPAD Carts for each student. Each student has a tablet that completes 30 minutes of imagine math and 30 minutes of imagine literacy each day. There are different programs that each grade level uses to aid in teaching their students. Nearpod, Prodigy, Savvas, Seesaw.

Gifted and talented students are served through the inclusion model within the classroom and offered an enrichment club after school.

Restorative Practices is being implemented across KISD during the 2022-2023 school year. Willow Springs began implementation of this program during the 2020-2021 school year and reduced the number of discipline referrals by approximately 50%. We will continue with our fourth year of implementation during the 2023-2024 school year. The program is based on building relationships and restoration. All classrooms use the social contract and morning circle time in which the leadership team joins in. We also implement a common language for resolving conflicts and this year we will add the restorative conferences component to discipline referrals.

Procedures are in place to aid the transition from elementary to middle school, however due to behavioral challenges, we were not able to do so. The campus offers a Little Blue Jays reading program.

	2023			2022			2021			2020		
	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders
Willow Springs EL (120)	407	88	16.71%	493	85	17.24%	451	71	15.74%	864	145	16.78%

School Processes & Programs Strengths

School programs and processes strengths:

- The community engagement activities held in SY 2022-2023 received high participation and positive feedback from the community.
- Classrooms are equipped with a multitude of educational resources that teachers can use in planning and instruction.
- Most students feel safe while at the school.
- The school provides teachers with all-day planning to support teacher clarity to align lessons with the TEKS
- Procedures are in place to aid the transition from elementary to middle school. The campus offers a Little Blue Jays reading program.
- Teachers engage in professional learning communities (PLCs) on a weekly basis and a full day of planning each semester.
- Discipline incidents decreased during 2022-2023.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. **Root Cause:** Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.

Problem Statement 2: The school's culture and climate does not align with Restorative Practices research. There were 407 discipline incidents during 2023-2024. **Root Cause:** Due to the nature of the high turnover in the past few years, the majority of the campus staff are still learning classroom management routines and schoolwide systems.

Problem Statement 3: Teachers need additional time to collaborate and plan learning units of instruction and formative assessments. **Root Cause:** Insufficient amount of time designated for grade level planning of content areas of instruction.

Problem Statement 4: Some new teachers had little interaction with their mentors, resulting in the school's staff needing additional support from the administration. **Root Cause:** In 2022-2023, the mentoring program did not meet the needs of the large number of new teachers in the district.

Problem Statement 5: Student enrichment opportunities are limited. **Root Cause:** Gifted and talented students are served within the general education classroom.

Problem Statement 6: There is a high turnover in the para positions on campus. **Root Cause:** The pay is low, and the requirements are high.

Perceptions

Perceptions Summary

Multiple opportunities were provided for community engagement in 2022-2023, including Bring a Soldier to Lunch, monthly student of the month lunches, Math Night, and Read Around the World Night. The school's staff is interested in growing towards a more culturally and linguistically responsive climate to the needs of our high African-American and Hispanic student population, especially with community engagement events. The school maintains contact with parents and the community via the school's monthly newsletter, the Monday Memo, the school's parent liaison, and parent-teacher communication apps such as Classtag and ClassDojo. More consistent communication efforts are needed to strengthen the relationship between parents and the community.

Teachers and staff were presented with many relationship-building opportunities that encouraged networking and spreading positivity throughout the school. Teachers hope to increase time and opportunity to plan instruction and train on the many resources that they are provided in the classroom to maximize student growth and engagement.

The school's teachers receive negative feedback when they are out in the community due to the school's poor performance in the past and low teacher retention. Teacher retention is poor due to a lack of support from the administration and poor student discipline. Some teachers feel that their fellow team members support them when needed, while others feel that they lack support in all areas. Teachers feel that the administration rewards poor student behavior, which fails to solve the discipline problem.

Perceptions Strengths

Data analysis revealed the following strengths:

- The community engagement activities held in SY 2022-2023 received high participation and positive feedback from the community.
- Classrooms have many educational resources that teachers can use in planning and instruction.
- Most students feel safe while at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In 2021-2022, the number of school events was 14 events. The reduction in parent participation of parent/families in school sponsored events were based on COVID restrictions and participation fluctuated throughout the year. This improved during the 2022-2023 school year, but relationships with parents still need to be built and fostered. **Root Cause:** KISD was a open district due to the reduction of COVID restrictions. This increased parent/family events to being on campus. Some parents experienced attendance fluctuated in participating in the campus events due to COVID restrictions.

Problem Statement 2: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

Goals

Revised/Approved: September 11, 2023

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

Performance Objective 1: By June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on reading STAAR and state reading assessments by using standards-based, aligned instruction implemented and delivered through the Gradual Release of Responsibility instructional model with progress monitoring.

High Priority

HB3 Goal

Evaluation Data Sources: District CUAs
Campus Common Assessments
Universal Screeners
STARR Data

Strategy 1 Details

Strategy 1: Administrators will collaborate with teachers utilizing the KISD unit planning process and documents to internalize lessons that are aligned with the standards, created language objectives, and progression charts.

Strategy's Expected Result/Impact: Improved student achievement in reading

Staff Responsible for Monitoring: Principal

APs

CISs

District Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 5 - School Processes & Programs 1, 5

Strategy 2 Details

Strategy 2: Teachers will implement learning stations to increase hands-on activities and decrease pencil/paper worksheets to enhance reading instruction.

Strategy's Expected Result/Impact: Improved student achievement in reading

Staff Responsible for Monitoring: Principal

APs

CISs

TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Student Learning 1, 5

Funding Sources: Die Cut Machine to Create Materials for Learning Stations - 211 - ESEA, Title I Part A - 211.11.6395.00.120.30.000 - \$4,800, Die Cut Machine Software - 211 - ESEA, Title I Part A - 211.11.6396.00.120.30.000 - \$3,600

Strategy 3 Details

Strategy 3: Professional development on research based reading strategies that align with the Science of Teaching Reading will be provided, discussed, and modeled.

Strategy's Expected Result/Impact: Improved student reading achievement

Staff Responsible for Monitoring: Principal

APs

CISs

Dyslexia Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1, 5 - School Processes & Programs 1

Strategy 4 Details

Strategy 4: Teachers will provide high quality phonics instruction and intervention using TEKS-aligned lessons and culturally diverse resources. This includes online programs for additional reading practice and support.

Strategy's Expected Result/Impact: Improved reading achievement on reading STAAR, reading MAP, and reading CUAs

Staff Responsible for Monitoring: ELL teachers

Interventionists

Campus Tech

Principal

APs

CISs

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 1, 5

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.

Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.

Problem Statement 5: Willow Springs scored slightly below KISD's norm for EOY MAP Reading in all grade levels and slightly below the national norm in all grade levels.

Root Cause: Students in grades K-5 are deficient in academic vocabulary, comprehension skills, decoding, phonemic awareness and oral language skills. Parents/Families need literacy training and related materials/tools to support student literacy skills at home.

School Processes & Programs

Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. **Root Cause:** Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.

Problem Statement 5: Student enrichment opportunities are limited. **Root Cause:** Gifted and talented students are served within the general education classroom.

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, there will be an increase of at least 10% in all students scoring "Meets" or higher on district and state math assessments by using standards-based, aligned instruction implemented and delivered through the Gradual Release of Responsibility instructional model with progress monitoring.

High Priority

Evaluation Data Sources: District CUAs
Campus Common Assessments
Universal Screeners
STARR Data

Strategy 1 Details
<p>Strategy 1: Administrators will collaborate with teachers to learn about and utilize the KISD unit planning process and documents to internalize lessons that are aligned with the standards, created learning objectives, guided math, and district progression charts.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in math</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 5</p>

Strategy 2 Details

Strategy 2: Small group, hands-on lessons are focused on subpops finding mastery, specifically with SPED, ELL and white students and include best practice strategies (Math Talks, Model Drawing, Guided Math and effective Spiral Reviews).

Strategy's Expected Result/Impact: Improved teacher capacity and student achievement in math

Staff Responsible for Monitoring: Principal

APs

CISs

Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: School Processes & Programs 1, 5

Funding Sources: Math instructional materials (manipulatives, STAAR workbooks, books, etc.) - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$5,000

Strategy 3 Details

Strategy 3: Math tutoring will be provided after school and in Saturday camps. Snacks will be served.

Strategy's Expected Result/Impact: Improved student achievement in math

Staff Responsible for Monitoring: Principal

APs

CISs

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 2, 3

Funding Sources: Supplemental Materials for Saturday math camp - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$2,500

Strategy 4 Details

Strategy 4: Math vocabulary terms will be utilized in interactive journals to provide students with additional opportunities to interact with math vocabulary.

Strategy's Expected Result/Impact: Improved student achievement in math

Staff Responsible for Monitoring: CIS

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy

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

Funding Sources: journals and supplemental materials - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$1,000

Strategy 5 Details

Strategy 5: Teachers will conference with students to set academic goals with progress tracking so students learn to monitor progress. Parents will be taught how to support their students with these goals, so they are an active member of the team.

Strategy's Expected Result/Impact: Students will take more ownership in helping improve their success.

Staff Responsible for Monitoring: Counselors

Principal

APs

CISs

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 2 - School Processes & Programs 1

Strategy 6 Details

Strategy 6: Increase achievement for special education students in math by providing collaborative teaching in 4th and 5th grade.

Strategy's Expected Result/Impact: Increase in math STAAR scores, math MAP, and math CUAs

Staff Responsible for Monitoring: Principal

APs

CISs

Special Education Teachers

General Classroom Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%.

Root Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.

Problem Statement 3: Willow Springs scored slightly below KISD's norm for EOY MAP Math in all grade levels and slightly below the national norm in all grade levels. **Root**

Cause: Students need to learn strategies that focus on numeracy, problem-solving, high-level math skills and processes. Teachers need professional development in their areas to support students.

School Processes & Programs

Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. **Root Cause:** Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.

Problem Statement 5: Student enrichment opportunities are limited. **Root Cause:** Gifted and talented students are served within the general education classroom.

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

Performance Objective 3: By June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on district and state science assessments by using standards-based, aligned instruction implemented and delivered through the Gradual Release of Responsibility instructional model with progress monitoring.

High Priority

HB3 Goal

Evaluation Data Sources: District CUAs
Campus Common Assessments
Universal Screeners
STARR Data

Strategy 1 Details
<p>Strategy 1: Teachers will incorporate science labs during science instruction at least 50% of the time. These labs will take place in the science lab with the appropriate science lab materials.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in science</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p> <p>Funding Sources: Science lab and experiment materials - 211 - ESEA, Title I Part A - 211.11.6399.00.120.30.000 - \$1,500, Science lab equipment such as microscopes, etc. - 211 - ESEA, Title I Part A - 211.11.6399.00.120.30.000 - \$3,500</p>

Strategy 2 Details

Strategy 2: Science vocabulary terms will be included in interactive journals to provide students with additional opportunities to interact with science vocabulary.

Strategy's Expected Result/Impact: Improved student achievement in science

Staff Responsible for Monitoring: CIS

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 4: The percentage of 5th grade (37%) students meeting "Meets" on STAAR Science will increase by at least 10% **Root Cause:** Teachers struggle to design and implement real-world, hands-on science experiments that use academic vocabulary to engage students in higher-order thinking.

School Processes & Programs

Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. **Root Cause:** Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.

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

Performance Objective 4: By June 2024, there will be an increase of at least 10% in all students scoring "Meets" or higher on state academic assessments, including At-Risk, special education, English Language Learners, Gifted and Talented, and demographic subpopulations (focus on AA students).

High Priority
Evaluation Data Sources: STAAR

Strategy 1 Details
<p>Strategy 1: ELL & ELAR teachers will collaborate to determine the academic vocabulary to pre-teach in core content areas and language support needed in small groups for reading groups and learning stations.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in all core content areas</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: ELL reading materials for vocabulary and guided reading groups - 165/ES0 - ELL - 165.11.6329.00.120.25.ES0 - \$1,500, Hands on Materials for vocabulary and phonics for ELL learners - 165/ES0 - ELL - 165.11.6399.00.120.25.ES0 - \$1,160</p>

Strategy 2 Details

Strategy 2: Continue the use of Success Maker, Flowcubulary, BrainPOP, Science Exemplars or a like software, as an intervention for at-risk and special education students.

Strategy's Expected Result/Impact: Improved student achievement in reading, math, science.

Staff Responsible for Monitoring: Principal

APs

Teachers

Technologist

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 4

Funding Sources: Online Intervention Software for At Risk Students - 166 - State Comp Ed - 166.11.6299.OL.120.30.AR0 - \$6,225

Strategy 3 Details

Strategy 3: Provide instruction to gifted students both in their area of giftedness and in areas for which they are not identified as gifted. CIS will hold monthly meetings with GT teachers to provide instructional support for project-based learning and TSTP projects. Primary students will have their needs met through a special GT project.

Strategy's Expected Result/Impact: Improved student achievement on STAAR and Universal Screeners

Staff Responsible for Monitoring: CISs

Librarian

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 5

Funding Sources: Instructional Materials - 177 - Gifted/Talented - 177.11.6399.00.120.21.000 - \$1,650

Strategy 4 Details

Strategy 4: A full time Campus Instructional Specialist (CIS) will provide support and coaching in all content areas to teachers in grades PK-5 to increase teacher capacity and improve student achievement.

Strategy's Expected Result/Impact: Improved teacher capacity and improved student achievement in all subjects

Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: Salary for one full-time Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.120.30.000 - \$87,369

Strategy 5 Details

Strategy 5: Three instructional aides will provide small group instruction in reading and math. Interventionists and CIS will provide intervention training and support. Students will set reading/math goals to track progress.

Strategy's Expected Result/Impact: Improved student achievement in reading and math

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1, 2

Funding Sources: Salary for one instructional assistant - 211 - ESEA, Title I Part A - 211.11.6129.00.120.30.000 - \$26,920.50, Salary for two instructional assistants - 166 - State Comp Ed - 166.11.6129.00.120.30.AR0 - \$48,148, Salary and benefits for Intervention Teachers - 211 - ESEA, Title I Part A - 211.11.6119.00.120.30.000 - \$129,159

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.

Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.

Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%.

Root Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.

Problem Statement 4: The percentage of 5th grade (37%) students meeting "Meets" on STAAR Science will increase by at least 10% **Root Cause:** Teachers struggle to design and implement real-world, hands-on science experiments that use academic vocabulary to engage students in higher-order thinking.

Problem Statement 5: Willow Springs scored slightly below KISD's norm for EOY MAP Reading in all grade levels and slightly below the national norm in all grade levels.

Root Cause: Students in grades K-5 are deficient in academic vocabulary, comprehension skills, decoding, phonemic awareness and oral language skills. Parents/Families need literacy training and related materials/tools to support student literacy skills at home.

School Processes & Programs

Problem Statement 5: Student enrichment opportunities are limited. **Root Cause:** Gifted and talented students are served within the general education classroom.

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: Increase the capacity of teachers, interventionists, and instructional assistants by facilitating the collaboration and implementation of the KISD plan for instructional excellence through professional development sessions and peer observations.

High Priority

Evaluation Data Sources: New Teacher Cohort

PD Offerings

Attrition/Retention Data

Staff Surveys

Strategy 1 Details
<p>Strategy 1: Whole-day and half-day planning days will be provided to teachers two times a semester to share expertise and work collaboratively in order to strengthen and increase teacher understanding of planning and instructional practices to improve the academic performance of all students.</p> <p>Strategy's Expected Result/Impact: Improved teacher capacity and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal APs CISs Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Subs for teachers to attend PLCS and participate in collaborative instructional planning - 211 - ESEA, Title I Part A - 211.11.6116.00.120.30.000 - \$8,107</p>

Strategy 2 Details

Strategy 2: CISs will hold one new teacher cohort meeting per month to develop instructional capacity and to provide a supportive network for teachers.

Strategy's Expected Result/Impact: Improved teacher retention rate

Staff Responsible for Monitoring: Principal

APs

CISs

Instructional Coach

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Strategy 3 Details

Strategy 3: Send teachers and administrators to instructional related professional development, such as the 2024 TEKS Resource Conference and Rockin' Review Conference with a focus on attending reading, writing, math, and science professional development sessions to build knowledge and skills in these content areas.

Strategy's Expected Result/Impact: Improved student achievement in core content areas

Staff Responsible for Monitoring: Principal

APs

CIS

Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy

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

Funding Sources: Conference registration, lodging, meals for teachers, instructional coach/CISs - 211 - ESEA, Title I Part A - 211.13.6411.00.120.30.000 - \$9,541.54,
Conference registration, lodging, meals for administrators - 211 - ESEA, Title I Part A - 211.23.6411.00.120.30.000 - \$2,000, Subs to cover classrooms while teachers attend
Conference - 211 - ESEA, Title I Part A - 211.11.6116.00.120.30.000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.

Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.

Student Learning

Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%.
Root Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.

Problem Statement 4: The percentage of 5th grade (37%) students meeting "Meets" on STAAR Science will increase by at least 10% **Root Cause:** Teachers struggle to design and implement real-world, hands-on science experiments that use academic vocabulary to engage students in higher-order thinking.

School Processes & Programs

Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. **Root Cause:** Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.

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, the number of community members and parents following Willow Springs Elementary's social media platforms will increase by 10%.

High Priority

Evaluation Data Sources: Number of Activities Offered
Event/Participation Data

Strategy 1 Details
<p>Strategy 1: Continue to host academic family nights such as Reading/Writing Night, Science Night, and Math Night and other family nights that address physical or social-emotional needs such as Family Fitness Night and Academic Game Night (reading and math games).</p> <p>Strategy's Expected Result/Impact: Increased number of events and increased participation</p> <p>Staff Responsible for Monitoring: Principal APs Parent Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4 - Perceptions 2</p> <p>Funding Sources: Supplemental pay for Parent Liaison to prepare for and facilitate night time events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.120.24.PAR - \$500, Snacks for family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.120.24.PAR - \$1,000, Instructional materials and supplies for family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.120.24.PAR - \$1,000</p>

Strategy 2 Details

Strategy 2: Campus will host parent workshops that will help parents with parenting skills, homework strategies, behavior, economic issues, early literacy programs, violence/suicide prevention, and internet safety. Workshops specific to the needs of our Emergent Bilingual students and their families will be provided.

Strategy's Expected Result/Impact: Improved parent knowledge and skills

Staff Responsible for Monitoring: Principal

Parent Liaison

Counselors

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 1, 2, 4

Funding Sources: Parent Snacks - 263 - ESEA, Title III Part A - 263.61.6499.LE.120.25.000 - \$200, Parent Reading Materials - 263 - ESEA, Title III Part A - 263.61.6329.LE.120.25.000 - \$370

Strategy 3 Details

Strategy 3: Volunteer orientation sessions will be held throughout the school year at various times to increase the number of parents engaged in volunteer opportunities.

Strategy's Expected Result/Impact: Increased number of parent volunteers and increased number of volunteer participation hours

Staff Responsible for Monitoring: Principal

Parent Liaison

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Continue "Little Blue Jays" early childhood literacy program to provide early interventions and an exposure to school for non-school aged children.

Strategy's Expected Result/Impact: Increased attendance in Little Blue Jays

Staff Responsible for Monitoring: Principal

Parent Liaison

Counselors

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 2

Funding Sources: Instructional supplies/materials for Little Blue Jays program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.120.24.PAR - \$500, Snacks for Little Blue Jays program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.120.24.PAR - \$400

Strategy 5 Details

Strategy 5: Conduct the annual Title I parent meeting to review and revise the written parent engagement policy and home/school compact in the fall and spring.

Strategy's Expected Result/Impact: Parental participation in activities required by federal law

Staff Responsible for Monitoring: Principal

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 6 Details

Strategy 6: Increase communication between home and school via weekly newsletters, connect-Ed calls, parent conferences, campus website, and communication folders.

Strategy's Expected Result/Impact: Increased home/school communication

Staff Responsible for Monitoring: Principal

Parent Liaison

Counselors

Grade Level Leaders

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Strategy 7 Details

Strategy 7: Parent Liaison will provide support for various parent involvement activities such as family nights, parent workshops, Little Blue Jays, parent volunteer opportunities, and parent advisory committee.

Strategy's Expected Result/Impact: Increased parent involvement in school-wide activities

Increased student attendance

Staff Responsible for Monitoring: Principal

Parent Liaison

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Funding Sources: Salary for full-time Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.120.30.000 - \$28,361

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Student attendance rate average was 91.49% during the 2021-2022 school year. During 2022-2023, the average attendance rate was 92.77%. 4.56% of the absences were unexcused. **Root Cause:** Based on attendance numbers, not enough awareness was made to parents regarding how attendance impacts academic success.

Problem Statement 2: Student tardy rate average was 6.3% for the 2021-2022 school year. There were 596 tardies in 2022-2023 school year. **Root Cause:** Teachers were not accurately recording tardies. In addition, a more efficient check in procedure needs to be established for the morning tardy check in station.

Student Learning

Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.

Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.

Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%.

Root Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.

Problem Statement 4: The percentage of 5th grade (37%) students meeting "Meets" on STAAR Science will increase by at least 10% **Root Cause:** Teachers struggle to design and implement real-world, hands-on science experiments that use academic vocabulary to engage students in higher-order thinking.

School Processes & Programs

Problem Statement 2: The school's culture and climate does not align with Restorative Practices research. There were 407 discipline incidents during 2023-2024. **Root Cause:** Due to the nature of the high turnover in the past few years, the majority of the campus staff are still learning classroom management routines and schoolwide systems.

Perceptions

Problem Statement 1: In 2021-2022, the number of school events was 14 events. The reduction in parent participation of parent/families in school sponsored events were based on COVID restrictions and participation fluctuated throughout the year. This improved during the 2022-2023 school year, but relationships with parents still need to be built and fostered. **Root Cause:** KISD was a open district due to the reduction of COVID restrictions. This increased parent/family events to being on campus. Some parents experienced attendance fluctuated in participating in the campus events due to COVID restrictions.

Perceptions

Problem Statement 2: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

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

Performance Objective 2: By June 2024, the number of available academic student clubs will increase by 25% providing students with opportunities beyond the school day to interact with academic content.

Evaluation Data Sources: Improved student achievement in all core content areas

Strategy 1 Details
<p>Strategy 1: Gifted and talented students will participate in TPSP research.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, research skills, and critical thinking skills</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: Instructional Supplies for TPSP Projects - 177 - Gifted/Talented - 177.11.6399.00.120.21.000</p>
Strategy 2 Details
<p>Strategy 2: Classroom teachers will participate in PD on gifted learners.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, research skills, and critical thinking skills</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: Reading Materials - GT Professional Development - 177 - Gifted/Talented - 177.13.6329.00.120.21.000</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Student enrichment opportunities are limited. Root Cause: Gifted and talented students are served within the general education classroom.</p>

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

Performance Objective 1: Through the implementation of an effective discipline management plan 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 5%.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details
<p>Strategy 1: Implement online Bullying Reporting System for the prevention, identification, response to, and report of bullying. (HB 1942) (TEC 11.252)</p> <p>Strategy's Expected Result/Impact: Decreased number of bullying reports</p> <p>Staff Responsible for Monitoring: Principal APs Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: Professional development on Restorative Practices will be provided to staff to assist in building student relationships and having effective classroom management strategies to improve student achievement and social-emotional wellness.</p> <p>Strategy's Expected Result/Impact: Decreased student discipline referrals</p> <p>Staff Responsible for Monitoring: Principal APs Counselors Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>

Strategy 3 Details

Strategy 3: Provide guidance lessons, counseling, and school-wide assemblies to promote positive behavior, leadership traits, character education, anti-bullying, growth mindset and violence prevention.

Strategy's Expected Result/Impact: Improved positive student behaviors/peer relationships and a decrease in discipline referrals

Staff Responsible for Monitoring: Principal

Counselors

APs

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Funding Sources: Guest Presenter for anti bullying - 211 - ESEA, Title I Part A - 211.11.6299.00.120.30.000 - \$1,000

Strategy 4 Details

Strategy 4: The Campus Conduct Committee will meet monthly to discuss discipline concerns and ways to support teachers relating to Restorative Practices.

Strategy's Expected Result/Impact: Decreased student discipline referrals

Staff Responsible for Monitoring: Principal

APs

Counselors

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: The school's culture and climate does not align with Restorative Practices research. There were 407 discipline incidents during 2023-2024. **Root Cause:** Due to the nature of the high turnover in the past few years, the majority of the campus staff are still learning classroom management routines and schoolwide systems.

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 2024, physical education teachers will increase the number of opportunities for physical activity during and after the school day [according to the School Health Advisory Council (SHAC)] .

Evaluation Data Sources: Fitness Gram results for students in grades 3-5.
PE section of Monthly Newsletter
PE Club Attendance/Activities
Family Night Attendance/Activities

Strategy 1 Details
<p>Strategy 1: PE teachers will sponsor a PE Club for grades 3-5 and provide a variety of enjoyable activities that meets a minimum of once per week.</p> <p>Strategy's Expected Result/Impact: Increased physical fitness Increased health (less visits to the nurse) and increased attendance</p> <p>Staff Responsible for Monitoring: Coaches APs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: Increase physical fitness activities by providing students in grades 3-5 the opportunity to participate in Fitness Gram.</p> <p>Strategy's Expected Result/Impact: Increased physical fitness Increased health and school attendance</p> <p>Staff Responsible for Monitoring: APs Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student attendance rate average was 91.49% during the 2021-2022 school year. During 2022-2023, the average attendance rate was 92.77%. 4.56% of the absences were unexcused. **Root Cause:** Based on attendance numbers, not enough awareness was made to parents regarding how attendance impacts academic success.

Problem Statement 2: Student tardy rate average was 6.3% for the 2021-2022 school year. There were 596 tardies in 2022-2023 school year. **Root Cause:** Teachers were not accurately recording tardies. In addition, a more efficient check in procedure needs to be established for the morning tardy check in station.

School Processes & Programs

Problem Statement 2: The school's culture and climate does not align with Restorative Practices research. There were 407 discipline incidents during 2023-2024. **Root Cause:** Due to the nature of the high turnover in the past few years, the majority of the campus staff are still learning classroom management routines and schoolwide systems.

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: Student attendance will increase by 5% - 6% in 2023-2024.

High Priority

Evaluation Data Sources: eSchool Data Reports

Strategy 1 Details
<p>Strategy 1: Recognize and promote academic success and growth of all students through programs such as Academic Awards, Zero Tardies, Citizen of the Month, and Caught Being Good awards.</p> <p>Strategy's Expected Result/Impact: Increased attendance and decrease in tardies</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance rate average was 91.49% during the 2021-2022 school year. During 2022-2023, the average attendance rate was 92.77%. 4.56% of the absences were unexcused. Root Cause: Based on attendance numbers, not enough awareness was made to parents regarding how attendance impacts academic success.</p> <p>Problem Statement 2: Student tardy rate average was 6.3% for the 2021-2022 school year. There were 596 tardies in 2022-2023 school year. Root Cause: Teachers were not accurately recording tardies. In addition, a more efficient check in procedure needs to be established for the morning tardy check in station.</p>

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 maximized to meet all local, state, and federal requirements.

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details
<p>Strategy 1: Conduct weekly Leadership Team meetings to coordinate resources to best meet the needs of students, parents, and staff.</p> <p>Strategy's Expected Result/Impact: Improved systems and use of resources</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. Root Cause: Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.</p>

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

Performance Objective 2: Increase technology integration by 5% to enhance instruction and provide additional opportunities for accelerated instruction.

Evaluation Data Sources: Staff Surveys

iStation Reports

STmath Reports

Strategy 1 Details
<p>Strategy 1: Continue to provide ongoing professional development opportunities that engage staff in the effective use of instructional technology and how to read software reports to best make instructional decisions for the students.</p> <p>Strategy's Expected Result/Impact: Improved use of innovative technologies for teaching and learning and data driven instruction</p> <p>Staff Responsible for Monitoring: Campus Technologist</p> <p>Principal CISs APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.</p> <p>Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.</p> <p>Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%.</p> <p>Root Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.</p>
School Processes & Programs
<p>Problem Statement 1: Approximately 55% of our teaching staff is in their second year of teaching for the 2023-2024 school year. They have also not completed their TEA certification and are on DOI waivers. Root Cause: Teachers need additional support and coaching with administrative tasks, instructional planning, and classroom management in order to feel adequately prepared.</p>

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

Performance Objective 3: By June 2024, Willow Springs ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring Logs; State and Local Assessment Data

Strategy 1 Details
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as a result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 4</p> <p>Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.120.30.000 - \$1,500, Tutorials - 211 - ESEA, Title I Part A - 211.11.6118.CA.120.30.000 - \$6,425, Instructional materials for after school tutoring - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$1,500, Tutorials - 166 - State Comp Ed - 166.11.6118.CA.120.30.AR0 - \$6,607</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of 3rd-grade (28%), 4th-grade (24%), and 5th-grade (38%) students meeting "Meets" on STAAR Reading will increase by at least 10%.</p> <p>Root Cause: All components of Benchmark Phonics, Balanced Literacy, TEKS Resource System, and Reading Academy professional development were not implemented with fidelity.</p> <p>Problem Statement 2: The percentage of students in 3rd grade (27%), 4th grade (19%), and 5th grade (37%) meeting "Meets" on STAAR Math will increase by at least 10%.</p> <p>Root Cause: Teachers struggle to create rigorous learning tasks that are aligned to the standards and relate to real-world problem solving.</p> <p>Problem Statement 4: The percentage of 5th grade (37%) students meeting "Meets" on STAAR Science will increase by at least 10% Root Cause: Teachers struggle to design and implement real-world, hands-on science experiments that use academic vocabulary to engage students in higher-order thinking.</p>

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Jessica Hicks	Principal
Classroom Teacher	Jennifer Howard	PK4 Teacher
Classroom Teacher	Misao Takii	1st Grade Teacher
Classroom Teacher	Jessica Gallentine	2nd Grade Teacher
Classroom Teacher	Michele Fulwood	3rd Grade Teacher
Classroom Teacher	Tatiana Harrison	4th Grade Teacher
Classroom Teacher	Reshard Hicks	5th Grade Teacher
Classroom Teacher	Michael Ennis	SPED Teacher
Business Representative	Yvonne Hoffchen	Freedom Reins Counseling
Community Representative	Dr. Alford Rucker	Community Member
District-level Professional	Andrea Dykes	District-Level Professional
Parent	Kathryn Minnick	Parent
Parent	Jaylynne Berrier	Parent
Paraprofessional	LaToya Carroll	Paraprofessional (Title I)
Technologist	Tanya Fitzgerald	Other Appropriate Personnel (Title I)
Campus Instructional Specialist	Amsecy Ross	Other School Leader (Title I)
Assistant Principal	Jeanya Anglin	Other School Leader (Title I)
Counselor	Lynn Verrego	Specialized Instructional Support (Title I)
Non-classroom Professional	Michelle Hoffchen	Librarian
Classroom Teacher	Crystal Ryan	Classroom Teacher