

**Killeen Independent School District
Venable Village Elementary School**

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Venable Village is a Title I Schoolwide campus with 78.1% of our students qualifying for free and reduced lunch. As a Title I school, additional resources are provided to help us improve the educational program of the entire school. How we use those funds is outlined in our Campus Improvement Plan.

Venable Village Elementary School is one of thirty-one elementary schools in KISD and is located on the Fort Cavazos military installation. 41.6% of our student population is military connected, which influences our mobility rate.

Data source: Texas Academic Performance Report for each year listed

Military Connected Students	KISD	VVES
18-19	37.4%	59%
19-20	33.8%	49.7%
20-21	29.8%	40%
21-22	27.8%	41.6%

Student Mobility Rate	KISD	VVES
18-19	26.7%	33%
19-20	23.2%	24.6%

Student Mobility Rate	KISD	VVES
20-21	30.2%	25.4%
21-22		

VVES celebrates the diversity of our students. The ethnicity breakdown is as follows:

VVES Student Ethnicity	African American		Hispanic		White		Asian		Hawaiian/Pacific Islander		Native American		Two or More Races		Total Minority Students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	18-19 (587)	195	33%	156	27%	155	26%	16	2.7%	7	1.2%	4	.7%	54	9.2%	432
19-20 (591)	182	31%	186	32%	135	23%	13	2.2%	11	2%	0	0	64	10.8%	456	77%
20-21 (595)	207	34.8%	186	31.3%	112	18.8%	13	2.2%	9	1.5%	3	.5%	65	10.9%	483	81%
21-22 (622)	201	32.3%	189	30.4%	108	17.4%	14	2.3%	11	1.8%	5	0.8%	94	15.1%	514	82.6%

Teaching Staff (According to the 2021-2022 TAPR report):

*Venable Village staff consisted of 64.8 staff members. The distribution of staff was as follows:

Campus Administration – 3, Professional Support – 6.7, Certified Teachers – 40.3, and Educational Aides - 14.7.

*Years of Teaching Experience: 5.0% (Over 30 years), 9.9% (Over 20 Years), 19.9% (11-20 Years), 17.4% (6-10 Years), 45.4% (1-5 Years), and 2.5% (Less than 1 Year).

*29.2% of our staff hold advanced degrees.

*The professional staff at Venable Village meet Texas Education Agency certification requirements. Paraprofessional staff members meet the highly qualified requirements of the Every Student Succeeds Act.

The breakdown by ethnicity is as follows:

Teacher Ethnicity	African American		Hispanic		White		Asian		Hawaiian/ Pacific Islander		Native American		Two or More Races		Total Minority	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
18-19	7	17.4%	8	19.9%	24	60.2%	1	2.5%	0	0%	0	0.0%	0	0.0%	16	48.3%
19-20	8	20.2%	7	18.3%	20	51.6%	2	2.6%	0	0%	0	0.0%	1	2%	18	47.4%
20-21	9.6	23.8%	7.7	19.1%	17.9	44.6%	2	5.0%	0	0%	1	2.5%	2	5.0%	22	55.1%
21-22	11	27.3%	6.8	16.8%	18.5	45.9%	2	5.0%	0	0%	1	2.5%	1	2.5%	21.8	54%

Our class sizes are aligned with district and state numbers.

Average Class Size Elementary	KG			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	VVES	KISD	State	VVES	KISD	State	VVES	KISD	State	VVES	KISD	State	VVES	KISD	State	VVES	KISD	State
18-19	23.3	20.1	18.9	16.3	19.6	18.8	19.3	19.9	18.7	31.3	21.3	18.9	36	25.8	19.2	38.5	29.8	21.2
19-20	21.8	20.1	19.0	22.8	19.9	18.9	17.3	19.7	18.8	20.6	20	19	18.3	20.1	19.2	18.6	20.4	20.9
20-21	19.8	19.3	17.7	18.8	19.0	18.0	21.8	19.4	18.0	21.3	18.8	18.2	17.2	19.3	18.3	24.8	21.4	19.8
21-22	20.3	20.9	18.7	22.3	20.8	18.7	17.6	19.9	18.6	19.7	20.8	18.7	15.3	20.9	18.8	17.6	21.9	20.2

Special Programs	At-Risk		Dyslexia		Gifted & Talented		Special Education		English As a Second Language	
	#	%	#	%	#	%	#	%	#	%
18-19 (587)	203	34.6%	29	4.9%	17	2.9%	66	11.2%	48	8.2%
19-20 (591)	227	38.4%	29	4.9%	17	2.9%	74	12.5%	57	9.6%
20-21 (595)	218	36.6%	29	4.9%	10	1.7%	82	13.8%	64	10.8%

Special Programs	At-Risk		Dyslexia		Gifted & Talented		Special Education		English As a Second Language	
	#	%	#	%	#	%	#	%	#	%
21-22 (488)	303	48.7%	33	5.3%	8	1.3%	76	12.2%	68	10.9%

At Venable Village, we value attendance and punctuality. Our attendance rate for 22-23 school year was 93.16%.

During the 2022-2023 school year we had 3461 tardies. This tardy number is up from 2021-2022 (3391 tardies). We will continue implementing our campus tardy and attendance policies with fidelity.

Student Attendance Rate	State	KISD	VVES
18-19	95.4%	94.5%	95.7%
19-20	98.3%	98.1%	98.6%
20-21	95.0%	91.8%	92.7%
21-22			

Student Retention Rate	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18-19	4.7%	5.4%	7.6%	4.5%	3.0%	0.0%
19-20	0.0%	5.7%	8.2%	4.8%	6.1%	0.0%
20-21	0.0%	5.6%	0.0%	2.1%	0.0%	0.0%
21-22	0.0%	7.8%	5.8%	2.0%	0.0%	7.4%

Restorative Practices will be in place for the 2023-2024 school year. By using this model with fidelity, we anticipate a decrease in the number of discipline referrals for the 2023-2024 school year.

Discipline Referrals	Venable Village Elementary School	African American		Hispanic		White		Asian		Hawaiian/Pacific Islander		Native American		Two or More Races	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2019-2020 School Year (as of 3/06/2020)															
# Referrals	135	75	55.55%	31	23%	17	33.33%	5	3.7%	0	0%	0	0%	7	5.2%
Boys	102	51	37.8%	30	22%	10	16.7%	5	3.7%	0	0%	0	0%	6	4.4%
Girls	33	24	17.7%	1	.7%	7	16.7%	0	0%	0	0%	0	0%	1	.7%
2020-2021 School Year															
# Referrals	150	90	60%	36	24%	11	7.3%	0	0%	1	0%	0	0%	12	8%
Boys	129	74	49%	33	22%	11	7.3%	0	0%	1	0%	0	0%	10	6.6%
Girls	21	16	11%	3	2%	0	0%	0	0%	0	0%	0	0%	2	1.3%
2021-2022 School Year															
# Referrals	178	132	74%	13	7%	20	11%	1	1%	0	0	4	2%	8	5%
Boys	145	105	72%	13	9%	15	10%	0	0	0	0	4	3%	8	6%
Girls	33	27	82%	0	0	5	15%	1	3%	0	0	0	0	0	0
2022-2023 School Year															
# Referrals	177	108	61%	32	18%	27	15%	0	0%	0	0%	0	0%	10	6%
Boys	160	98	61%	31	19%	25	16%	0	0%	0	0%	0	0%	6	4%
Girls	17	10	59%	1	6%	2	12%	0	0%	0	0%	0	0%	4	24%

*2022-2023 total - 177 referrals for VVES as of 5-25-2023 (1 Bus referral = .6% of referrals)

*2021-2022 total - 178 referrals for VVES as of 5-27-2022 (7 Bus referrals = 4% of referrals)

*2020-2021 total - 150 referrals for VVES as of 5-27-2021 (10 Bus referrals = 6.6% of referrals)
 referrals for VVES as of 3-06-2020 (14 Bus referrals = 10.4% of referrals)

*2019-2020 total - 135

Demographics Strengths

- Venable Village Elementary has a diverse student and staff population.
- Students bring diverse multi-cultural experience to our school.
- 29.2% of our professional staff have advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2022-2023 school year we had 3461 tardies. This tardy number is up from 2021-2022 (3391 tardies).

Problem Statement 2: According to the 2021-2022 TAPR report, over 47% of our staff has less than 5 years of teaching experience resulting in a need for additional coaching, mentoring, and capacity building.

Problem Statement 3: School year 2022-2023 we had 177 discipline referrals which is higher than our pre-pandemic numbers and demonstrates the increased and ongoing SEL needs of our students.

Student Learning

Student Learning Summary

STAAR Results 2023

STAAR 3 rd Reading	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	77 %	48%	15%	75%	45%	76%	-	-	68%	-	89%	78%
KISD	75%	45%	15%	69%	47%	74%	55%	87%	70%	81%	81%	78%

STAAR 4th Reading	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	82%	47%	17%	70%	58%	93%	-	-	75%	-	79%	86%
KISD	78%	42%	16%	71%	48%	77%	85%	86%	71%	86%	86%	86%

STAAR 5th Reading	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	83 %	54%	22 %	-	50%	89%	-	-	72%	-	88%	86%

STAAR 5th Reading	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
KISD	80%	51%	22%	77%	46%	78%	80%	95%	76%	81%	85%	82%

STAAR 3rd Math	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	75 %	40%	16 %	-	73%	71%	-	-	59%	-	89%	89%
KISD	71%	38%	14%	71%	48%	72%	55%	87%	62%	71%	80%	73%

STAAR 4th Math	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	76%	41%	18%	60%	42%	81%	-	-	79%	-	64%	71%
KISD	64%	37%	15%	63%	35%	65%	69%	74%	55%	70%	76%	68%

STAAR 5th Math	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	91%	48%	15%	-	50%	89%	-	-	72%	-	88%	86%
KISD	76%	42%	14%	81%	52%	77%	70%	95%	69%	83%	85%	75%

STAAR 5th Science	Approaches	Meets	Masters	EB/EL	SPED	Hispanic/Latino	Amer. Indian/Alaska Native	Asian	Black/African Amer.	Native Hawaiian/Other Pacific Islander	White	Two or More Races
Campus	54%	19%	7%	-	38%	79%	-	-	22%	-	63%	43%
KISD	57%	24%	8%	53%	31%	56%	60%	69%	47%	56%	74%	61%

TELPAS 2023 Composite Rating:

- Kindergarten - 0% Beginning, 44% Intermediate, 22% Advanced, 33% Advanced High
- 1st Grade - 0% Beginning, 10% Intermediate, 20% Advanced, 70% Advanced High
- 2nd Grade - 0% Beginning, 50% Intermediate, 50% Advanced, 0% Advanced High
- 3rd Grade - 0% Beginning, 33% Intermediate, 33% Advanced, 33% Advanced High
- 4th Grade - 22% Beginning, 11% Intermediate, 11% Advanced, 56% Advanced High
- 5th Grade - No data reported

PreK CIRCLE WAVE 3:

Circle Wave 3 EOY 2019	Math	Rapid Vocabulary	PA Composite	Rapid Letter Naming
18 - 19 VVES/ KISD	91% / 90%	69% / 78%	85% / 82%	79% / 82%
*19-20 MOY VVES	85%	79%	87%	59%
20-21	71%	62%	55%	63%
21-22	91%	71%	80%	65%
22-23	92%	84%	89%	89%

MAP Data:

Kindergarten through 5th grade students take the Measures of Academic Performance assessment (MAP) at the beginning, middle and end of the year. The MAP assessment is a norm-referenced measure.

2023 EOY MAP Data - Reading				
	Fall RIT	Spring RIT	Growth	% of students who met their Projected Growth

2023 EOY MAP Data - Reading				
K	138.1	149.4	11	41%
1st	152.1	168.2	16	37%
2nd	173.7	182.9	9	61%
3rd	184.8	193.2	8	54%
4th	197	208.5	11	54%
5th	202.5	210	8	48%
K-5th Grade				49%

2023 EOY MAP Data - Science				
	Fall RIT	Spring RIT	Growth	% of students who met their Projected Growth
3rd	186.4	194.9	9	72%
4th	197	204.3	7	61%

2023 EOY MAP Data - Science				
5 th	202.6	208.2	6	63%
3rd-5th Grade				65%

2023 EOY MAP Data - Math				
	Fall RIT	Spring RIT	Growth	% of students who met their Projected Growth
K	142.4	157	15	51%
1st	158	174.7	17	48%
2nd	175.7	187.2	12	44%
3rd	184.6	199	14	79%
4th	200.4	216	16	63%
5th	207.3	216.7	9	44%
K-5th Grade				55%

Student Learning Strengths

- Our hispanic / latino students outscored the district in all subjects except 3rd grade reading.
- 3rd - 5th grade scored above or equal to the district's scores in math and reading.
- 5th grade math: 91% Approaches, 48% Meets, and 15% Masters.
- Circle data shows that our PreK students improved in all tested areas: Math, Rapid Vocabulary, PA Composite, and Rapid Letter Naming.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 2: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Reading test was 40% in 3rd grade, 41% in 4th grade, and 48% in 5th grade. These scores indicate a need to address readiness skills in reading across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 3: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Science test was 19% in 5th grade. These scores indicate a need to address readiness skills in science across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 4: According to our EOY 22-23 data, 55% of students in grades K - 5 met their projected growth on the math MAP assessment. In 21-22, 55% of students met their projected growth.

Problem Statement 5: According to our EOY 22-23 data, 49% of students in grades K - 5 met their projected growth on the reading MAP assessment. In 21-22, 48.6% of students met their projected growth.

Problem Statement 6: According to our EOY 22-23 data, 65% of students in grades 3 - 5 met their projected growth on the science MAP assessment. In 21-22, 59.6% of students met their projected growth.

Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 8: Our students, including our EB students, still struggle with academic vocabulary in the classroom.

School Processes & Programs

School Processes & Programs Summary

The focus for our campus will be to address the gaps in learning.

Curriculum and Instruction

Venable Village implements the TEKS Resource System (TRS) curriculum with fidelity. The curriculum is supported by supplemental resources such as Comprehension at the Core, Empowering Writers, Collaborative Teaching Model, STEMscopes, ST Math, and Next Generation Balanced Literacy. In addition, higher level questioning challenges our students to think deeper and strengthens comprehension. Common assessments are utilized with fidelity in grades 2 - 5. At the present time, our teachers are creating their own common assessments in grades PK - 1st during planning time and/or afterschool.

Professional Learning Communities (PLCs) focus learning around higher level questioning and ideas from Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) to increase the rigor of teaching and learning. KISD provided Unit Learning Progression Charts which included the Focused and Guided phases of the GRR. The District provided Curriculum Unit Assessments and a variety of teacher created assessments are used to monitor student progress and allow teachers to better gauge our students' understanding of concepts and skills taught. Lessons are planned using KISD's Learning Progression Charts. Teachers differentiate instruction to ensure that all students are actively engaged in learning and succeed to their maximum potential. Collegial conversations and grade level planning are conducted during Professional Learning Communities.

Universal screeners such as CIRCLE and MAP are used to determine students' needs for intervention, as provided and monitored by the Response to Intervention (RtI) program. The screeners also help teachers identify students who are struggling, on grade level, or above grade level and allow teachers to plan instruction accordingly. The RtI process is used to support these struggling students by identifying interventions to help the student become successful. The RtI Committee meets weekly to discuss, monitor, and adjust interventions as needed. Each student's progress is reviewed every 4-6 weeks or as needed. The committee decides if students exit the program, stay in the tier they are in or move up or down a tier based on their progress. Students can be brought to RtI for academic concerns and/or behavior concerns. During the 2022-2023 school year, 146 students in grades PK - 5 (25.5% of student population) were serviced in Tier 2 or Tier 3 of the RtI program with the breakdown of subgroups as follows: 56 Black or African American, 36 Hispanic, 1 Native Hawaiian/Other Pacific Islander, 27 White, 1 Asian, and 24 two or more races.

An intervention block of 60 minutes is incorporated into the master schedule to allow teachers to provide interventions to meet the individual needs of students. This is a daily time when new instruction stops in order for students to receive academic intervention or extension. If a student needs more time than the predetermined intervention time, after-school tutoring is offered to close the gaps.

Teachers use real-life situations and higher level thinking to increase the rigor needed to help students meet state standards. Students are able

to make connections with personal experiences to help comprehension and relevance of the curriculum being taught. Field-based instruction also helps to enhance the learning experiences for our students. Teachers and students work together to track progress towards meeting their individual goals. One-on-one and small group instruction will focus on building language and writing skills in all grade levels.

Our students come with great educational gaps in learning. We continually strive to bridge the gaps through research-based strategies and effective teaching. In order to help address the individual needs of our students, we implement the following programs and practices in our classrooms: STEMscopes, Story Works, Reading A-Z, Pebble Go, LLI, Do the Math, More StarFall, after-school tutoring, Successmaker and Vizzle. Data from these programs are analyzed by grade level teams throughout the year.

Coaching Walkthroughs

Essential 2 Coaching is a process used by the district to provide non-evaluative feedback to our teachers. Coaching walkthroughs are implemented by the administrators and focus on the implementation of the Gradual Release of Responsibility. A coaching point is identified and an essential coaching tool is used to guide our discussion and allow teachers the opportunity to reflect upon their lesson. A follow-up action is then identified by the teacher and administrator. Our Coaching walkthroughs for the 2022-2023 school year, have identified a need for additional professional development on differentiation. The Gradual Release of Responsibility Model moves through the following four phases: focused instruction, guided instruction, collaborative work, and independent practice.

Technology

The technology that is available to students and teachers at Venable Village is as follows:

- 1 computer lab
- 3 mobile laptop carts
- iPads – iPads for grades K - 5, Library, and Music (600)
- iPads - iPad for grades P3, Pk4, RICA, and BMU (160)
- Interactive projector in every classroom
- Teacher laptops
- Document cameras in every classroom
- Wireless throughout the building
- 5 iLearn tubs
- 3D Printer
- MakerSpace Centers

Our students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate to reinforce and promote learning. They develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

Teacher Induction and Mentoring

The district has an excellent mentoring program for all new teachers. Teachers are assigned a mentor or buddy and complete mandated requirements by the district and/or campus. New teachers meet monthly with the Campus Instructional Specialist to provide additional support.

Counseling

Venable's counseling program includes two full-time counselors, one Military Family Life Counselor, and a School Behavior Health Provider. All four counselors collaborate regularly, to include a weekly triage meeting with administrators and counselors to discuss the social, emotional, and behavioral challenges of individual students.

Special Programs

All students have different academic abilities and need different levels of support. Even though our teachers recognize this need, differentiation is not used consistently in all classrooms. Our special population of students on campus are the following:

1. **Gifted and Talented** - Students identified as Gifted and Talented (GT) are placed in cluster classrooms with their peers, as well as general education students, and are taught by a GT trained teacher. The teacher is expected to differentiate instruction for GT students and lead them through a year-long project focusing on an area of interest for the student (the Texas Performance Standards Project). This project culminates in an exhibition of projects at Venable Village and selected projects are then presented at a district-level showcase.
2. **Emergent Bilingual** - The LPAC process is initiated by a language other than English on the Home Language Survey. Students are brought to the LPAC committee and decisions are made to determine if they can receive supplemental services by the English as a Second Language (ESL) teacher. EB students are placed into classrooms with a general education teacher holding an ESL certification.
3. **Special Education** - Students identified with a disability qualifying for special education are placed in their Least Restrictive Environment (LRE). Classrooms are identified to serve as "inclusion" rooms in order to facilitate a cooperation between the classroom teachers and the special education teacher. Venable Village has been a part of a Collaborative Teaching Initiative for several years. This initiative utilizes collaborative teaching structures to better facilitate their partnership in supporting special education students in the classroom.

Students receive services from special education staff based on the goals in their current Individual Education Plan (IEP). The IEP is developed by an ARD committee which meets annually or as needed to discuss each student. Approximately 24% of Venable Village students receive services through an IEP.

4. **Dyslexia** - All kindergarten and first grade students are screened for dyslexia according to HB 1886. If the screeners indicate a need for testing, the students are given a battery of tests to determine if they qualify as a student with dyslexia. Students would be identified through special education. Services would then be provided by a dyslexia teacher using the Wilson Reading Program.

SBDM

The Venable Village Site Based Decision Making Committee is comprised of two parents, a business member, a community member, district personnel, teachers and administrators as outlined in Killeen ISD School Board policies BQB Legal and BQB Local. Members are involved in the creation of the Campus Improvement Plan using multiple data sources and participate in the formative review of the CIP strategies four times a year.

School Processes & Programs Strengths

- A master schedule is designed to maximize instructional time. Grades 3 - 5 will have at least a 3 hour block of uninterrupted instructional time.
- A block of time is set aside for interventions during the day to include the utilization of two intervention teachers.
- A guaranteed and viable curriculum (TEKS Resource System) is used consistently by all teachers.
- We consistently analyze data to determine instructional focus for individual students.
- Common assessments are given according to the district pacing calendar to monitor student progress, and make necessary adjustments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Perceptions

Perceptions Summary

Communication

Venable Village prides itself on the consistent communication to parents and the community. The school communicates through newsletters from each classroom teacher, PE department, counseling department and principal. Blackboard Connect Ed emails/texts/phone calls are also frequently made to parents of Venable Village students when important information needs to be shared. School personnel communicate with parents through Tuesday folders, agendas and parent/teacher conferences. The school marquee is also utilized to display upcoming events. Parents will continue to be invited into classrooms once every nine weeks during the school day.

Safety

Feeling safe at school translates into higher academic achievement, increases student well-being and greater engagement. We will ensure campus safety through the following:

- Scheduled drills - Hold, Secure, Lockdown, Evacuate, Shelter
- Emergency bags in all classrooms
- Posting a Campus Call List by all phones
- Staff will wear ID badges at all times
- Evacuation plans in every room
- School Crisis Handbook posted in every room
- Campus Crisis Kit
- Visitors wear visitor badges while on campus

Our campus has a security vestibule and visitors must be "buzzed" into the office area. Once in the office area, visitors must follow procedures for signing in with a proper picture ID through the TPASS check system. The front outside doors of the school will remain unlocked throughout the school day. All other entrance doors to the campus are locked during the day. The classroom doors are locked as well. The hallways, cafeteria, bus line, and parking lots are monitored by staff every day before school and at dismissal time. During the day, the PK3, PK4, K, 1st and 2nd grade students travel with a buddy throughout the building if they must leave the classroom without the teacher for any reason, such as going to the clinic or being signed out by the parent. The parents/guardians will be encouraged to refrain from checking their student out of school the last 30 minutes of the day. (At this time, students are preparing to leave the campus and must get to the correct location for dismissal.) Interruptions of any kind could risk the safety of every child. Parents/guardians are required to show their ID and sign their child out at dismissal.

Safety presentations/activities include the following: Fire Safety Week, Red Ribbon Week, Drug Dog Presentation, and Parent Internet

Safety Presentation.

Social and Emotional Support

Venable Village staff focuses on meeting the needs of the whole child. In addition to academic support, we also offer social and emotional support for our students through the following:

- MFLC - the Military Family Life Consultant (MFLC) program is available at Venable Village E.S. to provide support and assistance to active duty soldiers, National Guard & Reserves, military family members and civilian personnel. Military and Family Life Consultants can help people who are having trouble coping with concerns and issues of daily life.
- Student 2 Student - support system for new students - buddies in classroom
- Before and after school clubs - Bluebonnet Reading Club, Battle of the Books, Student Council, Drone Club, Archery Club and Choir
- Tutoring - after school tutoring is available for those students in need.
- Character Traits - Our outstanding students will be recognized for exemplifying the character trait of the month. Their accomplishments will be celebrated with school-wide recognition during a Character Trait Luncheon.
- Bullying - The students in grades PK3 - 5th will be provided guidance lessons on bullying and peer pressure from the school counselor. Strategies to reduce bullying include the bully box, signs, presentations, guest speakers, counseling sessions, anti-bullying week, and bulletin boards.
- School Behavior Health - provides counseling services on campus to military dependents
- Surveys - Formal and informal student safety surveys will be conducted periodically throughout the school year. Topics include bullying/cyberbullying, external threats, and the physical environment.

Safety Survey

A Safety Survey was sent out to parents, staff, and 5th grade students via Forms at the end of the school year. The results indicate that overall our parents, staff and students feel safe at our campus. A brief summary of the results is as follows:

*95% of staff, students and parents feel safe at this campus.

*93% of staff, students and parents feel that the school has clear and consistent policies and rules.

*92% of parents and students feel that teachers treat students with respect.

*65% of students feel adults at Venable Village respond to bullying and harrassment.

*74% of students feel that if another student was involved in something illegal or dangerous, they feel comfortable telling an adult at school.

*52% of students feel discipline is fair and consistent at Venable Village.

Conclusions

*Overall, the majority of the feedback was positive.

*It is concerning that approximately half of students do not feel discipline is handled fairly and consistently.

*Parents and students recognize that children are treated with respect by all school personnel.

Family and Community Involvement

Family and community involvement is encouraged at Venable Village. A variety of opportunities are available for our families and community members. Our school year begins with Meet the Teacher night; parents come to meet and greet the teacher of their child. Three family academic nights (ELAR, math, and science) are held for families to attend to review skills and strategies. The ESL and Dyslexia families will have the opportunity to learn more about their specific programs through family nights. In addition, we recognize students who exhibit exemplary character traits during our monthly luncheon. During the luncheon, family members are invited to attend and celebrate their student's accomplishments. There are also semester awards, Fifth Grade Celebration, Book Fair, volunteer training, Open House, monthly Cookies with the Counselor, September 11th Freedom Parade, Veteran's Day, and Field Day. Parents are also invited every nine weeks to join students in their classrooms and participate in a learning experience. Our current level of participation in daytime activities is lower than after school activities.

Volunteers

Building strong relationships and developing a partnership with families and the community are vital to the success of our students. Volunteers are a multifaceted resource for our students and staff. Their involvement at VVES helps to create a positive learning environment and reinforces the importance of the home and school connection. Volunteers are used to help support teachers in the classrooms at all levels by working with small groups, reading one-on-one with a student, creating resources in the media center, and more. Volunteers are required

to complete a background check through the district before they begin working with students.

Perceptions Strengths

Data analysis revealed the following strengths:

- Our school counselor, MFLC, and Behavior Health Specialist have played essential roles by helping to promote social skills.
- VVES is dedicated to growing/celebrating the whole child. Our recognitions include academics as well as social skills.
- Effective communication is strived for daily.
- Behavior plans or interventions are visited in RTI after 2 referrals.
- Math Night, ELAR Night, and Science Night are learning opportunities for students and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the end of year VVES student survey, 52% of 5th grade students feel discipline is fair and consistent at Venable Village.

Problem Statement 2: According to our 2022-2023 EOY Safety Survey, 65% of our students feel adults at Venable Village respond to bullying and harassment.

Problem Statement 3: Restorative Practices is currently not being used with fidelity amongst teachers.

Problem Statement 4: Parent involvement is low during school hours.

Goals

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

Performance Objective 1: By June 2024, 40% or greater of all students and student groups, including Special Education, At-risk, 504, Economically Disadvantaged, and EL will meet academic performance standards on district and state assessments in all subjects.

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

Strategy 1 Details
<p>Strategy 1: 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. (SM)</p> <p>Strategy's Expected Result/Impact: By following IEPs and IAPs student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Special Education - Collaborative teaching will be utilized to increase collaboration between general and special educators. (SM)</p> <p>Strategy's Expected Result/Impact: Best practice instruction will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education teachers</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 3 Details
<p>Strategy 3: Special Education - Supplemental instruction will be provided to Special Education students through programs such as SuccessMaker and Vizzle. These programs provide the needed differentiation for our students. Professional development will be provided to ensure effective implementation. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve through implementation of specialized programs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education teachers</p> <p>Problem Statements: School Processes & Programs 1</p>

Strategy 4 Details

Strategy 4: Intervention - VVES 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. Interventions may include Do the Math, LLI, and Hands 2 Mind. On-going PD will be provided for interventions. (SM)

Strategy's Expected Result/Impact: Student achievement will improve through well-planned interventions.

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

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

Strategy 5 Details

Strategy 5: 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. (SM)

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 1, 2, 3, 4, 5, 6 - School Processes & Programs 1

Funding Sources: EL Instructional Supplies to support vocabulary development - 165/ES0 - ELL - 165.11.6399.00.126.25.ES0 - \$3,920

Strategy 6 Details

Strategy 6: Two interventionists will provide additional reading and math instruction to students in need of assistance according to MAP, Curriculum Unit Assessments, and teacher observations. At-Risk students will also be supported through the use of supplemental resources including Do the Math, LLI, Hands 2 Mind, and Reading mini lessons. (SM)

Strategy's Expected Result/Impact: Student achievement will increase.

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

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

Funding Sources: Salary for Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.126.30.000 - \$78,553

Strategy 7 Details

Strategy 7: To continue to academically challenge our GT students, we will provide them with enrichment activities, to include problem solving, during instructional and intervention times. Our CIS will provide additional enrichment instruction for our GT students on a weekly basis. (SM)

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: School Processes & Programs 1

Funding Sources: Instructional supplies for projects including TPSP - 177 - Gifted/Talented - 177.11.6399.00.126.21.000 - \$550

Strategy 8 Details

Strategy 8: Additional paraprofessionals will be funded to provide supplemental math and reading support to the identified at-risk students in need according to multiple data sources including the following: MAP, Curriculum Unit Assessments, STAAR, promotion/retention status, and teacher observations. Our librarian will provide research strategies along with maker-spaces to help our students think critically.

Strategy's Expected Result/Impact: Student achievement will improve.

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

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

Funding Sources: Salaries for Instructional Aides - SCE - 166 - State Comp Ed - 166.11.6129.00.126.30.AR0 - \$47,631, Salaries for Instructional Aides - Title 1 - 211 - ESEA, Title I Part A - 211.11.6129.00.126.30.000 - \$78,000, Salary for .5 Librarian - 211 - ESEA, Title I Part A - 211.12.6119.00.126.30.000 - \$43,352

Strategy 9 Details

Strategy 9: 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. (SM)

Strategy's Expected Result/Impact: The strategy will decrease the number of students identified as At-Risk and increase student performance in all academic content areas.

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

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

Strategy 10 Details

Strategy 10: K - 5 students in need of academic support will be invited to attend After School Learning Academy for math and ELAR. (SM)

Strategy's Expected Result/Impact: Increase academic achievement as measured by CUA, STAAR, and MAP data, along with nine week averages.

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

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

Strategy 11 Details

Strategy 11: Differentiation will take place in classrooms for all learners in the content areas. Professional development on differentiation strategies will be provided. (SM)

Strategy's Expected Result/Impact: Differentiation will promote challenging lessons for all levels of learners.

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

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

Strategy 12 Details

Strategy 12: Teachers will utilize supplemental resources to prepare our students for the STAAR assessments. These resources will be used during the intervention block and after school tutoring to support core instruction in the classroom. (SM)

Strategy's Expected Result/Impact: Student achievement on STAAR will improve.

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

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

Funding Sources: Supplemental resource for spiral review and STAAR Prep such as Measuring Up or similar resource - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$3,036

Strategy 13 Details

Strategy 13: All teachers will be trained in Accountable Talk strategies with the expectation that it will be used in every classroom. (SM)

Strategy's Expected Result/Impact: Students will become more fluent in academic discourse.

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

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

Strategy 14 Details

Strategy 14: Teachers in all grade levels will use Curriculum Unit Assessments or common assessments. They will analyze the data and make the necessary adjustments to their teaching. They will also pull small groups, when needed. (SM)

Strategy's Expected Result/Impact: Instruction will be specific to the needs of the students, and therefore scores will improve.

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

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

Strategy 15 Details

Strategy 15: Field Based Instruction will be provided for our students to enhance their learning and provide hands-on/real life experiences. Field based learning experiences will address concepts and skills that are difficult to replicate in the classroom setting. (SM)

Strategy's Expected Result/Impact: Scores will increase on formative and summative assessments.

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

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

Funding Sources: Supplemental Field Based Learning Experiences - 166 - State Comp Ed - 166.11.6494.00.126.30.AR0 - \$5,000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 2: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Reading test was 40% in 3rd grade, 41% in 4th grade, and 48% in 5th grade. These scores indicate a need to address readiness skills in reading across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 3: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Science test was 19% in 5th grade. These scores indicate a need to address readiness skills in science across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 4: According to our EOY 22-23 data, 55% of students in grades K - 5 met their projected growth on the math MAP assessment. In 21-22, 55% of students met their projected growth.

Problem Statement 5: According to our EOY 22-23 data, 49% of students in grades K - 5 met their projected growth on the reading MAP assessment. In 21-22, 48.6% of students met their projected growth.

Problem Statement 6: According to our EOY 22-23 data, 65% of students in grades 3 - 5 met their projected growth on the science MAP assessment. In 21-22, 59.6% of students met their projected growth.

School Processes & Programs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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

Performance Objective 2: This school year, 2023-2024, fifth grade STAAR science scores will increase 10% of students meeting grade level performance through the implementation of hands-on science and reading in the content area.

Evaluation Data Sources: MAP, Curriculum Unit Assessments, Formative Assessments

Strategy 1 Details

Strategy 1: Classroom teachers will utilize supplemental resources to support our district science curriculum. These resources include STEMscopes and will provide our students with real world experimental learning and activities in every grade level. Science consumable / non-consumable materials will be provided to support the science curriculum and increase the rigor of instruction. Interactive science journals will provide students a spiral review of previously learned concepts. (SM)

Strategy's Expected Result/Impact: Student achievement will increase.

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

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

Funding Sources: Instructional supplies for science instruction. - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$2,000

Strategy 2 Details

Strategy 2: Students in grades 3-5 will have the opportunity to participate on the Science Olympiad team. This team encourages higher level thinking skills through science experimentation. Our Science Olympiad team will participate in the spring district competition. (SM)

Strategy's Expected Result/Impact: Students' critical thinking will increase through exploration.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, classroom teachers, and Science Olympiad coaches

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

Strategy 3 Details

Strategy 3: Grade level teachers will plan science instruction collaboratively, focusing on the Learning Progression Chart and the DOK matrix. Higher level questioning and target/task alignment will be a focus as well. Students in grades K - 5 will receive a minimum of 150 instructional minutes in science per week. Professional development will be provided by VVES staff to ensure effective implementation. (SM)

Strategy's Expected Result/Impact: Lessons will be well-planned and challenging for the students.

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

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

Strategy 4 Details

Strategy 4: Academic vocabulary will be pre-taught before the instructional lesson. This pre-teaching will help the EB students, as well as the English speakers, learn the vocabulary of the unit. (SM)

Strategy's Expected Result/Impact: Student achievement will increase.

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

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 8

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Science test was 19% in 5th grade. These scores indicate a need to address readiness skills in science across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 6: According to our EOY 22-23 data, 65% of students in grades 3 - 5 met their projected growth on the science MAP assessment. In 21-22, 59.6% of students met their projected growth.

Problem Statement 8: Our students, including our EB students, still struggle with academic vocabulary in the classroom.

School Processes & Programs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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

Performance Objective 3: Through the consistent implementation of all Balanced Literacy components, 58% of all students (grades 3 - 5) will meet grade level standard on the Reading Language Arts STAAR test to include the new writing components. MAP data for kindergarten through fifth grade students will also show at least a 10% growth in the percentage of students meeting their projected growth in reading.

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

Strategy 1 Details

Strategy 1: In addition to classroom instruction, teachers will encourage interaction with computer based reading programs to include Reading A - Z, BeanStack, BrainPop Jr., Starfall, Pebble Go and Ready Rosie. Professional development will be provided to ensure effective implementation of the programs. (SM)

Strategy's Expected Result/Impact: Reading skills will improve.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Librarian, Campus Technology Support Specialist, and classroom teachers

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

Funding Sources: Online Reading Services (such as Pebble Go and Starfall, BeanStack or similar resources) for at-risk students - 211 - ESEA, Title I Part A - 211.11.6299.OL.126.30.000 - \$4,000, BrainPop, Jr. for at-risk students - 166 - State Comp Ed - 166.11.6299.OL.126.30.ARO - \$4,000, iPads for implementation of online programs - 211 - ESEA, Title I Part A - 211.11.6398.00.126.30.000 - \$5,302, Cases for technology used for online programs - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$4,000, iPad Cart to store and charge - 211 - ESEA, Title I Part A - 211.11.6394.00.126.30.000 - \$2,698

Strategy 2 Details

Strategy 2: The administrators will ensure effective reading and writing instruction, through the lens of "Next Generation Balanced Literacy", is taking place in every classroom through walkthroughs and formal evaluations. (SM)

Strategy's Expected Result/Impact: Effective reading and writing instruction will take place in all classrooms.

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

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

Strategy 3 Details

Strategy 3: All K-5th grade teachers will implement Comprehension Toolkit strategies in the classroom and reinforce critical reading strategies across all content areas, including math, science, and social studies. Ongoing professional development will be provided to ensure effective implementation in the classroom. (SM)

Strategy's Expected Result/Impact: Effective reading instruction will take place in all classrooms.

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

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

Funding Sources: Non-fiction text to support math, science, and social studies - 211 - ESEA, Title I Part A - 211.11.6329.00.126.30.000 - \$1,000

Strategy 4 Details

Strategy 4: Teachers will utilize all assessment data to drive whole group instruction and to pinpoint specific needs of students. Supplemental resources will be used to provide support for reading instruction. These resources include Storyworks. (SM)

Strategy's Expected Result/Impact: Student learning will increase through focused instruction.

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

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

Funding Sources: Storyworks Magazine - 166 - State Comp Ed - 166.11.6329.00.126.30.AR0 - \$2,700, Instructional supplies for reading instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$1,000

Strategy 5 Details

Strategy 5: The ESL teacher will collaborate with general education teachers to plan lessons, review data, and discuss research-based strategies that focus on high leverage TEKS to teach reading. VVES teachers will be attending professional development that supports linguistic and content advancement of EBs. (SM)

Strategy's Expected Result/Impact: Collaboration will promote more effective instruction in the classroom.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, ESL teacher, Campus Technology Support Specialist, and classroom teachers

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

Strategy 6 Details

Strategy 6: The Wilson Reading Program will be provided to all dyslexia students. The district will provide professional development to ensure effective implementation. (SM)

Strategy's Expected Result/Impact: Students will learn strategies that will help improve their reading skills.

Staff Responsible for Monitoring: Principal, Assistant Principals, RICA teacher, and classroom teachers.

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

Strategy 7 Details

Strategy 7: PLCs will be dedicated to designing effective reading instruction. Grade level teachers will plan reading instruction collaboratively, focusing on the Unit Progression Chart. Higher level questioning and target / task alignment will be a part of our lesson plan development as well. Ongoing PD will take place. (SM)

Strategy's Expected Result/Impact: Lessons will be well-planned and challenging for the students.

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

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

Strategy 8 Details

Strategy 8: Students in grades Kindergarten through third grade will receive explicit and systematic phonics instruction. This instruction takes place during the ELAR block using the "Benchmark" system. (SM)

Strategy's Expected Result/Impact: Students will learn strategies that will help improve their reading skills.

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

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

Strategy 9 Details

Strategy 9: Teachers will hold individual writing conferences with students during the writing process. These conferences will be embedded in Balanced Literacy Writing with "Next Generation Balanced Literacy" being a learning focus. (SM)

Strategy's Expected Result/Impact: Writing skills will improve.

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

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

Strategy 10 Details

Strategy 10: In order to increase the interest in writing for our students, we will implement Author of the Month. One student per grade level will be recognized each month by the following:

*writing showcased on the writing wall with a picture and biography of the author.

*presentation of a medal

*recognition on morning announcements

*recording and publication of work to campus website (if allowable) (New)

Strategy's Expected Result/Impact: Writing samples will demonstrate the progression of grade level expectations.

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

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

Strategy 11 Details

Strategy 11: Classroom teachers will plan and deliver writing instruction using resources included in the Digital Empowering Writers HUB for grades K - 5. Writing portfolios will be created by students in all grade levels. (SM)

Strategy's Expected Result/Impact: Writing skills will improve.

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

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

Strategy 12 Details

Strategy 12: Classroom teachers will use accelerated instruction for those students who did not Meet Grade level standards on STAAR. They will be using rigorous TEKS aligned spiral review materials to close the gaps.

Strategy's Expected Result/Impact: Reading and math skills will improve.

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

Problem Statements: Student Learning 1, 2, 4, 5

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: According to the 2021-2022 TAPR report, over 47% of our staff has less than 5 years of teaching experience resulting in a need for additional coaching, mentoring, and capacity building.

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 2: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Reading test was 40% in 3rd grade, 41% in 4th grade, and 48% in 5th grade. These scores indicate a need to address readiness skills in reading across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 4: According to our EOY 22-23 data, 55% of students in grades K - 5 met their projected growth on the math MAP assessment. In 21-22, 55% of students met their projected growth.

Problem Statement 5: According to our EOY 22-23 data, 49% of students in grades K - 5 met their projected growth on the reading MAP assessment. In 21-22, 48.6% of students met their projected growth.

School Processes & Programs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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 using critical thinking strategies with fidelity when solving multi-step math problems, our overall STAAR performance for the 23-24 SY will increase 5% of our students meeting grade level performance. MAP data for kindergarten through fifth grade students will also show at least a 5% growth in the percentage of students meeting their projected growth in math.

Evaluation Data Sources: MAP, Curriculum Unit Assessments, Formative Assessments

Strategy 1 Details
<p>Strategy 1: Technology will be implemented in the classrooms to facilitate spiral review as well as a means to enhance classroom instruction and support the implementation of the curriculum. Students will utilize software programs to include ST Math to help improve student performance in math. (SM)</p> <p>Strategy's Expected Result/Impact: Student achievement will improve.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Campus Technology Support Specialist, and classroom teachers</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: PLCs will be dedicated to designing effective math instruction. Grade level teachers will plan math instruction collaboratively, focusing on the Unit Progression Chart and the DOK matrix. Higher level questioning and target/task alignment will be discussed as well during our lesson plan development. Ongoing PD of best practices (fluency, problem solving, spiraling, guided math, and GRR) will be provided. (SM)</p> <p>Strategy's Expected Result/Impact: Lessons will be well-planned and challenging for the students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1</p>
Strategy 3 Details
<p>Strategy 3: Grade levels K-5 will incorporate math journals as an instructional strategy for their students. These journals will include academic vocabulary, problem solving strategies and various notes as a resource to support math instruction. Professional development will be provided. (SM)</p> <p>Strategy's Expected Result/Impact: Students will use their math journals as a resource for learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, and classroom teachers</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Supplies - Supplemental Math Journals and Problem Solving Resources - 166 - State Comp Ed - 166.11.6399.00.126.30.AR0 - \$4,509</p>

Strategy 4 Details

Strategy 4: Through formal evaluations and walk through data, we will monitor with fidelity the implementation of best practices during math instruction. (SM)

Strategy's Expected Result/Impact: The use of best practices will increase student achievement.

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

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

Strategy 5 Details

Strategy 5: Guided Math will be implemented daily to provide differentiated strategies to support grade level content. (SM)

Strategy's Expected Result/Impact: Student achievement will improve.

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

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

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: According to the 2021-2022 TAPR report, over 47% of our staff has less than 5 years of teaching experience resulting in a need for additional coaching, mentoring, and capacity building.

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 4: According to our EOY 22-23 data, 55% of students in grades K - 5 met their projected growth on the math MAP assessment. In 21-22, 55% of students met their projected growth.

School Processes & Programs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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

Performance Objective 1: By June 2024, 100% of professional staff members will participate in a variety of research-based professional development opportunities to support instruction, behavior strategies / interventions, and align with campus and district goals.

Evaluation Data Sources: Learn transcripts, workshop certificates, and professional development sign-in sheets.

Strategy 1 Details

Strategy 1: Professional staff will participate in Coaching Walkthroughs to strengthen our instructional core. We will analyze the data to determine our progress towards refining our implementation of the Gradual Release of Responsibility Model. Ongoing PD will be provided to ensure effective implementation of the GRR takes place in every classroom, in every subject. (SM)

Strategy's Expected Result/Impact: The data collected will drive our professional development planning.

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

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

Strategy 2 Details

Strategy 2: Additional grade level planning opportunities will be provided each semester for teachers to analyze state standards and to design content area lessons. (SM)

Strategy's Expected Result/Impact: Collaborative planning will result in effective instruction in the classroom.

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Instructional Specialist, classroom teachers

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

Funding Sources: Substitutes needed for planning - 211 - ESEA, Title I Part A - 211.11.6116.00.126.30.000 - \$2,000

Strategy 3 Details

Strategy 3: GT - Our cluster teachers will be fully certified to teach GT students (30 hours for initial training - 6 hours for update yearly). Teachers will continue to grow professionally by attending workshops to build their capacity in working with identified students. (SM)

Strategy's Expected Result/Impact: Teachers will be able to effectively differentiate for the GT student.

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

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

Strategy 4 Details

Strategy 4: Our Curriculum Instructional Specialist will meet with new teachers to provide lesson planning assistance in reading, writing, math and science and provide an IFD overview. She will provide model teaching opportunities and facilitate observation opportunities at VVES and other KISD campuses. (SM)

Strategy's Expected Result/Impact: Effective lesson design will take place through the coaching of the CIS.

Staff Responsible for Monitoring: Principal and Assistant Principals

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

Strategy 5 Details

Strategy 5: Our Curriculum Instructional Specialist will attend, participate, and assist in leading PLC meetings that will include a focus for increasing the depth and complexity of rigor in the classroom using unit mapping, GRR Model, and Next Generation Balanced Literacy. (SM)

Strategy's Expected Result/Impact: Improvement of quality instruction will take place in the classrooms.

Staff Responsible for Monitoring: Principal and Assistant Principals

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

Strategy 6 Details

Strategy 6: We will provide a mentor for new teachers for support. This support will include instructional, as well as, logistical support. (SM)

Strategy's Expected Result/Impact: Instruction will improve.

Staff Responsible for Monitoring: Campus Instructional Specialist

TEA Priorities:

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

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7

Strategy 7 Details

Strategy 7: Teachers will attend conferences, both in and out of district, that will increase the learning of teachers and therefore, the learning of students. Professional development will address best practices in the core content areas. (New)

Strategy's Expected Result/Impact: Increase student achievement

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

TEA Priorities:

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

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

Funding Sources: Teacher professional development to support core content area and instruction - 211 - ESEA, Title I Part A - 211.13.6411.00.126.30.000 - \$10,184

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 2: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Reading test was 40% in 3rd grade, 41% in 4th grade, and 48% in 5th grade. These scores indicate a need to address readiness skills in reading across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 3: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Science test was 19% in 5th grade. These scores indicate a need to address readiness skills in science across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

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Problem Statement 5: According to our EOY 22-23 data, 49% of students in grades K - 5 met their projected growth on the reading MAP assessment. In 21-22, 48.6% of students met their projected growth.

Problem Statement 6: According to our EOY 22-23 data, 65% of students in grades 3 - 5 met their projected growth on the science MAP assessment. In 21-22, 59.6% of students met their projected growth.

Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

School Processes & Programs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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

Performance Objective 1: During the 2023-2024 school year, we will increase from 85% to 95% of parents participating in at least one event to include conferencing, volunteering, parent learning opportunities, and student events.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details
<p>Strategy 1: We will continue to communicate to all stakeholders through the use of newsletters, 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. (SM)</p> <p>Strategy's Expected Result/Impact: Communication between parents, students, and teachers will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Counselor, and classroom teachers</p> <p>Problem Statements: Perceptions 4</p>
Strategy 2 Details
<p>Strategy 2: We will host 3 academic family nights: ELAR, Math, and Science. Parents will be introduced to various hands-on activities to support academic learning at home. (SM)</p> <p>Strategy's Expected Result/Impact: Parents will gain strategies to help their child be more academically successful.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist and classroom teachers</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1</p> <p>Funding Sources: Academic Family Nights - refreshments - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.126.24.PAR - \$1,000, Academic Family Nights - supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.126.24.PAR - \$1,100</p>
Strategy 3 Details
<p>Strategy 3: The counselor and staff will organize, support, and design activities in order to increase parent and community involvement. These workshop activities include topics such as Internet safety, bullying, homework support, STAAR information, deployment support, and social skills. (SM)</p> <p>Strategy's Expected Result/Impact: Parent and community involvement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, and classroom teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6 - Perceptions 2</p> <p>Funding Sources: Counselor facilitated events - refreshments - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.126.24.PAR - \$500</p>

Strategy 4 Details

Strategy 4: All grade levels will invite parents into the classroom once per nine weeks to support student learning. (SM)

Strategy's Expected Result/Impact: By seeing their child in the academic setting, parents will understand the rigor of the curriculum and the expectations for their child.

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

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

Strategy 5 Details

Strategy 5: PK3 - 5th grade teachers will hold at least one parent teacher conference per semester to discuss academic and social progress. (SM)

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

Staff Responsible for Monitoring: Principal, Assistant Principals, and classroom teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Strategy 6 Details

Strategy 6: VVES will host parent/family events for the parents of our EB students and our Dyslexia students. These events will include a program overview and strategies/resources to support their students at home. (SM)

Strategy's Expected Result/Impact: Student achievement for EB and dyslexia students will improve.

Staff Responsible for Monitoring: Principal, Assistant Principals, ESL Teacher, Dyslexia Teacher, and classroom teachers

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

Funding Sources: EL Parent Night - refreshments - 263 - ESEA, Title III Part A - 263.61.6499.LE.126.25.000 - \$350, EL Parent Night - supplies - 263 - ESEA, Title III Part A - 263.61.6399.LE.126.25.000 - \$490

Strategy 7 Details

Strategy 7: 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, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall. (SM)

Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising the Parent and Family Engagement Policy & the Home-School Compact.

Staff Responsible for Monitoring: Administration

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

Strategy 8 Details

Strategy 8: The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so 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. (SM)

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: Administration

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: School year 2022-2023 we had 177 discipline referrals which is higher than our pre-pandemic numbers and demonstrates the increased and ongoing SEL needs of our students.

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 2: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Reading test was 40% in 3rd grade, 41% in 4th grade, and 48% in 5th grade. These scores indicate a need to address readiness skills in reading across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 3: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Science test was 19% in 5th grade. These scores indicate a need to address readiness skills in science across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 4: According to our EOY 22-23 data, 55% of students in grades K - 5 met their projected growth on the math MAP assessment. In 21-22, 55% of students met their projected growth.

Problem Statement 5: According to our EOY 22-23 data, 49% of students in grades K - 5 met their projected growth on the reading MAP assessment. In 21-22, 48.6% of students met their projected growth.

Problem Statement 6: According to our EOY 22-23 data, 65% of students in grades 3 - 5 met their projected growth on the science MAP assessment. In 21-22, 59.6% of students met their projected growth.

School Processes & Programs

Problem Statement 1: Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Perceptions

Problem Statement 2: According to our 2022-2023 EOY Safety Survey, 65% of our students feel adults at Venable Village respond to bullying and harassment.

Problem Statement 4: Parent involvement is low during school hours.

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

Performance Objective 1: By June 2024 at least 95% of students will report they feel emotionally and physically safe at school.

Evaluation Data Sources: EOY safety documentation, discipline data, staff and student survey

Strategy 1 Details
<p>Strategy 1: All visitors will sign-in at the front office using the TPASS Visitor Management System to register. Visitors leave their ID in the office until they return to sign out. Badges will be worn during their visit on campus to maintain a safe school environment. (SM)</p> <p>Strategy's Expected Result/Impact: We will know that all visitors have been "cleared" to visit the school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and secretaries</p> <p>Problem Statements: Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: Safety drills will be conducted and reported monthly. (SM)</p> <p>Strategy's Expected Result/Impact: Students and teachers will become proficient in the drills and be able to react appropriately in case of an emergency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselor</p>
Strategy 3 Details
<p>Strategy 3: Restorative Practices will be implemented with fidelity in all classrooms. The RTI process will be initiated for students who receive 2 discipline referrals. (SM)</p> <p>Strategy's Expected Result/Impact: Students will be provided the interventions to help them make appropriate behavioral choices.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum Instructional Specialist, Counselor, RtI Committee, and classroom teachers</p> <p>Problem Statements: Demographics 3 - Perceptions 1, 2, 3</p>
Strategy 4 Details
<p>Strategy 4: Counselors will provide whole class, small group and/or individualized guidance lessons regarding building character, preventing bullying, trauma, and promoting safe student interactions. Students, parents, and faculty will have access to an online resource for reporting cases of suspected bullying. All reports will be investigated by the assistant principals. (SM)</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p> <p>Problem Statements: Perceptions 2, 3</p>

Strategy 5 Details

Strategy 5: Teachers will follow all Individual Health Plans (IHP) as written. (SM)

Strategy's Expected Result/Impact: Students' medical needs will be met.

Staff Responsible for Monitoring: Principal, Assistant Principals, Nurse, and classroom teachers

Problem Statements: Perceptions 1

Strategy 6 Details

Strategy 6: VVES will use the Student to Student (S2S) program to welcome new students to the campus. This program helps to acclimate students to their new surroundings. (SM)

Strategy's Expected Result/Impact: S2S will help to increase the new students' sense of safety.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselor

Problem Statements: Perceptions 3

Strategy 7 Details

Strategy 7: VVES will provide professional development opportunities for new and struggling teachers that focuses on improving classroom management, increasing student engagement, and maximizing instructional time. (SM)

Strategy's Expected Result/Impact: There will be a decrease in classroom behavior referrals.

Staff Responsible for Monitoring: Principal, Assistant Principals, and classroom teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Strategy 8 Details

Strategy 8: VVES will conduct staff and student surveys to evaluate their feeling of security. (SM)

Strategy's Expected Result/Impact: VVES will remain a safe and secure environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Campus Technology Support Specialist

Problem Statements: Perceptions 1, 2

Strategy 9 Details

Strategy 9: Students will participate in at least 135 minutes per week of physical activity to promote emotional and physical well being. (SM)

Strategy's Expected Result/Impact: Taking part in physical activity allows students to relieve academic stress and anxiety.

Staff Responsible for Monitoring: Principals, Assistant Principals, Physical Education Teachers, and classroom teachers

Strategy 10 Details

Strategy 10: Teachers will conduct daily "Morning Meetings" campus-wide. The Morning Meetings provide a powerful teaching model for building community, increasing student investment, decreasing bullying and improving academic and social skills for students. (SM)

Strategy's Expected Result/Impact: Improved feeling of student belonging and sense of classroom and school communication, as well as, a decrease in student misbehavior.

Staff Responsible for Monitoring: Principals, teachers

Problem Statements: Demographics 3 - Perceptions 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: School year 2022-2023 we had 177 discipline referrals which is higher than our pre-pandemic numbers and demonstrates the increased and ongoing SEL needs of our students.

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 2: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Reading test was 40% in 3rd grade, 41% in 4th grade, and 48% in 5th grade. These scores indicate a need to address readiness skills in reading across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 3: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Science test was 19% in 5th grade. These scores indicate a need to address readiness skills in science across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

Problem Statement 4: According to our EOY 22-23 data, 55% of students in grades K - 5 met their projected growth on the math MAP assessment. In 21-22, 55% of students met their projected growth.

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Problem Statement 6: According to our EOY 22-23 data, 65% of students in grades 3 - 5 met their projected growth on the science MAP assessment. In 21-22, 59.6% of students met their projected growth.

Perceptions

Problem Statement 1: According to the end of year VVES student survey, 52% of 5th grade students feel discipline is fair and consistent at Venable Village.

Problem Statement 2: According to our 2022-2023 EOY Safety Survey, 65% of our students feel adults at Venable Village respond to bullying and harassment.

Problem Statement 3: Restorative Practices is currently not being used with fidelity amongst teachers.

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

Performance Objective 1: To ensure maximum efficiency and effectiveness throughout the 2023-2024 school year, we will effectively monitor resources and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: SBDM Agendas and minutes, master schedules, tutoring logs, and increased student achievement on formative and summative assessments

Strategy 1 Details
<p>Strategy 1: SBDM meetings will be held a minimum of six times a year. Stakeholders will participate in the regular review and revision of the Campus Improvement Plan and will work to address campus needs as they arise. (SM)</p> <p>Strategy's Expected Result/Impact: We will increase stakeholder involvement. and implement the campus plan with fidelity.</p> <p>Staff Responsible for Monitoring: Principal</p>
Strategy 2 Details
<p>Strategy 2: A master schedule will be implemented that maximizes instruction and learning for all students. (SM)</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of maximized instructional time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>
Strategy 3 Details
<p>Strategy 3: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps. (SM)</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.126.30.000 - \$500</p>
Strategy 4 Details
<p>Strategy 4: The principal and the principal's secretary working closely together will be good stewards of the fiscal management of resources. (SM)</p> <p>Strategy's Expected Result/Impact: Successful audit</p> <p>Staff Responsible for Monitoring: Principal</p>

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2022-2023, the percentage of students who scored Meets Grade Level on the STAAR Math test was 48% in 3rd grade, 47% in 4th grade, and 54% in 5th grade. These scores indicate a need to address readiness skills in math across all grade levels to establish a firm foundation for learning at STAAR tested grade levels.

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Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Jo Wasson	Principal
Classroom Teacher	Paula Vincent	PK3 Teacher
Classroom Teacher	Natalie Kielpinski	PK4 Teacher
Classroom Teacher	Beth Dissmeyer	Kindergarten Teacher
Classroom Teacher	Courtney Dixon	1st Grade Teacher
Classroom Teacher	Eric Pettit	2nd Grade Teacher
Classroom Teacher	Sonja Calloway	3rd Grade Teacher
Classroom Teacher	Christina Pearson	4th Grade Teacher
Classroom Teacher	Megan Woodson	5th Grade Teacher
Classroom Teacher	Jaleesa Garcia	SPED Teacher
Business Representative	Natasha Williams	Business Representative
Community Representative	Cynthia Potvin	Community Member
District-level Professional	Jennifer Parnell	District-Level Professional
Parent	Laura Viccari	Parent
Parent	Alex Mitzs	Parent
Non-classroom Professional	Julie Suter	ESL teacher
Non-classroom Professional	Paula Carpenter	Technologist
Administrator	Cathy Caldwell	Assistant Principal
Administrator	Traci Kotalik	Assistant Principal
Non-classroom Professional	Mindy Petty	Counselor
Administrator	Bridget Savage-Balque	Campus Instructional Specialist