

**Killeen Independent School District
Mountain View Elementary School**

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mountain View Elementary School is located in Harker Heights, Texas, adjacent to one of the world's largest military bases, Fort Cavazos. The military influence is evident in the diversity of our student population -- 30% are from military families. Additionally, our student population is 3.6% Asian, 21.9% African American, 34.2% Hispanic, <1% American Indian, <1% Pacific Islander, 10.4% Two or More Races, and 29% White. Forty-seven percent of our students are considered “at risk” based on district and state criteria, and 42.8% are identified as economically disadvantaged. In addition, 6.4% of our students are Limited English Proficient with 6% receiving ELL services. Special education students account for 13.2% of our population, and 3.42% are identified as gifted and talented. The mobility rate is 18.3%. Mountain View had 17.2% of students designated as having chronic absenteeism (more than 10% of school days absent) according to the Texas Accountability System.

Mountain View Elementary School staff is highly qualified and consists of 50 teachers, 3 counselors, 3 secretaries, one librarian, one nurse, 2 assistant principals, a nutrition staff of seven, 2 campus instructional specialists, 1 campus technologist, 1 interventionist, 1 special programs campus facilitator, 1 parent liaison, 18 instructional aides, and one principal. Our teachers have a blend of experience from novice to veteran teachers. Over 53.3% of our teachers have from 0-5 years of experience in 22-23 and another 46.7% have 11 or more years of experience.

Professional development has been planned and will be delivered by members of the administration, teaching staff and Region XII. We have identified that teachers have struggled with using the IFD to identify what needs to be taught, planning rigor into lessons, and including 50% collaboration in lessons which are all needed for quality instruction that will close the gap in learning. Classroom observations, coaching walks, and PLC's are used to provide a vehicle for conversation about classroom practice. Teacher planning and learning is also embedded into the school day. Teachers have 45-minute grade level/department collaboration time to analyze data and common assessments, review student work, and plan for instruction. Summer professional development was offered in virtual and face-to-face formats by the school district. Campus professional development will be offered on Wednesdays after school.

Demographics Strengths

The demographic diversity is a strength of Mountain View Elementary and is directly related to the surrounding community.

- 30 percent of our families are military affiliated.
- Our parent involvement is strong, supportive, and an essential part of our school community.
- Home visits by counselors for students that are truant frequently to encourage school attendance were beneficial.
- The Back2School Bash at the beginning of the year was a positive community culture builder to welcome families to our school and our feeder school, Union Grove Middle School.
- The New Family Orientation held in conjunction with the Back2School Bash supports new families by introducing them to our school and explaining beginning of the year procedures.
- Staff development continues to be a strengthen instruction on campus.
- The PULSE council allows parents the opportunity to give input on upcoming and current events and concerns.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Fifty-three percent of our teachers have between 0 and 5 years of experience. Beginning teachers struggle to learn content, plan higher level tasks and lessons, ask higher level questions, manage behavior, teach social and emotional skills, and plan strategic small group interventions.

Problem Statement 2: Mountain View had 17.2% of students designated as having chronic absenteeism (more than 10% of school days missed) according to the Texas Accountability System.

Student Learning

Student Learning Summary

2022-23 STAAR: All Students

Grade/Test	Approaches	Meets	Mastered
2022-23 STAAR	MVES% / District %	MVES% / District %	MVES% / District %
Grade 3 Reading	83% / 75%	50% / 45%	22% / 15%
Grade 3 Math	74% / 70%	41% / 38%	16% / 12%
Grade 4 Reading	82% / 78%	54% / 42%	28% / 16%
Grade 4 Math	69% / 64%	48% / 37%	17% / 15%
Grade 5 Reading	83% / 80%	59% / 51%	28% / 22%
Grade 5 Math	84% / 76%	54% / 42%	19% / 14%
Grade 5 Science	64% / 57%	29% / 24	9% / 8%

2022-23 Average points Earned Out of Points Possible

Grade/Test	MOUNTAIN VIEW	DISTRICT	STATE
2022-23 STAAR			
Grade 3 Reading	17/26	16/26	16/26
Grade 3 Writing	11/26	11/26	11/26
Grade 3 Math	19/37	19/37	19/37
Grade 4 Reading	15/26	14/26	14/26
Grade 4 Writing	11/26	11/26	12/26
Grade 4 Math	22/40	20/40	22/40
Grade 5 Reading	17/26	16/26	17/26

Grade/Test 2022-23 STAAR	MOUNTAIN VIEW	DISTRICT	STATE
Grade 5 Writing	15/26	14/26	14/26
Grade 5 Math	24/42	22/42	24/42
Grade 5 Science	20/39	19/39	21/39

Reading Proficiency Measures of Academic Progress (MAP) 2023

Grade	Lo %ile	LoAvg %ile	Avg %ile	HiAvg %ile	Hi %ile	Median Percentile
	< 21	21-40	41-60	61-80	> 80	
K	15%	19%	20%	27%	19%	56th
1	23%	19%	28%	17%	13%	48th
2	16%	14%	20%	25%	25%	61st
3	19%	17%	17%	23%	24%	55th
4	16%	14%	25%	18%	27%	58th
5	11%	15%	28%	28%	18%	58th

Math Proficiency Measures of Academic Progress (MAP) 2023

Grade	Lo %ile	LoAvg %ile	Avg %ile	HiAvg %ile	Hi %ile	Median Percentile
	< 21	21-40	41-60	61-80	> 80	
K	17%	14%	22%	24%	23%	59th
1	22%	16%	16%	25%	21%	58th
2	16%	22%	31%	25%	6%	49th

Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80	Median Percentile
3	14%	16%	16%	37%	17%	61st
4	23%	14%	17%	28%	18%	54th
5	12%	17%	31%	29%	11%	55th

Science Proficiency Measures of Academic Progress (MAP) 2023

Grade	Lo %ile < 21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80	Median Percentile
3	10%	18%	18%	20%	34%	64th
4	12%	13%	20%	25%	30%	66th
5	6%	13%	15%	26%	40%	72nd

2022-23 STAAR Scores by Subgroup

	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Masters
STAAR Grade 3 READING						
% All Students	65	83	48	50	16	22
Hispanic	57	82	49	47	23	21
Asian	80	83	40	67	40	17
Black/African American	65	83	42	42	19	21
White	64	82	44	61	38	24
Two or More Races	86	88	71	38	29	25
Currently Emergent Bilingual	56	86	33	57	22	0
SPED	43	61	24	11	5	0
GT	100	100	100	100	100	100

	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
At Risk	37	63	20	16	10	0
	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR Grade 3 MATH	66	74	38	41	16	16
% All Students						
Hispanic	64	74	33	45	13	18
Asian	80	100	60	33	20	17
Black/ African American	65	67	35	21	15	0
White	69	73	37	55	23	21
Two or More Races	43	88	29	38	0	13
Currently Emergent Bilingual	56	100	22	29	11	0
SPED	38	39	10	11	5	0
GT	100	100	100	100	100	71
At Risk	44	66	17	21	2	0
	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR Grade 4 READING	68	82	35	54	23	28
% All Students						
Hispanic	64	67	43	42	17	25
Asian	71	75	57	75	43	25
Black/African American	71	87	41	52	15	13
White	74	90	57	60	23	38
Two or More Races	50	91	29	55	21	27
Currently Emergent Bilingual	80	73	73	36	33	27
SPED	25	48	13	10	0	5

	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
GT	100	100	100	100	63	100
At Risk	58	62	34	26	18	7
	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR Grade 4 MATH	62	69	29	48	15	17
% All Students						
Hispanic	55	61	21	33	9	11
Asian	100	50	71	50	57	0
Black/African American	61	71	22	38	7	4
White	67	78	40	65	26	33
Two or More Races	50	64	21	45	7	9
Currently Emergent Bilingual	80	45	53	36	40	0
SPED	21	43	8	14	4	0
GT	100	100	88	100	88	75
At Risk	54	43	23	24	13	0
	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR Grade 5	78	83	49	59	34	28
READING						
% All Students						
Hispanic	70	78	39	54	24	20
Asian	100	100	80	86	60	29
Black/African American	74	89	42	63	21	24
White	89	78	62	58	51	40
Two or More Races	60	90	30	60	0	30

	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
Currently Emergent Bilingual	78	93	44	80	33	47
SPED	62	60	21	28	14	4
GT	100	100	100	100	85	71
At Risk	70	72	29	42	17	13
	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR Grade 5	73	84	42	54	20	19
MATH						
% All Students						
Hispanic	65	80	30	40	9	12
Asian	100	100	80	86	60	43
Black/African American	56	87	28	58	6	13
White	85	85	60	59	34	30
Two or More Races	60	80	20	50	20	0
Currently Emergent Bilingual	67	87	33	80	22	33
SPED	46	88	14	28	11	4
GT	100	100	100	100	85	86
At Risk	63	76	23	36	5	9
	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR Grade 5	51	64	25	29	9	9
SCIENCE						
% All Students						
Hispanic	35	56	11	26	2	6

	2022	2023	2022	2023	2022	2023
	Approaches	Approaches	Meets	Meets	Masters	Masters
Asian	100	71	100	71	20	14
Black/African American	22	62	6	19	6	8
White	74	71	43	40	28	13
Two or More Races	44	70	22	0	0	0
Currently Emergent Bilingual	33	80	22	53	11	13
SPED	29	56	11	24	7	8
GT	100	86	100	86	92	57
At Risk	38	54	15	17	2	3

We will continue our work on lesson planning, understanding standards, alignment, and use of formative assessments to inform instruction.

Student Learning Strengths

The following areas are student achievement strengths for Mountain View Elementary:

READING/WRITING

- STAAR 3-5 READING scores improved in all grade level overall scores.
- 3rd grade earned the same amount of points as the State and District average in Writing and was one point above the State and District averages.
- 4th grade earned one point above the State and District average in Reading and was the same as the district in Writing.
- 5th grade earned the same amount of points as the State and was one point above the District in Reading was one point above the State and District in Writing.
- All grades Median Percentile fell in Average (Yellow) or High Average (Green) percentile for growth in Reading on MAP.

Mathematics

- STAAR 3-5 MATH scores improved in all grade level overall scores.
- 3rd grade earned the same amount of points as the State and District average in Math.
- 4th grade earned the same amount of points as the State and was two points above the District in Math.
- 5th grade earned the same amount of points as the State and was two points above the District in Math
- All grades Median Percentile fell in Average (Yellow) or High Average (Green) percentile for growth in Math on MAP.

Science

- 5th grade earned one point above the District in Science.
- All grades Median Percentile fell in High Average (Green) percentile for growth in Science on MAP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year.

Problem Statement 2: Reading, Math and Science STAAR percentages show us having the same or close to the same average as the District and the State which if continued will not show significant growth.

Problem Statement 3: Kindergarten through 2nd grade have not reached expected learning by the end of the school year in math and literacy, as identified by MAP EOY percentiles, continuing the cycle of needed intervention in addition to the regular curriculum in reading.

Problem Statement 4: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 5: Students continue to struggle with vocabulary development in math, reading and science hindering their comprehension of the content and application.

Problem Statement 6: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT, but teachers struggle with this planning due to time restraints, number of students needing different support.

Problem Statement 7: Intervention lessons need to be targeted to specific small group needs but time restraints limit how much teachers can do in the classroom and the number of students needing different support.

Problem Statement 8: When delving into sub group data for each grade level in the "MEETS" category, a significant drop in scores was noted for varying sub groups.

School Processes & Programs

School Processes & Programs Summary

Mountain View Elementary teachers and staff are committed to continuous learning. Working as professional learning communities (PLC), our teachers focus on analyzing data, studying student work, increasing the rigor of student tasks, creating common assessments, and planning lessons. Differentiating instruction for all students is a continuous goal for us as well. Each grade level team and department meets weekly and at least one weekday after school for professional learning. Additionally, our campus instructional specialist and instructional coaches provide professional learning opportunities during conference times, class times, and after school that focus on using best practice instruction in the classroom. Information from classroom observations, student achievement data, PLC and staff meeting conversations is used to inform decision making on the campus.

The context and organization of Mountain View Elementary provides the daily framework for ensuring that student achievement is a priority. All instructional, organizational, and budgetary decisions are based on student needs. We have two committees address the school context and organization.

- Our campus Site Based Decision Making Committee (SBDM) consists of parents, community members, business members, and representatives elected from the Mountain View staff. This team identifies needs of the campus and develops the campus improvement plan.
- The PULSE Council serves as the liaison between staff and administration bringing questions and concerns to meetings for clarification or resolution once each nine weeks.

Mountain View Elementary School implements the TEKS Resource System curriculum, which is aligned to the TEKS. All teachers follow the district planning process using the District Unit Maps, Year at a Glance (YAG), Instructional Focus Documents (IFDs), and the TEKS Verification Document (TVD). Unit assessments are used in Grades 2-5 for Science, ELAR, and Mathematics. Teachers utilize Eduphoria to analyze student data to determine if students learned the intended curriculum and then plan opportunities for reteach and extensions. Performance indicators are also used. Teachers differentiate instruction to ensure that all students are actively engaged in learning and succeed to their maximum potential. Teachers focus on student-centered learning. Teachers utilize critical thinking, high level questioning, and justifying their thinking, and student discourse. Universal screeners are given at the beginning, middle and end of the year. The screeners also help to identify students who are struggling, on grade level, or above grade level and plan instruction accordingly.

The Three Essential Questions +1 focus on:

- Alignment - PLC District Planning Process
- Coaching through the gradual release of responsibility
- Progress monitoring – Data analysis protocol

We currently utilize the following resources:

- Comprehension Toolkit lessons
- Leveled Literacy Intervention
- ST Math
- Istation Reading
- Empowering Writers
- Do the Math
- Head 2 Mind
- Headsprout
- Conscious Discipline & Restorative Practices

We continue to work to develop and strengthen balanced literacy in all classrooms. In order to strengthen differentiated instruction in literacy, more professional development is needed in guided reading to continue supporting the Next Generation Guided Reading and the PLC cycle of evaluation, implementation, and assessment.

Assessments play a vital role in planning for improvements. The district data protocol process is used with CUAs in grades 1-5. Teachers gather data from the various assessments given and then analyze the data in order to adjust instruction. Data meetings are used to identify struggling students and purposefully place students in fluid, small, guided instruction groups.

Assessments:

- MAP Reading K-5
- MAP Math K-5
- MAP Science 3-5
- CIRCLE PK
- TX-KEA K
- Benchmark
- TEKS Resource System Performance Assessments
- STAAR/TELPAS
- District Common Unit Assessments 2-5
- Formative assessments/rubrics

Mountain View utilizes intervention time to provide additional support for students with math and reading needs. Classroom teachers work with the lowest performing students while instructional assistants will work with the next tier based on grade level data.

Mountain View utilizes Response to Intervention to identify struggling students and provide interventions to meet their needs. Flow charts are used to describe the process for teachers. At Tier 1, teachers bring student concerns to their grade levels to discuss. At this meeting, collaborative solutions and interventions are shared and an informal intervention plan is developed. The teacher then implements the interventions through targeted Tier 1 instruction. If these interventions are successful, the process stops here. If not, the teacher brings the concern back to the grade level for further discussion, and the student may then be referred to the campus level RTI committee for Tier 2 interventions. The campus committee may include counselors, homeroom teacher, a primary or intermediate teacher representative, special education teacher, principal, assistant principal, and curriculum specialist. Follow up sessions are held every 4-6 weeks to review the child's progress.

Grade level PLC's, data meetings, and RTI meetings are sources that identify needs.

The technology resources are integrated with the learning activities and strategies in our district curriculum. Staff surveys, professional development attendance logs, classroom observations and district and state testing are used to evaluate and plan for technology.

- Technology hardware available to teachers include: iPads, projectors, document cameras, Promethean ActivExpressions, Promethean ActivSlates, laptop carts, iPad carts, two computer labs, and classroom computers in most classrooms.
- Technology will be provided to ensure that all learners are able to participate in daily instruction and to access various online intervention programs intended to address gaps in learning.

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- Technology will be provided to ensure that all learners are able to participate in daily instruction and to access various online intervention programs intended to address gaps in learning. Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.
- Our online resources include Brain Pop, Reading A-Z, RAZ-Kids, ST Math, Istation, Head Sprout, and various websites located on our school links page (CLEVER).

Mountain View staff members participate in the Killeen ISD job fair in search of highly qualified, effective and talented teachers to support the educational needs of our students.

Teachers are evaluated using the T-TESS system, coaching walks, walkthroughs, and observations. Student learning data are also used to determine effectiveness of teaching practices and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance. Mountain View Elementary School teachers utilize technology in their classrooms to engage their students in 21st century learning.

Safety is a number one priority at Mountain View. The Fall parent survey indicated that 98% of parents reported that the school provides a safe campus and 95% of the parents had confidence in the administration. 96% of the students in grades 3-5 stated they know the expectations and understand there are consequences for their actions. As noted in the historical information below, the total incidents rose from 260 in 2021-22 to 345 in 2022-23. The percentage of repeat offenders rose from 48 - 55. All teachers, administrators and instructional aides are required to attend Restorative Practice training. We continue to determine ways to improve these practices including offering an after school book study that focuses on strategies teachers can walk away with and use in the classroom. This year all teachers, aides and admin will attend de-escalation professional development. We now have a sensory room, the Serenity Den, where counselors can work with students with different behavior needs to use calming strategies. Our Behavior Management Unit supports helping our behavior and Autistic students learn social skills and behavior management strategies to allow them to be positive, productive members in the regular classrooms.

Year	Total Incidents	Repeat Offenders	% Repeat Offenders
2022-23	345	55	15.94
2021-22	260	48	18.46
2020-21 (Virtual and Face to Face)	175	26	14.86
2019-20 (Out after Spring Break for COVID)	257	47	18.29

Mountain View strives to meet the social-emotional needs of all of our students. We do this by providing the following:

- Morning Circle in every grade level each morning. Discussion questions come from a list from Restorative Practices that allow students to feel they are part of the class and have a sense of belonging.
- Physical Education for 90 minutes each week and 15 minutes of recess.
- Monthly safety drills are practiced.
- Monitoring attendance, behavioral referrals by the administrative team.
- Bully prevention strategies given by the counseling department.
- The staff is trained in Restorative Practices

School Processes & Programs Strengths

The strengths of the curriculum, instruction, and assessment program at Mountain View are the following:

- Mountain View has professional learning community (PLC) time built into the instructional day for teachers to analyze data, unit plan, and student work weekly. Additionally, teachers meet weekly for grade level planning.
- Multiple assessments (STAAR, TELPAS, Circle, TX-KEA, MAP, Benchmark, District CUAs) are used to measure progress
- Using assessment data to help students and plan upcoming instruction and reteach.
- The fluidity of groups for interventions based on student needs.
- Conscious Discipline & Restorative Discipline
- Coaching walks contributed feedback related to strengthening the gradual release of responsibility framework.

The context and organization of Mountain View Elementary displays the following strengths:

- PLC time is built into the school day.
- Schedules are created to maximize learning time.
- There are avenues to resolve concerns and answer questions through the SBDM team, grade level leaders, and the Campus Employee Advocacy Committee
- During the 2023-24 school year, Mountain View was 100% compliant or successful in all budgetary areas.

The strengths of our technology program include the following:

- Our campus has various types of technology equipment available to support our technology goals
- Staff is successfully integrating technology in the classroom.
- 1:1 iPads in grades 1-5
- Computer technology is built into the students' schedule, including Specials, to provide knowledge on computer skills.
- Learning platforms include: Schoology, SeeSaw, NearPod, Imagine Learning, Zoom, Teams, Flip Grid, PlayPosit, and MusicPlay Online

We gathered the following data from our October 2022 survey.

- Parents:
 - Our school provides a safe campus for students, parents, and staff. 98%
 - Our parents had confidence in campus administration. 95%
 - Our parents felt that teachers provide a nurturing environment. 95%
- Students (Grades 3-5):
 - I feel safe at my school. 92%
 - I am happy to be at school. 85%
 - I feel welcome in my classroom and at my school. 92%
 - The adults at school care about me. 95%
 - Adults at school treat all students with respect. 93%

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Fifty-five students (15.94%) had two or more serious referrals. This was only 2.52% lower than the previous year. Not all new staff attended the campus book study.

Problem Statement 2: Due to loss of seven teachers at the end of the 2022-23 school year, new teachers will benefit from professional development focused on math, literacy, strategic lesson planning, and behavior during the 2023-24 school year.

Problem Statement 3: Differentiating instruction for all students is a continuous goal for Mountain View; however, teachers struggle identifying and planning ways to meet the many levels of needs that students have.

Problem Statement 4: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.

Problem Statement 5: Although survey results indicate that over 92% of students feel emotionally and physically safe at school, our goal is 100%.

Problem Statement 6: We have 1:1 iPads for grades 1-5, however we do not have 1:1 headphones which are used in class, during interventions and on testing.

Problem Statement 7: During the 2022-23 school year, Mountain View was 100% compliant or successful in all budgetary areas. We need to maintain this success rate.

Problem Statement 8: We have identified that teachers have struggled with using the IFD to identify what needs to be taught, planning rigor into lessons, and including 50% collaboration in lessons which are all needed for quality instruction that will close the gap in learning.

Perceptions

Perceptions Summary

Parents and community members participate on the Mountain View Site Based Decision Making Committee and the PULSE Council. These committees and parent survey data identify the needs of the campus, help develop the campus improvement plan, and monitor progress toward goals. The SBDM instructional and budgetary decisions are based on student needs. The PULSE Council discusses concerns and provides input on a variety of issues like parking/traffic concerns, handbook items, and other campus procedures. Family and community members are given opportunities to volunteer on campus. Volunteers assist with the book fair and work in classrooms. Orientation and training is offered at least once per month. Volunteers provide hours of support to our teachers by working with students in the classroom and helping prepare materials and projects for student use. A monthly newsletter, Facebook page, and Remind are utilized to provide grade level specific information for parents. Automatic emails through Blackboard notify parents of important events and automated call outs notify parents about student absences. Parents are able to monitor student progress through the online grade book once an account is established.

The culture and climate at Mountain View Elementary is defined by our student-centered focus built upon meaningful relationships. The learning environment is safe and inviting.

- Student survey feedback indicates a connectedness to our school. A variety of clubs such as Art, Drone, Science Olympiad, Choir, and Running Club will potentially be offered to students throughout the year.
- Parent surveyed in the Fall 2022 revealed that the majority of Mountain View parents are happy with the school, their child's teacher, the school environment, and the care and safety surrounding their child.
- The parent survey identified areas for improvement.
 - Suggested topics for Meetings were:
 - How to access resources and the Parent Portal
 - How to work with my child using reading strategies and math skills
 - Workshops that were recommended were:
 - Academic Motivation
 - Building Self-Esteem
- Ninety-two percent of the parents surveyed felt that Mountain View keeps them informed and updated about academic progress and social well being of their child.

Our vision statement at Mountain View states,

“Mountain View Elementary School is an inviting, diverse campus where teachers and students embrace problem-solving, critical thinking, and rigor with real-world applications. Through collaboration, relationships, resiliency and a growth mindset, students take ownership of their learning and develop into future leaders.”

Our goal is to foster a strong sense of community and sense of belonging. Our students and staff feel that Mountain View is a welcoming, caring, and inviting place to work and learn. The largest majority of students feel that there is at least one adult on campus that cares about them and they can go to for help with a school problem. We are focused on the three school rules: Take care of yourself; Take care of each other; and Take care of our school. We will continue to promote consistency and common understanding of expectations. Classroom guidance and Morning Meetings. Our counselors survey students and teachers annually to determine needs and plan lessons. Guidance lessons are planned around the needs of students.

In support of our military students, we have an additional Military and Family Life Counselor (MFLC) that is dedicated to specifically serving those students. Our counselors, MFLC and Armed Services YMCA will support Operation Hero which is a free after-school program for military children in grades 2-8, designed to help students cope and adjust to the unique challenges of military life, such as frequent moves and deployment separation.

Perceptions Strengths

The strengths of family and community engagement and climate:

- Parents strongly support the Book Fair, GT Expo, and school events.
- The Back2School Bash is held jointly with Union Grove Middle School to promote community businesses and welcome families to the schools.
- We have a PULSE Council that meets once each nine weeks and SBDM which meets monthly.
- Parent training and information is provided monthly by our parent liaison.
- Math Night and Reading Night opportunities for parents.
- The November 2022 Survey analysis of the Mountain View culture and climate indicate the following areas of strength:
 - Parents feel welcome and respected at this school. 97%
 - Staff promptly respond to calls, messages, and emails. 96%
 - Parents are happy with the quality of instruction. 96%
 - Parents feel the use of technology in the classroom is appropriate. 96%
 - Third-fifth grade students feel that adults in our school believe they can learn. 98%
 - Third-fifth grade students shared they believe they can learn. 98%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Spring Parent Survey and the PULSE Council comments indicate that parents want more timely communication about events and meetings sent in multiple formats (Flyers, Email, Text, and Call-outs).

Problem Statement 2: Spring 2022 survey results indicated that 16% of parents surveyed felt parental workshops were not offered at convenient times with preference to them being in the evening and also accessible online.

Problem Statement 3: Only 71% of our families felt they were connected to other families.

Problem Statement 4: Monthly parent learning opportunities have been presented on district suggested training during the day and through ZOOM. Parents want more training on assisting their child with math concepts and reading (literacy) strategies.

Problem Statement 5: Teachers shared that more staff activities would help build positive culture on the campus.

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 the end of the 2023-24 school year, 3rd-5th grade student achievement in READING will increase by 5% in "Meets" on the state assessment for all student groups and Kindergarten - 5th grade will move the median percentile to the 65th percentile on NWEA MAP assessment.

Evaluation Data Sources: Formative Assessments, STAAR Results, CIRCLE, MAP, Curriculum Unit Assessments

Strategy 1 Details

Strategy 1: To increase reading achievement, teachers will work collaboratively to design lessons and select resources that focus on phonemic awareness, phonics, phonological awareness (Gr K-3), strengthen and expand vocabulary, fluency, and comprehension of grade level text (Gr 3-5). Needed support, as identified during PLC, walkthroughs, and coaching walks, will be determined for future professional development offered for staff.

Strategy's Expected Result/Impact: Increased learning and improved reading fluency and comprehension skills. Improved STAAR scores and MAP growth

Staff Responsible for Monitoring: Principals, CIS, teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5

Funding Sources: Instructional supplies for reading to include student review workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$5,000, Online Instructional resources to support struggling readers - 211 - ESEA, Title I Part A - 211.11.6299.OL.121.30.000 - \$3,000, Instructional reading materials for students in the classroom - 211 - ESEA, Title I Part A - 211.11.6329.00.121.30.000 - \$10,000

Strategy 2 Details

Strategy 2: Teachers will administer and track reading assessments, using technology when applicable, throughout the school year.

- Teacher created assessments Gr K-1
- Circle Pre-K 3 times per year
- Benchmark
- MAP Gr K-5
- CUA's Gr 2-5

Strategy's Expected Result/Impact: Teachers will have specific reading data about every student to help inform reading instruction. Improved STAAR scores and MAP growth

Staff Responsible for Monitoring: CIS, principals, teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 7 - School Processes & Programs 4, 6

Funding Sources: 300 Headphones with microphone to be used on assessments - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$8,633

Strategy 3 Details

Strategy 3: Teachers will provide differentiated project-based small group instruction in accordance with the Texas TPSP project to meet the unique needs of GT students.

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

Staff Responsible for Monitoring: Principals, Classroom Teachers

TEA Priorities:

Connect high school to career and college

Problem Statements: Student Learning 1, 5, 6

Funding Sources: Instructional materials for GT students - 177 - Gifted/Talented - 177.11.6399.00.121.21.000 - \$775

Strategy 4 Details

Strategy 4: To increase reading achievement, teachers will analyze data to plan and provide additional reading support and intervention, with the help of at-risk aides, to identified at-risk students including students who were unsuccessful on STAAR, students struggling to learn to read, and identified sub-groups. This analysis will also be used to identify students who will benefit from after school tutoring.

Strategy's Expected Result/Impact: Students will have needed intervention support in reading and math. STAAR score improvement, MAP Growth improvement

Staff Responsible for Monitoring: Principal, CIS, Classroom Teachers, Interventionist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 6, 7 - School Processes & Programs 3, 4, 6

Funding Sources: Instructional Aides for at risk students - 166 - State Comp Ed - 166.11.6129.00.121.30.AR0 - \$45,767, Substitutes for teachers to plan small group intervention each nine weeks - 166 - State Comp Ed - 166.11.6116.00.121.30.AR0 - \$6,000, Substitutes for teachers to plan small group intervention each nine weeks - 211 - ESEA, Title I Part A - 211.11.6116.00.121.30.000 - \$11,000

Strategy 5 Details

Strategy 5: Teachers will utilize iStation with fidelity, per district guidelines, for all students to focus on vocabulary and reading skills.

Strategy's Expected Result/Impact: Students who receive intervention will demonstrate improved assessment results. Improved STAAR score, CUA Scores and MAP Growth

Staff Responsible for Monitoring: Principal
AP's

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5

Strategy 6 Details

Strategy 6: The parent liaison and campus staff will provide Parent Education events focusing on literacy development, grade level curriculum, and strategies that promote parental involvement in the learning process each semester for parents of Title I and ELL students.

Strategy's Expected Result/Impact: Increase the number of parents that are engaged in the learning process and help parents learn new skills that help their child be a better reader.

Staff Responsible for Monitoring: Parent Liaison, Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 4

Strategy 7 Details

Strategy 7: The librarian will conduct a Summer Reading event for Title I Students (Summer, 2024).

Strategy's Expected Result/Impact: Increase the number of students who are engaged in reading during the summer.

Staff Responsible for Monitoring: Librarian, Principals

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 4

Strategy 8 Details

Strategy 8: To increase reading achievement for EB students and SPED students, the ESL and SPED teachers will work collaboratively with grade level teachers to design lessons that focus on the TEKS, and ELPS for EB students, to help students comprehend grade level texts that support STR and expand vocabulary. The ESL and SPED teachers will work with small groups in and outside of the classroom.

Strategy's Expected Result/Impact: Emergent Bilingual students will have improved TELPAS scores, improved STAAR scores and show growth on MAP; SPED students will have improved STAAR scores and show growth on MAP

Staff Responsible for Monitoring: CIS

Principals

ESL Teachers

SPED Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5, 6

Strategy 9 Details

Strategy 9: Pre-K and Kindergarten will use a progress monitoring resource to continually monitor students in letter, language and number acquisition and share progress with parents.

Strategy's Expected Result/Impact: Parent and teacher understanding of individual student growth.

Staff Responsible for Monitoring: Classroom teacher, principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Funding Sources: Progress monitoring resource for Pre-K and Kindergarten such as ESGI or similar resource - 211 - ESEA, Title I Part A - 211.31.6299.OL.121.30.000 - \$2,000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year.

Problem Statement 2: Reading, Math and Science STAAR percentages show us having the same or close to the same average as the District and the State which if continued will not show significant growth.

Problem Statement 3: Kindergarten through 2nd grade have not reached expected learning by the end of the school year in math and literacy, as identified by MAP EOY percentiles, continuing the cycle of needed intervention in addition to the regular curriculum in reading.

Problem Statement 4: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 5: Students continue to struggle with vocabulary development in math, reading and science hindering their comprehension of the content and application.

Problem Statement 6: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT, but teachers struggle with this planning due to time restraints, number of students needing different support.

Problem Statement 7: Intervention lessons need to be targeted to specific small group needs but time restraints limit how much teachers can do in the classroom and the number of students needing different support.

School Processes & Programs

Problem Statement 3: Differentiating instruction for all students is a continuous goal for Mountain View; however, teachers struggle identifying and planning ways to meet the many levels of needs that students have.

Problem Statement 4: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.

Problem Statement 6: We have 1:1 iPads for grades 1-5, however we do not have 1:1 headphones which are used in class, during interventions and on testing.

Perceptions

Problem Statement 4: Monthly parent learning opportunities have been presented on district suggested training during the day and through ZOOM. Parents want more training on assisting their child with math concepts and reading (literacy) strategies.

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 the end of the 2023-24 school year, 3rd-5th grade student achievement in MATH will increase by 5% in "Meets" on the state assessment for all student groups and Kindergarten - 5th grade will move the median percentile to the 61st percentile on NWEA MAP assessment.

Evaluation Data Sources: Formative Assessments, STAAR Results, CIRCLE, MAP, Curriculum Unit Assessments

Strategy 1 Details

Strategy 1: Teachers will collaborate, study the IFD, plan MATH units focusing on higher level questioning and tasks, examine student work, and create common assessments to increase performance of at risk population to increase teacher quality. High impact strategies including collaboration, Gradual Release Model (GRR), Lead4ward Intervention Strategies, and accountable talk will promote rigor and thinking at high cognitive levels in all PK-5 classrooms.

Strategy's Expected Result/Impact: Teachers and grade levels will use lesson plans that are aligned to the TEKS Resource System curriculum and state standards.

Staff Responsible for Monitoring: Teachers, principals, CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 5, 6 - School Processes & Programs 3

Strategy 2 Details

Strategy 2: To increase math achievement for SPED students, the SPED teachers will work collaboratively with grade level teachers to design lessons that focus on the Math TEKS to help students comprehend grade level concepts. The SPED teachers will work with small groups in and outside of the classroom.

Strategy's Expected Result/Impact: SPED students will have improved STAAR scores and show growth on MAP

Staff Responsible for Monitoring: Teachers, CIS, Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 6 - School Processes & Programs 8

Strategy 3 Details

Strategy 3: Teachers will utilize ST Math with fidelity, per district guidelines, for all students to focus on math skills.

Strategy's Expected Result/Impact: Increased learning in math as shown through increased CUA percentages, increased STAAR scores and and MAP growth improvement.

Staff Responsible for Monitoring: CIS, classroom teacher, principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 5, 7

Strategy 4 Details

Strategy 4: Teachers will analyze data in order to measure student growth and deficiencies to allow instruction and interventions to meet student needs through small group instruction to include the use of manipulatives and hands on materials. This analysis will also be used to identify students who will benefit from after school tutoring.

Strategy's Expected Result/Impact: Student learning in math will increase.

Staff Responsible for Monitoring: Teachers, CIS, principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 3, 4, 7 - School Processes & Programs 4

Funding Sources: Instructional Supplies for manipulatives and student workbooks - Math. - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$4,000

Strategy 5 Details

Strategy 5: The parent liaison and campus staff will provide Parent Education events focusing on math skills, grade level curriculum, and strategies that promote parental involvement in the learning process each semester for parents.

Strategy's Expected Result/Impact: Parents will have an opportunity to learn strategies to use at home with students.

Staff Responsible for Monitoring: Parent Liaison, principal

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 4

Funding Sources: Supplies for Parent Classes to support Math and Reading Strategies at home - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.121.24.PAR - \$400

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Fifty-three percent of our teachers have between 0 and 5 years of experience. Beginning teachers struggle to learn content, plan higher level tasks and lessons, ask higher level questions, manage behavior, teach social and emotional skills, and plan strategic small group interventions.

Student Learning

Problem Statement 1: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year.

Problem Statement 3: Kindergarten through 2nd grade have not reached expected learning by the end of the school year in math and literacy, as identified by MAP EOY percentiles, continuing the cycle of needed intervention in addition to the regular curriculum in reading.

Problem Statement 4: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 5: Students continue to struggle with vocabulary development in math, reading and science hindering their comprehension of the content and application.

Problem Statement 6: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT, but teachers struggle with this planning due to time restraints, number of students needing different support.

Problem Statement 7: Intervention lessons need to be targeted to specific small group needs but time restraints limit how much teachers can do in the classroom and the number of students needing different support.

School Processes & Programs

Problem Statement 3: Differentiating instruction for all students is a continuous goal for Mountain View; however, teachers struggle identifying and planning ways to meet the many levels of needs that students have.

Problem Statement 4: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.

Problem Statement 8: We have identified that teachers have struggled with using the IFD to identify what needs to be taught, planning rigor into lessons, and including 50% collaboration in lessons which are all needed for quality instruction that will close the gap in learning.

Perceptions

Problem Statement 3: Only 71% of our families felt they were connected to other families.

Problem Statement 4: Monthly parent learning opportunities have been presented on district suggested training during the day and through ZOOM. Parents want more training on assisting their child with math concepts and reading (literacy) strategies.

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 the end of the 2023-24 school year, 5th grade student achievement in SCIENCE will increase by 5% in "Meets" on the state assessment for all student groups, 3rd- 4th grade will move the median percentile to the 70th percentile on NWEA MAP assessment and 5th grade will move the median percentile to the 80th percentile on NWEA MAP assessment .

Evaluation Data Sources: STAAR Results, Curriculum Unit Assessments, MAP Data

Strategy 1 Details

Strategy 1: To increase science achievement, teachers will work collaboratively with instructional specialists to design lessons and select resources that focus on scientific concepts, science vocabulary and hands-on lab experiences for each unit of study.

Teachers may require professional development to learn strategies to use in science to support student learning.

Students in grades K-2 will participate in at least 90 minutes of science instruction per week. Students in grades 3-4 will participate in at least 120 minutes of science instruction per week. Students in grade 5 will participate in at least 150 minutes of science instruction per week.

TEA states that the expected hands-on/instructional percentages be:

K-1 80/20

2-3 60/40

4-5 50/50

Strategy's Expected Result/Impact: Students will think and perform at higher cognitive levels.

Staff Responsible for Monitoring: Principals, CIS, Teacher

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5 - School Processes & Programs 3, 4

Funding Sources: Instructional Supplies to be used for hand's on and rigor in science. - 211 - ESEA, Title I Part A - 211.11.6399.00.121.30.000 - \$5,000, Professional Development to support teachers with science and STEM lessons. - 211 - ESEA, Title I Part A - 211.13.6411.00.121.30.000 - \$7,000, Online Instructional resources to support science teaching - 211 - ESEA, Title I Part A - 211.11.6299.OL.121.30.000 - \$1,500

Strategy 2 Details

Strategy 2: To increase vocabulary and conceptual understanding, STEM Scopes will be used with fidelity in grades 4-5.

Strategy's Expected Result/Impact: Increased hands-on activities in the classroom, vocabulary improvement, increased CUA percentages, increased STAAR scores in 5th grade and growth on MAP

Staff Responsible for Monitoring: Teachers, CIS, Principals

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5

Strategy 3 Details

Strategy 3: Science performance assessment data will be tracked to provide information for planning and reteaching of skills and concepts.

Strategy's Expected Result/Impact: Increased learning of science concepts and increased CUA percentages, STAAR scores and growth on MAP.

Staff Responsible for Monitoring: Principals, CIS, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 5

Strategy 4 Details

Strategy 4: Provide field-based instruction for students in order to improve STEM understanding through real-world experiences. Locations will be chosen based on their ability to teach and reinforce science concepts and skills that are difficult to replicate in the classroom environment.

Strategy's Expected Result/Impact: Improved math and science MAP growth, improved STAAR scores in science and math

Staff Responsible for Monitoring: Teachers, CIS, Principals

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 5, 6

Funding Sources: Supplemental Science Based field trips - 166 - State Comp Ed - 166.11.6494.00.121.30.AR0 - \$12,801, Fees for science based field trips - 166 - State Comp Ed - 166.11.6412.00.121.30.AR0 - \$2,000

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year.

Problem Statement 2: Reading, Math and Science STAAR percentages show us having the same or close to the same average as the District and the State which if continued will not show significant growth.

Problem Statement 3: Kindergarten through 2nd grade have not reached expected learning by the end of the school year in math and literacy, as identified by MAP EOY percentiles, continuing the cycle of needed intervention in addition to the regular curriculum in reading.

Problem Statement 5: Students continue to struggle with vocabulary development in math, reading and science hindering their comprehension of the content and application.

Problem Statement 6: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT, but teachers struggle with this planning due to time restraints, number of students needing different support.

School Processes & Programs

Problem Statement 3: Differentiating instruction for all students is a continuous goal for Mountain View; however, teachers struggle identifying and planning ways to meet the many levels of needs that students have.

Problem Statement 4: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.

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

Performance Objective 4: All students will achieve one year of growth as determined through MAP EOY testing in reading, and math.

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 in math and reading and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p>

Strategy's Expected Result/Impact: Increased student achievement on MAP testing. Reduction in learning gaps.

Staff Responsible for Monitoring: CIS; Admin

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 4

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.121.30.000 - \$700, Instructional Supplies for After School Tutoring - 166 - State Comp Ed - 166.11.6399.00.121.30.AR0 - \$500

Performance Objective 4 Problem Statements:

Student Learning

<p>Problem Statement 4: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>
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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: During the 2023-24 school year, 100% of the grade level and department PLC teams will participate in strategic professional development that is aligned with building and district goals.

Evaluation Data Sources: District and campus Coaching Walks, Walk throughs, Walkabouts

Strategy 1 Details

Strategy 1: Grade level teams will meet weekly with a focused agenda to address school/district goals, instructional strategies, gradual release of responsibility (GRR) common assessments (CUA) , and other topics based on improving student learning.

Strategy's Expected Result/Impact: Teachers and grade levels will use lesson plans that are aligned to the TEKS Resource System curriculum and state standards, resulting in increased student learning.

Staff Responsible for Monitoring: Grade Level Members

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 6, 7 - School Processes & Programs 3, 8

Strategy 2 Details

Strategy 2: Professional development for new staff will be offered to foster improvement on Essential Questions, a common understanding of quality instruction and strategies to promote student thinking at higher levels to include Depth of Knowledge (DOK), alignment/IFD study and gradual release of responsibilities (GRR) and district online resources.

Strategy's Expected Result/Impact: Teachers will demonstrate improved instructional skills. Walkthroughs and coaching walks will be used to gather data.

Staff Responsible for Monitoring: Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 3, 8

Strategy 3 Details

Strategy 3: Professional development opportunities off campus will focus on strengthening ELAR, Math and Science instruction, improving collaboration, increasing the complexity of student thinking and classroom tasks, addressing best practices for teachers of identified GT, EB or at-risk students in Professional Learning Communities and training for best practices in content and review for STAAR.

Strategy's Expected Result/Impact: PD will be shared with support team members and implemented as needed on campus

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 3, 8

Funding Sources: Professional Development for EB teachers to gain strategies for working with EB students in English Language Arts (Texas Council of Teachers of English Language Arts TCTELA - 165/ES0 - ELL - 165.13.6411.00.121.25.ES0 - \$2,660, Substitutes to cover for teachers attending off campus professional development - 211 - ESEA, Title I Part A - 211.11.6116.00.121.30.000 - \$10,000, GT teachers will attend professional development to understand the characteristics of gifted students and the most effective ways to teach them. - 177 - Gifted/Talented - 177.13.6411.00.121.21.000 - \$5,000, Professional Development to support teachers in planning rigor in math, reading and science. - 211 - ESEA, Title I Part A - 211.13.6411.00.121.30.000 - \$5,461

Strategy 4 Details

Strategy 4: Additional teacher support and coaching will be addressed through a second Curriculum Instructional Specialist position with a focus on support through model lessons, behavior management, coaching and feedback, and lesson design.

Strategy's Expected Result/Impact: The learning curve for newer teachers will be shortened in regard to planning and delivery of instruction. As a result, student learning will increase.

Staff Responsible for Monitoring: Principal, CIS

TEA Priorities:

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

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

Funding Sources: Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.121.30.000 - \$88,518

Strategy 5 Details

Strategy 5: Monthly new teacher meetings will be held after school to meet the needs of new teachers. Topics of discussion may include: classroom management, lesson planning, grading, online resources...

Strategy's Expected Result/Impact: Teachers feel supported as they become more comfortable in the classroom.

Staff Responsible for Monitoring: CIS

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

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

Strategy 6 Details

Strategy 6: Teachers will receive professional development that supports STAAR strategies and intervention strategies for math, reading and science. (Lead4ward training for STAAR)

Strategy's Expected Result/Impact: Improved STAAR scores for Math and Reading

Staff Responsible for Monitoring: Admin

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 7 - School Processes & Programs 4

Funding Sources: Professional Development for teachers and CIS to learn targeted strategies to assist and prepare students for STAAR - 211 - ESEA, Title I Part A - 211.13.6411.00.121.30.000 - \$5,000

Strategy 7 Details

Strategy 7: Professional development opportunities will be offered to teachers after school on two Wednesdays each month. ELAR professional development will include: Helping teachers learn classroom activities that support the Science of Teaching Reading, and increase rigor through planned GRR in lessons. Math PD opportunities will include: helping teachers learn strategies to help students implement focused reasoning, problem solving, mathematical representations, and conceptual understanding. Science PD opportunities will include: Hands-on strategies, scientific method, science vocabulary development and increase rigor in the classroom.

Strategy's Expected Result/Impact: Increased STAAR scores, increased MAP growth

Staff Responsible for Monitoring: Principals
CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 2, 3, 8

Funding Sources: Professional development support for leading training (Reading, math, and science) such as Lead4ward e videos - 211 - ESEA, Title I Part A - 211.11.6299.OL.121.30.000 - \$5,000, Professional development support for leading training (Reading, math, and science) Such as Dinah Zike Foldables, AIMS, Differentiated Instruction, Marilyn Burns - 211 - ESEA, Title I Part A - 211.13.6329.00.121.30.000 - \$5,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Fifty-three percent of our teachers have between 0 and 5 years of experience. Beginning teachers struggle to learn content, plan higher level tasks and lessons, ask higher level questions, manage behavior, teach social and emotional skills, and plan strategic small group interventions.

Student Learning

Problem Statement 1: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year.

Problem Statement 2: Reading, Math and Science STAAR percentages show us having the same or close to the same average as the District and the State which if continued will not show significant growth.

Problem Statement 3: Kindergarten through 2nd grade have not reached expected learning by the end of the school year in math and literacy, as identified by MAP EOY percentiles, continuing the cycle of needed intervention in addition to the regular curriculum in reading.

Problem Statement 5: Students continue to struggle with vocabulary development in math, reading and science hindering their comprehension of the content and application.

Problem Statement 6: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT, but teachers struggle with this planning due to time restraints, number of students needing different support.

Problem Statement 7: Intervention lessons need to be targeted to specific small group needs but time restraints limit how much teachers can do in the classroom and the number of students needing different support.

School Processes & Programs

Problem Statement 2: Due to loss of seven teachers at the end of the 2022-23 school year, new teachers will benefit from professional development focused on math, literacy, strategic lesson planning, and behavior during the 2023-24 school year.

School Processes & Programs

Problem Statement 3: Differentiating instruction for all students is a continuous goal for Mountain View; however, teachers struggle identifying and planning ways to meet the many levels of needs that students have.

Problem Statement 4: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.

Problem Statement 8: We have identified that teachers have struggled with using the IFD to identify what needs to be taught, planning rigor into lessons, and including 50% collaboration in lessons which are all needed for quality instruction that will close the gap in learning.

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 May of 2024, 90% of staff surveyed will report that employee wellness and self-care were offered to support staff.

Evaluation Data Sources: Survey results will show improved awareness of campus opportunities for employee wellness.

Strategy 1 Details

Strategy 1: The campus will nominate and select a teacher and staff member of the month. The staff member will be posted on social media.

Strategy's Expected Result/Impact: Increase positive campus climate and teacher motivation.

Reduction of Staff Absences

Retention of staff members

Staff Responsible for Monitoring: CIS, Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 5

Strategy 2 Details

Strategy 2: The campus PRIDE group will develop monthly activities to promote a positive climate, encourage wellness, and show gratitude for the hard work done by the entire staff.

Strategy's Expected Result/Impact: Increase positive campus climate and teacher motivation.

Reduction of Staff Absences

Retention of staff members

Staff Responsible for Monitoring: PRIDE Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 5

Strategy 3 Details

Strategy 3: Optional staff outings will be scheduled quarterly to build positive relationships and increase a positive culture across the campus.

Strategy's Expected Result/Impact: Increase positive campus climate and teacher motivation.

Reduction of Staff Absences

Retention of staff members

Staff Responsible for Monitoring: PRIDE Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 5

Strategy 4 Details

Strategy 4: Wellness tips will be included in the staff newsletter.

Strategy's Expected Result/Impact: Increase positive campus climate and teacher motivation.

Reduction of Staff Absences

Retention of staff members

Staff Responsible for Monitoring: Counselor

Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 5

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 5: Teachers shared that more staff activities would help build positive culture on the campus.

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

Performance Objective 1: Ninety-five percent of parents will feel that there is adequate communication with their child's teacher(s) and are encouraged to be involved at Mountain View.

Evaluation Data Sources: Parent survey, Parent Advisory feedback, SBDM agendas and minutes

Strategy 1 Details
<p>Strategy 1: A new family orientation will be offered in August to share school information with parents and answer parent questions.</p> <p>Strategy's Expected Result/Impact: New families will feel more comfortable and have beginning of the year information.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>
Strategy 2 Details
<p>Strategy 2: The campus will develop and communicate common standards for parent/teacher communication (Weekly/daily folders, weekly grade-level newsletter, monthly Smore parent newsletter (Admin), social media websites and call outs through BB and teacher use of the Remind and Talking Points App).</p> <p>Strategy's Expected Result/Impact: Increased parent communication between home and school.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: The campus will conduct PULSE committee meetings each nine weeks, hold Parent Title I meeting in the Fall to discuss the Parent and Family Engagement Policy and meet in the Spring to discuss suggested changes to the parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Increased engagement of parents in the learning process.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 3</p>

Strategy 4 Details

Strategy 4: Parent Liaison will assist in coordinating, managing and presenting all parent, community, and volunteer engagement and participation opportunities. In addition Parent Liaison will assist at the Title I and Emergent Bilingual (EB) parent/family educational events.

Strategy's Expected Result/Impact: Increase volunteers and increase perceptions about communication and involvement.

Staff Responsible for Monitoring: Principals, Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 5, 6 - Perceptions 2, 3, 4

Funding Sources: Parent Liaison Salary and Benefits - 211 - ESEA, Title I Part A - 211.61.6129.00.121.30.000 - \$33,788, Refreshments for parent engagement sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.121.24.PAR - \$1,000, Supplies for Parenting Classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.121.24.PAR - \$696, Materials/Books for parents and family engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.121.24.PAR - \$400

Strategy 5 Details

Strategy 5: The Parent Liaison will plan and deliver instruction and activities that develop early literacy skills for 3-4 year old children and their parents in the weekly Cub Club.

Strategy's Expected Result/Impact: Students enter school with more readiness skills.

Staff Responsible for Monitoring: Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Learning 3 - School Processes & Programs 4 - Perceptions 4

Strategy 6 Details

Strategy 6: The Parent Liaison will plan at least one parent involvement activity that involves parenting training and one parent training that will increase parent capacity in helping students in grade s 3-5 meet grade level expectations in math and reading and K-2 for literacy.

Strategy's Expected Result/Impact: Improvement in Student STAAR scores, MAP growth and positive perceptions of the campus.

Staff Responsible for Monitoring: Teachers, Parent Liaison, CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 4

Strategy 7 Details

Strategy 7: The campus will conduct parent teacher conference contact during the month of October for all students including a discussion of the Home-School compact as it relates to each specific child and family. During second semester, prior to Spring Break, additional parent conferences will be held for struggling students and students at risk of failure.

Strategy's Expected Result/Impact: Initiate and Maintain parent communication.

Staff Responsible for Monitoring: Principals, counselors

Problem Statements: Student Learning 1, 3

Strategy 8 Details

Strategy 8: All teachers will be involved in parent nights throughout the school year. (Meet the Teacher, Open House, Reading Night, Math Night, and Science Night)

Strategy's Expected Result/Impact: Initiate and maintain parent communication.

Staff Responsible for Monitoring: Grade level, team leaders

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 4

Strategy 9 Details

Strategy 9: Emerging Bilingual parents will assist their student/s in planning, researching (reading and organizing), and producing a multicultural product to present at the Title III Parent Night.

Strategy's Expected Result/Impact: Parents will experience the struggles and celebrations Emerging Bilinguals have with assignments.

Staff Responsible for Monitoring: ESL Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 4, 5 - Perceptions 3, 4

Funding Sources: Instructional Materials for Emerging Bilingual Project - 263 - ESEA, Title III Part A - 263.11.6399.LE.121.25.000 - \$70, Bilingual Parent Resources to help parents support their student with school - 263 - ESEA, Title III Part A - 263.61.6329.LE.121.25.000 - \$500

Strategy 10 Details

Strategy 10: The campus will provide a Campus Volunteer Appreciation Celebration honoring the volunteers with certificates. The top volunteer with the most volunteer hours will be invited to the District Volunteer Appreciation Celebration.

Strategy's Expected Result/Impact: Continued volunteers

Staff Responsible for Monitoring: Parent Liaison
Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Although we have seen gains in STAAR Reading, Math and Science percentages, we are still below the expected "MEETS" goal of 5% increase from last year.

Problem Statement 3: Kindergarten through 2nd grade have not reached expected learning by the end of the school year in math and literacy, as identified by MAP EOY percentiles, continuing the cycle of needed intervention in addition to the regular curriculum in reading.

Problem Statement 4: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 5: Students continue to struggle with vocabulary development in math, reading and science hindering their comprehension of the content and application.

Problem Statement 6: Lessons need to be differentiated in order to support EB, SPED, At-risk students, and GT, but teachers struggle with this planning due to time restraints, number of students needing different support.

School Processes & Programs

Problem Statement 4: Intervention needs have increased as more students have been identified below expected levels through MAPS, Circle and STAAR testing.

Perceptions

Problem Statement 1: The Spring Parent Survey and the PULSE Council comments indicate that parents want more timely communication about events and meetings sent in multiple formats (Flyers, Email, Text, and Call-outs).

Problem Statement 2: Spring 2022 survey results indicated that 16% of parents surveyed felt parental workshops were not offered at convenient times with preference to them being in the evening and also accessible online.

Problem Statement 3: Only 71% of our families felt they were connected to other families.

Problem Statement 4: Monthly parent learning opportunities have been presented on district suggested training during the day and through ZOOM. Parents want more training on assisting their child with math concepts and reading (literacy) strategies.

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 May 2024, 90% of the students will report they feel emotionally and physically safe at school as measured by a student survey.

Evaluation Data Sources: Parent and Student survey

Strategy 1 Details
<p>Strategy 1: Staff will receive training in Restorative Practices supporting Conscious Discipline, Response to Intervention procedures, and school-wide procedures/expectations through professional development. The campus will also provide ongoing behavioral learning for students by the counselors during the school year.</p> <p>Strategy's Expected Result/Impact: Staff will maintain their calm and composure when dealing with student misbehavior.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Principals. CIS</p> <p>Problem Statements: School Processes & Programs 1, 5</p>
Strategy 2 Details
<p>Strategy 2: Teachers will conduct daily "Morning Circle." The Morning Circle provides a powerful teaching model for building community, increasing student investment, decreasing bullying, and improving academic and social skills for students.</p> <p>Strategy's Expected Result/Impact: Improved feeling of student belonging and sense of classroom and school community as well as, a decrease in student misbehavior.</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 5</p>
Strategy 3 Details
<p>Strategy 3: Counselors will engage Pre-kindergarten to 5th grade students in classroom guidance lessons that focus on social skills, character traits, appropriate behaviors, and integrate bully prevention strategies into regular classroom instruction and weekly classroom guidance. Counselors will also provide targeted guidance sessions for anti-bullying strategies. Incidents of suspected bullying will be investigated by the Treat Assessment Team and reported per KISD and state policies.</p> <p>Strategy's Expected Result/Impact: Improved feeling of student belonging and sense of classroom and school community as well as, a decrease in student misbehavior.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 5</p>

Strategy 4 Details

Strategy 4: A sensory room, the Serenity Den, will be used to help students regulate their emotional responses. This room will be overseen by the counselors.

Strategy's Expected Result/Impact: Reduce the number of discipline referrals.

Staff Responsible for Monitoring: Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1, 5

Strategy 5 Details

Strategy 5: Campus leadership will monitor behavioral referrals, attendance, and provide interventions through behavior plans and the RtI process.

Strategy's Expected Result/Impact: Reduction in office referrals and student misbehavior.

Staff Responsible for Monitoring: Principals, Counselors, Teachers

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Strategy 6 Details

Strategy 6: Students will participate in PE and meet the required number of minutes of movement activities each day. Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the TEKS. Each student has 90 minutes of physical education weekly with highly qualified teachers. Each child has 15 minutes of recess during the school day. Healthy habits are encouraged by all teachers and programs. Physical Fitness testing, Swimming, and Jump Rope For Heart are also offered throughout the year.

Strategy's Expected Result/Impact: Compliance with state and KISD rules and regulations.

Staff Responsible for Monitoring: Teachers, principals

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 5

Strategy 7 Details

Strategy 7: Students will practice safety drills monthly.

Strategy's Expected Result/Impact: Compliance with state and KISD rules and regulations.

Staff Responsible for Monitoring: Principals

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 5

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Fifty-five students (15.94%) had two or more serious referrals. This was only 2.52% lower than the previous year. Not all new staff attended the campus book study.

Problem Statement 5: Although survey results indicate that over 92% of students feel emotionally and physically safe at school, our goal is 100%.

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

Performance Objective 1: By May 2024, the Mountain View SBDM Team will monitor progress toward goals and management of resources and operations to ensure maximum efficiency and effectiveness throughout the 2023-24 school year,

Evaluation Data Sources: SBDM Agendas
SBDM Minutes

Strategy 1 Details

Strategy 1: SBDM will meet at least six times per school year focusing on campus goals and allocation of resources.
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Strategy's Expected Result/Impact: Involvement of all stakeholders in the educational process on campus.

Staff Responsible for Monitoring: Principals

Problem Statements: School Processes & Programs 7
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 7: During the 2022-23 school year, Mountain View was 100% compliant or successful in all budgetary areas. We need to maintain this success rate.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	LaBecca Thompson	Principal
Classroom Teacher	Kathy Housewright	PK4 Teacher
Classroom Teacher	Kim Hooten	Kindergarten Teacher
Classroom Teacher	Jenny Gill	1st Grade Teacher
Classroom Teacher	Erin Wuesthoff	2nd Grade Teacher
Classroom Teacher	Lisa Tejeda	3rd Grade Teacher
Classroom Teacher	Alison Finch	4th Grade Teacher
Classroom Teacher	Ed Husk	5th Grade Teacher
Classroom Teacher	Hannah Hall	SPED Teacher
Business Representative	Lyndzie Menking	Business Representative
Community Representative	Erika Navas	Community Member
District-level Professional	Malcolm Mahoney	District-Level Professional
Parent	Talitha Moore	Parent
Parent	Perri Perez	Parent
Paraprofessional	Wendy Laurenson	Paraprofessional (Parent Liaison Aide III)
Paraprofessional	Autumn Wilson	Paraprofessional (At-Risk Aide I)
Non-classroom Professional	Andrea Wilson	Other School Leader (Curriculum Instructional Specialist)
Administrator	Grace Ashworth	Other School Leader (Assistant Principal)
Non-classroom Professional	Claudia Beauchamp	Specialized Instructional Support (Counselor)
Administrator	Tyly Bell	Other School Leader (Assistant Principal)
Classroom Teacher	Jarrod Yi	Teacher (Music-Specials)
Classroom Teacher	Yvonne Frate	Teacher (Emerging Bilinguals)
Non-classroom Professional	June Newberry	Curriculum Instructional Specialist
Non-classroom Professional	Yvonne Cook	Librarian
Community Representative	Sandie Corn	Community Member