

Killeen Independent School District
Clear Creek Elementary School
2023-2024



Mission Statement

Clear Creek staff will plan together expertly and deliberately to teach everyday so that students learn to their maximum potential-no excuses!

Vision

Through the implementation of a full , innovative, rigorous, comprehensive education program Clear Creek will provide superior learning opportunities so that students receive a solid foundation for success in the workforce and/or in higher education.

We will empower students to acquire, demonstrate, articulate, and value knowledge and skills that will support them as lifelong learners that participate in and contribute to society as good, productive citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clear Creek Elementary was dedicated as a Killeen Independent School District (KISD) school on August 19, 1990. At present, Clear Creek is one of 31 elementary schools in Killeen ISD. In 1885, Clear Creek Elementary was known as Clear Creek School #100. In 1894, it became Clear Creek School #109. Clear Creek School was dissolved in March 1942 but was re-established in June 1947 after Camp Hood established its own independent school district. In 1953, Fort Hood ISD was dissolved and Clear Creek Elementary was again dissolved until 1990. Since its establishment in 1990, Clear Creek has been under the helm of 3 principals: Rusty Smith served from 1989-2001; Jerre Varnell served from 2001-2009; and Maryann Ramos was principal from 2009 until her retirement in December 2020. Assistant Principal Jessica Brading was assigned as interim principal in January 2021 and was named Clear Creek's fourth principal in April 2021.

Students

Clear Creek currently serves the students living in Fort Hood's Kouma and Liberty Villages. Many military parents who live off base transfer their students to Clear Creek because they utilize the Fort Hood School Age Care facility located in Kouma Village. A few of the students at Clear Creek are children of civilian parents who work on Fort Hood and a very small number of Clear Creek students are staff members' children. Many of our military families are young with one spouse in the Army and the other being a stay-at-home parent. It is not unusual for the military spouse to be the mother of the children that attend Clear Creek and, sometimes, both parents are active-duty military soldiers. For many, moving to Clear Creek's area is the new military family's first duty station and it is also the first time the family has been away from the support of extended family. Often, before the family has had an opportunity to settle into their new living quarters, the military spouse goes away for military training and then quickly returns only to leave for at least a 9-month military duty assignment somewhere in the world. Military resources are available to families; however, the school is the hub for the community.

Student information from the most current Texas Academic Performance Report (TAPR) is summarized below.

Clear Creek's student population is ethnically diverse.

Enrollment by Race/Ethnicity				
Year	Race/Ethnicity	Clear Creek	Killeen ISD	Texas
21-22 665 Total Students	African American	26.4	34.2	12.8
	Hispanic	27.3	32.8	52.7
	White	31.4	19.1	26.3
	American Indian	0.2	0.5	0.3
	Asian	1.5	2.3	4.8
	Pacific Islander	2.6	2.0	0.2
	Two or more races	10.7	9.2	2.9

Enrollment by Race/Ethnicity				
20-21 666 Total Students	African American	25.1	34.8	12.7
	Hispanic	27.9	32.3	52.9
	White	32.7	19.6	26.5
	American Indian	0.6	0.5	0.3
	Asian	2.3	2.3	4.7
	Pacific Islander	2.6	2.0	0.2
	Two or More Races	8.9	8.5	2.7
19-20 699 Total Students	African American	23.9	35.0	12.6
	Hispanic	25.6	31.2	52.8
	White	36.2	20.9	27.0
	American Indian	0.9	0.5	0.4
	Asian	2.3	2.3	4.6
	Pacific Islander	3.7	2.1	0.2
	Two or More Races	7.4	8.0	2.5

At Clear Creek, enrollment can be expected to be heavier in PK3-2nd grade than in 3rd-5th grades.

Student Enrollment by Grade Level							
	PK3 & 4	Kinder	1st	2nd	3rd	4th	5th
2021-2022 665 Total Students	20%	14.4%	15.6%	14.6%	12.8%	11.9%	10.7%
2020-2021 666 Total Students	20.4%	16.1%	15.2%	13.8%	12.2%	11.7%	10.7%
2019-2020 699 Total Students	25.9%	16.0%	14.2%	13.3%	10.6%	10.9%	9.2%
2018-2019 698 Total Students	26.4%	15.3%	15.2%	11.9%	10.7%	10.9%	9.6%

The mobility rate demonstrates the percentage of students that move in and out of Clear Creek during the school year. Most withdrawals and enrollment during the school year occur

due to parental military reassignments. Addressing the academic needs of a highly mobile population presents unique challenges for our teachers. Clear Creek's student mobility rate often surpasses the mobility rates seen by Killeen ISD and Texas.

Mobility Rate*	Clear Creek	Killeen ISD	Texas
2021-2022	40.1%	25.4%	13.6%
2019-2020	31.4	23.2	13.8

*Student mobility rates are reported by the state in the current TAPR one year behind.

The TAPR also classifies students by the academic programs they qualify for and by programs that serve them.

	Clear Creek	KISD	Texas	Clear Creek	KISD	Texas	Clear Creek	KISD	Texas
	2021-2022			2020-2021			2019-2020		
Economically Disadvantaged (qualify for free/reduced school meals program)	42.6%	61.9%	60.6%	58.9%	55.5%	60.3%	74.4%	60.5%	60.3%
Section 504	7.7%	10.8%	7.4%	20.3	20.3	20.3	20.3	20.3	20.3
English Learners	4.4%	11.2%	21.7%	6.5%	10.9%	20.7%	5.6%	10.2%	20.3%
Students w/ Disciplinary Placements	Not published			0%	1.9%	1.2%	0.1%	2.4%	1.5%
Students w/ Dyslexia	3.2%	6.5%	5%	2.6%	6%	4.5%	2.7%	5.4%	4.1%
Foster Care Students	0	0.6%	0.3%	.2%	.6%	4.5%	0.3%	0.6%	0.3%
Homeless Students	0	0.6%	1.1%	.2%	.6%	1.1%	0.3%	0.8%	1.4%
Immigrant Students	1.2%	0.6%	2%	2.4%	.8%	2%	1.4%	0.7%	2.3%
Title I Students	100%	61.2%	64.3%	100%	58.1%	64.5%	100%	60.8%	65.1%
Military Connected Students	77.7%	27.8%	3.3%	81.2%	29.8%	2.7%	93%	33.8%	1.9%

	Clear Creek	KISD	Texas	Clear Creek		KISD	Texas	Clear Creek	KISD	Texas
At-Risk Students	38.5%	58.5%		53.5%	29%	47%	49.2%	35.9%	51.9%	50.6%
Bilingual/ESL Education	4.2%	10.4%		21.9%	6.5%	10.1%	21%	5.0%	9.3%	20.6%
Gifted and Talented Education	4.4%	3.1%		8.0%	3.2%	3.4%	8.3%	3.6%	3.3%	8.1%
Special Education	12.5%	14.4%		11.6%	12.9%	14%	11.1%	9.7%	13.3%	10.52%

Retention continues to be a valid intervention strategy. At Clear Creek, parents are made aware of student struggles as early as 4 weeks into the school year. Teachers are required to conference with parents of struggling students after distribution of each progress report and report card denoting a grade of 70 or below in any of the four core areas (English language arts, math, science, social studies). Retention in Kindergarten is considered only if the parents initiate the retention and only if the student is struggling academically and socially/emotionally. Prekindergarten through Kindergarten grades are not mandatory attendance grade levels in Texas; however, once enrolled, students are bound by state compulsory attendance laws.

Retention Rates by Grade	Clear Creek			KISD			TEXAS		
	<i>21-22</i>	<i>20-21</i>	<i>19-20</i>	<i>21-22</i>	<i>20-21</i>	<i>19-20</i>	<i>21-22</i>	<i>20-21</i>	<i>19-20</i>
Kindergarten	0	0	0	0.6%	.6%	0.6%	1.9%	1.4%	1.6%
First Grade	7.6%	4.5%	8.0%	6.0%	1.9%	6.1%	2.9%	1.9%	2.9%
Second Grade	3.1%	3.4%	3.5%	4.1%	.8%	3.5%	1.7%	1%	1.6%
Third Grade	3.4%	1.6%	1.7%	4.3%	.9%	2.5%	1%	.5%	.9%
Fourth Grade	0%	0%	0	2.0%	.2%	1.3%	0.7%	.3%	.5%
Fifth Grade	0%	0%	2.1%	1.7%	.3%	0.8%	0.5%	.2%	.4%

Staff

Clear Creek staff diversity has increased through the documented years below.

2021-2022 76 Staff Members	Race/Ethnicity	Clear Creek	Killeen ISD	Texas
	African American	18.9%	22.3%	11.2%
	Hispanic	24.8%	17.9%	28.9%
	White	50.3%	52.6%	56.4%
	American Indian	0.0%	0.5%	0.3%
	Asian	2.4%	1.6%	1.9%
	Pacific Islander	2.4%	0.5%	0.1%
	Two or More Races	1.3%	4.6%	1.2%
2020-2021 76 Staff Members	<i>African American</i>	29.0%	22.0%	11.1%
	<i>Hispanic</i>	21.8%	17.2%	28.4%
	<i>White</i>	45.1%	53.4%	56.4%
	<i>American Indian</i>	0	0.6%	0.3%
	<i>Asian</i>	2.1%	1.8%	1.8%
	<i>Pacific Islander</i>	2.1%	0.5%	0.2%
	<i>Two or More Races</i>	.4%	4.4%	1.2%
2019-2020 78 Staff Members	Race/Ethnicity	Clear Creek	Killeen ISD	Texas
	African American	27.4%	20.8%	10.8%
	Hispanic	23.3%	16.4%	28.1%
	White	45.6%	55.9%	57.7%
	American Indian	0	0.6%	0.3%
	Asian	2.1%	1.7%	1.8%
	Pacific Islander	2.0%	0.4%	0.2%
	Two or More Races	0%	4.2%	1.1%

Clear Creek teachers are life-long learners and, as documented below, they seek educational growth beyond the required bachelor's degree; however, the cost of attaining a doctoral degree is often cost prohibitive even with the possible promotion that may come with a doctoral degree.

Teachers by Highest Degree Held	No Degree			Bachelors			Masters			Doctorate		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
2021-2022	0	.6%	1.4%	83.5%	67.7%	72.6%	16.5%	31.1%	25.2%	0	0.7%	.8%
2020-2021	0	.7%	1.2%	74.8%	68.6%	73%	25.2%	30.3%	25%	0	.5%	.7%
2019-2020	0	0.8%	13	79.3%	70.2%	73.4%	20.7%	28.7%	24.5%	0	0.3%	0.7%

Clear Creek staff members promote a family atmosphere at work. Staff spend many hours a day, 5 days a week working together with a common purpose (student success) often spending more time at work than at their own homes. Working relationships are built as well as deep friendships that often last beyond a staff member's departure from campus. Campus administrators have open-door policies for everyone on campus from the janitorial crew all the way through to other campus administrators. Clear Creek staff mobility is low and when staff move away it may be due to a promotion within KISD or due to a spouse's military orders. Campus leadership believes in growing staff members. At last count, 30% of Clear Creek's staff members were paraprofessionals at Clear Creek. Thirteen staff members are also U.S. Army Veterans.

Teachers by Years of Experience	Beginning Teacher			1-5 Years Experience			6-10 Years Experience			11-20 Years Experience			20+ Years Experience		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
2021-2022	2.1%	6.6%	7.9%	37.7%	34.1%	26.7%	29.8%	21.8%	20.6%	16.3%	24.4%	28.6%	14.1%	13%	16.1%
2020-2021	4.2%	8.3%	6.7%	42%	35.9%	27.8%	25.5%	20.2%	20.3%	13.6%	23.5%	29.1%	12.6%	9.5%	13%
2019-2020	7.7%	10.4%	7.4%	39.4%	35.4%	27.9%	25.2%	18.0%	19.4%	15.0%	23.3%	29.4%	12.7%	12.9%	15.9%

Experience of Campus Leadership	Average Years of Experience of Principal			Average Years of Experience of Principal with District			Average Years of Experience of Assistant Principals			Average Years of Experience of Assistant Principals with District		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
2021-2022	1.0	5.3	6.3	1.0	4.8	5.4	1.0	6.4	5.5	1.0	6.1	4.8
2020-2021	12	5.9	6.4	12	5.4	5.5	5	6.4	5.5	5	6.2	4.8
2019-2020	11.0	6.0	6.2	11.0	5.7	5.3	4.0	6.1	5.3	4.0	5.9	4.7

Demographics Strengths

- Clear Creek students and staff are culturally diverse.
- Clear Creek student assignments to District Alternative Education Placement (DAEP) are exceedingly less than district and state assignments.
- Clear Creek staff do not leave Clear Creek unless they promote within district or move due to spousal military orders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)

Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.

Problem Statement 3: There is a need to maintain a high degree of staff and student safety. In 2022-23, 100% of students were safe upon arrival, at dismissal and throughout the instructional day.

Student Learning

Student Learning Summary

In March 2020, all KISD schools closed after spring break when COVID-19, a contagious respiratory infection without a known cure, began to cause world-wide health concerns, school closures and business closures. In April 2020, Clear Creek teachers provided students with online learning activities as well as printed packet activities. Because staff was unsure of our community's access to the Internet, we printed 750 grade-specific packets for all of our students and mailed packets to all of students. In May, the Texas Education Agency requested student engagement information during school closures. Of the 700+ Clear Creek students, 29% did not engage in any district-provided learning. Of those students who were engaged in district-provided learning, 39 were eligible for summer school because they failed one or more core subjects - reading/writing, math, science or social studies. Of those 39 students, 31% did not attend summer school. School started in Killeen ISD August 17, 2020 with all students attending school remotely. Student learning gaps were observed in a large number of students for the 2020-2021 school year.

Before school resumed in August 2020, teachers underwent a rigorous 10-day training on providing students with online learning. Unfortunately, technology training overshadowed instructional processes training that is a cornerstone of Clear Creek teacher and student. Once school started, it became evident to district leadership that students were having difficulty accessing computers, internet hot spots, school work and teachers. On August 31, 2020, KISD opened its schools' doors to all who chose to attend school face-to-face. About 30% of Clear Creek's students remained virtual throughout the school year with numbers of students fluctuating when students moved from face-to-face to virtual as families quarantined due to exposure to COVID. The 2021 school year ended with 89 of 646 Clear Creek students attending school remotely.

In February 2021 an unusual ice storm closed schools across Texas. In Killeen, schools were closed for the majority of February 2021. Due to rolling blackouts and dangerous road conditions, teachers were unable to engage students in learning during this time. Again, students suffered an unplanned and unprecedented interruption to their learning.

Due to *Every Student Succeeds Act (ESSA)*, every state must have end of year tests beginning in 3rd grade to gauge how well students learn their grade level learning standards during the school year. In Texas, the end of year tests are the State of Texas Assessments of Academic Readiness (STAAR). While military parents may feel the STAAR is a "Texas test," all families should realize that students will more than likely face state exams wherever they go in the United States and even in Department of Defense schools. The STAAR is based on basic skills in math, reading, writing and science (5th grade only). All students who attend school regularly, attend school all day and actively participate in all learning activities should perform very well on grade level STAAR exams.

Unlike STAAR in school year 19-20 when Governor Abbott cancelled STAAR due to Texas school closures caused by the COVID-19 pandemic, all 3rd-5th grade students were required to participate in the 20-21 STAAR, although scores would not be used for determining school accountability ratings. Fifth grade students were exempt from Student Success Initiative; therefore, 5th grade students would not have to pass STAAR reading and STAAR math as part of promotion requirements. In school year 21-22 House Bill 4545 was invoked. While 5th grade students were not retained due to STAAR failure all students who did not pass or take STAAR would be enrolled in interventions to accelerate their learning as mandated by the house bill. During school year 22-23 we continued serving students who failed the STAAR in HB4545 interventions. Also, in year 22-23 TEA developed STAAR 2.0 in which all assessments are administered online. All students attending public school in Texas took STAAR 2.0 and will be held accountable for passing with a score of Approaches or higher. If a student does not pass STAAR 2.0 they will fall under HB4545, now HB1416 services. We received these scores on August 11, 2023.

STAAR scores are usually reported using "Did Not Meet" "Approaches" "Meets" and "Masters" to define each student's performance on STAAR. The Texas Education Agency defines STAAR performance levels.

Master's Grade Level: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets Grade Level: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet Grade Level: Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Clear Creek student STAAR performances are as follows. The 22-23 scores compared to 21-22 scores show Clear Creek students have suffered a drop in academic achievement in Math, Science and RLA (Reading Language Arts). The 3rd grade was the exception. 22-23 scores show that Clear Creek 3rd grade students showed growth in ELAR compared to the 21-22 scores.

	<i>Did Not Meet</i>			<i>Approaches</i>			<i>Meets</i>			<i>Masters</i>		
22-23 STAAR Grade 3	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
RLA	17%	27%	23%	83%	73%	76%	51%	44%	50%	13%	24%	20%
Math	23%	29%	28%	77%	70%	73%	42%	37%	44%	16%	14%	19%
	<i>Did Not Meet</i>			<i>Approaches</i>			<i>Meets</i>			<i>Masters</i>		
21-22 STAAR Grade 3	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
Reading	29%	27%	24%	71%	73%	76%	43%	44%	30%	20%	24%	19%
Math	44%	34%	29%	58%	69%	71%	25%	36%	43%	8%	15%	21%
20-21 STAAR Grade 3	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL
Reading	32%	34%	35%	68%	66%	67%	35%	35%	29%	19%	15%	17%
Math	39%	39%	50%	61%	61%	50%	30%	26%	33%	5%	7%	0%
19-20 STAAR cancelled due to COVID-19 Pandemic and school closures												
18-19 STAAR Grade 3	<i>Did Not Meet Standard</i>			<i>Approaches</i>			<i>Meets</i>			<i>Masters</i>		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
Reading	24%	25%	24%	76%	75%	76%	45%	41%	44%	21%	24%	27%
Math	10%	19%	21%	90%	81%	79%	54%	50%	49%	24%	24%	25%

22-23 STAAR Grade 4	<i>Did Not Meet</i>			Approaches			Meets			Masters		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
RLA	12%	22%	22%	64%	54%	78%	47%	42%	47%	19%	16%	21%
Math	32%	36%	30%	69%	64%	70%	49%	23%	47%	11%	15%	22%
21-22 STAAR Grade 4	<i>Do Not Meet Standard</i>			<i>Approaches</i>			<i>Meets</i>			<i>Masters</i>		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
Reading	22%	27%	22%	78%	73%	77%	51%	47%	54%	23%	23%	28%
Math	27%	40%	27%	73%	61%	70%	42%	32%	23%	18%	16%	17%
20-21 STAAR Grade 4	<i>Did Not Meet Standard</i>			<i>Approaches</i>			<i>Meets</i>			<i>Masters</i>		
	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL
Writing	31.34%	50%	50%	68.66%	50%	50%	38.81%	21%	0%	5.97%	4%	0%
Reading	26.47%	41%	0%	73.53%	59%	100%	38.24%	30%	0%	11.76%	13%	0%
Math	26.47%	43%	67%	73.53%	57%	33%	41.18%	30%	0%	22.06%	16%	0%
19-20 STAAR cancelled due to COVID-19 Pandemic and school closures												
18-19 STAAR Grade 4	<i>Did Not Meet Standard</i>			<i>Approaches</i>			<i>Meets</i>			<i>Masters</i>		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
Writing	27%	40%	33%	73%	60%	67%	37%	27%	35%	11%	07%	10%
Reading	16%	32%	25%	84%	68%	75%	52%	36%	44%	24%	16%	22%
Math	18%	30%	25%	82%	70%	75%	48%	44%	48%	32%	27%	28%

22-23 STAAR Grade 5	Did Not Meet			Approaches			Meets			Masters		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX

22-23 STAAR Grade 5	Did Not Meet			Approaches			Meets			Masters		
RLA	12%	20%	19%	80%	72%	81	55%	52%	56%	26%	22%	and 28%
Math	13%	24%	21%	87%	76%	80%	33%	42%	50%	21%	14%	21%
Science	34%	43%	37%	66%	57%	64%	27%	24%	34%	9%	8%	15%
21-22 STAAR Grade 5	Did Not Meet			Approaches			Meets			Masters		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
Reading	12%	22%	12%	88%	78%	81%	72%	51%	58%	49%	31%	36%
Math	15%	28%	15%	85%	74%	77%	62%	39%	65%	26%	17%	30%
Science	32%	45%	32%	68%	56%	66%	41%	25%	41%	15%	9%	25%
20-21 STAAR Grade 5	Did Not Meet Standard			Approaches			Meets			Masters		
	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL	CCES	KISD	CCES ELL
Science	34.43%	27%	33%	65.57%	73%	67%	27.87%	43%	17%	8.2%	6%	0%
Reading	14.75%	27%	17%	85.25%	73%	83%	52.46%	43%	33%	39.34%	26%	33%
Math	11.48%	29%	17%	88.52%	71%	83%	67.21%	42%	58%	27.87%	21%	19%
19-20 STAAR cancelled due to COVID-19 Pandemic and school closures												
18-19 STAAR Grade 5	Did Not Meet Standard			Approaches			Meets			Masters		
	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX	CCES	KISD	TX
Science	07%	33%	25%	93%	67%	75%	49%	37%	64%	36%	15%	24%
Reading	04%	14%	14%	96%	86%	86%	71%	48%	54%	32%	23%	29%
Math	0	10%	10%	100%	90%	90%	88%	55%	58%	66%	32%	36%

21-22 STAAR Grade Level Standard	EB	SPED
Approaches Grade level	74%	39%

21-22 STAAR Grade Level Standard	EB	SPED
<i>Meets Grade level</i>	37%	12%
<i>Masters Grade Level</i>	11%	4%

Clear Creek K-5th grade students qualifying to participate in the district's Emergent Bilingual (EB) program have academic progress monitored through the state's Texas English Language Proficiency System (TELPAS). EB students must demonstrate a year's worth of academic English language attainment in 4 domains: comprehending English when spoken to, speaking English, reading English and writing in English. While it is rare to have students on campus that do not speak some English, TELPAS rates a student's acquisition of academic English versus everyday or "playground" English. In the 21-22 school year, EB students had listening, speaking and reading domains evaluated through a computer-based test. Beginning this school year (22-23) EB students will also have to type responses on the parts of the TELPAS Assessments. In addition, EB students had to write 5 themes over a two month period. Writing academically is considered one of the most difficult skills for many learners but especially for students learning English. Students receive scores of Beginning, Intermediate, Advanced or Advanced High on each of the 4 domains. Campuses receive individual student results and districts receive an overall rating of their EBs' student performance through the Texas Performance-Based Monitoring Assessment System (PBMAS). TELPAS results for Clear Creek's EB students are provided below for all students since for some grade levels, there were only one or two students testing.

	Kinder-2 nd				3 rd – 5 th				EB Performance on STAAR Reading			
TELPAS	B	I	A	AH	B	I	A	AH	Did Not Meet	Approaches	Meets	Masters
21-22	0	44%	35%	21%	20%	60%	31%	9%	29%	71%	51%	20%
20-21	16%	34%	28%	22%	0	41%	29%	19%	14%	86%	36%	21%
19-20	19-20 TELPAS cancelled due to COVID-19 Pandemic and school closures											
18-19	0	3	2	1	0	3	10	6	0	100%	28%	28%

MAP tests are important to teachers because they keep track of progress and growth in basic skills. The test scores let teachers know where a student's strengths are OR if help might be needed in any specific areas. Teachers use this information to help guide individual and group instruction in the classroom. Grade levels, subject areas, schools, and the district will use results to continue to improve teaching and learning and helping each student grow as much as they can.

MAP assessments are used to measure each student's progress or growth in school. Parents may have a chart in their home that marks their child's height at certain times, such as on his or her birthday. This is a growth chart. It shows how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure each child's growth in mathematics, reading, and language usage. The scale used to measure each child's progress is called a RIT scale (Rasch unIT), which is an equal-interval scale much like feet and inches on a yardstick. It is used to chart each child's academic growth from year to year. Killeen ISD requires students in Kindergarten through 5th grade to participate in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). NWEA is a non-profit organization that has assessed over 4.5 million students. NWEA has a presence in 49 foreign countries, 50 states, and 3400 districts. MAP is an online assessment that is aligned to the Common Core standards. These computerized tests are adaptive and offered in Reading, Language Usage, Science, and Mathematics. When taking a MAP test, the difficulty of each question is based on how well a student answers all of the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

Noteworthy: MAP is a computerized, online test. Consideration must be made for students who do not work well on computers and who are not engaged in the test and simply "click" on an answer.

	Math Spring 2022 expected growth	Math Spring 2022 actual growth	Math Spr 2021	On track to pass STAAR	Rdg Spring 2022 expected growth	Rdg Spring 2022 actual growth	Rdg Spr 2021	On track to pass STAAR	Science Spring 2022 expected growth	Science Spring 2022 actual growth	Science Fall 2020	Science Spr 2021	Science % Met Growth
Kinder	17	17	162.8	NA	16	15	157.6	N/A			N/A	N/A	N/A
1st Grade	16	15	177.1	NA	15	15	169.3	N/A			N/A	N/A	N/A
2nd Grade	14	15	187	14.4%	13	17	188.5	28.6%			N/A	N/A	N/A
3rd Grade	13	11	197.7	17.1%	11	6	194.7	21.7%	8	6	190.4	197.6	
4th Grade	11	14	209.3	6.7%	8	9	204.9	21.3%	7	7	197.8	204.7	
5th Grade	10	12	219.5	30.6%	6	8	209.4	16.9%	6	8	202.4	207.7	21.9%

Students in Pre-Kindergarten 4 participate in CIRCLE assessments, like students in MAP, at the beginning of the year, middle of the year, and end of year. The CIRCLE Assessment System provides teachers immediate feedback that shows children's progress in:

- Rapid Letter Naming
- Rapid Vocabulary Naming
- Letter-Sound Correspondence
- Phonological Awareness
- Book and Print Knowledge
- Story Retell
- Early Writing
- Mathematics
- Science and Social Studies
- Social and Emotional Development

Teachers use information from the CIRCLE Assessment to inform instructional decision-making for group and individual lesson planning.

The Children's Learning Institute (CLI) is a leader in the development of research-based tools to improve early education quality. In 2014, CLI partnered with state agencies to build a platform that could deliver these tools to a greater number of programs. CLI provides access to CIRCLE testing and many professional development opportunities to teachers in order to assist teachers in using evaluation data in differentiating instruction for PK4 students.

2022-23	Rapid Letter Naming BOY	RLN MOY	Rapid Vocabulary MOY	RV MOY	Phonological Awareness BOY	PA MOY	Math BOY	Math MOY
Clear Creek	55%	81%	63%	87%	64%	92%	88%	94%
District	41%	67%	50%	70%	71%	78%	75%	84%

Killeen ISD students, 2nd through 5 graders, also participate in Curriculum Unit Assessments (CUAs). Unit assessments are meant to gauge how much a student learned per instructional units in reading, writing, math and science. CUA data may provide Clear Creek teachers with invaluable information such as students needing acceleration/enrichment versus students needing interventions. For the 22-23 school year, Clear Creek was provided with data sets on how CCES students performed when the district was divided into quartiles.

Mid - Year 2022-23 CCES CUA Data	2nd Grade Average/Quartile	3 rd Grade Average/Quartile	4 th Grade Average/Quartile	5 th Grade Average/Quartile
Reading	48.22%/2nd in KISD	37.9/2nd in KISD	46.5%/3 rd in KISD	76.29%/1 st in KISD
Reading Rank	13th out of 32	14th out of 32	16th out of 32	4th out of 32
Math	86%/1st in KISD	48%/3rd in KISD	48%/ 2nd in KISD	79%/1st in KISD
Math Rank	1st out of 32	23rd out of 32	14th out of 32	3rd out of 32
Science				85%/ 1st in KISD
Science Rank				3rd out of 32

Student Learning Strengths

From year to year, Clear Creek students demonstrate periods of progress and high achievement in all state, district and campus subject content-area assessments.

CIRCLE Scores show that PreK students are on track for promoting to Kindergarten by end of year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.

Problem Statement 2: STAAR scores for 2022-23 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale.

Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.

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.

School Processes & Programs

School Processes & Programs Summary

Student safety and student academic success are the priorities at Clear Creek. The school's schedule is designed to ensure that there is no wasted instructional time. Currently, the school principal sets the master schedule for the school as well as the schedule for early-out days. State-mandated physical education requirements and lunch schedules are given their time requirements once the content area times are scheduled - 120 minutes of English language arts instruction; 90 minutes of math instruction; 60+ minutes of tutoring time; and 30 minutes of science/social studies time. Time allotments per subject area ensure no wasted instructional time. In order for teachers to provide expert instruction, it is essential that they are provided with job-embedded time to learn, to collaborate and to plan.

Student Safety

Student safety is priority at Clear Creek. Students participate in multiple safety drills throughout the school year in hope to make safety actions automatic for our students and staff.

Fire Drills - once a month, students and school staff participate in a fire drill.

Tornado Drills - once a semester, students and school staff participate in a tornado drill.

Lock-down Drills - occur, at least, once every nine weeks.

All drills occur during the school day. Parents may be inconvenienced during safety drills as all every-day operations cease during drills; but, we are sure all parents agree that preparing our students to respond to emergencies quickly and calmly is worth the intrusion on regular, every day activities.

Further Safety Processes

- Once the school day begins, children are not allowed to walk alone in the hallways. Students walk with a buddy or two throughout the school building. Students are not allowed to be outdoors without adult supervision.
- Parents, guardians and/or caretakers must show ID when picking up students from school.
- Fort Hood Housing Regulation 210-48 requires children in grades PK-1st grade have direct supervision (line of sight) while walking to and from school by:
 - an adult.
 - a parent.
 - a designated "responsible" teenager, who is at least 13 years old and hold a Childcare certificate/license.
- Clear Creek observes this regulation as well.
- All Clear Creek students are held accountable to the rules and regulations in Killeen ISD Student Code of Conduct. School administrators utilize the discipline matrices in the SCoC to provide students with disciplinary action when the students choose to break school rules.
- In 22-23 school year administration noticed that most of the referrals assigned were due to students disregard for the personal space and/or boundaries of others. They also struggled with maintaining self-control (keeping hands to themselves) and taking responsibility for their actions. Administration also noticed that the majority of referrals were given during times of unstructured activity such as lunch recess. Students are still relearning how to school and be social after the long period of being at home due to COVID. Clear Creek is implementing House Teams to address behavior among other things at school this year. House Teams breaks the entire school into four teams. Teachers and students with in teams work together/motivate each other to earn points for their team throughout each semester. At the end of each semester we have a house challenge pep rally where all teams have the chance to earn more points for their teams through games. The semester winning team gets to have their spirit stick displayed in the front of the school. We use the house teams as a positive way to deter tardiness, promote socially healthy relationships and good behavior. Students earn points for their teams by reporting to school on time, not leaving early, and other caught being good or pop up challenges. The adults serve as models as they are also a part of the teams and participate to earn points as well.
- In addition students are challenged through the end of September to listen hard to pledges and school rules as they are being read over the announcements because students take over reciting pledges and school rules in last week of September and they never know when they will be called on. Because of this most students are able to recite all four

campus rules. (These rules are read every day on the announcements).

School Rules:

- Treat others as you would like to be treated.
- Keep hands, feet and objects to yourself.
- Arrive at school on time, with all materials including homework, ready to work.
- It's OK to fail. It's not OK to quit trying!
- You have the ability to choose if you're going to have a good day or not. Make good choices today and have a great day!

With approximately 200 children eating lunch at one time and with students arriving for lunch and moving out to recess, the cafeteria simply bustles with activity between 10:30 and 12:30. Children are expected to come into the cafeteria quietly. Students must say their names to the cafeteria staff to ensure the correct lunch accounts are charged.

Once students get their lunch trays, they move to their assigned tables. While there are staff members on duty in the cafeteria to ensure student safety, the students' teacher's picture hangs above the table to ensure children get to the correct table. Once all students are at the table, the children may have a seat and eat. Because choking is a concern, children are required to eat first and then they may talk to their "elbow partner" or to the closest students. Students must remain seated at their table until their lunch time is over.

Lunch Room Rules

- We will Follow directions
- We will stay in our seats
- We will whisper after we are finished eating (if the yellow table light is on) (green Light means eating quietly)
- We will clean up our area (table light is red)
- We will line up correctly

Students must also follow playground rules in order to remain safe and uninjured while playing. The playground rules are reiterated by a staff member on duty before students are released to go play on the playground for lunch releases every day.

Playground Rules

- Treat others as you would like to be treated.
- Take turns.
- Wait in line.
- Play fair!
- Keep hands, feet, and all objects to yourself.
- Use equipment in the way it was meant to be used.
- No jumping off of equipment.
- No hanging upside down from equipment.
- Go down the slide on your bottom only; feet first.
- Tell an adult when things go wrong or if you get hurt!

In addition to all school rules, campus counselors provide guidance classes to emphasize exemplary character traits with our students. Counselors and students recognize fellow students monthly who have displayed the character trait of the month. Students are reminded of the character trait of the month every morning on announcements along with a quote of the day to help with examples of how to show the character trait.

1. August/September - Respect

2. October - Good Citizenship
3. November - Gratitude
4. December - Empathy
5. January - Responsibility
6. February - Fairness
7. March - Trustworthiness
8. April - Perseverance
9. May - Self-control

The school's website is available through KISD and is maintained by the campus technologist. The campus technologist and his aide provide teachers with teacher laptops, and provide classrooms with computers and iPads for student research, assessment and other instructional tasks.

Before the school year begins, teachers undergo in depth and rigorous training on grade-level specific student learning expectations and implementation of the district's curricula through the lens of the Gradual Release of Responsibility (GRR) instructional model. GRR provides students with many opportunities to practice newly learned skills prior to formal assessments. Teachers meet in grade levels as Professional Learning Communities (PLC) to collaboratively design instruction that is aligned to the state grade-level standards. In PLCs, grade level teachers, support teachers - such as special education teachers, English as a Second Language teachers, Interventionists, Campus Instructional Specialist, the school principal and assistant principals - utilize district curriculum documents, common unit assessments, and the unit learning progression chart to design student lessons that offer students opportunities that meet the rigor of the grade level standards. During PLCs, teachers collaboratively design success criteria and short-cycle formative assessments to guide, monitor and track student learning progress. Data gathered from students and teacher is analyzed to not only improve teacher instruction but also to address student needs for intervention or enrichment.

Teachers are also taught how their work will be evaluated through the Texas Teacher Evaluation and Support System (T-TESS). Through T-TESS, school administrators walk-through teacher classrooms at least 8 times per school year ranging from a few minutes to as much as 90 minutes to evaluate the teacher's instructional practices as he/she works with his/her students.

Once school begins, teachers begin teaching and assessing their student needs so that they may differentiate their lessons to meet their students' academic needs. Through the lens of Response to Intervention (RtI), teachers develop "Student Success Plans" as soon as students demonstrate a struggle academically and/or behaviorally. At Tier I RtI, a student may need extra support when learning a new concept. The teacher pulls him for small group or 1:1 reteaching and with that reteaching, the student understands the concept and moves on. If that same student, however, continues to need extra support more often than the majority of the other students, the teacher may move the student to formal RtI processes, such as Tier 2 RtI. In Tier 2 a committee of staff members come together to discuss the child's lack of progress or consistent struggle. At the Tier 2 meeting, instructional interventions are planned and formally documented as well as progress monitoring plans and dates to return to the RtI committee for discussion of the student's progress. Tier 2 interventions often consist of small group instruction 2-3 times a week for 5-15 minutes. If the student, again, fails to make expected progress with interventions, the student is brought back to the RtI committee where the committee may move to Tier 3 interventions which are normally more intense and frequent than Tier 2 interventions – 30 minutes to an hour 3-5 times a week. The need for intervention is based on how often the student needs support to meet age-appropriate and grade-level behavior and/or academic expectations.

Students who show unique learning needs may be recommended for special programs offered at Clear Creek.

- Tutoring – an hour of the school day is designated for grades Kinder-5 for RtI processes. During the tutoring hour, struggling students may be grouped to work with their teacher, a different teacher from the grade level or with the Math Interventionist, At-Risk Interventionist and tutors. Tutors are instructional assistants trained and supervised by the math interventionist and/or Campus Interventionist in how to differentiate instruction to meet the needs of struggling students.
- Dyslexia – designed for students who demonstrate a struggle with reading, “surprisingly failing reading” because the student is often academically successful in other subject areas where he does not have to read or where things are read to him. Students are evaluated for dyslexia services through a district-approved evaluation process. Parents of students who qualify for dyslexia services are called to a Section 504 (§504) meeting or a Special Education Admission, Review, Dismissal (ARD) meeting (if the student is already identified for special education) for review of evaluations and to discuss plans for services. Dyslexia services are provided by a dyslexia teacher, district-trained in the Wilson Program. The Wilson Program is designed specifically for dyslexic students and used by Scottish Rite Hospitals as a dyslexia intervention. The Wilson program provides students a deep phonics foundation and strategies on overcoming their disability.
- Gifted Education – students who excel beyond grade level expectations by a year or more may be nominated by their teacher, staff member and/or parent to be evaluated for

the gifted education program. The counselors review progress reports and report cards to identify students who are showing above-average success in a regular classroom. Each grade level, K-5, has a gifted education-trained teacher. Gifted Education teachers provide GT students opportunities for in-depth study of curricular expectations. In addition, GT students participate in the Texas Performance Standards Project (TPSP). The goal of the TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented Students. At each grade level, the TPSP provides guidelines for independent learning experiences and research projects that teachers can adapt and use with their G/T students. The projects, or “tasks,” are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the foundation content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections.

- Cluster Classroom – designed for students who do not qualify for gifted education services but who demonstrate a need for differentiated instruction that provides higher levels of learning that found in the regular classroom. Cluster classrooms are led by gifted education teachers.
- Section 504 (§504) – Often erroneously considered a “program” §504 is a civil statute that provides students and their family protection against discrimination due to a disability. Students may qualify for §504 protection when a disability impedes a student’s life activity, such as learning. Parents, teachers and staff members are able to ask the campus’s §504 Coordinator for a §504 meeting to determine student eligibility. Should the student qualify for §504 protection, a §504 plan is developed to address the student’s disability and may include accommodations that address the student’s academic or behavioral needs that are negatively impacted by his disability.
- Special Education – Students exhibiting learning or behavioral challenges that have failed to improve given RtI services, §504 accommodations, etc., may be evaluated for special education services. The goal of special education is to provide students access to the general education curriculum by addressing a student’s disability through an Individual Education Plan (IEP). The IEP may provide students with accommodations for learning and/or behavior usually unable to be addressed through RtI or §504. A student identified for special education services is a very serious move that could impact a child’s ability to graduate with a diploma. Special education teachers have specialized training beyond the general education certifications.
- English as a Second Language (ESL) – At registration, parents are asked to complete a Home Language Survey. Students who speak a second language or hear a second language spoken at home are evaluated for ESL services through oral and written evaluations. Once a student qualifies for services, and with parent permission, an ESL teacher works with the student to learn “academic” English versus “playground” English through the use of English. The ESL teacher at Clear Creek only speaks and writes English. Educators agree that ESL would be good for ALL students because most students beginning their school careers could use support learning academic vocabulary; however, ESL is specifically designed to meet the needs of students who speak a language other than English. ESL teachers have extra training and must pass an ESL test before they are permitted to work with ESL students.
 - For the 19-20 school year, KISD invested in continuing education opportunities by providing regular education teachers with ELL professional development hours so that the teachers would be able to take and pass the ESL state exam to be certified as ESL teachers. Fifteen of Clear Creek’s teachers participated in the professional development. For the 22-23 school year there was at least one ESL certified teacher on every grade level.
 - At Clear Creek, the ESL program is strong providing for 80% of EB students to pass the 5th grade Reading STAAR. A concern has been expressed, though, with the quality of the computers in the ESL lab. EB students are expected to participate in district-provided computer-based literacy programs as part of their ELL program services.
- Counselors – Two counselors provide education, career, and social guidance and counseling to all students; to assist students in achieving a smooth transition from childhood toward adulthood, and to provide students with opportunities for self-exploration and for development of skills needed in relating to peers, teachers and family members. School counselors do not provide psychological or medically-based therapy.
- Military and Family Life Counseling (MFLC) Program - Since 2004, Managed Health Network Government Services’ licensed clinical providers assist Service Members and their families with issues they may face throughout the cycle of deployment - from leaving their loved ones and possibly living and working in harm’s way to reintegrating with their family and community. The MFLC Program provides short-term, non-medical counseling support for a range of issues including: relationships, crisis intervention, stress management, grief, occupational and other individual and family issues. Psycho-educational presentations focused on issues common to the military family including: reunion/reintegration, stress/coping, grief/loss and deployment are provided to commands, Family Readiness Groups (FRGs), Soldier Readiness Processing and other locations, as requested. Support for these issues empowers individuals during the problem-solving process, increases individual and family competency and resilience in coping with the challenges of military life and ensures that these issues do not detract from operational readiness. Clear Creek has one MFLC. Parents must provide written consent for an MFLC to work with a student.
- Fort Hood Behavioral Health Specialist - Provides accessible, timely behavioral health services to military children and families through consultation and collaboration with PCMs. Clear Creek has one provider serving the students of military families at Clear Creek. Parents seeking support must work through the school counselors.
- Parent/Family Involvement Activities – Beginning in September with Open House, parents are invited almost monthly to Clear Creek to participate in learning activities with their children at Clear Creek.
- Parent Liaison - Assists the principal in establishing and maintaining the relationship between parents, teachers, and volunteers at the campus by providing them with materials

and programs designed to increase parental involvement and improve student achievement. Clear Creek has one parent liaison who also provides early literacy classes to parents and children not yet old enough to attend public school. Clear Creek's parent liaison also works very hard in developing monthly student/parent activities.

- Unique to Clear Creek is its success with students learning science. The school's master schedule requires 45 minutes to an hour of science instruction. All students are provided science lab time where students work on hands-on science lab experiments. (Science Materials are now brought to classrooms to create Science lab in classrooms.)
- Boot Camp - right before STAAR, third through fifth grade students participate in a STAAR Boot Camp designed by the CIS, Interventionists and grade level teachers. Students get one last, intense review with difficult to learn TEKS.

School Processes & Programs Strengths

Student safety is a priority at Clear Creek as well as the preservation of the instructional day.

Teachers teach from 8AM until dismissal time.

Students have much to learn. When in school, students can count on minimal interruptions to their school day; a master schedule ensuring time for all TEKS to be taught; and support systems ready to help struggling students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Problem Statement 3: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs.

Problem Statement 4: In the 2022-23 school year, students continued to struggle to meet school behavior expectations and school academic expectations since COVID and Winter Storm closures.

Problem Statement 5: There is a need for training/refresher on Response to intervention process as many teachers on campus are new to teaching.

Problem Statement 6: Students struggle with respecting the personal space of others, taking responsibility for their actions and maintaining self-control.

Problem Statement 7: In 22-23, counselors and administrators identified an increase in the number of students experiencing trauma and/or a need for social-emotional or behavioral interventions.

Perceptions

Perceptions Summary

Student safety and academic success are at the center of all campus decisions and actions. As educators, we realize there are many factors to a well-rounded education and support systems are in place for a student's physical growth, emotional growth and fine arts understanding; but, as educators and life-long learners, our primary job and passion is to provide every opportunity for our students to be academically successful.

We practice all safety drills (fire, tornado and lock-down) as required by our district's safety officers. Our students must move almost automatically when they hear our emergency signals. Parents caught on campus during a safety drill need not participate in the drill but they are forbidden from removing a student during a safety drill.

Parents choosing to pick up students from campus must present personal identification to campus staff each time parents come to campus from August through May. Anyone designated by the parents as eligible to pick up a student from school must be listed on the student's registration card. While we understand that emergencies occur, we discourage parents calling to ask that their child be picked up by a person not listed on the student registration card. In order to protect instructional time during the day and eliminate chaos at dismissal students will not be released outside of emergencies less than 15 minutes prior to dismissal.

As required (and previously stated) by Fort Hood Housing Regulation 210-48, students in PK3-1st grade must be in line of sight of an adult to and from school. In adherence to this Fort Hood regulation, elementary-aged students are not old enough to substitute as an adult.

Student Engagement

Although overall attendance appears high, a concern at Clear Creek is the number of students who are routinely checked out early and miss an hour to an hour and a half of school. Though we do not have exact numbers for 22-23 school year our front lobby remained a revolving door with a line of parents waiting to pick up students 45 minutes or more before dismissal. Parents have often expressed concern about traffic at dismissal time. Fort Hood housing regulations require children from 1st grade and below to be in line of sight of an adult as they travel between home and school. As the data demonstrates above, almost 60% of Clear Creek students are in 1st grade and below. With more than half of Clear Creek's student population impacted by Fort Hood's child supervision regulation, traffic is very heavy at dismissal time. Early pick ups and heavy traffic during dismissal remained a concern for year 22 - 23.

in school year 23-24 we will have House Teams. Students will earn points for their houses for being at school on time and not leaving early. Points will help houses win House Team Challenges that happen at the end of each nine weeks.

Attendance Rate*	Total Enrollment	Clear Creek	Killeen ISD	Texas
2020 - 2021	666	98.4%	98.1%	98.3%
2018-2019	699	96.0%	94.5%	95.4%
2017-2018	698	94.9%	94.3%	95.4%
2016-2017	711	96.1%	95.0%	95.7%

*Attendance rates are reported one year behind. At the time of this document's printing, 21-22 attendance rates had not been published.

Student Enrollment by Program

Clear Creek is a Title I school on Fort Hood serving military families living in military housing, namely Kouma Village and Liberty Village. The basic principle of Title 1 is that schools with large concentrations of students qualifying for school meal assistance will receive supplemental funds to assist in meeting student's educational goals. Title 1 funds can be used to improve curriculum, instructional activities, counseling, parental involvement, and increase staff and program improvement.

Again, while our primary role is to ensure student academic success, the staff at Clear Creek work hard to help students understand how to "be" in school. School-wide rules establish student behavior expectations from day one, minute one.

Clear Creek's English language learner population is small. Clear Creek's ESL program ensures our English learners work quickly to learn ACADEMIC English versus PLAYGROUND English. Our ESL teacher works with students during our intervention or special programs time so that the ESL students do not miss out on direct instruction. She may provide students with ESL dictionaries that help students learn English words. She may use gestures and pictures for our very limited English students all the way to using a dictionary and introducing unit vocabulary so that students understand the academic language of the content area. Again, our primary focus in the work we do every day is to keep our students safe and to help them be as academically successful as possible.

Clear Creek staff works to identify students not only with learning difficulties but also with learning exceptionalities as in the gifted learner. At Clear Creek, teachers who serve gifted learners must undergo an initial 30 hours of gifted education and must take 6 hours of gifted education coursework each school year in order to be able to teach gifted students. A student maybe nominated for gifted education testing by a parent, teacher, or other school personnel. Once a student's parents give permission for testing, an achievement test is given to the student by our school counselors as well as an abilities test which provides a score on thinking ability. District assessment scores as well as state assessment scores are also taken into consideration. A student profile is developed and then a committee of district personnel review the profile. The student's name is kept confidential so that a name does not positively nor negatively impact committee members. Once identified as gifted, a parent must give permission for a student to enroll in the gifted education program. At Clear Creek, we "cluster" our identified gifted students with students who learn quickly. Cluster teachers teach the same curriculum as the regular education teacher; however, they are able to enrich the curriculum by delving deeper into the curriculum. Gifted students must complete a state-required learning project - Texas Performance Standards Project. Our students enjoy the project where they have the ability to be as creative with their project as they would like.

Behavior Expectations

- Treat everyone else in a way that you would like to be treated.
- Keep your hands, feet, and objects to yourself.
- Arrive at school on time with all materials, including homework, ready to work.
- It's OK to fail - it's not okay to quit trying.

Clear Creek's school rules are announced every morning after our pledges. Shortly after the academic year begins, students announce the rules each morning. Teachers may add to the school rules to fit the needs of their individual classrooms. Beginning in the 19-20 school year, Clear Creek also added Discipline That Restores (DTR) practices as provided by the Texas Education Agency. DTR is a program designed to train students to resolve conflict in their classroom, school, home, and community.

At the beginning of the school year, teachers work with their students to develop "Respect Agreements" by discussing what respect means to each of them as well as what not respecting means and looks like. The teacher and students sign their respect agreement. The respect agreement is visibly posted and serves as a reminder to everyone in the class of their agreement to respect each other. Students also learn how to develop "I-statements" as a dispute resolution, such as

- I feel... (Insert feeling word)
- when... (tell what caused the feeling).
- I would like... (tell what you want to happen instead).

Students learn to make I-statements that

- are a non-judgmental description of the listener's behavior,
- demonstrate the effect of that behavior on the speaker,
- demonstrate the speaker's feelings about that effect.

Clear Creek's behavior expectations lead to all students understanding what is acceptable versus unacceptable behavior. Clear Creek staff work very hard to ensure students needing behavior support have access to our counselors and to school administrators. In 21-22 we noticed that about 3 out of 5 of the reports of bullying by students and parents were not

classified as bullying but as being mean or rude. So in addition we added counselors talking with students about the difference in bullying and someone being mean/rude. Counselors also created flyers that were sent home in monthly parent letter simply explaining what bullying is & what it is not.

As part of our connection to Fort Hood, Clear Creek also has the support of Military Family Life Counselor (MFLC). The Military and Family Life Counseling Program supports service members, their families and survivors with non-medical counseling worldwide. Trained to work with the military community, military and family life counselors deliver valuable face-to-face counseling services, briefings and presentations to the military community both on and off the Fort Hood installation. Parents must provide specific permission for Clear Creek students to visit with our MFLC.

Staff Engagement

Clear Creek staff tend to remain at Clear Creek. It is not unusual to have to replace 2 or 3 teachers per school year. The teachers that leave are often military spouses themselves and leave when their military spouse is reassigned. New teachers arrive at Clear Creek often after student teaching at Clear Creek. Clear Creek aides often grow into teaching positions at Clear Creek. Currently 25% of Clear Creek's teachers were Clear Creek aides. Additionally, 50% of Clear Creek's administrative staff were Clear Creek teachers.

The staff culture at Clear Creek is one of being a big family. Visitors may see staff working together, laughing together and in deep conversation about instructional improvement to the benefit of our students. Our instructional mission is "Teachers plan TOGETHER expertly and deliberately to teach every day so that students learn to their maximum potential - NO EXCUSES!"

New staff members are quickly welcomed to Clear Creek and indoctrinated with the campus' instructional mission. New teachers are assigned mentors who work with the new teacher to ensure a smooth acclimation to the campus culture, to the students, parents and our work. New teachers have a mentor for their entire first year of work. They may have a mentor in their second year or an assigned "buddy" who the new teacher knows is available to help with concerns that may not have arisen or been addressed in the first year. Many of our new teachers have laughingly complained of feeling "smothered" by their mentors - mentors are always ready to help! We do not want any of our new staff members to feel unsupported or unwanted.

KISD substitute teachers who work at Clear Creek often compliment the staff and students to office staff and school administrators on student behavior and on the staff's willingness to help. Substitutes work across the district in many different grade levels and in doing so, they experience many different campus cultures. Substitutes often say Clear Creek students are the best behaved students in the district. They also say Clear Creek staff is always so helpful and ready to support them in any way they can.

Parent and Community Engagement

For the 20-21 school year, visitors had limited access to the campus in order to reduce the students and staff at Clear Creek from COVID-19 exposure. For the 20-21 school year, Clear Creek provided parents with opportunities to visit the school virtually. While access was more in 22-23, it was still limited. In 23-24 school year, Clear Creek will work to have a little more access for parents during the day. Kiddie College will restart on a regular basis, We will have Grade Level Family Friday's for lunch Starting in January.

Each year, Clear Creek begins its efforts to involve parents at school with Meet the Teacher Night. Parents and students bring student school supplies, find where their class is located and the family meets each child's new teacher. Children find their desk, unpack their supplies and feel prepared for the first day of school. During their visit, parents may go to the library and complete the KISD online application for school meal costs assistance program. The school's parent liaison is available to help parents with any questions as they complete the application. Community service providers such as Fort Hood's School Age Care are invited to be part of Meet the Teacher Night.

Parents may walk their children to class for the first week of school. The goal is for parents to be able to see the number of staff members on morning duty. At the end of week one, students must walk to class unattended by a parent. Parents are reminded of the staff ready to help children to class. The school counselors train student ambassadors who are also ready to help students to class.

Clear Creek implements programs to increase parent involvement. Our parent liaison serves as the connection between school, home and the community. In June and July, the school website is updated for the new school year. School supply lists, registration information for the new school year, the Clear Creek Parent/Student Handbook, the KISD Student Handbook and KISD Student Code of Conduct all appear on the school's website. Soon after school starts, the Parent Liaison begins advertising for volunteers. Volunteers assist

teachers with developing materials for classroom instruction; they listen to students read; they assist with campus projects such as library book fairs, Field Day, and Career Day; and they provide assistance with teacher projects at home if they are unable to help at school.

Parents often express how they would like to help their children at home, but are unsure how to help. Our parent liaison provides pre-school age children with a weekly session of early literacy instruction through Kiddie College. Home-schooled children, children not ready for school come to campus with their parents. Both children and parents are exposed to early literacy skills to acclimate children and parents to what attending school will require once the students enroll in school. Once a month, parents are provided an opportunity to attend an evening of

Each Wednesday, beginning the first week of school, students take home the Clear Creek Wednesday folder that contains teacher notes, school notes, the Principal's Note, graded papers, progress reports or report cards, and any information parents may need.

After the first progress report in September, teachers are encouraged to meet with all parents to discuss student progress; however, teachers are required to meet with the parents of any student who shows struggle in any academic subject. These required meetings occur again after the next report card and subsequently after each progress report and report card as long as the student continues to demonstrate academic and/or behavioral struggles negatively impacting academics. These meetings have served teachers, parents and students well because as long as parents attend these meetings, there are no surprises in how a student is struggling. In these meetings, teachers provide parents with ideas on how to support their child at home and detail plans in how school personnel will intervene and support the students struggles. These meetings can also result in the student being referred for Response to Intervention services, Section 504 services or special education testing to determine if the student needs special education services. In 18-19 Clear Creek had 57 students referred for special education testing. Ten of the referrals were parent referrals whose students did not qualify for services; 5 referrals were from students identified for special education elsewhere and who did not qualify for services here once retested; and one student referred by campus personnel did not qualify for special education.

In mid-September and early March, Clear Creek hosts an Open House and Library Book Fair. During the September Open House, the students are asked to give their parents a tour of the school. This tour often dispels parents' apprehension about their 3 year-old being too young to know how to get to class as the students show their parents the location of the school library, clinic, cafeteria, gym, and music class. The March Open House allows parents to see student work displayed throughout the school. Teachers meet with parents every 4 weeks (after each progress report and after each report card) to ensure parents are aware of student successes and/or struggles. Beginning in October and each month after, Clear Creek hosts an evening parent meeting. Parent meetings inform parents of upcoming events as well as information on how to work with students at home.

In November, Clear Creek hosts "Bring a Vet to School Day." With financial support from Time Warner Cable and The History Channel as well as T-shirts donated by TWC for every staff member and student, Clear Creek invites local veterans to speak to students on their experiences. Vets bring souvenirs and great stories of heroics and adventures. Clear Creek provides a light lunch for the soldier/parents of the students at Clear Creek and if the weather allows, the children, parents and teachers all eat their lunch picnic style on Clear Creek fields. In December, Clear Creek hosts a "Make-it, Take-it" Night where students and parents visit tables hosted by grade level teams who develop Christmas ornament or gift projects with math concepts at the center of those projects. The students and their parents develop their ornament or gift at the table and then move on to the next table. Each year, Clear Creek hosts 3 school parties for Clear Creek students - Christmas, Valentine, and End-of-School. After school, on weekends, and in the summer, Clear Creek hosts Camp Gladiator so that area parents and school staff can exercise together.

April is "Month of the Military Child." Since April 2014, all Clear Creek students wear purple shirts/tops and complete a "flash mob" (song and dance) or parade for parents and media.

In May, parents are invited to Field Day and Career Day. Students look forward to field day activities almost all year long. They love getting wet in the activities and just spending a few hours to several hours playing with their friends and classmates. For Career Day, there are often 40 displays and presentations from different career professionals with the largest representation of static displays from our military Adopt-A-Unit. Our Adopt-A-Unit and school staff ended Field Day 2023 with the customary tug-of-war. Students and staff whoop and holler for their favorite team!

Each nine weeks, teachers have a planning day to dive deeply into the nine weeks' TEKS and to design work that allows students to demonstrate their learning of the nine weeks objectives. Twice a month, teachers meet during grade level conference time as a Professional Learning Community (PLC) to review TCMPC documents such as Scope and Sequence, Instructional Focus Documents, KISD Model Lessons, and content unit assessments. Student work is reviewed and/or designed to ensure students are learning at the level of rigor and specificity required of the TEKS. Every other Wednesday, teachers meet as professional learning communities to ensure teacher clarity when teaching skills in all content areas. At this time, the CIS, the campus principal, the math interventionist and teacher leaders provide learning sessions for each grade level. As the grade-levels rotate, the

instructional leads provide instructional differentiation techniques for upcoming hard to teach/difficult to learn TEKS per subject area. Twice a month, teachers meet during grade level conference time to discuss students in RtI processes. At this time, any district assessments, state assessments, progress reports, report cards and intervention reports are reviewed per student to ensure all students in need of RtI services are receiving services that target their struggle and that progress is being made.

The Response to Intervention (RtI) committee meets twice a month to discuss student academic and/or behavioral needs and interventions. This committee consists of classroom teachers, special programs teachers, campus administrators, instructional specialist, and district personnel when needed. The team works collaboratively to review student assessments, teacher-provided data on student struggles; and, to identify intervention processes to help the student. While a special education referral may develop through the RtI process, the ultimate goal of RtI is to have an intervention plan developed based on student needs; to implement that intervention plan; to have the intervention plan work; and to help the student move toward acceptable academic (and/or behavioral) performance.

Several school committees meet throughout the year to address school context and organization. The Clear Creek Site-Based Decision-Making Committee (SBDM) meets as an advisory group to the campus principal in the development of the campus improvement plan. SBDM moves from an advisory group to voting members when developing professional development opportunities for school staff. The campus improvement planning process includes all members of the SBDM - staff, parent, and community members. The SBDM meets once a month during the school year to review, update, and/or maintain the campus plan. Committee reps serve as liaisons for their representative grade level or special programs teacher group by taking SBDM discussion points back to their groups and returning the following month with discussion and/or agenda items.

Each school year, the Campus Conduct Committee, under the direction of a campus assistant principal, meet once a month to review campus discipline referrals. This committee consists of one teacher representative from each grade level and representatives from the special program teacher groups. The committee will analyze office referrals, student behaviors and consequences all to ensure that consequences are aligned with the Killeen ISD Student Code of Conduct.

A grade level representative and a representative for special programs also make up the Campus Employee Advocacy Committee. Under the direction of the District Employee Advocacy representative and a campus assistant principal, the CEAC objective is to keep an open communication between the principal and campus staff by addressing campus concerns that are beyond academics or student behavior. The district calendar, school nutrition processes, family medical leave, and employee sick day pool are often hot topics with the CEAC.

A Hospitality Committee made up of grade level representatives and special programs' teachers provides morale boosters to campus staff through birthday cupcakes, get well cards, baby showers, etc.

Clear Creek's Adopt-A-School Unit provides volunteer hours during campus-wide activities that require large numbers of adult support such as Meet the Teacher Night, KISD Freedom Walk, Thanksgiving Luncheon, Career Day, and Field Day. On or around September 11, Clear Creek staff and students participate in the Freedom Walk celebration. The entire Clear Creek staff and students march around the school holding class-made patriotic symbols, all dressed in red, white and blue to honor those who lost their lives September 11, 2001.

In an effort to help young children transition from daycare or home to school, the Parent Liaison provides Clear Creek's Kiddie College. Kiddie College provides pre-school classes for 2 and 3 year-old children and their parents. Kiddie College lessons consist of pre-literacy, math, and social skills. The families meet with the Parent Liaison twice a week.

Perceptions Strengths

- Clear Creek provides many opportunities for parents to be actively involved at school.
- The school's military Adopt a School unit were active partners in school-wide activities such as Field Day and Open House
- A master schedule and calendar are created to maximize the amount of time spent on instruction and to ensure that special program times are addressed
- All staff members belong to their grade level or special program PLC. All teachers and special programs teachers participate in student progress monitoring meetings.
- Interruptions to the instructional day are kept to a minimum.

- SBDM serves as a committee to support instructional improvement for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have expressed concern about school safety as a result of COVID-19.

Problem Statement 2: Parental involvement in school has been limited the past few years due to factors related to COVID 19. There is a need to increase parent engagement opportunities and to encourage parent involvement in the education process.

Problem Statement 3: Parents have expressed a general concern for student safety due to current events around the world happening in schools.

Problem Statement 4: Parents have expressed a concern with safety during dismissal due to heavy traffic and drivers not following safety rules.

Problem Statement 5: The high number of tardies and early student pick-ups limit the amount of time that some students are able to receive high quality instruction and participate in interventions designed to address learning gaps.

Problem Statement 6: In year 22-23 about 3 out of 5 of the reports to school administration of bullying from parents and students were not classified as bullying on the bully checklist. There is a need to build the capacity of parents, students and staff in recognizing what constitutes bullying.

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 implementing the district curriculum and strategies to strengthen the instructional core, the percentage of 3rd - 5th grade students approaching, meeting, and mastering grade level performance on STAAR Reading/Language Arts (RLA) (Writing is now embedded) will increase from 72% to at least 75%. The percentage of 3rd grade students scoring at "Meets Grade Level" will increase by at least 3 percentage points on STAAR RLA. Reading MAP & CUA summary scores for students in K-2 will increase to the 1st quartile when measured against other KISD elementary schools. Reading MAP scores will show K-2 students met Grade-Level Projected Norms. (All above reading objectives include all student sub groups such as ELL, SPED, At-Risk, Economically Disadvantaged, GT, etc.)

HB3 Goal

Evaluation Data Sources: STAAR Data:

% Approaches Grade Level Standard

% Meets Grade Level Standard

% Masters Grade Level Standard

MAP Scores

Strategy 1 Details

Strategy 1: Teaching staff will collaborate in their grade levels on Wednesday's grade level planning, during PLCs, half day grade level planning each quarter, and on district planning days, utilizing district-developed YAG, GRR lesson format, CUAs and RLA STAAR-released tests to deliberately plan student lessons that ensure students learn all grade level Reading/Writing TEKS at the necessary rigor.

Strategy's Expected Result/Impact: Increased student achievement in Reading standards as measured by CUAs, MAPs, F&P, STAAR, and teacher created assessments

Staff Responsible for Monitoring: Principal, APs, CIS, GLL

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Funding Sources: Hire substitute for 1/2 day grade level planning each quarter - 166 - State Comp Ed - 166.11.6116.00.123.30.AR0 - \$3,869

Strategy 2 Details

Strategy 2: Teachers will focus on developing and implementing reading and writing lessons through the lens of the Literacy Framework - read aloud, small group, shared reading, independent reading, and Benchmark Phonics study to increase student achievement in reading comprehension, vocabulary, fluency, phonemic awareness and phonics. During instruction teachers will utilize a combination of instruction in reading, writing, speaking and listening through whole group, small group, 1:1 instruction and enrichment groups.

Strategy's Expected Result/Impact: Increased student achievement in ELAR as measured by CUAs, CIRCLE, MAP, STAAR, TELPAS, class performance

Staff Responsible for Monitoring: Principals, APs, CIS

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

Funding Sources: Instructional Supplies for enrichment of reading, writing, speaking and listening skills (higher level thinking) for GT and higher achieving students - 177 - Gifted/Talented - 177.11.6399.00.123.21.000 - \$3,000, Reading materials to support the development of reading, writing, speaking and listening skills - 211 - ESEA, Title I Part A - 211.11.6329.00.123.30.000 - \$3,000, Instructional resources to support a systematic review of reading, writing and language development skills - 211 - ESEA, Title I Part A - 211.11.6399.00.123.30.000 - \$10,000, Instructional resources for EB students targeting improvement in reading, writing, speaking and listening skills - 165/ES0 - ELL - 165.11.6399.00.123.25.ES0 - \$900

Strategy 3 Details

Strategy 3: Teachers will focus on developing and implementing reading lessons through the lens of the Literacy Framework incorporating District-provided, research-based programs such as Istation (Reading), Comprehension Toolkit, Empowering Writers, and Benchmark Phonics instruction for K-3, all through the lens of GRR framework.

Strategy's Expected Result/Impact: Increased student achievement ELAR as measured by CUAs, CIRCLE, MAP, STAAR, TELPAS

Staff Responsible for Monitoring: Principal, APs, CIS, GLL

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1, 3

Strategy 4 Details

Strategy 4: Monitor and coach teaching staff as they implement standards-based, aligned ELAR instruction through the Gradual Release of Responsibility instructional model, planning for instruction. The CIS in conjunction with other campus leadership, through review of lesson plans, walk-throughs and through PLC discussion and lesson modeling will ensure all teachers are effectively using Empowering Writers and literacy framework to teach reading and writing curriculum.

Strategy's Expected Result/Impact: Increased student achievement in ELAR content as measured by grade level created assessments, MAP and STAAR. Eight Walkthroughs/Coaching per teacher

Staff Responsible for Monitoring: Principals, APs, CIS

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

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

Strategy 5 Details

Strategy 5: Special Education and general education staff, as collaborative-teaching partners, will have time to plan together to ensure the achievement gap between general education and special education students continues to close. (SPED team will also have a common PLC time)

Strategy's Expected Result/Impact: Improved academic performance of special education students as well as general education students in core content areas.

Staff Responsible for Monitoring: Principal, APs, CIS, Campus Special Programs Facilitator, GLLs

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)

Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.

Student Learning

Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.

Problem Statement 2: STAAR scores for 2022-23 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale.

Student Learning
Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.
School Processes & Programs
Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards. Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model. Problem Statement 3: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs.

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 implementing the district curriculum and strategies to strengthen the instructional core, the percentage of 3rd -5th grade students approaching, meeting, and mastering grade level performance on Math STAAR will increase from a collective 60% to 63% or more. The percentage of 3rd grade students scoring at "Meets Grade Level" will increase by two percentage points on STAAR Math. Math MAP and CUA scores for students in K-2 will increase to the 1st quartile when measured against other KISD elementary schools. Math MAP scores will show K-2 students met Grade-Level Projected Norms.
(All above math objectives include student sub groups SPED, ELL, GT and At-Risk)

HB3 Goal

Evaluation Data Sources: STAAR Data:
% Approaches Grade Level Standard
% Meets Grade Level Standard
% Masters Grade Level Standard
MAP Scores

Strategy 1 Details
<p>Strategy 1: During math time, students will learn to make and use a 120s chart, a multiplication chart and other tools such as a KFC (What do I know? What do I need to find? Special considerations? cartoon?) chart - as problem-solving strategies. 3rd, 4th and 5th grade will use guided math on a consistent basis during the math block.</p> <p>Strategy's Expected Result/Impact: Increase student ability to independently incorporate charts for math problem solving; increased student achievement as measured by CUAs, teacher created assessments, STAAR, and teacher feedback.</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS, Math Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p> <p>Funding Sources: Math Manipulatives for problem solving and guided math - 211 - ESEA, Title I Part A - 211.11.6399.00.123.30.000 - \$2,406</p>

Strategy 2 Details

Strategy 2: A math interventionist, an at-risk interventionist, 5 intervention aides and 2 tutors will work with students at risk of failure during school intervention time and after school, if needed. During the day an intervention time will be provided; teachers, interventionists, aides and tutors will form swoop teams to provide intervention and HB4545 services.

Strategy's Expected Result/Impact: Increased student achievement in Math Standards as measured by CUAs, MAP, STAAR, grade level/teacher created assessments, and class performance.

Staff Responsible for Monitoring: Principal, APs, CIS, Interventionists

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3

Funding Sources: Salary and benefits for 3 Instructional Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.123.30.000 - \$75,160, Salary and benefits for 2 At Risk instructional Aides - 166 - State Comp Ed - 166.11.6129.00.123.30.AR0 - \$52,336, Salary for 2 part time Tutors - 211 - ESEA, Title I Part A - 211.11.6125.CA.123.30.000 - \$19,200

Strategy 3 Details

Strategy 3: The CIS in conjunction with the math interventionist, through review of lesson plans, walk-throughs and through PLC discussion will ensure all teachers are effectively using math resources. Both the CIS and Interventionist will use the data to develop teaching points for supporting teachers in using best practices when teaching math. They will discuss the teaching point in a pre-conference, then model the expected lesson followed by a post-conference if needed.

Strategy's Expected Result/Impact: Increase teacher efficacy in using campus resources when planning and teaching math curriculum. Increased student achievement in Math Standards as measured by CUAs, MAP, STAAR, teacher created assessments, class performance.

Staff Responsible for Monitoring: Principal, APs, CIS, Math Interventionist

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3

Strategy 4 Details

Strategy 4: During grade level PLCs, Wednesday's grade level planning, on district planning days, during half day planning each quarter teachers will focus on developing math lesson plans through lens of the GRR and in teaching mathematical concepts concretely, pictorially, and abstractly in whole group, small group and 1:1.

Strategy's Expected Result/Impact: Increase student achievement in math as measured by CUAs, CIRCLE, MAP, STAAR, teacher created assessments and class performance.

Staff Responsible for Monitoring: Principal, APs, CIS, Math Interventionist

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: Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2

Funding Sources: Hire Substitutes for planning days each quarter - 166 - State Comp Ed - 166.11.6116.00.123.30.AR0 - \$1,500

Strategy 5 Details

Strategy 5: Math Interventionist and At-Risk Interventionist will continue to provide ongoing support to teachers and students by providing intervention for struggling students. Math Interventionist will also work with teachers on effective planning and do model lessons in classrooms for teachers struggling to implement specific strategies, such as Guided Math. Professional development will be provided to build the capacity of the Interventionists to equip them for this work.

Strategy's Expected Result/Impact: Increase student achievement in Math as measured by CUAs, MAP, STAAR, grade level created assessments, class performance and teacher feedback

Staff Responsible for Monitoring: Principal, APs, CIS, Math Interventionist

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

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

Funding Sources: Salary and Benefits - Math Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.123.30.000 - \$71,893

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)

Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.

Problem Statement 3: There is a need to maintain a high degree of staff and student safety. In 2022-23, 100% of students were safe upon arrival, at dismissal and throughout the instructional day.

Student Learning

Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.

Problem Statement 2: STAAR scores for 2022-23 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale.

Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.

School Processes & Programs

Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Problem Statement 3: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs.

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 implementing the district curriculum and strategies to strengthen the instructional core, the percentage of 5th grade students approaching, meeting, and mastering grade level performance on Science STAAR will increase from 44% to 50% or more.
Science MAP and/or CUA scores for students in 3rd - 5th will increase to the 1st quartile when measured against other KISD elementary schools. Spring Science MAP scores for grades 3 - 5 will show that students met Grade-Level Norms Projected Growth.
(All above science objectives include student sub groups ELL, SPED, GT and At-Risk.)

HB3 Goal

Evaluation Data Sources: STAAR Data:
% Approaches Grade Level Standard
% Meets Grade Level Standard
% Masters Grade Level Standard
MAP Scores

Strategy 1 Details
<p>Strategy 1: Teaching staff will collaborate in their grade levels on Wednesday's grade level planning, during PLCs, half day grade level planning each quarter, and on district planning days, utilizing district-developed YAG, GRR lesson format, CUAs and Science STAAR-released tests to deliberately plan student lessons that ensure students learn all grade level Science TEKS at the necessary rigor.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Science as measured by CUA, Class performance, teacher created assessments, STAAR</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS, GLLs, mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2</p>

Strategy 2 Details

Strategy 2: Science supplies and materials will be stored in a common area to ensure that teachers in all grade levels are able to create science labs in their classrooms for hands on science learning. Students will be able to interact directly with gathered data so they can observe various things and carry out different experiments, using reasoning skills. Students will have a better opportunity to start thinking deeply on theories and concepts in the curriculum learned in class through hands on experiences.

Strategy's Expected Result/Impact: Increase student achievement in Science content as measured by the CUA, STAAR, teacher created assessments, MAPs, class performance

Staff Responsible for Monitoring: Principal, APs, CIS, GLL

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Instructional supplies for Science Experiences - 211 - ESEA, Title I Part A - 211.11.6399.00.123.30.000 - \$6,500

Strategy 3 Details

Strategy 3: Monitor and coach teaching staff as they implement standards-based, aligned Science instruction through the Gradual Release of Responsibility instructional model. The CIS in conjunction with other campus leadership, through review of lesson plans, walk-throughs, PLC discussion, modeling lessons and feedback will ensure all teachers are effective in implementation of GRR driven instruction that includes academic vocabulary based on TEKS curriculum alignment.

Strategy's Expected Result/Impact: Increase in student achievement in Science content due to teacher efficacy in planning and executing Science instruction.

Staff Responsible for Monitoring: principal, APs, CIS

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)

Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.

Student Learning

Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.

Student Learning

Problem Statement 2: STAAR scores for 2022-23 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale.

Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.

School Processes & Programs

Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

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 supplementing and differentiating curriculum and instruction based on the needs of all student groups (race/ethnicity, economically disadvantaged, special education, dyslexia, ELL, bilingual, GT), the percentage of students meeting or exceeding one year of academic growth as measured by STAAR Domain II will increase by two-percentage points, and the student performance in Domain III will reflect a closing the gaps score that exceeds the state average.

HB3 Goal

Evaluation Data Sources: Domain II Scores

Domain III Scores

Student sub-group STAAR performances

Strategy 1 Details
<p>Strategy 1: All teaching staff will be provided training on the Response to Intervention process and on how to identify and serve students with dyslexia, ESL, Section 504, special education, and gifted education needs in the regular classroom.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by CUAs, CIRCLE, MAP, STAAR, TELPAS; teacher participation; teacher participation feedback.</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3</p>

Strategy 2 Details
<p>Strategy 2: Struggling students will begin academic interventions as soon as three weeks into the new school year. Interventions will include district-approved intervention programs as well as evidence based online & face to face interventions targeting literacy skills. Three to four weeks before STAAR teams will do spiral learning and STAAR practice each day using TEKS aligned review materials as well as TFAR.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS; teacher participation feedback</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Online Intervention Programs targeting literacy/math/science skills - 211 - ESEA, Title I Part A - 211.11.6299.OL.123.30.000 - \$18,315</p>

Strategy 3 Details

Strategy 3: Academic Records of new students to campus will be reviewed for student needs and for immediate action to address student needs.

Strategy's Expected Result/Impact: increased student achievement as measured by CUAs, MAP, STAAR, TELPAS; teacher participation feedback

Staff Responsible for Monitoring: Principal, AP, CIS, Special Programs, Facilitator, ELL teacher

Problem Statements: Demographics 1 - Student Learning 1

Strategy 4 Details

Strategy 4: Continue to use the RTI process to provide academic and/or behavioral support to struggling students and to improve the referral process to special programs.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Principal, APs, CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - School Processes & Programs 3, 4

Strategy 5 Details

Strategy 5: The school schedule will provide at least an hour of student tutoring and enrichment time during the school day and 45 minutes to 2 hours of tutoring time after school for staff to implement research-based reading and math interventions and differentiation for all students who are struggling academically and to those experiencing learning gaps as a result of the COVID 19 pandemic. Staff will use supplemental resources such as LLI, Do the Math, Istation and ST Math. Staff will also use small group or 1:1 instruction with students. After school enrichment groups will also be provided during tutoring time.

Strategy's Expected Result/Impact: Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS, teacher created assessments and teacher feedback. Reduction in learning gaps.

Staff Responsible for Monitoring: Principal, APs, CIS, Interventionists, Grade level leaders, mentors

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Funding Sources: Supplemental instructional materials/supplies for intervention/ after school tutoring - 166 - State Comp Ed - 166.11.6399.00.123.30.AR0 - \$11,700, computers/iPads for student intervention and instruction - 211 - ESEA, Title I Part A - 211.11.6398.00.123.30.000 - \$57,130, Student Reading Materials for Intervention - 166 - State Comp Ed - 166.11.6329.00.123.30.AR0 - \$2,600, Nutritional Snacks for After/Before school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.123.30.000 - \$1,900

Strategy 6 Details

Strategy 6: After each progress report and report card, grade level teachers and campus admin will rank students in the grade level to determine students in need of interventions in ELAR and math. Students in intervention needing to progress to another group will also be identified in this data meeting.

Strategy's Expected Result/Impact: Increase student achievement as measured by CUAs, MAP, STAAR, TELPAS, teacher created assessments, teacher feedback

Staff Responsible for Monitoring: Principal, APs, CIS, Grade Level Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Strategy 7 Details

Strategy 7: After each CUA, campus administrators and grade-level teachers will use CUA grades to compare to rigor of student unit work and daily assignments, student daily grades to ensure alignment with how students perform on daily work versus unit assessments.

Strategy's Expected Result/Impact: Increased student achievement as measured by STAAR, MAP, F&P, teacher created assessments and teacher feedback. Continued rigor of tasks.

Staff Responsible for Monitoring: Principal, APs, CIS, Grade Level Leader

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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

Strategy 8 Details

Strategy 8: Provide for the needs of ESL students through an effective ESL campus-based program through supplemental curricula, instructional materials, educational software to include Learning A-Z and/or assessment resources for ESL students to increase academic achievement of English learners. The ESL teacher will also provide the classroom teacher with student progress reports as well as ideas on how to work with the ESL student in the regular classroom.

Strategy's Expected Result/Impact: Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS, F&P, teacher created assessments, teacher feedback

Staff Responsible for Monitoring: Principal, APs, CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: supplemental resources to support EB student achievement - 165/ES0 - ELL - 165.11.6399.00.123.25.ES0 - \$500

Strategy 9 Details

Strategy 9: Implement Texas Performance Standards Project (TPSP) with GT-identified students. Ensure students and staff have necessary materials available for production of projects and enrichment for GT students.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Principal, APs, CIS (GT Coordinators), Counselors, Cluster teachers

Problem Statements: Student Learning 2

Funding Sources: Instructional supplies, materials and resources for enrichment of GT students and support them in doing research for the TPSP - 177 - Gifted/Talented - 177.11.6399.00.123.21.000 - \$3,000, Rigorous, high interest reading materials to support GT projects and enrichment for high achieving students - 177 - Gifted/Talented - 177.11.6329.00.123.21.000 - \$1,000, Awards & Trophies for GT TPSP projects - 177 - Gifted/Talented - 177.11.6498.00.123.21.000 - \$425

Strategy 10 Details

Strategy 10: The dyslexia teacher will provide 45-60 minutes of dyslexia program services to identified students during the day's tutoring schedule. She will also provide progress reports to the classroom teacher and provide the classroom teacher with ideas on how to work with students with dyslexia in the regular classroom. The dyslexia teacher will give dyslexia training to all teaching staff and administrators.

Strategy's Expected Result/Impact: increase student achievement and teacher efficacy.

Staff Responsible for Monitoring: Principal, APs, CIS, Dyslexia teacher, Campus Special Programs Facilitator, teacher with students with dyslexia

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Strategy 11 Details

Strategy 11: Meet bi-weekly with campus Special Programs Facilitator to ensure ARD, 504 decision-making for students aligns with campus mission and expectations for student achievement.

Strategy's Expected Result/Impact: adherence to time lines and assurance that student with special needs are provided appropriate services.

Staff Responsible for Monitoring: Principal, APs, CIS, Campus Special Programs Facilitator

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1 - Student Learning 1

Strategy 12 Details

Strategy 12: Special Education and general education staff, as collaborative-teaching partners, will have time to plan together to ensure the achievement gap between general education and special education students continues to close.

Strategy's Expected Result/Impact: Improve academic performance of special education students as well as general education student in core content areas

Staff Responsible for Monitoring: Principal, APs, CIS, Campus Special Programs Facilitator, SPED and Gen. Ed. GLLs

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

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)

Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.

Student Learning

Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.

Problem Statement 2: STAAR scores for 2022-23 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale.

Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.

School Processes & Programs

Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Problem Statement 3: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs.

Problem Statement 4: In the 2022-23 school year, students continued to struggle to meet school behavior expectations and school academic expectations since COVID and Winter Storm closures.

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: Throughout the 2023 - 2024 school year campus leadership facilitate PLCs and other Professional Development covering a variety of research based learning to increase the capacity of teachers to be effective in implementing intervention and instructional strategies. Both teachers new to the profession and new to the campus are well supported so that student achievement is positively impacted.

HB3 Goal

Evaluation Data Sources: Staff survey, Participation, Retention Numbers, Exit Reports

Strategy 1 Details
<p>Strategy 1: The CIS will supervise the mentoring program and ensure teachers new to the district or new to the grade level are well aware that they have support. New teachers to KISD will be provided a mentor teacher to help the new teacher adjust to the daily demands of their work as well to help with lesson planning, student instruction and parent communication. Teachers new to the grade level/team will be provided a buddy to support them in acclimating to the new curriculum and other things that may differ from the prior grade level.</p> <p>Strategy's Expected Result/Impact: Satisfactory completion of KISD Mentor Notebook; on a staff survey, teachers will respond positively to satisfaction with current job assignment, increased capacity of teachers to implement district initiatives and best practice instructional strategies resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2</p>
Strategy 2 Details
<p>Strategy 2: Provide T-TESS training to all teaching staff. Campus leadership will conduct walkthroughs as well as campus and district coaching walk's and provide feedback to teachers throughout the year.</p> <p>Strategy's Expected Result/Impact: Teacher feedback on understanding of T-TESS ratings and how to achieve desired ratings. Increase in teacher efficacy in implementing instruction through the GRR. Increase student achievement. Increase in teacher TTESS ratings and the number of TTESS exemptions</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1, 2</p>

Strategy 3 Details
<p>Strategy 3: Through the CFA 2.0 process, teachers and campus leadership will collaborate in grade levels during Wednesday planning days other campus planning days and on district planning days to examine Instructional Focus Documents as well as data from CUAs, STAAR released tests and teacher created assessments (student products) in order to deliberately plan differentiated instruction that ensures students learn grade level TEKS at the necessary rigor utilizing district-developed pacing calendars and GRR lesson framework.</p> <p>Strategy's Expected Result/Impact: Teachers feeling part of a professional learning community, increased teacher capacity to execute effective instruction, increased student achievement in all content areas.</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS, GLL</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>
Strategy 4 Details
<p>Strategy 4: CIS will facilitate ongoing RTI training to strengthen implementation of interventions and recommendations for special programs. CIS will facilitate bi-weekly RTI meetings with each grade level and ensure the use of common data tools to identify and monitor student progress based on intervention and effective assessment monitoring. CIS and Interventionist will assist teachers with effective intervention/differentiation strategies.</p> <p>Strategy's Expected Result/Impact: Increased capacity of teachers to implement district initiatives in RTI and intervention/differentiated instruction.</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)</p> <p>Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.</p>
Student Learning
<p>Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.</p> <p>Problem Statement 2: STAAR scores for 2022-23 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale.</p> <p>Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.</p>

School Processes & Programs

Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

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 the end of the 2022 - 23 school year, Clear Creek will improve parent and community communication, engagement and partnerships through increased opportunities to collaborate with campus, resulting in a 5% increase in family/community participation in the educational process.

Evaluation Data Sources: Parent survey, Sign in sheets, Parent attendance at school-wide activities

Strategy 1 Details
<p>Strategy 1: Clear Creek's Parent Liaison will participate with campus staff to coordinate regular parent engagement activities to establish and promote parent involvement in school processes. The Parent Liaison will also host our Kiddie College at least once a week.</p> <p>Some Family Nights scheduled for this year include: Book Fair Night Open House Safety Night Literacy Night STEAM Night Make it and Take it Night</p> <p>Strategy's Expected Result/Impact: Increased parent involvement. Parents feeling supported in getting siblings that are not yet school age prepared to go to school.</p> <p>Staff Responsible for Monitoring: Administrators, Parent Liaison, CIS, Interventionists</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Salary and benefits for parent liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.123.30.000 - \$30,296, Funding for light snack and/or drink during parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.123.24.PAR - \$2,550, Parent Liaison Training & picking up items for parent nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.123.24.PAR - \$314, Funding for paper, ink for advertisements, flyers, invitations - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.123.24.PAR - \$400</p>

Strategy 2 Details

Strategy 2: Each student will be provided a campus-developed planner containing family engagement policies, home/school compact, year-round campus information with dates for campus activities (such as parent meetings, open houses, picture dates, lunch money reminders).

Strategy's Expected Result/Impact: parent survey will suggest parents are well informed about campus activities.

Staff Responsible for Monitoring: Principals

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 3 Details

Strategy 3: Clear Creek will keep the school's website and Facebook page updated to communicate campus activities to all campus stakeholders.

Strategy's Expected Result/Impact: Parent survey will demonstrate satisfaction with school communication.

Staff Responsible for Monitoring: Counselors, APs, Principal, Campus Tech

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 4 Details

Strategy 4: Wednesday folders will go home with each student. Wednesday folders will contain graded papers and parent information about school activities.

Strategy's Expected Result/Impact: Parent survey will demonstrate satisfaction with school communication.

Staff Responsible for Monitoring: Principal, APs, Teachers

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 5 Details

Strategy 5: ESL teacher will hold a parent meeting in the 1st semester of school to inform parents of her program and ways to help EB students at home.

Strategy's Expected Result/Impact: Increased student achievement as measured by CUAs, MAP, STAAR, TELPAS, F&P, teacher created assessments, teacher feedback, and improved parent involvement students academics

Staff Responsible for Monitoring: Principal, APs, CIS, ESL Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Perceptions 2

Funding Sources: Food and materials for ESL parent night - 263 - ESEA, Title III Part A - 263.61.6499.LE.123.25.000 - \$200, Materials for ESL parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.123.25.000 - \$100

Strategy 6 Details

Strategy 6: Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be posted on the campus web-site, distributed during the annual Title I meeting, and made available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.

Strategy's Expected Result/Impact: Increased parent engagement leading to increased student achievement

Staff Responsible for Monitoring: Principal
Parent Liaison

Problem Statements: Perceptions 2

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: STAAR scores for the 2022-23 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science.

Perceptions

Problem Statement 2: Parental involvement in school has been limited the past few years due to factors related to COVID 19. There is a need to increase parent engagement opportunities and to encourage parent involvement in the education process.

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

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Sources: Disciplinary referrals

Strategy 1 Details
<p>Strategy 1: Ensure teachers and parents are aware that parents can use the online Bullying Reporting system for the prevention, identification, response to and reporting of bullying.</p> <p>Strategy's Expected Result/Impact: Increase the ability of administration and parents to prevent/stop bullying.</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3, 6</p>
Strategy 2 Details
<p>Strategy 2: Provide PD to support all campus staff on student behavior expectations and classroom management strategies to include school-wide rules, Restorative Practices (Respect Agreements, conferences) and bully prevention.</p> <p>Strategy's Expected Result/Impact: Decrease in student office referrals</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 4, 6 - Perceptions 1, 3, 4</p>

Strategy 3 Details

Strategy 3: Continue meeting with Campus Conduct Committee to review monthly disciplinary reports for consistent use of disciplinary action across all student groups.

Strategy's Expected Result/Impact: Consistency on student behavior expectations.

Staff Responsible for Monitoring: Principals

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4, 6, 7 - Perceptions 3, 4

Strategy 4 Details

Strategy 4: Provide training on and conduct emergency operations required by KISD and Fort Hood to all campus staff.

Strategy's Expected Result/Impact: Adherence to monthly safety drill schedules. Build capacity of teachers and students to know what to do in case of an emergency.

Staff Responsible for Monitoring: Principals

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - Perceptions 3, 4

Strategy 5 Details

Strategy 5: Provide staff with child abuse training, specifically its identification and reporting requirements.

Strategy's Expected Result/Impact: Staff understanding that by law, staff working on a school campus are mandated to report suspected child abuse to the appropriate local authorities.

Staff Responsible for Monitoring: Principal, Counselor, APs

Problem Statements: Demographics 3 - School Processes & Programs 7 - Perceptions 3

Strategy 6 Details

Strategy 6: Provide staff with training on KISD suicide protocols and Trauma Informed Care.

Strategy's Expected Result/Impact: Staff understanding of what to do when a child threatens to harm self or others. Build staff capacity to identify trauma in students and have the ability to intervene effectively and safely.

Staff Responsible for Monitoring: Principals, Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 7 Details

Strategy 7: Counselors will provide students and staff with training on bullying and school violence concentrating on identification and prevention. Counselors will provide all students with class sessions on how to identify, prevent, act and resolve bullying issues as well as acts of violence on campus and off campus.

Strategy's Expected Result/Impact: Students and staff identifying bullying and school violence and implementing strategies to eliminate bullying and school violence on campus. Students know what bullying looks like and have strategies to address bullying of themselves or others. Students will know how to react when witness to an act of violence.

Staff Responsible for Monitoring: Counselors, Campus Admin

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 4, 7 - Perceptions 3, 6

Funding Sources: Bully presentation for students - 166 - State Comp Ed - 166.11.6299.00.123.30.AR0 - \$1,600

Strategy 8 Details

Strategy 8: Counselors will provide families with brochures and guidance to help them better understand what is and is not classified as bullying.

Strategy's Expected Result/Impact: Parents and students will become aware of how to identify a bully and how to better report their concerns.

Staff Responsible for Monitoring: Counselors, Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 6

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: There is a need to maintain a high degree of staff and student safety. In 2022-23, 100% of students were safe upon arrival, at dismissal and throughout the instructional day.

School Processes & Programs

Problem Statement 4: In the 2022-23 school year, students continued to struggle to meet school behavior expectations and school academic expectations since COVID and Winter Storm closures.

Problem Statement 6: Students struggle with respecting the personal space of others, taking responsibility for their actions and maintaining self-control.

Problem Statement 7: In 22-23, counselors and administrators identified an increase in the number of students experiencing trauma and/or a need for social-emotional or behavioral interventions.

Perceptions

Problem Statement 1: Parents have expressed concern about school safety as a result of COVID-19.

Problem Statement 3: Parents have expressed a general concern for student safety due to current events around the world happening in schools.

Problem Statement 4: Parents have expressed a concern with safety during dismissal due to heavy traffic and drivers not following safety rules.

Perceptions
Problem Statement 6: In year 22-23 about 3 out of 5 of the reports to school administration of bullying from parents and students were not classified as bullying on the bully checklist. There is a need to build the capacity of parents, students and staff in recognizing what constitutes bullying.

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: KISD programs and supports will positively impact students physical, behavioral, and mental health and will promote student engagement and connectedness.

Evaluation Data Sources: Number of self-harm or homicidal protocols, Number of repeat protocols, Discipline data, Student surveys

Strategy 1 Details
<p>Strategy 1: Campus master schedule will provide students with 10 minutes of recess daily in addition to regular physical education classes (students receive at least 135 minutes of PE as required by the state).</p> <p>Strategy's Expected Result/Impact: Increased student engagement in school work. Increased student physical health and stamina.</p> <p>Staff Responsible for Monitoring: Principal, APs, lunch duty staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p>
Strategy 2 Details
<p>Strategy 2: PE teachers will use instructional strategies that promote health and fitness as targeted by standard of TEKS Resources. Healthy habits will be promoted by coaches and all teachers and programs. Physical Fitness testing will be included in the PE program.</p> <p>Strategy's Expected Result/Impact: Increased student physical health and stamina as measured by state Physical Fitness Testing.</p> <p>Staff Responsible for Monitoring: PE Teachers, Classroom teachers, Principal, APs, CIS</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 4</p>
Strategy 3 Details
<p>Strategy 3: Counselors will provide students with classes regarding mental wellness. They will teach students healthy ways to react and/or get help when they are feeling sad, upset, irritated, etc.</p> <p>Strategy's Expected Result/Impact: Students expressing their feelings without threatening self-harm.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: School Processes & Programs 4, 6, 7</p>

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 4: In the 2022-23 school year, students continued to struggle to meet school behavior expectations and school academic expectations since COVID and Winter Storm closures.

Problem Statement 6: Students struggle with respecting the personal space of others, taking responsibility for their actions and maintaining self-control.

Problem Statement 7: In 22-23, counselors and administrators identified an increase in the number of students experiencing trauma and/or a need for social-emotional or behavioral interventions.

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

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details
<p>Strategy 1: The campus will follow a master schedule for differentiated instruction that will ensure protected instructional time and will provide teachers adequate time for collaboration, studying of the curriculum, planning for instruction and intervention (60 minute block for each grade level) to include special programs.</p> <p>Strategy's Expected Result/Impact: Maximize learning for all students and staff</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1, 2, 3</p>
Strategy 2 Details
<p>Strategy 2: The campus SBDM will meet often to assess school policies, procedures and educational outcomes of all students. The committee will determine goals and strategies that need to be changed or implemented.</p> <p>Strategy's Expected Result/Impact: Ensure policies and goals are adjusted as needed to improve student achievement and increase safety.</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 4 - Perceptions 1, 2, 3, 4, 5</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students arriving at Clear Creek often experience learning gaps due to curriculum requirements in Texas versus curriculum requirements of schools they previously attended. (high mobility rate due to military moves)</p> <p>Problem Statement 2: In 22 - 23 school year 17% of teaching staff had 5 years or less teaching experience. There is a need to build the capacity of teachers to differentiate instruction for the varied needs of their students.</p>

Student Learning

Problem Statement 3: Students continue to demonstrate a need for basic instruction and interventions due to lingering effects of school closures and absences related to the COVID 19 pandemic.

School Processes & Programs

Problem Statement 1: For the 22-23 school year, teachers struggled with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Problem Statement 3: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs.

Problem Statement 4: In the 2022-23 school year, students continued to struggle to meet school behavior expectations and school academic expectations since COVID and Winter Storm closures.

Perceptions

Problem Statement 1: Parents have expressed concern about school safety as a result of COVID-19.

Problem Statement 2: Parental involvement in school has been limited the past few years due to factors related to COVID 19. There is a need to increase parent engagement opportunities and to encourage parent involvement in the education process.

Problem Statement 3: Parents have expressed a general concern for student safety due to current events around the world happening in schools.

Problem Statement 4: Parents have expressed a concern with safety during dismissal due to heavy traffic and drivers not following safety rules.

Problem Statement 5: The high number of tardies and early student pick-ups limit the amount of time that some students are able to receive high quality instruction and participate in interventions designed to address learning gaps.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Jessica Brading	Principal
Classroom Teacher	Tammy Wirth	PK3 Teacher
Classroom Teacher	Ramola Unitt	PK4 Teacher
Classroom Teacher	Megan Head	Kindergarten Teacher
Classroom Teacher	Lesha Allison	1st Grade Teacher
Classroom Teacher	Jalena Moore	2nd Grade Teacher & Parent
Classroom Teacher	Angela Vaillancourt	3rd Grade Teacher
Classroom Teacher	Ramona Shymkus	4th Grade Teacher
Classroom Teacher	Pauline Harvey	5th Grade Teacher
SPED Teacher	Karen Anderson	SPED Teacher
Business Representative	Kenyatta Peoples	Business Representative
Community Representative	Stacy Goodman	Community Member - CYS Administrator
District-level Professional	Cheryl Smith	District-Level Professional - District SPED Diagnostician
Parent	Jazlynn Diaz	Parent
Parent	Charity Wilson	Parent
Parent Liaison	Tammy Gorham	Paraprofessional (Title I)
Campus Instructional Specialist	Amanda Salinas	Campus School Leader (Title I)
Administrator/Co-Chair	Angela Bernier	Assistant Principal
Non-classroom Professional	Syreeta Gaston	Specialized Campus Support - Counselor & Parent
Non-classroom Professional	Tina Davis	Specialized Campus Support - Counselor
Non-classroom Professional	Cassandra Hodge	Specialized Campus Support - Counselor
Administrator/Co-Chair	Stephanie Esposito	Assistant Principal
Parent	Harriet Taylor	Parent
Parent	Cailin Lovegrove	Parent