

Killeen Independent School District

Reeces Creek Elementary School

2023-2024



Mission Statement

Reeces Creek Elementary creates a supportive, dedicated, responsible, and cohesive community for all students that, leads students to a well-rounded education. By providing students with the support they need for whole-student education, students become achievers of academic success throughout their tenure at Reeces Creek Elementary and beyond.

Vision

"Using education to support, inspire, and empower our students."

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	11
Perceptions	13
Goals	15
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	15
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	33
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	36
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.	39
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	42
2023-2024 SBDM & Title I Stakeholders (ES)	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Reeces Creek Elementary is a public elementary school in the Killeen Independent School District. K.I.S.D. is the 27th largest school district in the state of Texas, made up of students from 4 surrounding communities of Nolanville, Harker Heights, Killeen, and Fort Hood. Reeces Creek has been in operation since August of 1989 and, in 2013, experienced a remodel to add a new wing to the main school. This addition further accommodated the growing enrolment of our campus. Renovations continue to ensure that the building is maintained and meets A.D.A. requirements.

This Campus Improvement Plan was developed in accordance with the Texas Education Code 11.252. The plan also meets the requirements of Title 1 School-Wide Components. The 2023-2024 Campus Improvement plan was developed in conjunction with the 2022-2023 S.B.D.M membership. The campus staff, along with the Site-Based Decision-Making Team (S.B.D.M.), aided in the development of the needs assessment and considered the campus's strengths and needs. Throughout the academic year, the S.B.D.M. meets 6 to 7 times to consider agenda items, purchasing, staffing recommendations, professional learning needs, and monitoring assessment data. Data to support decisions include S.T.A.A.R. scores, universal screeners such as CIRCLE, M.A.P., Fountas & Pinnell B.A.S. (Benchmark Assessment System), T.A.P.R. (Texas Academic Performance Report), and grade level common assessments. We analyze end of the year universal screening results and STAAR scores. In addition, we use surveys to ask parents and students for feedback about various programs and procedures on our campus.

This demographic summary aims to guide the S.B.D.M. and campus in the instructional decision-making we encounter each day. This serves as our road map to show where we have been, where we plan to go, and how we will get there. As with any living document or plan, this will be reviewed regularly to ensure we are meeting our goals and adjusting them if they are not addressing our needs. We believe that our well-trained faculty, district resources, and surrounding community will equip our students in this ever-changing and ever-challenging world.

Reeces Creek serves a diverse population of learners as indicated below: (information is taken from the 21-22 Texas Academic Performance Report)

Grade levels: PreK4 - 5th grade

Total enrollment: 842 (as of May, 2023)

Enrollment by race/ethnicity:

- African American 48.57%
- Hispanic 26.96%
- White 9.14%
- Pacific Islander 2.38%
- Indian .48%
- Asian 2.85%

- Two or more races 9.62%

Enrollment by student groups:

- Economically disadvantaged 68%
- English Language Learners 12.11%
- Special Education 19.24%
- Gifted and Talented 2.73%
- At-risk 51.31%
- Homeless 1.07%
- Military-Connected 19.24%

As a Title 1 campus, for the 2023-2024 school year, 100% of our teachers are certified and have an average of 8.9 years of experience. The staff consists of 53 teachers, 10 professional support staff, 3 campus administrators, and 23 educational associates. We also employ 1 MFLAC social worker, 1 parent liaison, and 7 interventionists.

Throughout the 2022-2023 School Year, students at Reces Creek accumulated 12,824 absences. Absences of students ranged from 27 students with perfect attendance to 73 absences for an individual student throughout the school year. 295 students in the 22-23 school year had 10 or more absences.

The average years of experience for Reces Creek teachers is 8.9 years. Additional data regarding the Reces Creek staff is as follows:

Teacher Experience: (According to our 2021-22 TAPR)

- Beginning teachers: 2
- 1-5 years of experience: 24
- 6-10 years of experience: 14
- 11-20 years of experience: 12
- Over 20 years of experience: 7

Teaching staff demographics (21-22 TAPR)

- African American 24%
- Hispanic 14%
- White 53%
- Asian 5%
- Pacific Islander 2%
- Two or more races 3%

Gender

- Males 13%
- Females 87%

Our teachers also promote the aspirations of future teachers by hosting student teachers from local universities and students from the CATE (Career and Technical Education Center) in their classrooms. These students learn how to plan and deliver lessons, manage student behavior, and grow in the knowledge needed to be an effective educator. Mentorship of

future teachers is indicative of the deep love of learning and love for the teaching profession felt by the Reeces Creek Community. Our CIP include strategies that provide opportunities for all children to meet state academic standards. The strategies included in our CIP will help provide an enriched and accelerated curriculum for students. Our students will be provided with after school tutoring opportunities and a variety of after school clubs. We also have two science labs for hands on investigations to engage students in project-based learning activities.

Demographics Strengths

- Our student body is ethnically and culturally diverse.
- More students have been identified for services in the various special programs this year which shows we are getting better at identifying the needs of our students throughout the Response to Intervention (RtI) program.
- Our teaching staff is diverse and made up of a majority of teachers with more than 5 years of experience.
- We have retained 94% of our teaching staff. Excluded in this number are our five retirements and one promotion to assistant principal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 52% of our student population (432 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention, and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Along with the COVID-19 closures, inconsistent school attendance, academic learning gaps increased exponentially, family incomes and stability were greatly compromised.

Problem Statement 2: We are under-identifying gifted learners among our students. As of June 13, 2023, our campus gifted population was at 2.9 percent. The district average is 3.4 percent, and the state average is 8.3 percent. **Root Cause:** There is one tool for identifying gifted students. Often economically disadvantaged students do not always perform well with this one tool; the students' gift is demonstrated in other ways.

Problem Statement 3: During the 22-23 school year, students accumulated 12,824 unexcused absences. Students' attendance was inconsistent for the school year. **Root Cause:** Habitual patterns were formed due to COVID-19 school closure in 2019 and inconsistent attendance patterns in 20-21 related to COVID-19.

Student Learning

Student Learning Summary

Students at all grade levels were assessed at the beginning of the year, in the middle of the year, and at the end of the year using the district's Universal Screeners in keeping with district protocol. Prekindergarten students are assessed using the CIRCLE assessment. Kindergarten through fifth-grade students are assessed using the Measures of Academic Progress (MAP) in both math and reading. Third through fifth-grade students are also tested in Science. These scores are used to determine student readiness, needs, and gaps that may be forming.

A summary of the scores can be found below.

PREKINDERGARTEN CIRCLE DATA 2022-2023

Testing Wave	Rapid Vocabulary OVERALL	Phonological Awareness OVERALL	Math OVERALL
Wave 1 (BOY)	43%	83%	81%
Wave 2 (MOY)	74%	85%	88%
Wave 3 (EOY)	89%	84%	89%

MAP DATA 2022-2023 (Data represent percentage of students who are performing on grade level in comparison to their peers)

GRADE LEVEL	MATH (BOY)	MATH (MOY)	MATH (EOY)	READING (BOY)	READING (MOY)	READING (EOY)
K	64%	70%	67%	23%	73%	58%
1	48%	42%	44%	46%	34%	39%
2	41%	51%	47%	43%	54%	55%
3	44%	51%	54%	55%	56%	53%
4	52%	56%	66%	50%	54%	59%
5	59%	56%	57%	62%	51%	58%

2023 STAAR DATA

Reading Grade	19-20*	20-21 **	21-22**	22-23
3 rd	75%	52%	64%	69%
4 th	65%	54%	74%	75%
5 th	92%	70%	60 %	80%
ALL	77%	59%	66%	74.7%
Math Grade	19-20*	20-21**	21-22**	22-23
3 rd	82%	60%	65%	60%
4 th	64%	50%	61%	56%
5 th	87%	66%	72%	77%
ALL	78%	59%	66%	64.3%
Writing Grade	19-20*	20-21**	21-22**	22-23
4 th	57%	39%	NA	NA
Science 5th	19-20*	20-21*	21-22**	22-23
	54%	46%	30%	46%

*Due to the COVID-19 school closure, data for the 18-19 school year was carried over to the 19-20 school year. **For the 2020-2021 school year STAAR scores reflect only a portion of the student population. Virtual learners' families were given the option to participate in state testing. In the school year 2021-22, all 3rd through 5th grade students were tested using the STAAR assessments.

Demographic Results for percent at Approaches Grade Level Standard or Higher according to 20-21 STAAR Data. Student growth continues to be a focus in all sub-populations. An area that needs continued focus is closing the performance gaps with the white sub-populations. Reeces Creek was identified as needing targeted support. This came about due to not meeting the Federal accountability guidelines with our white sub-populations for three consecutive years.

	Reading	Reading	Math	Math	Science	Science
	20-21	21-22	20-21	21-22	20-21	21-22
	%	%	%	%	%	%
ALL	61	70	62	65	51	35
A.A.	61	65	59	62	47	28
His.	63	76	57	65	62	31
W.	56	70	69	68	73	45
Am. In.	*	*	*	*	*	*
Asian	83	70	89	90	56	100

	Reading 20-21 %	Reading 21-22 %	Math 20-21 %	Math 21-22 %	Science 20-21 %	Science 21-22 %
Pac. Is.	75	80	67	80	*	100
2+	45	78	59	65	40	67
Eco. Dis.	61	71	57	65	42	36
EL. Cur.	68	69	66	69	57	50
Sped. Cur.	35	55	43	51	31	32

TELPAS Scores

57% of students tested showed no change in their proficiency from 20-21 to 21-22.

23% of students tested dropped in their proficiency from 20-21 to 21-22.

20% of students tested grew in their language proficiency from 20-21 to 21-22.

The Telpas data is for grades 1-5 for 2020-2022. Students were not included who did not have two years of testing data. Students who showed no change in their language proficiency increased from 52% to 57% from 2020 to 2021. Students who dropped in their proficiency decreased from 29% to 23% from 2020 to 2021. Students who grew in their language proficiency increased from 19% to 20% from 2020 to 2021.

Student Learning Strengths

- Reeces Creek had a 93.5% daily attendance average throughout the school year.
- During the 2022-2023 school year, 40 teachers, educational associates, and admin volunteered to tutor students after school for the Learning Academies.
- Students were involved in after-school enrichment clubs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of all students projected to approach Grade Level Standard on Reading, Math, and Science STAAR assessment has not recovered from the

18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 2: The percentage of all students projected to meet grade level standard on the Reading, Math, and Science STAAR assessment has remained stagnant since the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 3: Constructed response on the Literacy CUAs throughout 2022-2023 demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** Students still lack basic writing skills because of the COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 4: EB students have had limited growth on TELPAS and no student has exited from the Emergent Bilingual program over 21-22 and 22-23 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 5: The percentage of fifth grade students that are projected to pass the Science STAAR test for 22-23 has dropped over the past 3 years. **Root Cause:** COVID-19 school closure 2019-2020 and missing foundational Science TEKS in 3rd and 4th grade.

Problem Statement 6: 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. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 7: There is a need for students to develop keyboarding skills in order to meet the demands of the online state and district assessments and to engage with technology platforms in meaningful ways to support learning. **Root Cause:** The 2022-2023 school years was the first year all STAAR testing was to be completed online.

Problem Statement 8: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning or to maximize their full potential.

School Processes & Programs

School Processes & Programs Summary

The Killeen Independent School District has adopted the TEKS Resource System as a scope and sequence to order and further define the Texas standards for its teachers. Teachers at Reces Creek utilize the Instructional Focus Documents (IFD), the Vertical Alignment Document (VAD), and the Year at a Glance (YAG) to map units of instruction in grades K-5. Reces Creek Elementary operates as a Professional Learning Community both as a school and within the grade levels. Teachers participate in unit mapping ELAR and Math utilizing the district's lesson progression, pacing calendars, and Curriculum Unit Assessments. This structured form of planning allows teachers to target specific standards and determine the concentration level needed for each.

Teachers attend data meetings that focus on classroom lesson plans. Progress is measured through the regular use of Curriculum Unit Assessments in Math, Reading, and Science, along with MAP data. In Prekindergarten through First grade, the data is obtained from common performance assessments (PAs), CIRCLE, and MAP. This data allows teachers to make informed, data-based decisions for their students and the learning that must happen.

Teachers have continued their study of the GRR model; however, the focus for the 2022-2023 school year will be an improvement to using data to guide the core lesson planning and lessons for interventions.

The Site-Based Decision Making (SBDM) Team comprises representatives from each grade level and special area of the campus. We also include a community and district office member to ensure we allocate resources, solve problems, and plan for the school's future.

Knowing that technology is vital to the future workplace, Reces Creek has projectors mounted in each classroom and group meeting area. These projectors allow the room's whiteboards to become interactive smart boards. iPads, desktops, and laptops are available for teacher and student use during lessons. Reces Creek also employs several internet-based programs, including Imagine Math, Imagine Literacy, and Science Exemplars. A review of these computer programs has caused us to evaluate further the effectiveness and usefulness of the programs we use. As of this past year we are now a one to one campus in grades 1-5.

To engage our parents in their child's learning, we offer curriculum workshops and parent nights; we employ a parent liaison who works with our future students and their families, along with an MFLAC Social Worker who helps engage our students from military families in identifying and maintaining their social/emotional health. Reces Creek Elementary focuses its efforts on educating the whole child. While implementing standards-based instruction through the TEKS Resource System, Reces Creek has also employed three school counselors to aid in our student population's social-emotional well-being and growth. Likewise, every classroom has an established circle time every morning to begin the student's day and serve as a time to develop listening skills and student self-awareness and for the teacher to connect with the students on an emotional level. We also use a social contract as a school, teacher, and student agreement on how we will treat one another.

All classroom teachers have been trained in Restorative Practices. Teachers are expected to use these practices to build relationships with students, continue connections, and hold all stakeholders accountable to the classroom expectations. After restorative practices have been put in place, if a student continues to violate the code of conduct, a referral is used for the next step of discipline on campus.

Our teachers promote the aspirations of future teachers by hosting student teachers from local universities and students from the CATE (Career and Technical Education Center) in their classrooms. These students learn how to plan and deliver lessons, manage student behavior, and grow in the knowledge needed to be effective educators. Mentorship of future teachers indicates the deep love of learning and love for the teaching profession felt by the Reces Creek Community.

To further educate our children in self-regulation, we employ the use of a data spreadsheet for each student. Our teachers track their progress in the universal screeners, CUAs, and DOJO points.

Furthermore, the gap in learning that was created with the COVID-19 closure was further exacerbated in 2020- 2021 by the limited instructional days due to students maneuvering back and forth from virtual learning to face-to-face learning, remote learning days, and with a two-week shut down in February due to the statewide snowstorm. This has had an impact both on student learning outcomes as well as the social and emotional well-being of our students and staff. 21-22 was the first year in three years that the student attendance has been somewhat stable. We are still working to close all learning gaps as many staff and students were out of school due to COVID or COVID exposure.

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. This year we have worked to improve lesson planning and close learning gaps across the campus through the ESF framework model.

School Processes & Programs Strengths

- Staff shout-outs in the staff bulletin.
- Bliss Brigade for staff
- Data tracking of student progress by teachers
- Staff/Student talent show

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause:** The on-going after-effects of the COVID-19 pandemic.

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

Problem Statement 3: In the 2022-2023 school year, students received 434 behavior referrals. **Root Cause:** Teachers did not fully understand how to implement restorative practice.

Perceptions

Perceptions Summary

We welcomed the public into our building for Meet the Teacher, Parent conferences, Character Luncheons, Patriot's Day, Award Ceremonies, Parent nights, Literacy Glow Night, Monster Math Night, STEM Night, Snuggle Up with a good book, Musical performances, Pup Pack, Variety Show, GT Showcase, field day, PRE-K Round-UP, and ESL Parent night.

Parents had multiple means of communication from the campus including emails, Class Dojo, phone calls, texts, and other classroom chosen communication methods. Per the parent survey, parents were satisfied overall with the various communication modes.

Students participated in a musical program in grades K through 5th. Our campus celebrated military child month. Our Adopt-A-Unit participated in Freedom Walk and was honored after by our school. Volunteers were recognized during the recognition ceremony.

A Student Council was elected in the fall. The student council began the work to help the school become a No Place For Hate campus. This year the Student Council received its third No Place for Hate Banner. During the 22-23 school year, the student council sponsored the 5th-grade Graduation dance, Board Appreciation Celebration, Valentine Grams, Sonic/Bald Turkey Fundraisers, and Cultural doll project. They also sponsored a student/staff talent show. The Student Council was recognized as one of forty-three campuses across Texas for its Humanitarian Efforts. The student council attended the Leaders "R" Us Conference and received their 2nd TEPSA Trophy.

A school-wide, paperless reward system was instituted using Class DOJO. Students earned points to spend in the DOJO awards cart and participate in our semester DOJO parties.

The school's archery team earned State and national awards for their hard work. The competitions they entered were held both in-person and virtually. The school's robotic team placed 5th Globally. The Battle of the Books team came in 2nd place in the district. Destination Imagination team competed regionally. Science Olympiad teams competed in District competition.

Learning academies were held after school for students in grades 1 through 5. Students were tutored in TEKS that have historically been struggling areas for the school and district. Students were tutored during the week. Students in grades 2 through 5 participated in after-school enrichment clubs. The clubs included gardening, art, music, sports, and yearbook.

The administrative team ensured teachers and staff were recognized for their perseverance and adaptability to a unique learning environment. There were regular shout-outs in the weekly bulletins and on the school's social media outlets. The school staff was invited and encouraged to participate in monthly wellness activities that would reward the grade level or department at the close of the competition.

To engage our parents in their child's learning we offer curriculum workshops, parent nights, we employ a parent liaison who works with our future students and their families, along with an MFLAC Social Worker who helps engage our students from military families in identifying and maintaining their social/emotional health. We offer two opportunities for all parents and family members to review and revise our Parent and Family Engagement Policy(PFEP) and Home-School Compact (HSC) for the coming year. Parents were invited to participate in committees through virtual means and attended the SBDM meetings monthly. Parents shared that the school-wide communication platforms such as Class DOJO and Connect Ed made communication and information dissemination easy and quick.

Perceptions Strengths

The mental and physical well-being of students and staff are addressed and monitored.

Students have opportunities to assist in making the school a safer, cleaner, and happier place for learning.

Student learning and progress are addressed, and when students are not engaging, every effort is made to re-connect them to the school and their learning.

Parents and students participated in a survey to address satisfactions and concerns about school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to maintain positive, two-way communication with parents. **Root Cause:** With the ease of texting with technology, the personal connection of phone conversations has been lost.

Problem Statement 2: There is a need to identify and remove barriers that may prevent the parents and families from fully participating in the education of their child. **Root Cause:** Parents do have readily available access and understanding of updated curriculum expectations.

Goals

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

Performance Objective 1: By June 2024, 55% of 3-5 grades will reach the standard of MEETS EXPECTATIONS for the reading STAAR, 85% of PK students will score at or above grade level on the Reading Circle, and 50% of K-2 students will be at or above grade level on the reading MAP.

Evaluation Data Sources: MAP
STAAR
Circle
CUA (Curriculum Unit Assessments)

Strategy 1 Details
<p>Strategy 1: An additional intervention para-professional will assist with tier 2 and tier 3 intervention for at-risk students during the reading intervention for grades K-5.</p> <p>Strategy's Expected Result/Impact: Improved Reading scores</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Salary and benefits - Instructional Assistant - 211 - ESEA, Title I Part A - 211.11.6129.00.122.30.000 - \$26,342</p>

Strategy 2 Details

Strategy 2: Intervention teachers will implement Tier 2 and 3 interventions and provide targeted intervention support for at-risk students in reading for grades K-5. Groups will be formed based on reading level as determined by MAP and other campus based data.

Strategy's Expected Result/Impact: Improved Reading Results

Staff Responsible for Monitoring: Principal

CIS

SBDM

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Teacher (Intervention) - 211 - ESEA, Title I Part A - 211.11.6119.00.122.30.000 - \$78,852, Teacher (Intervention) - 211 - ESEA, Title I Part A - 211.11.6119.00.122.30.000 - \$86,102, Teacher (Intervention) - 166 - State Comp Ed - 166.11.6119.00.122.30.AR0 - \$69,594

Strategy 3 Details

Strategy 3: Tutoring opportunities will be offered to students who are invited by their teacher who have unfinished learning because of the ongoing effects of COVID-19 school closure. Those providing services will be classroom teachers and auxiliary personnel.

Strategy's Expected Result/Impact: Improved student performance on assessments and closing gaps in learning.

Staff Responsible for Monitoring: Principal and CIS

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 6

Funding Sources: After-school Resources for Tutoring - 166 - State Comp Ed - 166.11.6399.00.122.30.AR0 - \$6,830

Strategy 4 Details

Strategy 4: To support the teachers in their efforts to grow and improve their craft, the campus will hold weekly, hour-long PLC meetings for K-5 teachers to be involved in planning unit learning utilizing the backward design model and the TEKS Resource System along with the YAG (year at a glance) created by Killeen Independent School District.

Strategy's Expected Result/Impact: Improved student scores

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 2

Strategy 5 Details

Strategy 5: iStation will be used to individualize morning and intervention work throughout the campus in kindergarten through fifth grade to increase reading foundational skills.

Strategy's Expected Result/Impact: Increased reading scores on MAP and STAAR.

Staff Responsible for Monitoring: Principal

CIS

SBDM

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3, 7

Strategy 6 Details

Strategy 6: Spanish reading materials will be purchased for utilization during balanced literacy station work

Strategy's Expected Result/Impact: Improved TELPAS, STAAR, and MAP scores

Staff Responsible for Monitoring: Principal

CIS

ESL Teacher

Problem Statements: Student Learning 4

Funding Sources: Supplemental Spanish reading materials - 263 - ESEA, Title III Part A - 263.11.6329.LE.122.25.000 - \$1,290

Strategy 7 Details

Strategy 7: Students will participate in online keyboarding skills training to develop automaticity, thus allowing students to focus on typing complete thoughts instead of finding a letter at a time.

Strategy's Expected Result/Impact: Improved TELPAS, STAAR, and CUA scores.

Staff Responsible for Monitoring: Principal

Computer teacher

TEA Priorities:

Improve low-performing schools

- **Targeted Support Strategy**

Problem Statements: Student Learning 7

Funding Sources: Online Keyboarding - 211 - ESEA, Title I Part A - 211.11.6299.OL.122.30.000 - \$2,500

Strategy 8 Details

Strategy 8: PreK-5th grade students will have access to the use of technology for online reading intervention to support reading development and growth.

Strategy's Expected Result/Impact: Improve Circle Reading scores

Staff Responsible for Monitoring: Principal

CIS

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1

Funding Sources: Technology for student instructional use - 211 - ESEA, Title I Part A - 211.11.6398.00.122.30.000 - \$24,710, Cases for iPads - 211 - ESEA, Title I Part A - 211.11.6399.00.122.30.000 - \$2,661, Cases for iPads - 166 - State Comp Ed - 166.11.6399.00.122.30.AR0 - \$4,000, Charging Carts for iPads - 166 - State Comp Ed - 166.11.6394.00.122.30.AR0 - \$2,000

Strategy 9 Details

Strategy 9: All students in grades Kinder through 3rd will receive systematic phonics instruction through the Benchmark program on a daily basis in both whole group and small group instruction.

Strategy's Expected Result/Impact: Improve MAP and STAAR scores

Staff Responsible for Monitoring: Principal

APs

CISes

Teachers

Problem Statements: Student Learning 1, 2

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 52% of our student population (432 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention, and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Along with the COVID-19 closures, inconsistent school attendance, academic learning gaps increased exponentially, family incomes and stability were greatly compromised.

Student Learning

Problem Statement 1: The percentage of all students projected to approach Grade Level Standard on Reading, Math, and Science STAAR assessment has not recovered from the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 2: The percentage of all students projected to meet grade level standard on the Reading, Math, and Science STAAR assessment has remained stagnant since the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Student Learning

Problem Statement 3: Constructed response on the Literacy CUAs throughout 2022-2023 demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** Students still lack basic writing skills because of the COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 4: EB students have had limited growth on TELPAS and no student has exited from the Emergent Bilingual program over 21-22 and 22-23 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 6: 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. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 7: There is a need for students to develop keyboarding skills in order to meet the demands of the online state and district assessments and to engage with technology platforms in meaningful ways to support learning. **Root Cause:** The 2022-2023 school years was the first year all STAAR testing was to be completed online.

School Processes & Programs

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

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, 60% of 3-5 grades will reach the standard of the meet expectation for the math STAAR, 88% of PK students will score at or above grade level on the Math Circle, and 55% of K-2 students will be at or above grade level on the math MAP.

Evaluation Data Sources: MAP
STAAR
CIRCLE
CUA (Curriculum Unit Assessments)

Strategy 1 Details

Strategy 1: Classroom and intervention teachers will implement tier 2 and 3 interventions and provide RTI support for at-risk students in math for grades K-5. In order to further support teachers in their math instruction and intervention, math manipulatives will be utilized during math instruction in every grade level. The manipulatives will support students learning and the connections they make between concrete to abstract thinking.

Strategy's Expected Result/Impact: Improved Math Scores

Staff Responsible for Monitoring: Principal

CIS
Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Funding Sources: math manipulatives and resources for Math Interventions - 166 - State Comp Ed - 166.11.6399.00.122.30.AR0 - \$5,736

Strategy 2 Details

Strategy 2: An online intervention tool [ST Math] will be used to individualize morning and intervention work throughout the campus in kindergarten through fifth grade to increase math foundational skills.

Strategy's Expected Result/Impact: Increased Math scores

Staff Responsible for Monitoring: Principal

CIS
SBDM

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Strategy 3 Details

Strategy 3: Utilizing the district's data protocol, teachers will consistently review data gathered from their PA's and their CUA's regarding student growth.

Strategy's Expected Result/Impact: Student growth and increased CUA scores.

Staff Responsible for Monitoring: Principal
CISes

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Demographics 2 - School Processes & Programs 2

Strategy 4 Details

Strategy 4: Math talk, problem solving, and math academic vocabulary will be taught through PD, and utilized throughout grades K-5.

Strategy's Expected Result/Impact: Increased Math STAAR scores

Staff Responsible for Monitoring: Principal
CIS
Assistant Principals

Targeted Support Strategy

Problem Statements: Student Learning 1, 2

Strategy 5 Details

Strategy 5: Guided math will be implemented and monitored through coaching walks, in all third, fourth, and fifth grade classrooms.

Strategy's Expected Result/Impact: Increased CUA and STAAR math scores.

Staff Responsible for Monitoring: Principal
Assistant Principals
CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: We are under-identifying gifted learners among our students. As of June 13, 2023, our campus gifted population was at 2.9 percent. The district average is 3.4 percent, and the state average is 8.3 percent. **Root Cause:** There is one tool for identifying gifted students. Often economically disadvantaged students do not always perform well with this one tool; the students' gift is demonstrated in other ways.

Student Learning

Problem Statement 1: The percentage of all students projected to approach Grade Level Standard on Reading, Math, and Science STAAR assessment has not recovered from the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 2: The percentage of all students projected to meet grade level standard on the Reading, Math, and Science STAAR assessment has remained stagnant since the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

School Processes & Programs

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

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, 50% of students in grades 3-5 will achieve the MEETS standard on the writing/short answer portion of the Reading STAAR assessment.

Evaluation Data Sources: CUA
STAAR
Teacher Made Assessments

Strategy 1 Details

Strategy 1: Teachers in grades K-5 will attend professional development with Empowering Writers for the effective implementation of writing lessons and strategies.

Strategy's Expected Result/Impact: Improved writing scores

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 3

Funding Sources: Empowering Writers Implementation PD - 211 - ESEA, Title I Part A - 211.13.6399.00.122.30.000 - \$4,000

Strategy 2 Details

Strategy 2: K-5 Classroom and Intervention teachers will use data protocols to determine areas of need in writing during weekly PLCs and implement adjustments to lesson plans to address targeted writing TEKS.

Strategy's Expected Result/Impact: Improved writing scores

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 3

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Constructed response on the Literacy CUAs throughout 2022-2023 demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** Students still lack basic writing skills because of the COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

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, 40% of 5th-grade students will reach the MEETS standard for science.

Evaluation Data Sources: STAAR
MAP
CUA

Strategy 1 Details

Strategy 1: Generation Genius will be utilized to provide students with supplemental science inquiry experiences and real-world experiences to enhance daily science lessons in grades K-3.

Strategy's Expected Result/Impact: Improved Science Scores
Provide additional Real-world Experiences

Staff Responsible for Monitoring: Principal
CIS

Targeted Support Strategy

Problem Statements: Student Learning 5

Funding Sources: Online Science Subscription - Generation Genius - 166 - State Comp Ed - 166.11.6299.OL.122.30.AR0 - \$1,300

Strategy 2 Details

Strategy 2: Utilizing the district's data protocol, teachers will consistently review data gathered from their PA's and their CUA's regarding student growth in Science and implement reteaches to support growth.

Strategy's Expected Result/Impact: Improved student scores.

Staff Responsible for Monitoring: Principal
CIS

ESF Levers:

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

- **Targeted Support Strategy**

Problem Statements: Student Learning 5 - School Processes & Programs 2

Strategy 3 Details

Strategy 3: At the beginning of each unit of study, teachers in grades 3-5 will create a concept map of the science vocabulary for the unit showing the relationships between the words and how they connect to one another. Science vocabulary will be posted on word walls in each classroom to guide academic vocabulary in all 3-5 classes.

Strategy's Expected Result/Impact: Increased Science STAAR scores and CUA scores.

Staff Responsible for Monitoring: Principal
CIS

ESF Levers:

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Student Learning 5

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 5: The percentage of fifth grade students that are projected to pass the Science STAAR test for 22-23 has dropped over the past 3 years. **Root Cause:** COVID-19 school closure 2019-2020 and missing foundational Science TEKS in 3rd and 4th grade.

School Processes & Programs

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

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

Performance Objective 5: By June 2024, 100% of GT students will show one year's growth on MAP and score meets or masters on STAAR.

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details

Strategy 1: Teachers will provide differentiated instruction for GT students and students who may be identified as GT with project based learning to meet their unique academic needs and continue to ensure they are challenged to grow academically.

Strategy's Expected Result/Impact: GT Showcase where students present their TPSP projects to the public.

Staff Responsible for Monitoring: Principal

CIS

GT Cluster Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 8

Funding Sources: Project Based Learning Supplies - 177 - Gifted/Talented - 177.11.6399.00.122.21.000 - \$1,500, Snacks for Gifted After-School Event - 177 - Gifted/Talented - 177.36.6499.00.122.21.000 - \$250

Strategy 2 Details

Strategy 2: Book sets will be ordered to further grow the reading levels of the GT students. These levels will support gifted learners in grades K through 5th grade.

Strategy's Expected Result/Impact: Increased MAP scores and one year's growth for all GT students.

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Build a foundation of reading and math

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Problem Statements: Student Learning 8

Funding Sources: Book Sets - 177 - Gifted/Talented - 177.11.6329.00.122.21.000 - \$925

Strategy 3 Details

Strategy 3: The students who are identified as Gifted and Talented will be taken on a field experience outside of Killeen to further enrich and extend their learning.

Strategy's Expected Result/Impact: One year's growth on MAP and STAAR.

Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 8

Funding Sources: Transportation for GT field based learning - 177 - Gifted/Talented - 177.11.6494.00.122.21.000 - \$2,000

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 8: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning or to maximize their full potential.

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

Performance Objective 6: By June 2024, 100% of EB students will score one level higher on the TELPAS.

Evaluation Data Sources: TELPAS

Strategy 1 Details
<p>Strategy 1: Reading and writing training will be provided for ESL interventionist and ESL aid to improve the instructional lesson planning for EB students.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS Scores</p> <p>Staff Responsible for Monitoring: Principal CIS SBDM</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>
Strategy 2 Details
<p>Strategy 2: An audio library of books with a hard copy will be expanded for campus classrooms that have EB students. These audiobooks will be available for EB students to check out for home and classroom use.</p> <p>Strategy's Expected Result/Impact: Improved reading and writing scores for EB students.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Audio books - 165/ES0 - ELL - 165.11.6329.00.122.25.ES0 - \$6,020</p>

Strategy 3 Details

Strategy 3: ESL teachers will provide small group intervention lessons for EB students that target vocabulary development and literacy skills specifically targeting academic vocabulary that will transfer to classwork in the regular education classroom. Additional practice with vocabulary and academic language will be provided using Summitt K-12.

Strategy's Expected Result/Impact: Increase of TELPAS ratings

Increased STAAR scores

Reading CUA Scores

Staff Responsible for Monitoring: Principal

CISs

ESL teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 4: EB students have had limited growth on TELPAS and no student has exited from the Emergent Bilingual program over 21-22 and 22-23 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

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

Performance Objective 7: By June 2024, 40% of 3-5 SPED students will reach the MEETS standard for math and reading STAAR, and 100% of K-2 SPED students will show at least one year's worth of growth on the MAP.

Evaluation Data Sources: STAAR
MAP
CUA

Strategy 1 Details

Strategy 1: Inclusion and general education teachers will participate in collaborative training, coaching, and instruction throughout the school year

Strategy's Expected Result/Impact: Improved assessment and STAAR scores

Staff Responsible for Monitoring: Principal

APS
SPED Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 1 - School Processes & Programs 2

Strategy 2 Details

Strategy 2: The SPED teaching staff will participate in PLCs to analyze data and plan appropriate interventions that align with the students' IEP goals to close the instructional gaps.

Strategy's Expected Result/Impact: Improved instructional strategies

Staff Responsible for Monitoring: Principal

Campus Facilitator

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: School Processes & Programs 2

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: 52% of our student population (432 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention, and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Along with the COVID-19 closures, inconsistent school attendance, academic learning gaps increased exponentially, family incomes and stability were greatly compromised.

School Processes & Programs

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

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: 100% of Reeces Creek teachers and educational associates will participate in campus and district professional development on improving and enhancing classroom instruction. These opportunities will strengthen classroom instruction so that student achievement grows.

Evaluation Data Sources: sign-in sheets

Strategy 1 Details
<p>Strategy 1: An additional 1.0 Campus Instructional Specialist (CIS) will coach and provide RTI support, professional development, and PLC support for teachers.</p> <p>Strategy's Expected Result/Impact: Improved assessment scores and identification for students who need special programs support</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: 1.0 CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.122.30.000 - \$82,368</p>
Strategy 2 Details
<p>Strategy 2: Professional development will be provided to build teacher capacity, examine data, and plan targeted intervention to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Improve STAAR scores, CUA scores, and MAP scores</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: PLC Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.122.30.000 - \$25,000</p>

Strategy 3 Details

Strategy 3: Administrators will go on coaching walks together to calibrate and improve one another's capacity for having coaching conversations with the teachers they appraise.

Strategy's Expected Result/Impact: Stronger coaching to support teachers work in the classroom

Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

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

Strategy 4 Details

Strategy 4: The Campus Instructional Specialists will provide monthly and as-needed support to new teachers in Universal Screeners, campus operations, technology, and other important new teacher information. The support to new teachers will lead to more aligned instruction the first time concepts are taught.

Strategy's Expected Result/Impact: Support for new teachers and better-aligned instruction.

Staff Responsible for Monitoring: Principal

TEA Priorities:

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

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

Strategy 5 Details

Strategy 5: Teachers and administration will be supported through Action Coaching that will be provided by Region 12 support staff as well as the Get Better Faster coaching model, to further develop teacher planning and implementation through immediate, targeted feedback.

Strategy's Expected Result/Impact: Increased STAAR scores.

Increased CUA scores.

Increased MAP scores

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Recruit, support, retain teachers and principals

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Problem Statements: School Processes & Programs 2

Funding Sources: Action Coaching Staff - 211 - ESEA, Title I Part A - 211.13.6239.00.122.30.000 - \$12,000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percentage of all students projected to approach Grade Level Standard on Reading, Math, and Science STAAR assessment has not recovered from the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Student Learning

Problem Statement 2: The percentage of all students projected to meet grade level standard on the Reading, Math, and Science STAAR assessment has remained stagnant since the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 3: Constructed response on the Literacy CUAs throughout 2022-2023 demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** Students still lack basic writing skills because of the COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 5: The percentage of fifth grade students that are projected to pass the Science STAAR test for 22-23 has dropped over the past 3 years. **Root Cause:** COVID-19 school closure 2019-2020 and missing foundational Science TEKS in 3rd and 4th grade.

School Processes & Programs

Problem Statement 1: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause:** The on-going after-effects of the COVID-19 pandemic.

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

Problem Statement 3: In the 2022-2023 school year, students received 434 behavior referrals. **Root Cause:** Teachers did not fully understand how to implement restorative practice.

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, Reeces Creek will increase opportunities for parents to participate in academic learning sessions from 31% to 50% and will increase the volunteer opportunities from six events to twelve events.

Evaluation Data Sources: Sign In Sheets
Master Event Calendar

Strategy 1 Details

Strategy 1: A Parent Liaison will foster positive relationships between the school and home by coordinating parent engagement opportunities, facilitating parenting classes (during the day and in the evening), including for families with children who are not yet school age to teach and model early literacy strategies, and promoting ongoing two-way communication.

Strategy's Expected Result/Impact: Increased opportunity for parent involvement

Staff Responsible for Monitoring: Principal
Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Salary and Benefits - Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.122.30.000 - \$30,290, Math and Reading Instructional Materials for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.122.24.PAR - \$2,136, Books for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.122.24.PAR - \$500, Refreshments for parenting events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.122.24.PAR - \$1,500

Strategy 2 Details

Strategy 2: Reeces Creek Elementary will host a variety of in-person family academic events in the evenings for Reeces Creek students. Such events and activities will include a focus on math and literacy strategies. Reeces Creek will also offer parent-teacher conferences, math strategy night, reading with your family night, family fun run, Read Across America, and music performances to facilitate parent involvement.

Strategy's Expected Result/Impact: Increased opportunity for parent involvement

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 3 - Perceptions 1, 2

Strategy 3 Details

Strategy 3: Reeces Creek will utilize multiple platforms to inform parents of upcoming events.

Strategy's Expected Result/Impact: Increased opportunity for parent involvement

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 3 - Perceptions 1

Strategy 4 Details

Strategy 4: Parent-Teacher Conferences will be held during the first semester.

Strategy's Expected Result/Impact: Increased opportunity for parent involvement

Staff Responsible for Monitoring: Principal

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

Strategy 5 Details

Strategy 5: Parents will be invited to assist with the development of the upcoming school year's home school compact and parent engagement policy through in-person or virtual meetings.

Strategy's Expected Result/Impact: Increased opportunity for parent involvement

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 3 - Perceptions 1

Strategy 6 Details

Strategy 6: Parents will be invited to participate on the SBDM committee through virtual and face-to-face options.

Strategy's Expected Result/Impact: Increased parental involvement.

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 3 - Perceptions 1

Strategy 7 Details

Strategy 7: Parents of EB students will be able to check out books and supplies to support literacy and language development at home.

Strategy's Expected Result/Impact: Increased TELPAS scores

Staff Responsible for Monitoring: Principal

CIS

ESL Teachers

TEA Priorities:

Improve low-performing schools

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 52% of our student population (432 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention, and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Along with the COVID-19 closures, inconsistent school attendance, academic learning gaps increased exponentially, family incomes and stability were greatly compromised.

Problem Statement 3: During the 22-23 school year, students accumulated 12,824 unexcused absences. Students' attendance was inconsistent for the school year. **Root Cause:** Habitual patterns were formed due to COVID-19 school closure in 2019 and inconsistent attendance patterns in 20-21 related to COVID-19.

Student Learning

Problem Statement 4: EB students have had limited growth on TELPAS and no student has exited from the Emergent Bilingual program over 21-22 and 22-23 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

School Processes & Programs

Problem Statement 3: In the 2022-2023 school year, students received 434 behavior referrals. **Root Cause:** Teachers did not fully understand how to implement restorative practice.

Perceptions

Problem Statement 1: There is a need to maintain positive, two-way communication with parents. **Root Cause:** With the ease of texting with technology, the personal connection of phone conversations has been lost.

Problem Statement 2: There is a need to identify and remove barriers that may prevent the parents and families from fully participating in the education of their child. **Root Cause:** Parents do have readily available access and understanding of updated curriculum expectations.

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

Performance Objective 1: By June 2024, 90% of students at Reeces Creek will be celebrated for positive behaviors in the classroom and school.

Evaluation Data Sources: Referral numbers

Strategy 1 Details

Strategy 1: Students will have the opportunity to earn DOJO Dollars for showing good character and being campus role models. Students will be able to spend their DOJO Dollars in the school store and for the nine week's behavior bash.

Strategy's Expected Result/Impact: Decreased referrals and increased number of students who attend the behavior bash

Staff Responsible for Monitoring: Principal

APS

Counselors

Problem Statements: Demographics 1 - School Processes & Programs 3

Strategy 2 Details

Strategy 2: The campus conduct committee will meet monthly to review discipline data, student behavior celebration data, and discuss refinement to the campus-wide behavior system.

Strategy's Expected Result/Impact: A decrease in student discipline incidents

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Code of Conduct Committee Members

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1, 3

Strategy 3 Details

Strategy 3: Reeces Creek will work to become a No Place for Hate Campus to further combat bullying and aid in violence prevention. The counselors will create a student council that will assist in the development and implementation of becoming an identified campus.

Strategy's Expected Result/Impact: A decrease in student discipline incidents and prevention of bullying

Staff Responsible for Monitoring: Principal
Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 3

Strategy 4 Details

Strategy 4: In order to maintain the physical well-being of our students, we have a daily 20-minute recess and 250 minutes of PE every two weeks. Our staff also participates in monthly wellness challenges.

Strategy's Expected Result/Impact: Improved physical health.

Staff Responsible for Monitoring: PE Teachers

TEA Priorities:

Improve low-performing schools

-

Problem Statements: School Processes & Programs 1, 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 52% of our student population (432 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention, and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Along with the COVID-19 closures, inconsistent school attendance, academic learning gaps increased exponentially, family incomes and stability were greatly compromised.

School Processes & Programs

Problem Statement 1: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. **Root Cause:** The on-going after-effects of the COVID-19 pandemic.

Problem Statement 3: In the 2022-2023 school year, students received 434 behavior referrals. **Root Cause:** Teachers did not fully understand how to implement restorative practice.

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, 100% of the required safety drills will be conducted and a review of campus safety procedures will be reviewed.

Evaluation Data Sources: Safety Drill Record
Campus Safety Audit
Efficiently (in 20 minutes or less) dismiss all students safely

Strategy 1 Details
<p>Strategy 1: Each classroom and administrative office will have a safety kit with the required supplies Strategy's Expected Result/Impact: A fully supplied, up to date safety kit with all materials for each classroom Staff Responsible for Monitoring: Principal APS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Monthly fire drills, two tornado drills and one external and internal lock down drill will be conducted throughout the school year. Strategy's Expected Result/Impact: Safety Drill Compliance Staff Responsible for Monitoring: Principal APS</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing. Root Cause: The on-going after-effects of the COVID-19 pandemic.</p>

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

Performance Objective 1: By June 2024, Reeces Creek will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Master Schedule
Interventionist Schedules

Strategy 1 Details

Strategy 1: Grades K-5 will have a scheduled intervention time where teachers and other professionals will work with small groups to target math and reading gaps particular to their students.

Strategy's Expected Result/Impact: Increased reading and math scores

Staff Responsible for Monitoring: Principal

CIS

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1, 2, 3

Strategy 2 Details

Strategy 2: EB students will receive quality education by ESL certified teachers that demonstrate appropriate strategies and language development in their L2.

Strategy's Expected Result/Impact: Increased TELPAS Scores

Staff Responsible for Monitoring: Principal

ESL Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 4

Strategy 3 Details

Strategy 3: Teachers and educational associates will work in small groups to identify areas of need through the use of iStation and ST Math data and other data sources so that they can help increase student achievement in math and reading

Strategy's Expected Result/Impact: Increased reading and math scores

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 2

Strategy 4 Details

Strategy 4: The campus master schedule for all grade levels K-5 has a 120-minute ELAR block, 90 minute Math block, and a 60 minute intervention block daily.

Strategy's Expected Result/Impact: All instructional minutes as required by the district will be followed

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percentage of all students projected to approach Grade Level Standard on Reading, Math, and Science STAAR assessment has not recovered from the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 2: The percentage of all students projected to meet grade level standard on the Reading, Math, and Science STAAR assessment has remained stagnant since the 18-19 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 3: Constructed response on the Literacy CUAs throughout 2022-2023 demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** Students still lack basic writing skills because of the COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

Problem Statement 4: EB students have had limited growth on TELPAS and no student has exited from the Emergent Bilingual program over 21-22 and 22-23 school year. **Root Cause:** COVID-19 school closure 2019-2020 and continued inconsistent attendance for students in the 2020-2021 and 2021-2022 school years.

School Processes & Programs

Problem Statement 2: Teachers are well versed in identifying deficits in student learning yet struggle taking that data and planning purposefully in order to close and address those deficits specifically. **Root Cause:** The new challenges and gaps in learning created by the COVID-19 pandemic.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Abigail Church	Principal
Classroom Teacher	Keturah Anthony	PK4 Teacher
Classroom Teacher	Isabel Pelley	Kindergarten Teacher
Classroom Teacher	Kara Dudley	1st Grade Teacher
Classroom Teacher	Helen Davis	2nd Grade Teacher
Classroom Teacher	Lisa Berthold	3rd Grade Teacher
Classroom Teacher	Erika Henry	4th Grade Teacher
Classroom Teacher	Steve Johnson	5th Grade Teacher
Classroom Teacher	Dustin Curtis	SPED Teacher
Community Representative	Jim Sweeney	Community Member
District-level Professional	Iris Felder	District-Level Professional
Paraprofessional	Eric Madrid	Paraprofessional (Title I)
Parent Liaison	Tamaika Thomas-King	Paraprofessional (Title I)
Technologist	Scott Heideman	Other Appropriate Personnel (Title I)
Instructional Specialist	Jerica Maxson	Other School Leader (Title I)
Administrator	Mario Flores	Other School Leader (Title I)
Counselor	Jamie Calvert	Specialized Instructional Support (Title I)
Specials Teacher	David Douglas	PE
Interventionist	Vannette Simmons	Interventionist