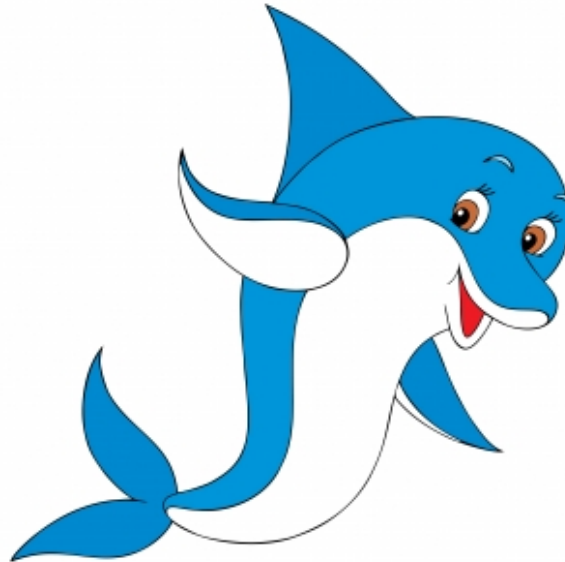


**Killeen Independent School District**  
**Cedar Valley Elementary School**  
**2023-2024**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Valley is located in a stable neighborhood community that is landlocked, which prevents large fluctuations in enrollment numbers. Most of the community is single-dwelling residences; however, there are some multi-dwelling homes within the Cedar Valley community. The majority of our students come from dual-working households.

Cedar Valley adheres to the state guidelines of class sizes being 22:1 in PK-4th and 26:1 in 5th grade.

CAMPUS PROFILE 2022-2023					
Total Population		Ethnic Breakdown		Special Programs Population	
Population	# of Students	Ethnic Distribution	% of Students	Special Program	% of Students
Pre-K	55	African American	35.4%	At-Risk	46.23%
Kindergarten	75	Hispanic	33.9%	EB Students/EL	10.45%
1st Grade	81	White	16.44%	Dyslexia Program	9.59%
2nd Grade	84	American Indian	0.34%	Section 504	9.08%
3rd Grade	104	Asian	1.54%	Economically Disadvantaged	89.6%
4th Grade	82	Pacific Islander	1.88%	Gifted Talented	2.91%
5th Grade	103	Two or more races	10.96%	Homeless	2.4%
<b>Total</b>	<b>584</b>			Immigrant	0.3%
				Military-Connected	16.5%
				Special Education	19.86%

Cedar Valley Elementary School strives to provide highly qualified teachers and staff so that our students are surrounded by high expectations and a strong learning environment. To meet this expectation, teachers and paraprofessionals participate in ongoing, job-embedded professional development.

During the 2021-2022 school year, the leadership team, SBDM, and Coaching walk data designed the professional development for the 2022-23 school year. Learning opportunities took place during PLCs, staff meetings, Lead4Ward Conference, Region 12 Autism training, committee meetings, and planning days. Some of the professional development topics included a Gradual Release of Responsibility Model, study of higher order questioning, using data to guide instruction, classroom management, tracking student progress, 3 Essentials + 1, implementing stations during the intervention block, and curriculum mapping. Cedar Valley will continue the work on GRR, Empowering Writers, Literacy, higher order questioning, rigorous tasks that are tightly aligned to the learning goal and target, and use data to guide instruction.

Cedar Valley successfully added the Behavior Management Unit during the 22-23 school year. All staff participated in an Autism professional development training during the 2022-23 school year. The campus will continue to work together to include all BMU students successfully in a general education class throughout the school day.

Cedar Valley established a monthly behavior incentive program during the 2022-23 school year. Students earned "Dolphin Dollars" by displaying school-appropriate behaviors daily. A monthly dollar amount was set prior to the month so students were aware of how much they needed to earn the monthly incentive. Our behavior incentives included; extra recess, watching a movie, mini field day, art activities, game day, Dolphin store, and snow cones. We saw a significant decrease in office referrals in 2023 (144) from 2022 (174). The staff expressed that this incentive helped encourage school-appropriate behaviors and the students reported that they enjoyed the different activities. Students expressed that they liked the monthly incentives especially the snow cones and Dolphin store.

In order to provide certified teachers in every class, we will have one teacher on a waiver this school year. This teacher has a Bachelor's degree and is currently enrolled in an alternative certification program. The teacher will take state teacher certification exams during the 23-24 school year.

During the 22-23 school year Cedar Valley parents became more involved in our campus parent volunteer program. This group of parents worked together to put up a fence to display at the front of our campus, co-hosted a Multi-Cultural night with our EB staff, and created displays for our Kindergarten and 5th grade graduations. They also tutored PK-2nd grade students and contributed their time to assist teachers with completing multiple projects. Our parent liaison also began the Dolphin Den program for 3 and 4 year old. The 3 and 4-year-olds come up to campus and participated in literacy activities in the Library, toured our campus, and created projects. The parents stayed with the students and shared that they thought the program was a good introduction to school for them and their students.

## **Demographics Strengths**

An analysis of the demographics of Cedar Valley Elementary School reveals the following areas of strength:

- The enrollment rate has remained fairly consistent.
- Cedar Valley's military student enrollment falls below the district's rate, bringing added stability to the student enrollment.
- Cedar Valley's ethnic distribution has remained consistent.
- Attendance rates have begun to regulate following the pandemic.
- Cedar Valley had a decrease in behavior referrals from 2022 to 2023 (174 to 144).

In the area of staff quality, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- Cedar Valley prides itself on training paraprofessionals who aspire to teach. We had two aides hired as teachers for the 23-24 school year in the district.
- Cedar Valley has several staff members working to continue their education by obtaining a Bachelor's, Master's or Doctorate degree.
- Personnel are recruited by word of mouth, paraprofessionals earning their teaching certificates, and through parents and parent volunteers wanting to work at Cedar Valley.
- New teachers are assigned a mentor/buddy, follow a master teacher's lesson plans for the first year, and get frequent feedback from the CIS and their grade level team.
- Paraprofessionals meet bi-weekly for their own PLC.
- Teachers and staff are given leadership opportunities, such as mentoring, serving on SBDM, participating in leadership teams and serving as grade level leaders.
- Teachers needing additional support work closely with the campus instructional specialist as well as follow their team lesson plans.

- Teachers collaborate with their team to write learning progression charts.
- Cedar Valley gave three scholarship in May 2023 to Killeen ISD graduating Seniors.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Additional time, resources, and training are needed in order to address the unique needs of our students assigned to the growing Behavior Management program. **Root Cause:** The campus will continue to host the PK-5th grade unit. Staff have requested additional professional development to address aggressive behaviors as well as strategies to work with students with Autism.

**Problem Statement 2:** All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least one teacher on a certification waiver this year. Changes to the TEKS and to district initiatives and campus focus areas require ongoing training and support.

# Student Learning

## Student Learning Summary

According to the 2021-22 TAPR Cedar Valley received the accountability rating of a: B. Cedar Valley also received distinction designations in; Academic Achievement in ELA/ Reading and Postsecondary Readiness

The State of Texas Assessments of Academic Readiness (STAAR) is used throughout the state of Texas to measure the academic performance of students in grades 3, 4, and 5.

### Local assessment by grade:

Results of the Spring 2023 STAAR showed:

\* The number of 3rd and 5th-grade students that performed at Meets or Above decreased from the previous skill year.

\* MAP data reflects % of students who met projected growth and met the standard on the EOY Spring Assessment.

2022 student growth		Math - % met projected growth	CIRCLE	Reading - % met projected growth	Science - % met projected growth
PreK	CIRCLE	97%	Vocabulary	90%	N/A
			PA Composite	95%	N/A
Kinder	MAP	43%	MAP	41%	N/A
1st Grade	MAP	56%	MAP	50%	N/A
2nd Grade	MAP	61%	MAP	78%	N/A
3rd Grade	MAP	68%	MAP	65%	55%
4th Grade	MAP	52%	MAP	68%	54%
5th Grade	MAP	47%	MAP	63%	72%

**STAAR distribution by ethnicity at APPROACHES grade level or above: Data based on 2022-2023 STAAR results.**

	3rd Math	3rd Reading	4th Math	4th Reading	5th Math	5th Reading	5th Science
<b>Cedar Valley Elementary</b>	75%	85%	57%	81%	78%	85%	66%
<b>Economic Disadvantage</b>	57%	85%	55%	80%	75%	85%	61%
<b>American Indian/Alaskan Native</b>	ND	ND	ND	ND	ND	ND	ND
<b>Asian</b>	100%	ND	ND	ND	ND	ND	ND
<b>Black/African American</b>	66%	68%	51%	83%	76%	80%	49%
<b>Hispanic</b>	74%	94%	61%	84%	79%	91%	73%
<b>Pacific Islander</b>	100%	ND	ND	ND	ND	ND	ND
<b>Two or More Races</b>	90%	82%	33%	83%	64%	91%	82%
<b>White</b>	83%	100%	79%	71%	93%	86%	93%
<b>EB</b>	100%	100%	91%	82%	89%	100%	78%
<b>Special Ed Indicator</b>	53%	67%	33%	67%	48%	43%	38%
<b>ND--No Data</b>							

**STAAR Percent at MEETS Grade Level or Above. 2023 STAAR data compared to the previous year.**

3rd Grade	2022	2023	% Change
<b>Reading All</b>	66%	50%	<b>-16%</b>
<b>Math All</b>	51%	43%	<b>-8%</b>
4th Grade	2022	2023	% Change
<b>Reading All</b>	56%	58%	<b>+2%</b>
<b>Math All</b>	28%	58%	<b>+30%</b>
5th Grade	2022	2023	% Change
<b>Reading All</b>	70%	62%	<b>-8%</b>
<b>Math All</b>	39%	50%	<b>+11%</b>

Science All	24%	35%	+11%
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In 2021-2022, students returned to face-to-face learning following the pandemic. At the start of the 22-23 school year, the continued learning gaps were evident in the low beginning of the year MAP scores. However, our students are showing consistent growth in ELAR with significant gaps in Math across all grade levels. MAP and CUA data support that students continue to struggle in Math.

### Student Learning Strengths

- Cedar Valley students have shown growth in Reading on local, state, and universal assessments.
- Students that attend intervention with our campus Interventionist showed growth in Reading and Math on local and state assessments.
- MAP data shows students closing the learning gaps in Reading much quicker than Math.
- Students in grades Kindergarten-2nd grade benefited from teachers implementing reading strategies from the Science of Teaching Reading (STR).
- Students that attended after school tutoring showed academic growth on MAP and CUA assessments.
- Cedar Valley maintained an accountability rating of B.
- 97% of PK students met projected growth in Math according to CIRCLE end of year data.
- 90% of PK students met projected growth in Reading according to CIRCLE end of year data.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Only 35% of fifth grade students met standards at the Meets level on the 2023 STAAR Science. **Root Cause:** Due to scheduling there were lack of opportunities for hands-on activities, experiments and spiral activities

**Problem Statement 2:** 2023 Math STAAR scores showed 67% of students tested increased performance at the MEETS level over previous year. **Root Cause:** Learning stations were implemented along with guided math to spiral previous taught skills.

**Problem Statement 3:** 2023 Reading STAAR scores showed 67% of students tested decreased performance at the MEETS level over previous year. **Root Cause:** Students struggled with academic vocabulary. Need closer alignment of resources to the science of teaching reading.

**Problem Statement 4:** 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% **Root Cause:** There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.



**Problem Statement 8:** Although the percentage of students identified as gifted and talented has remained consistent, the STAAR scores for all tested subject areas showed a lack of academic growth from one academic year to the next. **Root Cause:** A consistent and designated enrichment for our gifted and talented students has been a challenge.

**Problem Statement 9:** According to the 22-23 MAP Growth Data, Kindergarten - 2nd grade students did not meet 70% expected growth in math. **Root Cause:** Kindergarten - 2nd grade students struggled with computations and algebraic relationships.

**Problem Statement 10:** According to the 22-23 MAP Growth Data, Kindergarten - 1st grade students did not meet 70% expected growth in reading. **Root Cause:** Kindergarten - 1st grade students struggled with academic vocabulary.

**Problem Statement 11:** Analysis of student writing samples indicates that students are not prepared for the new constructed responses on the 2023 online STAAR assessments that require proficiency in keyboarding skills. **Root Cause:** Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms.

# School Processes & Programs

## School Processes & Programs Summary

Cedar Valley follows the TEKS Resource System (TRS) and KISD's district adopted curriculum, which is aligned to the state standards. Cedar Valley's curricular program includes the use of curriculum exemplar lessons and assessments to meet the high standards of rigor. Coupled with TRS, Cedar Valley uses other research-based intervention programs such as Flocabulary, literacy, Empowering Writers, Comprehension at the Core Tool Kits, hands-on instruction, and interactive journals for all learners.

The instructional program at Cedar Valley Elementary offers a variety of special programs to meet the needs of all students. These programs include gifted and talented (GT), Emergent Bilinguals (EB) and dyslexia. Students served in EB at Cedar Valley are provided inclusion tutoring as well as small group collaboration with our certified staff. Dyslexia students are pulled-out to receive small group instruction for 45 minutes daily. The needs of our students who are identified as special education are addressed through resource pullout services, inclusion, and collaborative teaching. This collaborative teaching model allows students to remain in the classroom and receive core instruction from both the general education, special education paraprofessional and special education teacher. Our teachers are receiving training and support to increase their capacity to serve special education students in the general education setting. By implementing the collaborative teaching model, all teachers involved will require planning time together weekly. We have three special education aides and five aides that are assigned to Kindergarten -5th grade classes during our intervention block to support small group instruction. Our Behavior Management staff consists of two teachers and four aides.

The Response to Intervention process is a key component of the CVES instructional program. Cedar Valley designated RTI Coordinators will implement the district guidelines and proper protocols for eligible students. Teachers attend RtI meetings monthly to discuss student progress and concerns. This committee is made up of the principal, classroom teachers, the campus interventionist, the assistant principals the counselors, the campus instructional specialist, and any other member that could provide pertinent information regarding the child. Students that continue to not show growth are referred for additional diagnostic testing. Based on SSP data during the 22-23 school year, there were 250 students enrolled in tier 2 and/or tier 3 intervention. Students enrolled are based on failing averages from previous year, students that did not meet approaching on state testing, students that showed a lack of growth from year to year on STAAR or MAP.

Cedar Valley uses State Comp. Ed. and Title I money to fund six building aides that work in the classroom and provide intervention services. Students receive small group tutoring during intervention (LLI, Do The Math, iSation, ST Math). After-school tutoring (Dolphin Hour) is offered to support classroom instruction and struggling learners twice a week after school. Our GT students are also provided an after-school opportunity (Cedar Valley Academic Society) twice a week to collaborate on their TPSP.

Cedar Valley Elementary School strives to provide highly qualified teachers and staff, so that our students are surrounded by high expectations and a strong learning environment. To meet this expectation, teachers and paraprofessionals participate in ongoing, job-embedded professional development. Learning opportunities take place during PLCs, staff meetings, grade level planning days, committee meetings and conferences. Some of the professional development topics included: Gradual Release of Responsibility Model, higher order questioning, using data to guide instruction, classroom management, tracking student progress, creating learning progression charts and effective interventions. During the 2023-24 school year, Cedar Valley will continue the work on GRR, higher order questioning, rigorous tasks that are tightly aligned to the learning goal and target, use data to guide instruction. Cedar Valley staff will also work toward providing effective and consistent interventions during the intervention block daily. Cedar Valley provides a planning day prior to a new nine weeks for all teachers to plan for the next nine weeks lessons.

The Campus Site Based Decision Making Committee (SBDM) meets to oversee the campus plan and to approve the budget for all resources. The campus improvement planning process includes staff (all grade levels, Specials and Special programs are represented), parents, and community members. The SBDM committee meets six times during the year to maintain the campus plan. The committee reviews the pre-kindergarten assessment developed by the Center for Improving the Readiness of Children for Learning and Education (CIRCLE), Curriculum-Based Unit Assessment progress, State of Texas Assessment of Academic Readiness (STAAR), MAPS and the TAPR (Texas Academic Performance Report) data from the Texas Education Agency, in addition to other relevant information and data, in order to develop the CIP. The members research and recommend PD conferences that would benefit our campus (Lead4Ward, etc.).

The Campus Conduct Committee (CCC) meets monthly to review discipline referrals. This committee consists of one teacher from each grade level and a special program teacher and members of the Administration team. The committee analyzes office referrals, student behaviors and consequences, and decides monthly behavior awards for the campus.

All teachers meet weekly on Wednesdays in a Professional Learning Communities (PLC)

Our paraprofessionals also meet bi-weekly on Thursdays in a Professional Learning community (PLC).

The Sunshine Committee consists of staff members that have volunteered to create a plan to boost staff morale throughout the year.

Cedar Valley participates in Student 2 Student (S2S) program so that students transition well into the school and have opportunities to be involved in school outside the academic environment. Our counselors and MFLAC counselor train 5th grade student ambassadors to give tours to our new families and meet with our new students once a month (as needed) to check in on their transition to Cedar Valley.

Cedar Valley adheres to the state guidelines of class sizes being 22:1 in preK-4 and 26:1 in 5th grade.

Cedar Valley has an assortment of technology available for student use to exemplify classrooms of the 21st century. Each classroom is outfitted with document camera and projectors. Each Kindergarten-5th grade class has a mobile cart of iPads for students use in the classroom. Teachers have laptops to use with their document cameras and projectors. As well as access to all district related materials online (Schoology, Clever, eSchool, etc.). Technology workshops are embedded in the professional development plan to help teachers integrate technology in the classroom. Cedar Valley strives to provide an electronic device to every student. We also budget to replace cases, chargers, headphones and devices as needed by our students. Cedar Valley invest in multiple online subscriptions; Reading Eggs for phonemic support- grades Pk-3rd, Flocabulary for vocabulary support in every subject for every student, Generation Genius for every student in Math & Science, and iReady (ThinkUp) for to close the gaps in Math and Science for all students.

### **School Processes & Programs Strengths**

The following curriculum, instruction, and assessment strengths have been identified based on campus data and survey results:

- Teachers have planning days each nine weeks, weekly PLCs to review curriculum and to ensure that the standards are taught at high levels of rigor and complexity.
- Tasks to include formative assessments are reviewed and used to make sure classroom assessments are aligned to the complexity and rigor of the standard.
- Assessment results are reviewed campus-wide and within grade levels each year and following each assessment administration to identify areas of growth and areas that need intervention.
- Students who perform below grade level are provided interventions and/or are invited to attend after school tutoring (Dolphin Hour).
- RtI meets each month to review student progress. Students needing RtI are identified during progress tracking meetings.
- Professional development is planned around historically low performing TEKS, assessment results, district initiatives, and requests made by teachers and through teacher goals during their T-TESS conferences/walkthroughs.

- Ten teachers have earned a Teacher Incentive designation.
- All staff and paraprofessionals are highly qualified.
- Cedar Valley prides itself on encouraging personnel by training paraprofessionals who aspire to teach.
- Cedar Valley has several staff members working to continue their education by obtaining a master's or doctorate degree.
- Personnel are recruited by word of mouth, by paraprofessionals earning their teaching certificates, through our website, and through parents and parent volunteers wanting to work at Cedar Valley.
- New teachers are assigned a mentor/buddy, follow a master teacher's lesson plans for the first year, and get frequent feedback from the CIS and their grade level team.
- Paraprofessionals meet bi-weekly for their own PLC.
- Teachers and staff are given leadership opportunities, such as mentoring, serving on SBDM and participating in leadership teams.
- Teachers needing additional support work closely with the campus instructional specialist.
- Cedar Valley gave three scholarships this year to graduating seniors.

Areas of strengths based on data and survey results include in the area of school organization:

- 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.
- PLCs are created for each grade level. Special programs teachers are also a part of PLCs.
- All teachers and special program teachers participate in progress monitoring meetings.
- Paraprofessionals have their own PLC.
- Teachers have a planning day each 9 weeks to plan for the upcoming content and to make sure they understand the complexity and rigor of the standards as well as implementation of GRR.
- Teachers are posting and communicating learning targets during instructional lessons.
- Distractions to the instructional classroom are kept to a minimum.
- SBDM serves as a committee to support instructional improvement for all student populations.
- Cedar Valley provides 120 minutes of instruction in language arts and 90 minutes of instruction in math.
- Students are provided tutoring after school to complete classwork through the Dolphin Hour program.

Based on Cedar Valley data and surveys, the following strengths have been identified in the area of technology:

- Teachers and students have access to a variety of technology tools (iPads, interactive white boards, webinars, etc.).
- Cedar Valley has support in the area of technology through the campus technologist and computer lab aide.
- Teachers feel supported by the Admin team when handling discipline.
- Parents feel comfortable volunteering their time to read with students, plan and organize events and work on tasks teacher request.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a need for additional technology to support all learners in an effort to equip students with 21st century skills. **Root Cause:** The STAAR is administered online and our students need practice completing tasks online as well as learning to type to answer short answer STAAR questions.

**Problem Statement 2:** During the 2022-23 school year we had 144 office referrals. This is a campus decrease from 174 in the 2021-2022 school year and remains below the district average. **Root Cause:** A continued systemic approach needs to be in place that provides strategies to help decrease the amount of office referrals for the 2023-24 school year. All staff will incorporate Restorative practices daily with all learners.

**Problem Statement 3:** There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large. There is a lack of organization of resources and a need for a second interventionist on campus.

**Problem Statement 4:** There is a need to increase the consistency of adherence to the safety procedures and protocols. **Root Cause:** Staff need regular and routine opportunities to practice safety procedures so they'll become automatic and response times optimized.

**Problem Statement 5:** There is a need to increase the fidelity of implementation of behavior interventions. **Root Cause:** There is a need to provide professional development to all staff in the areas of academics and behavior interventions.

# Perceptions

## Perceptions Summary

Cedar Valley implements programs to increase Family and Community Engagement. Examples: Meet the Admin Team night, Meet The Teacher, Parent/teacher conferencing, a parent volunteer program, and weekly communication through Cedar Valley parent newsletter. A Title 1 Annual meeting is held around September/October to inform parents about the Title 1 program. Parents are invited to a parent meeting before the first day of school to learn more about the expectations and curricular programs.

We also hold parent informational meetings (STAAR, Internet Safety, etc.). We aim to add more sessions that our parents can attend this year. Families are invited to attend one of many family and community engagement nights such as a STEAM Night, Strategy Night, Art Night, Dance Extravaganza, and choir concerts. In a survey to parents in May 2023, parents requested flexible times and dates for meetings as well as childcare for non-school aged kids so that parents can participate in our volunteer program.

The school counselors/ parent liaison leads the volunteer program at Cedar Valley. Volunteer opportunities include: cutting, laminating, or creating teaching materials for students to use in the classroom, reading to struggling learners, assisting with campus projects, or providing the most valuable resource of all - time.

Other academic school-wide events require the help of many volunteers: Field Day, Career Day and field trips. Cedar Valley volunteers are honored at the end of the year with a volunteer lunch, hosted by the district and campus.

Our Adopt-a-School unit is also of great support to Cedar Valley. They provide numerous hours of volunteering at many of the school-wide events. Our Adopt-a-School unit is called upon to provide support at field day, the Thanksgiving luncheon, Career Day, Dance Extravaganza, 5th grade graduation, and many more events.

The School Culture and Climate of Cedar Valley Elementary School is characterized by collaboration and a strong sense of community. Recognizing and celebrating accomplishments is an important part of the Cedar Valley culture. On several occasions during the school year, Cedar Valley students were featured on the KISD campus news website. We also keep our Cedar Valley Facebook page up to date and will incorporate more on our Instagram this year.

Cedar Valley hosts a variety of after-school/extracurricular activities for students. These include choir, Art Club, STEP team, and Science Squad. Extracurricular opportunities are open to all students in the grades for which the programs are offered.

The district counseling department encourages all staff members to create healthy habits when it comes to staying well throughout the school year. The counselors on campus provide monthly character traits and ideas. They check in with staff members, students, and families often. Our Behavior Management Unit for PK-5th grade students demands the involvement of our counselors on a daily basis.

## Perceptions Strengths

The following have been identified as strengths in the area of Family and Community Engagement per campus data and survey:

- Cedar Valley offers many parent and family engagement events.
- The Cedar Valley SBDM consists of a parent, a community, and a business member.
- Parents that come to eat lunch with their child are provided a "family dining table" so that they may enjoy their child and meal while at Cedar Valley.
- Cedar Valley made donations to the homeless student program through a campus-wide food drive.
- We provide scholarships to graduating seniors.

The following have been identified as strengths in the area of School Culture & Climate per campus data and survey:

- Cedar Valley has 100% compliance in conducting district mandated safety drills (tornado, fire, shelter in place).
- Cedar Valley added an additional step of completing a "short form" prior to a long referral form in the discipline management plan.
- Cedar Valley provides multiple opportunities for students to get involved in extracurricular activities.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Wellness surveys show there is a need for the staff to learn how to manage the stress of the job in a healthy way. **Root Cause:** The demands of the profession are heavy. Throughout the year staff members have little time to focus on wellness.

**Problem Statement 2:** There is a need to address how to maintain an effective parent volunteer program and retain parent participation throughout the school year. **Root Cause:** Despite the continued support of the admin team, we need focused attention on parent volunteer participation and retention. Our parent liaison position remains vacant.

# 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:** In 2022-23, the percentage of fifth grade students who scored Approaches or higher on the Science STAAR was 66%, by 23-24 this score will increase to 70%.

## High Priority

**Evaluation Data Sources:** Percentage of students scoring Approaches or higher on STAAR Science and grade level common assessments (Index 1).

### Strategy 1 Details

**Strategy 1:** Provide hands-on authentic learning opportunities to all students in order to improve science skills through weekly Science lessons.

The campus will support field-based instruction for students, particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

When appropriate, presentations will be brought to the campus for the students to make extensive real-world connections and to have hands-on experiences with science concepts and skills.

**Strategy's Expected Result/Impact:** Percentage of students achieve approaches or higher on Science STAAR and local assessments (MAPS and CUAs) will increase by 5%.

**Staff Responsible for Monitoring:** Campus Instructional Specialist

Campus Principal

Teachers

#### TEA Priorities:

Improve low-performing schools

#### - ESF Levers:

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

#### - Targeted Support Strategy

**Problem Statements:** Student Learning 1, 4, 6, 7

**Funding Sources:** Supplemental Resources to support Science vocabulary and instruction similar to Generation Genius- Science - 166 - State Comp Ed -

166.11.6299.OL.124.30.AR0 - \$1,295, Transportation for approved supplemental field based learning - 166 - State Comp Ed - 166.11.6494.00.124.30.AR0 - \$3,500,

Instructional Supplies to support hands-on science - 211 - ESEA, Title I Part A - 211.11.6399.00.124.30.000 - \$5,000, Entry fees for approved field based learning - 166 -

State Comp Ed - 166.11.6412.00.124.30.AR0 - \$3,123



### Strategy 2 Details

**Strategy 2:** Teachers will analyze data from common unit science assessments in order to identify students' strengths and deficiencies and allow teachers to design instruction that best meets students needs. Teachers and students will have access to an online resource to spiral concepts according to CUA data.

**Strategy's Expected Result/Impact:** Teachers will use the data to create a learning station to spiral concepts not yet mastered. Students will show growth in mastery of content (CUA, MAP, STAAR).

**Staff Responsible for Monitoring:** Principal

Assistant Principal

CIS,

Teachers

**ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 4, 7

**Funding Sources:** Online Resource to provide Science spiral activities to address deficiencies (iReady/ThinkUP)) - 166 - State Comp Ed - 166.11.6299.OL.124.30.AR0 - \$1,980

### Strategy 3 Details

**Strategy 3:** All students, including EB, Special Education and At-Risk, will participate in at least two STEAM (science, technology, engineering, arts, math) days during the school year. Students will be immersed in critical thinking skills and hands-on experiences that are diversified to meet student needs in order to increase student growth and achievement.

**Strategy's Expected Result/Impact:** Increase the number of students meeting the standards on Science STAAR by 5%.

**Staff Responsible for Monitoring:** Campus Instructional Specialist

Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

-

**Problem Statements:** Student Learning 1, 4, 6, 7

**Funding Sources:** STEAM days supplies - 166 - State Comp Ed - 166.11.6399.00.124.30.AR0 - \$2,000

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** Only 35% of fifth grade students met standards at the Meets level on the 2023 STAAR Science. **Root Cause:** Due to scheduling there were lack of opportunities for hands-on activities, experiments and spiral activities

**Problem Statement 4:** 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% **Root Cause:** There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

<b>Student Learning</b>
<b>Problem Statement 7:</b> According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. <b>Root Cause:</b> Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

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

**Performance Objective 2:** Based on the 2022-23 STAAR Reading data, the percentage of students in grades 3rd, 4th, and 5th who met grade level standards was 56% and Masters was 28% By 23-24, we will see an increase in Meets and Masters in Reading by 5%. The Spring MAP assessment showed that Kindergarten and First-grade students are still struggling with foundational language skills: Vocabulary.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Reading. (Index 1).

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will implement the Gradual Release of Responsibility model in order to enhance instruction and improve student comprehension and higher-level thinking skills. Teachers will use the data collected through CUAs to drive instruction and targeted interventions as needed. During Focused Instruction, online resources will be used to pre-teach lesson vocabulary and comprehension. During Independent Learning, students will use online resources to reinforce and enrich lesson objectives and deepen comprehension. Students will use Istation during stations to supplement reading and provide the students with additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Results on STAAR assessments and local assessments (MAP and CIRCLE). Percentage of students meeting student achievement standard (Domain 1) 77% to 80%, percentage of students making growth (Domain 2) 86% to 90%, and in Closing the Gaps (Domain 3) from 75% to 80%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 5, 6, 7, 8</p> <p><b>Funding Sources:</b> Supplemental student reading materials such as Scholastic Magazines or similar resource - 166 - State Comp Ed - 166.11.6329.00.124.30.AR0 - \$4,000, Supplemental Resources Reading and Vocabulary support such as Flocabulary or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.124.30.000 - \$3,400, Supplemental Resources Reading and Vocabulary support such as Reading Eggs or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.124.30.000 - \$3,038, Supplemental Resources to support rigorous reading comprehension similar to Storyboard That - 211 - ESEA, Title I Part A - 211.11.6299.OL.124.30.000 - \$1,305</p>

### Strategy 2 Details

**Strategy 2:** EB teachers will support EB students in both "push-in" and "pull-out" instructional settings in all core subjects. EB teachers will attend Professional Development to learn strategies to assist with vocabulary development. Academic content vocabulary will be pre-taught whenever possible as well as spiraling through previous content to check for mastery and understanding. Summit K-12 will be used to provide students will additional support with reading, writing, listening, and speaking.

**Strategy's Expected Result/Impact:** The number of students that are EB and meet their protected growth in MAP or STAAR will increase in all tested subject areas by 10%.

**Staff Responsible for Monitoring:** ELL teachers

Campus Principal

Campus Instructional Specialist

Assistant Principals

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4, 6

**Funding Sources:** Professional Development for ELL teacher - 165/ES0 - ELL - 165.13.6411.00.124.25.ES0 - \$2,000, Supplemental Instructional Supplies to support academic growth in ELL students - 165/ES0 - ELL - 165.11.6399.00.124.25.ES0 - \$1,920

### Strategy 3 Details

**Strategy 3:** Teachers certified in the Science of Teaching Reading will create engaging remediation and intervention lessons for struggling students in reading, math, and science. Some focus areas will be, academic vocabulary in reading, math, and science, phonemic awareness, phonics, and phonological awareness.

**Strategy's Expected Result/Impact:** Results on STAAR, MAP, and CUAs in Reading will increase. STAAR will increase the percentage of students that Meet or Master in grades 3rd-5th by 5%. Reading CUAs for grades 2nd-5th will increase the percentage of students that Meet or Master by 8%. MAP reading data for grades Kindergarten-5th grade will increase by 5%.

**Staff Responsible for Monitoring:** Teachers, CIS, Principal, and Assistant Principals.

**TEA Priorities:**

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

**- ESF Levers:**

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

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

**Funding Sources:** Supplemental instructional supplies for remediation and intervention in reading including building academic vocabulary across all content areas. - 166 - State Comp Ed - 166.11.6399.00.124.30.AR0 - \$3,500, Reading materials to support reading across the content areas to include math, science and social studies - 211 - ESEA, Title I Part A - 211.11.6329.00.124.30.000 - \$2,000

#### Strategy 4 Details

**Strategy 4:** Teachers in grades 3-5 will utilize rubrics to support students with constructed responses. Writable will be used to provide students with extra practice in constructing responses and typing. Students will get timely feedback on their constructed responses and teachers will get actionable data that they can use to calibrate assessments.

**Strategy's Expected Result/Impact:** Results on STAAR and CUA constructed responses will increase.

**Staff Responsible for Monitoring:** Teacher, CIS, administration

**Problem Statements:** Student Learning 3, 11

#### Strategy 5 Details

**Strategy 5:** Teachers will analyze data from common ELA unit assessments in order to identify students' strengths and deficiencies and allow teachers to design instruction that best meets students needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

**Strategy's Expected Result/Impact:** Number of students in after school tutoring that pass the Math STAAR test, and the percentage of students that made a years growth will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, CIS, & Teachers

**Problem Statements:** Student Learning 3, 5

#### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 3:** 2023 Reading STAAR scores showed 67% of students tested decreased performance at the MEETS level over previous year. **Root Cause:** Students struggled with academic vocabulary. Need closer alignment of resources to the science of teaching reading.

**Problem Statement 4:** 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% **Root Cause:** There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

**Problem Statement 8:** Although the percentage of students identified as gifted and talented has remained consistent, the STAAR scores for all tested subject areas showed a lack of academic growth from one academic year to the next. **Root Cause:** A consistent and designated enrichment for our gifted and talented students has been a challenge.

**Problem Statement 11:** Analysis of student writing samples indicates that students are not prepared for the new constructed responses on the 2023 online STAAR assessments that require proficiency in keyboarding skills. **Root Cause:** Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms.

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

**Performance Objective 3:** Based on the 2022 STAAR Math data, the percentages of students in grades 3rd, 4th, and 5th who met Meets Standard was 42% and who met Masters was 22%. By June 2024, we will see an increase in Meets and Master in Math by 5%. Preliminary 2023 scores for Math STAAR projects that 62% of all students most likely passed.

**High Priority**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Math. (Index 1).

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will analyze data from common math unit assessments in order to identify students' strengths and deficiencies and allow teachers to design instruction that best meets students needs. This analysis would also be used to identify students who would benefit from after-school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students in after school tutoring that pass the Math STAAR test, and the percentage of students that made a years growth will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CIS, &amp; Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 6, 7</p>

Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will implement with consistency and fidelity strategies that include: daily critical thinking, fluency, GRR lessons, Learning stations/spiraling, and Guided Math for all student populations (at-risk, ELL, SPED). All students will participate in spiral review activities for math, reading, and science, and track their progress on grade level skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Results on STAAR, MAP, CUAs will increase by 10% or more at the Meets/Masters level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, Principals, and Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5, 6, 7, 8</p> <p><b>Funding Sources:</b> Instructional Supplies to support academic vocabulary, fluency, spiral review and hands on activities in math - 166 - State Comp Ed - 166.11.6399.00.124.30.AR0 - \$3,500, Supplemental Resource to support math instruction- Generation Genius Math - 211 - ESEA, Title I Part A - 211.11.6299.OL.124.30.000 - \$1,295, Supplemental Resource to support math fluency, critical thinking, and spiral review (iReady/ThinkUP) - 166 - State Comp Ed - 166.11.6299.OL.124.30.AR0 - \$4,080</p>

### Strategy 3 Details

**Strategy 3:** All teachers will incorporate hands on tasks designed to move students thinking from the concrete to the abstract. The campus has adopted the RISE (Read the word problem, Illustrate, Solve, Explain) model for math problem solving. A visual will be provided in each class for all students.

**Strategy's Expected Result/Impact:** The campus wide RISE model will provide consistency and encourage academic vocabulary. An increase of 7% on Meets and Masters on CUAs and STAAR data.

**Staff Responsible for Monitoring:** Principal

Classroom teachers

CIS

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 2:** 2023 Math STAAR scores showed 67% of students tested increased performance at the MEETS level over previous year. **Root Cause:** Learning stations were implemented along with guided math to spiral previous taught skills.

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

**Problem Statement 8:** Although the percentage of students identified as gifted and talented has remained consistent, the STAAR scores for all tested subject areas showed a lack of academic growth from one academic year to the next. **Root Cause:** A consistent and designated enrichment for our gifted and talented students has been a challenge.

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

**Performance Objective 4:** By June 2024, all students, to include those identified as At Risk, ELL, GT and Special Education, will achieve a minimum of one year's growth as measured by campus, district and/or state assessments.

**Evaluation Data Sources:** Principals, CIS, Teachers, Campus Tech

Strategy 1 Details
<p><b>Strategy 1:</b> Cedar Valley will provide Tier 1 interventions for all students. Tier II and III interventions will be implemented for those students identified as needing specialized intervention through the Student Success Plan. An intervention block will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will improve through well-planned interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 9, 10 - School Processes &amp; Programs 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> To help meet the needs of Cedar Valley students and the various supports given at home, Cedar Valley will offer an after school tutoring program, Dolphin Hour, for students needing extra support and/or to complete classroom assignments and tutoring in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of all students in grades pre-k through 5th will be developed or advanced on universal screenings or scoring a meet expectations or advanced on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS, Teachers, Paraprofessionals</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 5, 6, 7</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Grade Review will happen during RTI meetings to identify and address intervention groups and gaps in the learning. In order to facilitate the review of grade-level data, a data collection system will be utilized that will allow for a more effective progress monitoring system.</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy will decrease the number of students identified as At-Risk and increase student performance in all academic content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 9, 10</p>



#### Strategy 4 Details

**Strategy 4:** Teachers will follow Individualized Education Plans (IEP) and Individualized Accommodation Plans (IAP). Our Campus Facilitator will check accommodation and behavior tracking sheets to ensure teachers are in compliance.

**Strategy's Expected Result/Impact:** By following IEPs and IAPs student achievement will increase.

**Staff Responsible for Monitoring:** Principal and Assistant Principals

**TEA Priorities:**

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

**Problem Statements:** Student Learning 6, 7

#### Strategy 5 Details

**Strategy 5:** Technology will be provided to ensure that all learners are able to participate in daily instruction and to access various online intervention programs intended to address gaps in learning.

**Strategy's Expected Result/Impact:** Technology access available to meet the needs of students using multiple resources online.

**Staff Responsible for Monitoring:** Principal & Campus Tech

**TEA Priorities:**

Build a foundation of reading and math

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

**Funding Sources:** Technology websites for interventions and Skill Development (Type 2 Learn) - 211 - ESEA, Title I Part A - 211.11.6299.00.124.30.000 - \$1,400, iPad cases with keyboards, and chargers for iPads used during intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.124.30.000 - \$4,912, Charging carts (3) for iPads used during intervention - 211 - ESEA, Title I Part A - 211.11.6394.00.124.30.000 - \$3,000, Headphones and technology supplies (adapters, cables, etc.) for iPads used during intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.124.30.000 - \$18,000

#### Strategy 6 Details

**Strategy 6:** Cedar Valley GT identified students will complete a TPSP project that will align with the Texas State Plan for the Education of Gifted/Talented Students. Students will showcase their TPSP projects at Spring Showcase which is opened to the public.

**Strategy's Expected Result/Impact:** Percentage of TPSP projects will increase and show student's critical thinking skills.

**Staff Responsible for Monitoring:** TAG Coordinator CIS, G/T Teachers.

**Problem Statements:** Student Learning 8

**Funding Sources:** Instructional Supplies for TPSP Project - 177 - Gifted/Talented - 177.11.6399.00.124.21.000 - \$1,575, Fund field-based instruction for gifted and talented students - 177 - Gifted/Talented - 177.11.6494.00.124.21.000 - \$2,000

#### Strategy 7 Details

**Strategy 7:** Teachers will attend professional development to understand the characteristics of gifted students and the most effective ways to teach them. Certified GT teachers will meet the yearly requirement to continue to teach GT students.

**Strategy's Expected Result/Impact:** The percentage of TAG students making growth (Domain 2) will increase by 5% by the end of the year.

**Staff Responsible for Monitoring:** CIS, Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 8

#### Strategy 8 Details

**Strategy 8:** To continue to academically challenge our GT students, we will provide them with enrichment activities, to include problem-solving, during instructional and intervention times. Teachers will provide additional enrichment instruction for our GT students on a weekly basis.

**Strategy's Expected Result/Impact:** GT students will continue to have academic growth as measured by STAAR and MAP.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, and Campus Instructional Specialist

**Problem Statements:** Student Learning 8

#### Strategy 9 Details

**Strategy 9:** To increase academic vocabulary knowledge and English language development, our EB students will receive spiral review instruction at school. Tasks will also be provided for students to take home to reinforce this learning with their parents.

**Strategy's Expected Result/Impact:** Student achievement will improve through focused instruction for EB students

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Specialist, and ESL teacher

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

#### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 1:** Only 35% of fifth grade students met standards at the Meets level on the 2023 STAAR Science. **Root Cause:** Due to scheduling there were lack of opportunities for hands-on activities, experiments and spiral activities

**Problem Statement 2:** 2023 Math STAAR scores showed 67% of students tested increased performance at the MEETS level over previous year. **Root Cause:** Learning stations were implemented along with guided math to spiral previous taught skills.

**Problem Statement 3:** 2023 Reading STAAR scores showed 67% of students tested decreased performance at the MEETS level over previous year. **Root Cause:** Students struggled with academic vocabulary. Need closer alignment of resources to the science of teaching reading.

### Student Learning

**Problem Statement 4:** 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% **Root Cause:** There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

**Problem Statement 8:** Although the percentage of students identified as gifted and talented has remained consistent, the STAAR scores for all tested subject areas showed a lack of academic growth from one academic year to the next. **Root Cause:** A consistent and designated enrichment for our gifted and talented students has been a challenge.

**Problem Statement 9:** According to the 22-23 MAP Growth Data, Kindergarten - 2nd grade students did not meet 70% expected growth in math. **Root Cause:** Kindergarten - 2nd grade students struggled with computations and algebraic relationships.

**Problem Statement 10:** According to the 22-23 MAP Growth Data, Kindergarten - 1st grade students did not meet 70% expected growth in reading. **Root Cause:** Kindergarten - 1st grade students struggled with academic vocabulary.

### School Processes & Programs

**Problem Statement 1:** There is a need for additional technology to support all learners in an effort to equip students with 21st century skills. **Root Cause:** The STAAR is administered online and our students need practice completing tasks online as well as learning to type to answer short answer STAAR questions.

**Problem Statement 3:** There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large. There is a lack of organization of resources and a need for a second interventionist on campus.

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

**Performance Objective 1:** By the end of the 2023-2024 school year 95% of the Title I and Compensatory funds, available for salaries, will be used to hire personnel to directly support reading, science, and mathematics instruction; small group instruction and/or interventions; and behavioral needs of students, so that at least 95% of the students are promoted to the next grade level and 80% of students meet standard on the state mandated assessments.

Strategy 1 Details
<p><b>Strategy 1:</b> Highly qualified staff will work with students in each grade level and will provide small group instruction for struggling students in academic and behavioral areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students promoted to the next grade level by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 4, 5, 6 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Personnel to work with At-Risk students-.5 Counselor - 211 - ESEA, Title I Part A - 211.31.6119.00.124.30.000 - \$39,000, Instructional Assistants to work with At-Risk students. - 211 - ESEA, Title I Part A - 211.11.6129.00.124.30.000 - \$120,500, Instructional Assistant to work with At-Risk Students - 166 - State Comp Ed - 166.11.6129.00.124.30.AR0 - \$29,302, Supplemental Counseling Pay - 211 - ESEA, Title I Part A - 211.31.6118.CA.124.30.000</p>

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. <b>Root Cause:</b> The campus will have at least one teacher on a certification waiver this year. Changes to the TEKS and to district initiatives and campus focus areas require ongoing training and support.</p>
Student Learning
<p><b>Problem Statement 2:</b> 2023 Math STAAR scores showed 67% of students tested increased performance at the MEETS level over previous year. <b>Root Cause:</b> Learning stations were implemented along with guided math to spiral previous taught skills.</p> <p><b>Problem Statement 3:</b> 2023 Reading STAAR scores showed 67% of students tested decreased performance at the MEETS level over previous year. <b>Root Cause:</b> Students struggled with academic vocabulary. Need closer alignment of resources to the science of teaching reading.</p> <p><b>Problem Statement 4:</b> 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% <b>Root Cause:</b> There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.</p>

### Student Learning

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

### School Processes & Programs

**Problem Statement 3:** There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large. There is a lack of organization of resources and a need for a second interventionist on campus.

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

**Performance Objective 2:** By the end of the 2023-2024 school year, Cedar Valley will retain 90% of it's staff with the other 10% lost to promotions, retirement or moving.

**Evaluation Data Sources:** Staff members will be given planning days, attend weekly PLC meetings and are encouraged to seek promotions.

Strategy 1 Details
<p><b>Strategy 1:</b> Staff members will be assigned to work in their area of expertise and interest in order to reduce teacher absences and to maintain highly qualified teachers in the classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be present consistently and on-time. Staff will plan ahead of time to secure substitutes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2 - Perceptions 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> First year teachers will receive a Mentor to assist them during their first two years of teaching so that highly qualified teachers remain in the classroom. New to Cedar Valley teachers will receive a Buddy teacher to assist them with transitioning to campus expectations and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of staff increases. Increase new staff success and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>

### Strategy 3 Details

**Strategy 3:** Cedar Valley teachers and administrators, including special program teachers, will be engaged in weekly PLCs to address student work, TEKS RS, Common Lessons and assessments, Data, Goal setting, and meeting the needs of our diversified population. For the 23-24 school year, PLCs will be structured around meeting the goal of our CIP.

**Strategy's Expected Result/Impact:** 80% of all students in grades pre-k through 5th will be developed or advanced on universal screenings or scoring a met expectations or advanced on STAAR. 90% of students will have also reached a year's growth.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS, & Teachers

#### Additional Targeted Support Strategy

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

### Strategy 4 Details

**Strategy 4:** Cedar Valley teachers will be provided a planning day each nine weeks to work as a team to review the upcoming curriculum in TEKS RS and Lead4ward to prepare lessons to address critical needs identified through data, and plan for common assessments (CUAs) and lessons. Teachers will use academic assessments (CUAs & MAP) to make decisions about their instructional program.

**Strategy's Expected Result/Impact:** Teachers will collaborate to create rigorous lesson plans that incorporate the GRR in all subjects. An increase in the percentage of students that meet their growth goals (MAP) and perform on grade level on STAAR.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS, & Teachers

#### Additional Targeted Support Strategy

**Problem Statements:** Student Learning 6, 7 - School Processes & Programs 3

**Funding Sources:** Planning Day Substitutes - 211 - ESEA, Title I Part A - 211.11.6116.00.124.30.000 - \$12,400

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Additional time, resources, and training are needed in order to address the unique needs of our students assigned to the growing Behavior Management program. **Root Cause:** The campus will continue to host the PK-5th grade unit. Staff have requested additional professional development to address aggressive behaviors as well as strategies to work with students with Autism.

**Problem Statement 2:** All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least one teacher on a certification waiver this year. Changes to the TEKS and to district initiatives and campus focus areas require ongoing training and support.

### Student Learning

**Problem Statement 1:** Only 35% of fifth grade students met standards at the Meets level on the 2023 STAAR Science. **Root Cause:** Due to scheduling there were lack of opportunities for hands-on activities, experiments and spiral activities

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

### School Processes & Programs

**Problem Statement 2:** During the 2022-23 school year we had 144 office referrals. This is a campus decrease from 174 in the 2021-2022 school year and remains below the district average. **Root Cause:** A continued systemic approach needs to be in place that provides strategies to help decrease the amount of office referrals for the 2023-24 school year. All staff will incorporate Restorative practices daily with all learners.

**Problem Statement 3:** There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large. There is a lack of organization of resources and a need for a second interventionist on campus.

### Perceptions

**Problem Statement 1:** Wellness surveys show there is a need for the staff to learn how to manage the stress of the job in a healthy way. **Root Cause:** The demands of the profession are heavy. Throughout the year staff members have little time to focus on wellness.



**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 3:** Through PLCs and training opportunities provided both in and out of district, all Cedar Valley teachers and professional staff will participate in professional development that focuses on increasing student achievement using research-based, best practice strategies.

**Evaluation Data Sources:** Increase effective implementation of the learned research-based, best practices strategies in the classrooms.

Strategy 1 Details
<p><b>Strategy 1:</b> Identified teachers, counselors and administrators will attend professional development that focuses on increasing student achievement using research-based interventions and best practice strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students meeting student achievement standard (Domain 1) will increase by 5% and the percentage of students making growth (Domain 2) will increase by 10% by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Professional Development focused on increasing student achievement - Teachers/CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.124.30.000 - \$10,000, Professional Development focused on increasing student achievement - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.124.30.000 - \$2,000, Professional Development focused on increasing student achievement - Counselors - 211 - ESEA, Title I Part A - 211.31.6411.00.124.30.000 - \$2,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers that attend professional development outside of the district will return to campus and share what they learned by providing professional development on campus. This can be done in grade level meetings, small groups of interested staff, staff meetings or PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> The implementation of high-yield strategies in instruction and planning will provide growth for staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>

**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 5:** There is a need to increase the fidelity of implementation of behavior interventions. **Root Cause:** There is a need to provide professional development to all staff in the areas of academics and behavior interventions.

**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 May 2024, 85% of Cedar Valley parents will attend at least one family night that focuses on activities that support student learning.

**Evaluation Data Sources:** Parents' perceptions of the family nights on the end of the year survey. Sign in sheets for parental activities and percentage of attendance.

Strategy 1 Details
<p><b>Strategy 1:</b> Cedar Valley will host a STEAM (Science, Technology, Engineering, Arts, Math) night filled with hands-on activities for parents and children to participate each semester. These activities can be applied at home in order to strengthen skills at home.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% or more of the parent survey responses will have a favorable response regarding Family nights.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>- Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 6, 7</p> <p><b>Funding Sources:</b> Resources for hands on activities at parent events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.124.24.PAR - \$500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Cedar Valley will host a family strategy night for all At-Risk and EB students and parents to encourage families to learn ways to support their student at home by improving academic skills such as reading comprehension, cooperative play, and math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% or more of the parent survey responses will have a favorable response regarding Family Game Night</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7</p> <p><b>Funding Sources:</b> Learning resources for Family Strategy Night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.124.24.PAR - \$1,750</p>

### Strategy 3 Details

**Strategy 3:** Cedar Valley will offer an informational parent night for new students and parents before school begins. Parents will learn about procedures and expectations for the upcoming year and have an opportunity to ask questions.

**Strategy's Expected Result/Impact:** Parents' perceptions of the family nights on the end of the year survey and attendance percentage at each event to increase and remain positive.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 2

### Strategy 4 Details

**Strategy 4:** Cedar Valley will provide additional family nights to encourage more parent involvement. These nights include, but are not limited to: Dance Extravaganza, Guest speakers and Choir concerts.

**Strategy's Expected Result/Impact:** Parents' perceptions of the family nights on the end of the year survey with a 10% increase in parent involvement throughout the school year.

**Staff Responsible for Monitoring:** Principal, Counselors, Parent Liaison

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 2

### Strategy 5 Details

**Strategy 5:** Parenting classes will be provided each semester to help parents become more active and involved in their child's education. Topics may include: how to use home access center; the importance of reading nightly; modeling ways to talk about grades & social issues; internet safety and organization skills.

**Strategy's Expected Result/Impact:** A stronger home to school connection will be made with families. Increase in attendance at parenting classes. Agendas and sign-in will be saved to track participation.

**Staff Responsible for Monitoring:** Principal, Parent Liaison, Counselor

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 2

**Funding Sources:** Supplies for parent training - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.124.24.PAR - \$276, Refreshments to encourage attendance at parenting classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.124.24.PAR - \$250

### 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 included in the Parent Handbook and posted on the campus web-site. The Home-School Compact will be discussed at a parent-teacher conference.

**Strategy's Expected Result/Impact:** Parents and family members will have a role in developing, reviewing/revising PAFE & Home-School Compact collaboratively with school staff.

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

### Strategy 7 Details

**Strategy 7:** The annual Title I meeting will be held in the Fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.

**Strategy's Expected Result/Impact:** Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Perceptions 2

### Strategy 8 Details

**Strategy 8:** Parents and families of EB students will have the opportunity to attend an event that focuses on literacy per semester.

**Strategy's Expected Result/Impact:** Increase the attendance at parent involvement functions.

**Staff Responsible for Monitoring:** Parent Liaison, ELL teachers, CIS, Principal

**Problem Statements:** Student Learning 2, 4, 6 - Perceptions 2

**Funding Sources:** Learning Resources for EB family nights - 263 - ESEA, Title III Part A - 263.11.6399.LE.124.25.000 - \$840

### Strategy 9 Details

**Strategy 9:** We will communicate to all stakeholders through the use of newsletters, the campus webpage, the campus Facebook page, Mass Comm calls, SBDM, and our marquee to promote important events on our campus. A Tuesday folder will go home weekly to increase communication between home and school. In addition, a principal's newsletter will be sent via the mass communication system to all parents monthly.

**Strategy's Expected Result/Impact:** Communication between parents, students, and teachers will increase

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Specialist, Counselors, and classroom teachers

**Problem Statements:** Perceptions 2

### Strategy 10 Details

**Strategy 10:** We will conduct a parent and student survey during the second semester.

**Strategy's Expected Result/Impact:** Data will be used when planning programs and practices in an effort to better meet the needs of our learning community.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Perceptions 2

### Strategy 11 Details

**Strategy 11:** The campus will fund a parent liaison position in order to facilitate communication between parents and staff. The liaison will also serve as the volunteer coordinator and support the planning and implementation of parent, family and community events.

**Strategy's Expected Result/Impact:** Increased coordination between parents and staff to support student achievement

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Perceptions 2

**Funding Sources:** Full Time Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.124.30.000 - \$27,000

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Only 35% of fifth grade students met standards at the Meets level on the 2023 STAAR Science. **Root Cause:** Due to scheduling there were lack of opportunities for hands-on activities, experiments and spiral activities

**Problem Statement 2:** 2023 Math STAAR scores showed 67% of students tested increased performance at the MEETS level over previous year. **Root Cause:** Learning stations were implemented along with guided math to spiral previous taught skills.

**Problem Statement 3:** 2023 Reading STAAR scores showed 67% of students tested decreased performance at the MEETS level over previous year. **Root Cause:** Students struggled with academic vocabulary. Need closer alignment of resources to the science of teaching reading.

### Student Learning

**Problem Statement 4:** 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% **Root Cause:** There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

### Perceptions

**Problem Statement 2:** There is a need to address how to maintain an effective parent volunteer program and retain parent participation throughout the school year. **Root Cause:** Despite the continued support of the admin team, we need focused attention on parent volunteer participation and retention. Our parent liaison position remains vacant.

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

**Performance Objective 1:** By the end of the 2023-2024 school year, referral rates will decrease by 2% with full implementation of Restorative practices in all classrooms.

**Evaluation Data Sources:** Decrease in the total number of office referrals

Strategy 1 Details
<p><b>Strategy 1:</b> All staff will report students that are victims of bullying and/or report students that commit acts of bullying. Cedar Valley has a zero-tolerance bully policy. Administrators will follow through on these reports using the Bully Reporter Program and administer consequences as outlined in the KISD code of conduct.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of bully and discipline incidents during the 2023-2024 school year will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Principal Staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2, 4, 5 - Perceptions 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Campus wide rules and expectations will be implemented with consistency and fidelity. Short forms will be given as a part of Restorative practices to give students an opportunity to learn from their mistakes.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of office referrals will continue to decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, &amp; Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2</p>



### Strategy 3 Details

**Strategy 3:** Students will be recognized monthly through a discipline reward celebration. This will be decided upon and organized by the Campus Conduct Committee.

**Strategy's Expected Result/Impact:** A decrease in office referrals.

**Staff Responsible for Monitoring:** CCC committee, Assistant Principal and Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 2

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Additional time, resources, and training are needed in order to address the unique needs of our students assigned to the growing Behavior Management program. **Root Cause:** The campus will continue to host the PK-5th grade unit. Staff have requested additional professional development to address aggressive behaviors as well as strategies to work with students with Autism.

**Problem Statement 2:** All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least one teacher on a certification waiver this year. Changes to the TEKS and to district initiatives and campus focus areas require ongoing training and support.

#### School Processes & Programs

**Problem Statement 2:** During the 2022-23 school year we had 144 office referrals. This is a campus decrease from 174 in the 2021-2022 school year and remains below the district average. **Root Cause:** A continued systemic approach needs to be in place that provides strategies to help decrease the amount of office referrals for the 2023-24 school year. All staff will incorporate Restorative practices daily with all learners.

**Problem Statement 4:** There is a need to increase the consistency of adherence to the safety procedures and protocols. **Root Cause:** Staff need regular and routine opportunities to practice safety procedures so they'll become automatic and response times optimized.

**Problem Statement 5:** There is a need to increase the fidelity of implementation of behavior interventions. **Root Cause:** There is a need to provide professional development to all staff in the areas of academics and behavior interventions.

#### Perceptions

**Problem Statement 1:** Wellness surveys show there is a need for the staff to learn how to manage the stress of the job in a healthy way. **Root Cause:** The demands of the profession are heavy. Throughout the year staff members have little time to focus on wellness.

**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:** 95% of the students will report that they feel safe, welcomed, and involved at Cedar Valley.

**Evaluation Data Sources:** Percentage of students feeling safe, welcomed, and involved on the end of the year survey will increase by 5%.

Strategy 1 Details
<p><b>Strategy 1:</b> Cedar Valley will participate in the elementary Student2Student program to welcome and help students transition to Cedar Valley. 5th grade Ambassadors are chosen by 5th grade teachers to participate in this program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students feeling safe, welcomed, and involved on the end of the year survey.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Students will have opportunities to participate in a variety of after school programs to feel involved at Cedar Valley.</p> <p>Extra Curricular programs include: Choir Science Squad Cedar Valley Academic Society STEP team Art Club</p> <p><b>Strategy's Expected Result/Impact:</b> increase the percentage of students feeling involved at school on the end of the year survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>

### Strategy 3 Details

**Strategy 3:** To welcome students and to help them feel safe and involved, Cedar Valley teachers will nominate students, that meet the criteria for good behavior and positive leader, to fill the following positions of honor: morning greeters, ambassadors and Sunshine Club members.

**Strategy's Expected Result/Impact:** Increase in percentage of students feeling safe, welcomed, and involved on the end of the year survey.

**Staff Responsible for Monitoring:** Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2

### Strategy 4 Details

**Strategy 4:** Students at Cedar Valley will participate in a character education assembly that emphasizes character traits and anti-bullying messages.

**Strategy's Expected Result/Impact:** Increase in the percentage of students feeling safe, welcomed, and involved on the end of the year survey.

**Staff Responsible for Monitoring:** Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 6 - Perceptions 1

**Funding Sources:** Character Education Assembly - 211 - ESEA, Title I Part A - 211.11.6299.00.124.30.000 - \$4,000

### Strategy 5 Details

**Strategy 5:** Cedar Valley will use a master schedule to ensure that students receive the required minutes of physical activity per week. Students will also receive additional physical exercise daily through 15 minutes of recess before or after lunch.

**Strategy's Expected Result/Impact:** Consistent number of minutes students receive weekly for physical activity.

**Staff Responsible for Monitoring:** Principal, PE Coaches, Classroom Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 2, 4, 5

### Strategy 6 Details

**Strategy 6:** Cedar Valley will use the TPASS system to identify all visitors. Each visitor will get an adhesive badge to wear that identifies who they are and where they are visiting in the building. 100% of the staff will comply with the locked door procedures outlined in KISD Admin procedures.

**Strategy's Expected Result/Impact:** All visitors will be identified with an adhesive badge when in the building with name and location of visit. All doors will be closed and locked while students are on campus.

**Staff Responsible for Monitoring:** All staff are responsible for monitoring this strategy.

**Problem Statements:** School Processes & Programs 4

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

#### School Processes & Programs

**Problem Statement 2:** During the 2022-23 school year we had 144 office referrals. This is a campus decrease from 174 in the 2021-2022 school year and remains below the district average. **Root Cause:** A continued systemic approach needs to be in place that provides strategies to help decrease the amount of office referrals for the 2023-24 school year. All staff will incorporate Restorative practices daily with all learners.

**Problem Statement 4:** There is a need to increase the consistency of adherence to the safety procedures and protocols. **Root Cause:** Staff need regular and routine opportunities to practice safety procedures so they'll become automatic and response times optimized.

**Problem Statement 5:** There is a need to increase the fidelity of implementation of behavior interventions. **Root Cause:** There is a need to provide professional development to all staff in the areas of academics and behavior interventions.

#### Perceptions

**Problem Statement 1:** Wellness surveys show there is a need for the staff to learn how to manage the stress of the job in a healthy way. **Root Cause:** The demands of the profession are heavy. Throughout the year staff members have little time to focus on wellness.

**Problem Statement 2:** There is a need to address how to maintain an effective parent volunteer program and retain parent participation throughout the school year. **Root Cause:** Despite the continued support of the admin team, we need focused attention on parent volunteer participation and retention. Our parent liaison position remains vacant.

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

**Performance Objective 1:** During the 2023-2024 school year, Cedar Valley will effectively manage resources and operations 100% of the time so that student and staff learning are maximized.

**Evaluation Data Sources:** Budget Data source will be reviewed.

Strategy 1 Details
<p><b>Strategy 1:</b> Cedar Valley will implement an intervention block in the classroom schedule for 60 minutes daily. During this time At-Risk students will receive small group intervention, Dyslexia, EB services, Resource and speech accommodations. This block will provide intervention for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of all students in grades pre-k through 5th will be developed or advanced on universal screenings or scoring a met expectations or advanced on STAAR. 90% of students will have also reached a year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS, &amp; Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes &amp; Programs 1, 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Cedar Valley will conduct two coaching walks and four walkthroughs during the 2023-24 school year in order to learn and grow in our progress toward the problem of practice. Timely feedback will be given after the walkthroughs and professional development may be assigned.</p> <p><b>Strategy's Expected Result/Impact:</b> Data collected from the walkthroughs/coaching walks will guide the Principal and Assistant Principal's in providing feedback and growth opportunities to staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS, &amp; Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes &amp; Programs 2, 3, 5</p>

### Strategy 3 Details

**Strategy 3:** A master schedule will be implemented that maximizes classroom teacher's abilities to utilize all campus and district-provided intervention programs and maximize instruction/learning for all students

**Strategy's Expected Result/Impact:** Increased student achievement as a result of maximized instructional time. PLC collaboration, walkthrough observation/documentation

**Staff Responsible for Monitoring:** Principal, CIS, & Teachers

**TEA Priorities:**

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

**- ESF Levers:**

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

**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5 - Perceptions 1

### Strategy 4 Details

**Strategy 4:** Cedar Valley will put in place specific controls to safeguard cash, properly account for the receipt and processing of deposits, and maintain reliable financial records.

**Strategy's Expected Result/Impact:** Cedar Valley will have 100% compliance with the district policy and procedures.

**Staff Responsible for Monitoring:** Principal

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** School Processes & Programs 4

### Strategy 5 Details

**Strategy 5:** Campus leadership will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.

**Strategy's Expected Result/Impact:** The expected impact is improved systems and the use of resources

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** School Processes & Programs 4

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Additional time, resources, and training are needed in order to address the unique needs of our students assigned to the growing Behavior Management program. **Root Cause:** The campus will continue to host the PK-5th grade unit. Staff have requested additional professional development to address aggressive behaviors as well as strategies to work with students with Autism.

### Student Learning

**Problem Statement 1:** Only 35% of fifth grade students met standards at the Meets level on the 2023 STAAR Science. **Root Cause:** Due to scheduling there were lack of opportunities for hands-on activities, experiments and spiral activities

**Problem Statement 2:** 2023 Math STAAR scores showed 67% of students tested increased performance at the MEETS level over previous year. **Root Cause:** Learning stations were implemented along with guided math to spiral previous taught skills.

**Problem Statement 3:** 2023 Reading STAAR scores showed 67% of students tested decreased performance at the MEETS level over previous year. **Root Cause:** Students struggled with academic vocabulary. Need closer alignment of resources to the science of teaching reading.

**Problem Statement 4:** 2023 Science STAAR at the APPROACHES level showed the percent of student groups that met standard. All student groups combined - 66% SPED students - 38% Eco. Dis - 61% EB/EL - 78% **Root Cause:** There is a need for increased focus on developing academic vocabulary along with increased opportunities for hand-on practice of lesson objectives.

**Problem Statement 5:** Based on 2023 STAAR data, 11% of our At-Risk students did not meet Approaching on the Reading STAAR and 17% did not meet Approaching on the Math STAAR. **Root Cause:** Lack of foundational skills in Math (computation, measurement) and Reading (phonics, phonemic and phonological awareness).

**Problem Statement 6:** SPED and Eco.Dis. students did not meet the APPROACHES level performance standards on the 2023 STAAR. **Root Cause:** Daily interventions need to be organized with focused attention on this group of struggling students.

**Problem Statement 7:** According to the 2023 STAAR data, our SPED students are struggling to show academic growth in all subjects on STAAR. **Root Cause:** Lack of implementation of the Collaborative Teaching Model in all subjects/classes with SPED students.

**Problem Statement 8:** Although the percentage of students identified as gifted and talented has remained consistent, the STAAR scores for all tested subject areas showed a lack of academic growth from one academic year to the next. **Root Cause:** A consistent and designated enrichment for our gifted and talented students has been a challenge.

### School Processes & Programs

**Problem Statement 1:** There is a need for additional technology to support all learners in an effort to equip students with 21st century skills. **Root Cause:** The STAAR is administered online and our students need practice completing tasks online as well as learning to type to answer short answer STAAR questions.

**Problem Statement 2:** During the 2022-23 school year we had 144 office referrals. This is a campus decrease from 174 in the 2021-2022 school year and remains below the district average. **Root Cause:** A continued systemic approach needs to be in place that provides strategies to help decrease the amount of office referrals for the 2023-24 school year. All staff will incorporate Restorative practices daily with all learners.

**Problem Statement 3:** There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large. There is a lack of organization of resources and a need for a second interventionist on campus.

**Problem Statement 4:** There is a need to increase the consistency of adherence to the safety procedures and protocols. **Root Cause:** Staff need regular and routine opportunities to practice safety procedures so they'll become automatic and response times optimized.

**Problem Statement 5:** There is a need to increase the fidelity of implementation of behavior interventions. **Root Cause:** There is a need to provide professional development to all staff in the areas of academics and behavior interventions.

### Perceptions

**Problem Statement 1:** Wellness surveys show there is a need for the staff to learn how to manage the stress of the job in a healthy way. **Root Cause:** The demands of the profession are heavy. Throughout the year staff members have little time to focus on wellness.

# 2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Phylicia Miner	Principal
Classroom Teacher	Christine Strovers	PK4 Teacher
Classroom Teacher	Brittany Campbell	Kindergarten Teacher
Classroom Teacher	Jacqueline McFadden	1st Grade Teacher
Classroom Teacher	Sara Rodriguez	2nd Grade Teacher
Classroom Teacher	Allison Antaramian	3rd Grade Teacher
Classroom Teacher	Gloria Storey	4th Grade Teacher
Classroom Teacher	Nicholas Matte	5th Grade Teacher
Classroom Teacher	Jamie Lahey	SPED Teacher
Business Representative	Armando Haynes	Business Representative
Community Representative	Alfred Palmieri	Community Member
District-level Professional	Tywonda Cooper	District-Level Professional
Parent	Michelle Fulgham	Parent
Parent	Vanessa Waag	Parent
Administrator	Brandon Tanner	Assistant Principal
Classroom Teacher	Estrella Garcia	Special Programs
Administrator	Danielle Palmieri	CIS
Administrator	Johnathan Evans	CTSS
Administrator	Tracey Tepera	Counselor