

Killeen Independent School District

Trimmier Elementary School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Trimmier Elementary opened in the fall of 1998. We celebrate diversity and successes within our Trimmier family. Trimmier is one of five bilingual campuses. Trimmier has had the bilingual program since the 2014-2015 school year. Our total student population for the 2022-2023 school year was 719 with an average daily attendance rate of 93.3%.

Demographic Summary:

Students

Ethnic Breakdown of Trimmier Elementary Students	
African American	21.8%
Hispanic	63.8%
White	7.7%
American Indian	0.5%
Asian	1.0%
Pacific Islander	0.8%
Two or More Races	4.3%

Special Populations of Trimmier Elementary Students	
Economically Disadvantaged	88.2%
EB	55.5%
Dyslexia	4.0%
Military	9.2%
Foster	0.1%
Homeless	1.8%

Special Populations of Trimmier Elementary Students	
Immigrant	.9%
At-Risk	75.2%
Bilingual/ESL Education	55.3%
GT	2.1%
Special Education	17.6%
Mobility	18.9%

Staff

Trimmier Staff Experience Categories	
Beginning Teachers	3.7%
1-5 Years Experience	30.7%
6-10 Years Experience	25.3%
11-20 Years Experience	32.6%
Over 20 Years Experience	7.7%

Trimmier Elementary implements a variety of activities to ensure that our partnership with parents and the community are strong. Our parent liaison works with our staff to plan weekly and monthly family and community involvement activities. Next year we plan to focus on the communication for events and activities in a timely manner. Our parent liaison will need to continue to reach out to bilingual and non-bilingual parents. Through SBDM, Trimmier facilitates, encourages and considers input from stakeholders

We have several new teachers and teachers with less than 5 years of teaching experience. We find that some teachers lack pedagogical knowledge of balanced literacy, the implementation of reading and writing workshop models, the new math standards and science TEKS. As we learn together in PLCs teachers lack implementation knowledge and struggle with transferring professional development into practice. This was evident in walk-throughs, PLCs and individual teacher dialogues with administrators. We also found that some teachers had difficulties analyzing standards and planning integrated lessons. This was caused by having limited time to plan as a team. More time will be provided for teachers to analyze and plan lessons during PLCs, grade level planning time during the day and after school.

Demographics Strengths

- Trimmier hosts a bilingual program.
- We are adequately staffed to serve both monolingual and bilingual students.
- Trimmier student population is diverse.
- Students who qualify participate in either the Bilingual or ESL program.
- New teachers are assigned a mentor or buddy teacher to support the successful development of their expertise.
- Teachers collaborate to create lesson plans.
- Paraprofessionals are encouraged to continue their education and pursue a teaching certification.
- Leadership opportunities available to our staff includes, being a mentor to new teachers, serving on the SBDM, participating in leadership teams and various campus committees, presenting professional development at the campus and district levels, and serving as a grade level leader.
- Our Campus Instructional Specialists provides additional support for teachers in instruction, lesson planning, mentoring, classroom management, and professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate in 2022-2023 was 93.3%. The campus goal is to have above 96% attendance rate.

Problem Statement 2: There is a need to increase parent involvement for parenting classes and various parenting events. .

Problem Statement 3: There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.

Problem Statement 4: The Emergent Bilingual population continues to grow, including the number of students in grades 2-5 that have little to no English proficiency.

Student Learning

Student Learning Summary

Trimmier 2023 Summary Data MAP and STAAR Raw Scores in Comparison to State, District and Region

Kindergarten

Subject	Overall Mean RIT Score	District RIT Score	Campus RIT Score	Students On or Above Grade Level (MAP)
Math	158.4	157.7	157.1	59%
Reading English	153.1	152.7	153.1	52%
Reading Spanish	155.3	153.5	151.9	66%

First Grade

Subject	Overall Mean RIT Score	District RIT Score	Campus RIT Score	Students On or Above Grade Level (MAP)
Math	177.7	173.9	176.4	56%
Reading English	169.9	167.3	171.4	40%
Reading Spanish	167.9	166.6	166.4	56%

Second Grade

Subject	Overall Mean RIT Score	District RIT Score	Campus RIT Score	Students On or Above Grade Level (MAP)
Math	186.8	186.9	189.4	40%
Math Spanish *6 students	*	186.9	189.4	
Reading English	182.9	185.6	185.6	43%
Reading Spanish	181.5	181	183.3	44%

Third Grade

Subject	Overall Mean RIT Score	District RIT Score	Campus RIT Score	Students On or Above Grade Level (MAP)	Likely to <u>not</u> have passed Combined E&SP	Zone of Uncertainty Combined E&SP	Likely to have passed Combined E&SP
Math	199.3	200.2	201.1	49%	3%	57%	39%
Reading English	194.4	196.6	197.1	47%	7%	34%	63%
Reading Spanish 4 students	*	195.8	189.5				
Science	196.8	197.3	195.9	58%			

Fourth Grade

Subject	Overall Mean RIT Score	District RIT Score	Campus RIT Score	Students On or Above Grade Level (MAP)	Likely to <u>not</u> have passed Combined E&SP	Zone of Uncertainty Combined E&SP	Likely to have passed Combined E&SP
Math	207.7	209.4	210.5	45%	18%	53%	30%
Math *6 students		209.4	210.5				
Reading English	201.6	205	204.8	39%	15%	54%	32%
Reading Spanish * 6 students	*	191.1	198.2				
Science	199.6	203.6	201.2	48%			

Fifth Grade

Subject	Overall Mean RIT Score	District RIT Score	Campus RIT Score	Students On or Above Grade Level (MAP)	Likely to <u>not</u> have passed Combined E&SP	Zone of Uncertainty Combined E&SP	Likely to have passed Combined E&SP
Math	214.4	216.2	218.7	48%	3%	41%	54%
Reading English	207.8	210.8	211	44%	4%	39%	58%
Reading Spanish 2 students		205.7	204.6				
Science	206.4	210.3	206.2	46%	25%	56%	19%

STAAR 2023 Overall Campus Data

STAAR Test 2023	Approaches	Meets	Masters
3 rd grade reading	68	41	10
3 rd grade math	75	32	9
4 th grade reading	68	25	5
4 th grade math	58	22	7
5 th grade reading	65	38	14
5 th grade math	71	38	7
5 th grade science	40	15	3

An analysis of student achievement by content area and grade indicates that overall student achievement at the Approaches level is below the district average in reading, math, and science. We also noticed that 20% of the constructed response points were earned. We are not sure if this is due to lack of mastery of writing responses or difficulty in ability to type.

Trimmier Elementary works hard to meet our district's mission of teaching so that all students learn to their maximum potential; therefore, we want to increase the number of students who reach the Meets and Master level of achievement.

The special education student group continues to achieved at lower levels than other student groups across all grade levels and core subject areas. Reading, math and science achievement for all student groups is a point of concern. The ESL student groups achieved at higher levels in 5th grade math, reading and science. However, a look at individual results revealed that 70% of EL students did not meet the meets standard on their respective STAAR assessments.

Continued focus on grades three through five in the areas of math, reading and science across sub-groups, special education and at-risk students. A focus on bilingual reading for grades 3 and 5.

The overall average of the MAP growth summary in reading was 52% and the overall growth in math was 53% and 57% met growth projection in Science MAP for 2022-23 school year.

Trimmier Elementary School uses the district curriculum, which is tightly aligned to the state standards and 21st century learning skills. The TEKS Resource System curriculum is used for grades kindergarten through fifth grade. Curriculum lessons are written in lesson plans each week as a guide for what is to be taught. Lesson plans are aligned with the TEKS-TRS Year at a Glance document.

In addition to our goal of providing expert classroom instruction for all students, interventions provide strategic differentiated instruction for identified students. An hour long intervention time is set aside every day for students of all levels. Using aggregated assessment data, students are put into flexible groups with students achieving at similar levels in the areas of math or reading for intense academic intervention. If a student continues to struggle despite the more individualized instructional delivery and suggestions and feedback given by their grade level, a teacher will bring a student to a Response to Intervention (RTI) committee meeting for further suggestions and targeted goals. The students are then progress monitored weekly to determine their progress and provide information on the effectiveness of the instruction and modify if necessary.

Students are formally assessed three times a year using district-adopted assessments to track their progress in the areas of math and reading. These assessments are administered in September, January and May. Pre-K students are assessed on their early literacy and early math development using the CIRCLE assessment. Kindergarten through 5th grade teachers use the Measures of Academic Progress (MAP), a computer based adaptive assessment, to identify and track their students' reading and math development. This assessment also tracks growth both during the year and from grade to grade. The Fountas and Pinnell Benchmark assessment is also used in Kindergarten through 5th grade to determine reading levels for planning instruction. Students are also assessed using the district curriculum unit assessments each nine weeks.

All of the assessment programs mentioned above provide immediate data for effective instruction. The MAP assessment is correlated directly to our TEKS and identifies students' strengths and weaknesses. The teachers are able to use the aggregated reports to identify patterns and address deficits in the curriculum as well as plan for individual, group and class activities based on the students' performance and progress.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Learning Strengths

Student achievement is the focus of all our work at Trimmier Elementary. The following areas are identified as strengths in student achievement:

The MAP course indicated that students growth increased in the upper grades, 2nd-5th grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On average, 40% of the students did not make a years growth according to the MAP reading assessment.

Problem Statement 2: On average, 40% of the students did not make a years growth according to the MAP math assessment.

Problem Statement 3: 60% of the students did not meet the minimum required standard on the science STAAR test.

Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.

Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.

Problem Statement 6: the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

Problem Statement 7: All students have experienced gaps in learning as a result of COVID 19 and the extended school closures.

Problem Statement 8: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.

Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 11: Trimmier students scored below the district average in reading, math, and science STAAR in the meets category.

Problem Statement 12: The special education student group continues to achieve at lower levels than other student groups across all grade levels and core subject areas.

Problem Statement 13: Trimmier students scored on average 20% of the constructed response on the STAAR test.

Problem Statement 14: Students are struggling with keyboarding since all state-mandated testing is moving to an on-line assessment.

School Processes & Programs

School Processes & Programs Summary

As a school-wide Title 1 campus, 100% of our faculty and staff meet state certification requirements. In addition to Title 1 funds, we also receive State Compensatory Education funds. Title I funds are used to fund 5 intervention aides to provide academic support for our students and teachers. State Compensatory Education funds are used to fund two instructional aides to support students and teachers during the intervention process.

Trimmier recruited 5 teachers for the 2023-2024 school year. We have 4 teachers on a waiver. We lost the ECSE program and gained the BMU program. We currently have one BMU teacher vacancy.

Our leadership team includes the principal, two assistant principals, one campus facilitator, two CISs, three counselors, a technologist and a librarian.

Trimmier has a strong mentoring program for teachers new to the profession. They are supported by a campus mentor, administrators, and CIS staff, and district personnel. The CIS staff meet with the new teachers once a month to provide support and do a "pulse check" to see how they are coming along. We also provide support for teachers who are new to Trimmier and those who have teaching experience but are new to the district. These teachers are assigned a "buddy" to help guide them through the "KISD and Trimmier Way".

Teachers are given support to learn and grow. They are given opportunities to observe other teachers, attend professional development sessions in the area(s) of needed growth, and to read/research strategies that work in the classroom.

Professional development is provided for all teachers and instructional aides. This year, professional development opportunities were provided during the beginning of the year and early-out days. Teachers also participated in professional learning communities during the school day every two weeks. Other professional development opportunities were available after school and outside of the school district. Professional development is planned based on individual teacher needs as well as campus and student need. Staff is required to share their learning with others during grade level meetings, in-services, PLCs, and after-school meetings. There is also an expectation that the new learning is implemented and measured for success.

Trimmier will continue to provide teachers with professional development on strategic lesson design. Teachers in grades pre-kindergarten through fifth will be given one strategic planning day per semester for "instruction under construction" to support planning and expert delivery of instruction. Professional development will also be provided to align with the district's problem of practice focusing on the framework for the Gradual Release of Responsibility Model, New Generation Balanced Literacy and Co-teaching. Teachers will continue to focus on grade level standards to support the planning of lessons.

Professional development highlighted in our campus momentum plan:

- Better Learning through Structured Teaching (Fisher & Frey)

- Developing Assessment Capable Visible Learners (Frey, Hattie & Fisher)
- Reading Strategies Book (Serravallo)
- Co-Teaching- A How-To Guide: Guidelines for Co-Teaching in Texas
- Restorative Discipline
- Empowering Writers
- ELPS training

All campus goals are aligned with the district goals. Campus strategies support campus and district goals and objectives.

Professional learning communities provide the structure for job-embedded professional development and collaboration. The PLCs are re-organized by grade levels and departments. to ensure the 3 Essentials are addressed. During PLCs, teachers and leaders will learn and discuss: (1) Implementing standards-based aligned instruction. (2) Monitor and coaching the implementation through the GRR model. (3) Will monitor progress and students will monitor their own progress. Teachers will look at data trends and allow the student data to drive their instruction. Teachers view data from common assessments and district assessments. Teachers track and monitor student progress every week. Teachers will also conduct protocols in looking at student work, looking at the curriculum and planning lessons together.

The context and organization of Trimmier Elementary School is defined by our commitment to our students and their academic success. The daily schedule plays a big role in the efficiency of the organization and the protection of instructional time. We want to ensure we protect instructional time by reducing the number of classroom interruptions. Examples: interruptions by visitors, staff members, intercom announcements.

Trimmier operates on a master schedule that is created around the co-teaching schedule for the next school year. The schedule maximizes the amount of time spent on instruction for all core subject areas. Music, PE, intervention time, lunch, ST Math and PLCs are built into the master schedule. Teachers are tasked to schedule ST Math, computer lab, science lab, and library time into their schedule to support the core subject areas. The maximum amount of instructional time is spent on language arts and math.

The master schedule also has an hour block for intervention support for students in grades 1-5. Systematic and explicit instruction is not provided among all teachers during interventions for all students at all levels. Teachers need additional professional development and build their capacity to carry out intervention plans for students. Some teachers do not use the available resources to provide intense instructions for all students. Teachers will have an opportunity to become familiar with all resources in the classroom as well as through our campus libraries.

The following committees provide shared leadership responsibilities among the faculty and staff of Trimmier:

- Site-Based Decision Making Committee: The SBDM Committee includes one parent, one business member, teachers, and support staff. Trimmier is in search of a community member who can support SBDM as a community member. This committee makes decisions for increasing student achievement in the core subject areas. Other areas of focus are budget, staffing, curriculum, staff development needs, and school organization. SBDM meetings are on every third or fourth Wednesday of the month.
- Campus Advocacy Committee: The Advocacy Committee is an elected committee which meets once a month. Questions concerning district, campus, students, and staff are submitted for discussion and sent to the district level DEAC, if necessary.
- Campus Student Conduct Committee: This committee consists of staff members who have volunteered to serve. The committee meets once a month. Committee members view and track student office referrals as well as the discipline process. Brainstorming sessions

are focused on reducing the number of office referrals each nine weeks.

- Safety Committee: The members on this committee are also volunteers who meet once a month to discuss campus safety and safety procedures. They also discuss suggestions given for improvement in campus drills and other safety issues.
- Vertical teams for reading, math and science. These committees give opportunity for grade levels to discuss HOT spots and areas of concern we see throughout the campus. This gives time for teachers to discuss TEKS that are a common struggle for students and plan interventions. Parent nights are also part of the committee requirements.
- Hospitality Committee: This committee includes representatives from each department/grade level of the school. The committee collects funds and plans for staff activities to promote the morale of the staff.
-

Additional committees are created for special planning of events such as Hispanic Heritage Month, United Way Campaign activities.

Decisions are made according to student needs based on a variety of data such as attendance, assessment, and discipline. However, the decisions made are approved by the principal.

Trimmier will continue to support our gifted and talented students by giving them opportunities to complete a Texas Performance Standards Project within the GT program. Trimmier have approximately 14 students participating in the GT program.

Pre-K students attend a full day program. Our Pre-K students struggle with routines and procedures in addition to academics. Some students have never been in an educational setting before. Therefore, there is a lack of exposure in social settings and getting used to structure within a classroom. Students have a difficult time following rules and expectations. Evidence is shown through office referrals and frequent visits to classrooms by administrators.

School Processes & Programs Strengths

The stability and tenure of our staff is a definite strength.

- We have had success in growing our instructional aides to become teachers at Trimmier. They are already familiar with our staff and students and how we operate at Trimmier.
- All teachers and instructional aides are highly qualified and meet the standard for a Title I campus

Trimmier participates in shared decision making through the Campus Site-Based Committee.

- Several planning committees are in place throughout the year for planning specific events.
- Teachers are invited to sit on interviews and participate in the hiring process.

The strengths of the curriculum, instruction, and assessment at Trimmier Elementary are the following:

- Teachers are given time to plan lessons from the curriculum. Teachers plan after school one day a week as a grade level team.
- Their instruction is aligned to TEKS Resource System.
- Teachers use common assessments as well as the end of unit assessments and district assessments.
- Teachers are given time during grade level meetings and PLCs to go over assessment data and plan for next steps to improve student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students).

Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Problem Statement 3: Some of our current ipads do not meet the state assessment requirement to meet the needs to test online. Technology updates are needed to update outdated ipads and cases as needed.

Problem Statement 4: Students need time to engage and practice with technology devices to become proficient in their use and to see them as tools for learning.

Perceptions

Perceptions Summary

Trimmier Elementary is defined by our student-centered and family-oriented philosophy. The strengths of Trimmier's culture and climate all tie to our focus on students and our appreciation of the faculty and staff. Trimmier has a family style atmosphere. We maintain this through the following:

Trimmier has a Hospitality Committee which provides pizza to those members who were ill and hospitalized overnight once they are released to come home. A card and a plant are given to staff members for bereavement of immediate family members when they return. The committee organizes farewell potlucks for staff members who are leaving Trimmier. Small tokens are purchased throughout the year for recognition and morale building. Cupcakes are given out at monthly faculty meetings to celebrate birthdays. The committee also plans retirement receptions and the staff holiday party.

The number of office referrals for discipline has increased over the last year with 248 referrals processed for the 2022-23 school year. We have a campus-wide discipline management plan. The plan is posted in the hallways, classrooms, and cafeteria. The three basic rules/expectations are: Be Respectful, Be Responsible, Be Safe. Students are disciplined in a positive way in order to change negative behavior and assist students in making good choices. We incorporate strategies from Restorative practices trainings. More counseling guidance lessons are incorporated to address discipline issues. Counselors need to be readily available in assisting students in specific situations when they actually occur.

Most of our discipline concerns have been classroom disruptions, defiance, insubordination, and persistent misconduct. We solicit the help of our counselors to teach classroom guidance lessons to address these issues.

The counselors include character traits in her comprehensive guidance program such as Respect, Self-Control, Responsibility, Empathy, Teamwork, Problem Solving, Integrity, Perseverance and Honesty. Students are recognized each month for exhibiting the trait for the month with a special lunch time with the counselors.

A Climate Survey was reviewed through SBDM committee members representing the grade levels to reveal the overall moral has increased for the 2022-23 school year with an 86% overall positive rate of staff that participated.

We will continue to look at ways to promote respect for diversity, such as building relationships with students and their families throughout the year. Carving a time during the day for students participate in morning meetings. We will participate in Restorative Practices to build relationships and form treatment agreements.

Perceptions Strengths

Trimmier welcomes visitors and encourages parents to be involved in their child's education. Families are informed and encouraged to attend family events, both during the school day and in the evenings. Monthly newsletters are sent out to inform parents of all events that happen on campus. Teachers also meet with parents for conferences before the end of the first semester.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Trimmier had 248 office referrals for the 2022-2023 school year. Though this is a decrease from previous school year, we have a need to continue restorative

practices.

Problem Statement 2: Students are not exposed to playing instruments due to age of equipment and teachers are unable to address all standards.

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: According to the MAP growth summary report, the percentage of students in EACH grade level (K-5) that showed at least a years of growth in reading and math will increase by 3% by the end of the 2023-24 school year. The EOY Circle data will increase by 3% in the area of phonemic awareness and math by the end of the 2023-24 school year.

Evaluation Data Sources: CIRCLE, and MAP

Strategy 1 Details

Strategy 1: Teachers will utilize the unit planning process to plan engaging and rigorous experiences, according to grade level TEKS.

Strategy's Expected Result/Impact: Teachers will prepare rigorous and engaging lessons based on desegregated data and according to state standards.

Staff Responsible for Monitoring: Principal and CIS

Problem Statements: Student Learning 2, 3

Funding Sources: Subs for planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - \$4,000

Strategy 2 Details

Strategy 2: Systematic targeted interventions will be provided by intervention aides.

Strategy's Expected Result/Impact: Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.

Staff Responsible for Monitoring: CISs

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

Funding Sources: Salary and Benefits - Instructional Aide - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - \$24,400, Instructional Supplies for Targeted Interventions - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$5,000

Strategy 3 Details

Strategy 3: An additional CIS will support teachers in the instructional process to help teachers plan, analyze data and model lesson delivery.

Strategy's Expected Result/Impact: The CIS will work with teachers to increase their knowledge and awareness of pedagogical delivery, best practices, and effective use of instructional resources on campus.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 3

Funding Sources: Salary for a supplemental campus instructional specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.127.30.000 - \$79,377

Strategy 4 Details

Strategy 4: A bilingual aide will provide additional support to our 1st grade and 2nd grade students by providing additional small group interventions and student inclusion support.

Strategy's Expected Result/Impact: The percentage of students who master each skill as assessed on MAP will increase by 3%.

Staff Responsible for Monitoring: Principal and CISs

Problem Statements: Demographics 4 - Student Learning 5

Funding Sources: Instructional aide to work with bilingual 1st grade students - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - \$22,634

Strategy 5 Details

Strategy 5: GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects as well as logic puzzles/brainteasers and STEM kits to foster the differentiation during stations and interventions.

Strategy's Expected Result/Impact: GT students that make a year's worth of growth as measured by MAP will increase by 3%.

Staff Responsible for Monitoring: Admin, CISs

Funding Sources: Instructional Supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.127.21.000 - \$1,000, Books for Gt students - 177 - Gifted/Talented - 177.11.6329.00.127.21.000 - \$500, Field Trip for GT students - Transportation Costs - 177 - Gifted/Talented - 177.11.6494.00.127.21.000 - \$1,350, Field trip for GT students - Entrance Fees - 177 - Gifted/Talented - 177.11.6412.00.127.21.000 - \$1,000

Strategy 6 Details

Strategy 6: An additional certified teacher will be hired as an interventionist to work students. The interventionist will help with guided math and reading groups as well as provide additional support to students during intervention times.

Strategy's Expected Result/Impact: Students will make a years worth of growth as measured by MAP will increase by 3%

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Student Learning 11

Funding Sources: Salary and Benefits - Certified Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.127.30.000 - \$38,322.50

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.

Problem Statement 4: The Emergent Bilingual population continues to grow, including the number of students in grades 2-5 that have little to no English proficiency.

Student Learning

Problem Statement 1: On average, 40% of the students did not make a years growth according to the MAP reading assessment.

Problem Statement 2: On average, 40% of the students did not make a years growth according to the MAP math assessment.

Problem Statement 3: 60% of the students did not meet the minimum required standard on the science STAAR test.

Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.

Problem Statement 6: the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

Problem Statement 11: Trimmier students scored below the district average in reading, math, and science STAAR in the meets category.

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

Performance Objective 2: By May 2024, 50% of the LEP cohort groups moving from one grade level to another will progress so that the number of students who raise their English proficiency by one proficiency level will increase by 3% .

Evaluation Data Sources: Telpas Summary Report

Strategy 1 Details

Strategy 1: Sessions will be offered for parents of ELL students about how to help their children academically at home. There will be a library of take home materials that can be checked out by parents to support LEP students at home and involve parents in the learning process.

Strategy's Expected Result/Impact: The materials that students can check out will support LEP students' learning and parental academic involvement at home.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 5

Funding Sources: Parent/student check out materials for home activities - 263 - ESEA, Title III Part A - 263.61.6399.LE.127.25.000 - \$300, Instructional supplies for parenting sessions - 263 - ESEA, Title III Part A - 263.61.6399.LE.127.25.000 - \$340, Parent/student check out reading materials for home activities - 263 - ESEA, Title III Part A - 263.61.6329.LE.127.25.000 - \$345

Strategy 2 Details

Strategy 2: Teachers of ELL/Bilingual students will design lessons and activities that address the ELPS in addition to TEK based comprehension and vocabulary skills across content areas.

Strategy's Expected Result/Impact: Students will have a more accurate conceptual understanding of the content specific vocabulary and be able to comprehend at deeper levels to include cognitively rigorous comprehension.

Staff Responsible for Monitoring: Principal, Assistant Principals, CISs

Problem Statements: Student Learning 6

Funding Sources: Spanish reading materials for balance literacy - 263 - ESEA, Title III Part A - 263.11.6329.LE.127.25.000 - \$1,000

Strategy 3 Details

Strategy 3: Trimmier will send a team of teachers and administrators to PD opportunities that will give strategies and processes that will help increase English language development.

Strategy's Expected Result/Impact: Teachers will gain knowledge on the implementation of a dual language program that increases student success on TELPAS.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 4, 5, 6

Funding Sources: PD for Dual language implementation- Teacher - 263 - ESEA, Title III Part A - 263.13.6411.LE.127.25.000 - \$2,000, PD for Dual language implementation- Administrator - 263 - ESEA, Title III Part A - 263.23.6411.LE.127.25.000 - \$1,000, Substitute teachers for Professional Development - 263 - ESEA, Title III Part A - 263.11.6116.LE.127.25.000 - \$1,000

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.

Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.

Problem Statement 6: the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

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

Performance Objective 3: In correlation to the revision of the STAAR writing assessment (STAAR 2.0), we will work to provide writing instruction that prepares students to construct quality written responses in all content areas. We will see an improvement in rubric scores for constructed responses on CUAs and STAAR in 2023-24 as compared to 2022-23.

Evaluation Data Sources: CUA's & STAAR

Strategy 1 Details
<p>Strategy 1: Teachers will utilize Empowering Writers to enhance student writing. Strategy's Expected Result/Impact: Increase the quality of student writing. Staff Responsible for Monitoring: Admin and CISs</p> <p>Funding Sources: Empowering writers PD - 211 - ESEA, Title I Part A - 211.13.6299.00.127.30.000 - \$15,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use the writers workshop approach in their ELAR block and across the curriculum. Strategy's Expected Result/Impact: Students will become more proficient in the writing process. Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: Handwriting workbooks for students - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$6,000, PD for Handwriting - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$100</p>
Strategy 3 Details
<p>Strategy 3: Teachers in grades pre-k 2nd grade will utilize explicit phonics instructions to teach conventions in order to enhance student writing. Strategy's Expected Result/Impact: Increase the quality of student writing. Staff Responsible for Monitoring: Admin. and CISs</p> <p>Funding Sources: Espanol Books for writing instruction - ESL - 165/BIO - Bilingual - 165.13.6329.00.127.25.BIO - \$3,000, Espanol Books for writing instruction - Bilingual - 165/ES0 - ELL - 165.13.6329.00.127.25.ES0 - \$1,000</p>

Strategy 4 Details

Strategy 4: Teachers will have the opportunity to attend a phonics centered PD to increase student reading levels

Strategy's Expected Result/Impact: Teachers will leave with strategies to effectively teach authentic grammar instruction.

Staff Responsible for Monitoring: Principal

Funding Sources: Phonics Professional Development for Bilingual Teachers - 165/BI0 - Bilingual - 165.13.6411.00.127.25.BI0

Strategy 5 Details

Strategy 5: Teachers will utilize the Unit learning progression design process to plan lessons.

Strategy's Expected Result/Impact: Increase in quality of lesson plans.

Staff Responsible for Monitoring: Admin. CISs

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

Performance Objective 4: STAAR Math scores will increase from 44% at approaches in 2022-2023 to 70% in 2023-2024. Update with new STAAR DATA

Evaluation Data Sources: CUA's, STAAR Data, and MAP data

Strategy 1 Details
<p>Strategy 1: Systematic targeted interventions will be provided by interventionist.</p> <p>Strategy's Expected Result/Impact: Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Problem Statements: Student Learning 11</p> <p>Funding Sources: Instructional supplies to support math intervention - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$4,000</p>
Strategy 2 Details
<p>Strategy 2: Consistent use of CUA data protocol will be utilized to monitor student growth in math for all grade levels. The data will be posted in TEAMS for all stake holders to have access and data will be used to drive instruction.</p> <p>Strategy's Expected Result/Impact: Students will make a years growth as measured by MAP.</p> <p>Staff Responsible for Monitoring: Principal and CISs</p> <p>Problem Statements: Student Learning 1, 2</p>
Strategy 3 Details
<p>Strategy 3: Teachers will use the GRR model when designing their lessons. Guided math will be implemented and will be evident in their schedules, lesson plans and instruction throughout the year.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CISs</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional supplies to support Guided Math - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$3,000, Professional Development: Guided Math Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$1,000, Substitutes for Professional Development - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - \$2,000, Instructional Supplies for bilingual guided math support - 165/BI0 - Bilingual - 165.11.6399.00.127.25.BI0 - \$6,070</p>

Strategy 4 Details

Strategy 4: Teachers will utilize the Teach Transform instructional resource by Lead4Ward during guided math, small group tutoring and interventions.

Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.

Staff Responsible for Monitoring: Admin, CISs

Problem Statements: Student Learning 11

Funding Sources: Purchase the Math Marks Instructional resource by Lead4ward - 166 - State Comp Ed - 166.11.6299.OL.127.30.AR0 - \$850

Strategy 5 Details

Strategy 5: Teachers will teach problem solving strategies and spiral review of math concepts during their math block.

Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.

Staff Responsible for Monitoring: Admin, CISs

Problem Statements: Student Learning 2

Funding Sources: Math Spiral Review Workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$2,000, Online Math Spiral Review "Workbooks" - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$5,329.08

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: On average, 40% of the students did not make a years growth according to the MAP reading assessment.

Problem Statement 2: On average, 40% of the students did not make a years growth according to the MAP math assessment.

Problem Statement 11: Trimmier students scored below the district average in reading, math, and science STAAR in the meets category.

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

Performance Objective 5: STAAR Reading scores will increase from 55% approaches in 2022-2023 to 70% in 2023-2024. Update with new STAAR DATA

Evaluation Data Sources: CUA's, STAAR & MAP data

Strategy 1 Details
<p>Strategy 1: Teachers will use the Next Generation Balanced Literacy Framework when designing their lessons throughout the school year.</p> <p>The book Who's Doing the Work will be a resource.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment, will increase by 3%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CISs</p> <p>Problem Statements: Student Learning 11</p>
Strategy 2 Details
<p>Strategy 2: Systematic targeted interventions will be provided by interventionist and aides.</p> <p>The same will work in the area of math.</p> <p>Strategy's Expected Result/Impact: Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Problem Statements: Student Learning 1, 2, 11</p> <p>Funding Sources: Salary and Benefits for Intervention Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - \$132,050, Instructional supplies to support reading intervention - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$4,000</p>
Strategy 3 Details
<p>Strategy 3: Additional targeted support will be provided to struggling students through after school tutoring in order to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Students who receive additional targeted instruction will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to peers.</p> <p>Staff Responsible for Monitoring: Admin and CISs</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10, 11</p> <p>Funding Sources: Instructional supplies to support reading tutoring for ELL students - 165/ES0 - ELL - 165.11.6399.00.127.25.ES0 - \$580, Books for use during tutoring of at-risk students - 166 - State Comp Ed - 166.11.6329.00.127.30.AR0 - \$1,000</p>

Strategy 4 Details

Strategy 4: A data tracker in Teams will be utilized to monitor student growth in reading for all grade levels and projected proficiency in grades 2-5.

Strategy's Expected Result/Impact: Students will make a years growth as measured by MAP.

Staff Responsible for Monitoring: Principal, CISs

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 11

Strategy 5 Details

Strategy 5: Teachers will use the GRR model when designing their lessons. Guided Reading will be evident in their schedules and through classroom visits starting the 4th week of school. A spiral review of Reading and Writing concepts and skill will occur during the ELA block.

Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment will increase by 3%.

Staff Responsible for Monitoring: Admin and CISs

Problem Statements: Student Learning 1

Funding Sources: Instructional supplies for reading to support bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.127.25.BI0 - \$4,000, Reading workbook for grades 2-5 online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$5,329.08, Reading Strategies Espanol book - 165/BI0 - Bilingual - 165.13.6329.00.127.25.BI0 - \$2,000, Instructional supplies to support literacy and language development - 165/ES0 - ELL - 165.11.6399.00.127.25.ES0 - \$580, Scholastic Classroom magazine - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$3,159.37

Strategy 6 Details

Strategy 6: Trimmier will participate in Schoolwide book of the quarter. All students will read the same book and complete a reading task to support low reading TEKS.

Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment will increase by 3%.

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Student Learning 1, 9, 11

Funding Sources: 1 student book per teacher per 9 weeks - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$4,000

Strategy 7 Details

Strategy 7: Bilingual teachers will implement 20-30 minutes an English Language Development component to their ELAR/SLAR block to help with the second language acquisition.

Strategy's Expected Result/Impact: Higher percentage of students who increase proficiency levels on TELPAS.

Staff Responsible for Monitoring: Admin, CIS

Problem Statements: Demographics 4 - Student Learning 5

Strategy 8 Details

Strategy 8: Teachers will utilize Benchmark Phonics for K-3 and Word Study for 4th-5th.

Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment will increase by 3%

Staff Responsible for Monitoring: Admin, CIS

Problem Statements: Student Learning 1, 11

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 4: The Emergent Bilingual population continues to grow, including the number of students in grades 2-5 that have little to no English proficiency.

Student Learning

Problem Statement 1: On average, 40% of the students did not make a years growth according to the MAP reading assessment.

Problem Statement 2: On average, 40% of the students did not make a years growth according to the MAP math assessment.

Problem Statement 3: 60% of the students did not meet the minimum required standard on the science STAAR test.

Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.

Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.

Problem Statement 6: the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 11: Trimmier students scored below the district average in reading, math, and science STAAR in the meets category.

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

Performance Objective 6: STAAR Science scores will increase from 43% at approaches in 2022-2023 and to 70% in 2023-2024. Update with new STAAR scores.

Evaluation Data Sources: CUA's. STAAR & MAP data

Strategy 1 Details
<p>Strategy 1: Through weekly hands-on experiments in the science lab, students will become more familiar with the science process standards as an experimental unit.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in the higher level of the scientific method process.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Funding Sources: Instructional supplies for science experiments - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$4,000, Science lab equipment - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use the GRR model when designing their science lessons. Science instruction will occur a minimum of 90 min/week for PK-2 and 135 min/week 3-5. Spiral review of science concepts and skill occur during the Science block.</p> <p>Strategy's Expected Result/Impact: 60% of students will show a years worth of growth according to the MAP science assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CISs</p> <p>Funding Sources: Science workbooks for 5th grade online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$2,728.98</p>
Strategy 3 Details
<p>Strategy 3: Systematic targeted interventions will be provided for 5th grade students weekly.</p> <p>Strategy's Expected Result/Impact: Students who receive additional targeted instruction will increase their science levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Principal, CISs</p>
Strategy 4 Details
<p>Strategy 4: Teachers will ensure the use of academic vocabulary is utilized as it is critical to understanding the concepts of the content taught.</p> <p>Strategy's Expected Result/Impact: 60% of students will show a years worth of growth according to the MAP science assessment.</p> <p>Staff Responsible for Monitoring: Admin, CIS</p>

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, the percentage of staff members who feel positive about the work environment at Trimmier Elementary will increase from 64% to 70%.

Evaluation Data Sources: Staff Climate Survey

Strategy 1 Details
<p>Strategy 1: Communication and climate will be positively impacted through monthly morale and team-building activities.</p> <p>Strategy's Expected Result/Impact: Team building activities conducted at various staff training session throughout the year will contribute to a respectful and positive school climate.</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principals, CISs</p>

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 2023-2024 school year, 100% of the professional staff will participate in campus professional learning through PLC, campus professional development day and off campus workshops and conferences.

Evaluation Data Sources: end of year staff survey, STAAR, sign in sheets

Strategy 1 Details

Strategy 1: Staff will participate in highly structured PLCs. PLC conversations will be focused on unit mapping, lesson design, response to instruction and utilize CUA data protocols. Teachers will be afforded 2 planning days to plan instruction collaboratively as a team.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA, MAP, Circle and formative assessments.

Staff Responsible for Monitoring: Admin, CIS

Problem Statements: Student Learning 11

Funding Sources: Substitutes for teacher planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - \$5,000

Strategy 2 Details

Strategy 2: Professional development opportunities will be available for key staff in reading, writing, math and science to support at-risk and struggling students. Teachers will have the opportunity to attend conferences with a focus on guided math and balanced literacy instruction, hands on science and constructed responses. The new learning will be shared with their grade level/department and followed up during walkthroughs and observations.

Strategy's Expected Result/Impact: Professional development will increase campus knowledge of instructional and pedagogical practices and lead to increase students' success in the academic areas and with student behavior.

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Student Learning 11

Funding Sources: Professional Development for ESL Teachers - 165/ES0 - ELL - 165.13.6411.00.127.25.ES0 - \$1,200, Professional Development for Bilingual Teachers - 165/BIO - Bilingual - 165.13.6411.00.127.25.BIO - \$5,500, Professional Development for At Risk Teachers that focuses on guided math , balanced literacy and science - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - \$2,000, Professional Development for Teachers in core content areas that address key focus areas. - 211 - ESEA, Title I Part A - 211.13.6299.00.127.30.000 - \$1,367.41, Substitutes for Bilingual Teachers attending Professional Development - 165/BIO - Bilingual - 165.11.6116.00.127.25.BIO - \$4,000, Substitutes for Professional Development - 166 - State Comp Ed - 166.11.6116.00.127.30.AR0 - \$2,000, Professional Development for admin in core content areas that address key focus areas. - 211 - ESEA, Title I Part A - 211.23.6411.00.127.30.000 - \$5,000, Professional Development for Teachers in core content areas that address key focus areas. - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$10,000, Substitutes for Professional Development - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - \$4,000

Strategy 3 Details

Strategy 3: Campus Leadership will attend a coaching conference to support teachers and their instruction.

Strategy's Expected Result/Impact: Teacher's knowledge of instructional and pedagogical practices will lead to an increase in students' success in the academic areas and with student behavior.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 11, 13

Funding Sources: Instructional Coaching Conference- Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.127.30.000 - \$2,000, Instructional Coaching Conference-CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$2,000

Strategy 4 Details

Strategy 4: CISs will attend conference that focus on improving reading and math instruction and bring back to provide PD for grade level teachers.

Strategy's Expected Result/Impact: The CISs will use the information gained from the conference to facilitate collaborative effort among teams to drive increased academic achievement.

Staff Responsible for Monitoring: Principal

Funding Sources: Conference that supports reading and math instruction - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - \$1,980

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 11: Trimmier students scored below the district average in reading, math, and science STAAR in the meets category.

Problem Statement 13: Trimmier students scored on average 20% of the constructed response on the STAAR test.

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

Performance Objective 1: To increase the level of parental involvement and increase number of parent and community members attending monthly events.

Evaluation Data Sources: Sign-in sheets and composite parent involvement report.

Strategy 1 Details
<p>Strategy 1: The Parent Liaison will build relationships with Trimmier parents through home visits and parenting sessions that focus on: Building Vocabulary, Academic Support using Technology at home, STAAR taking tips, and how to support their child in ELAR.</p> <p>Strategy's Expected Result/Impact: The activities executed through the position of the Parent Liaison will lead to increased parental involvement and improvements for students' educational outcomes as parents are better equipped to assist them at home with academic tasks.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Parent Liaison Travel - Mileage - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.127.24.PAR - \$100, Light snacks to encourage parent participation - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - \$500, Reading materials for parent library corner - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.127.24.PAR - \$500, Supplies for Parent Sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: The Parent Liaison will facilitate an early literacy group targeting pre-school age children from our school community.</p> <p>Strategy's Expected Result/Impact: Exposure to school routines and procedures for students not yet enrolled at school, will ease their transition when they begin in PK or KG. They should be familiar with simple routines and procedures and more successful in their daily routines.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Instructional Supplies for Early Literacy Groups - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$1,000</p>
Strategy 3 Details
<p>Strategy 3: In order to give the parents an insight into their child's academic day and provide strategies for them to extend their learning and provide support at home, we will host various monthly family/community events.</p> <p>Strategy's Expected Result/Impact: Family and community events will connect students, their families with school and the outside community to build educational partnerships that support the campus and students in their educational experience.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies for community events, - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$400, Food for community events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - \$460</p>

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 2022-2023 school year, the number of students that incur discipline infractions will be less than 300.

Evaluation Data Sources: Students w/incident referrals by Campus Report (by semester) and EOY report

Strategy 1 Details
<p>Strategy 1: Trimmier staff will follow the Restorative Practice model and continue to incorporate a school-wide expectation that includes three basic principles (be respectful, be responsible, and be safe) with consistent expectations in the common areas and classrooms of the school.</p> <p>Strategy's Expected Result/Impact: The Trimmier school wide discipline plan and principles are posted in the classrooms and in the hallways. Teachers consistently reinforce the expectations and address infractions promptly.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>
Strategy 2 Details
<p>Strategy 2: The assistant principals will introduce and outline the basic tenets of restorative practice to major and minor discipline infractions. Periodic check-ins using discipline data will inform campus decisions.</p> <p>Strategy's Expected Result/Impact: Students will receive the basic tenets of restorative practices to include treatment agreements</p> <p>Staff Responsible for Monitoring: Principal, assistant principals</p>

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: Student attendance will increase from 93% to 96% in the 2022-2023 school year

Evaluation Data Sources: Attendance reports

Strategy 1 Details
<p>Strategy 1: Trimmier staff will follow the campus attendance policy as outlined in the student/ parent handbook.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase as measured by the universal screens.</p> <p>Staff Responsible for Monitoring: assistant principals and attendance secretary.</p>

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 3: During the 2022-2023 school year, 100% of district and state guidelines for health and physical education will be followed.

Evaluation Data Sources: master schedule, lesson plans

Strategy 1 Details
<p>Strategy 1: Students will participate in PE and will met the required number of minutes of movement activities each day. Physical education teachers will use sound instructional strategies that promote health and fitness as targeted by TEKS</p> <p>Strategy's Expected Result/Impact: Students will develop healthy habits and physical activity.</p> <p>Staff Responsible for Monitoring: Principal</p>

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

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

Evaluation Data Sources: Tutoring Logs; State and Local Assessment Data

Strategy 1 Details

Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

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

Staff Responsible for Monitoring: Admin; CIS

Problem Statements: Student Learning 10, 11

Funding Sources: Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$2,990, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.127.30.000 - \$2,000

Strategy 2 Details

Strategy 2: The principal, two assistant principals and two CISs will have weekly campus core meetings with a focus on instructional practices and campus procedures.

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

Staff Responsible for Monitoring: Principal

Strategy 3 Details

Strategy 3: Teachers will design lessons that incorporate both the content area and technology standards to prepare students for 21st century skills.

Strategy's Expected Result/Impact: Through the consistent use of technology, students increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.

Staff Responsible for Monitoring: Principal, CIS, Campus Technologist

Problem Statements: School Processes & Programs 3, 4

Funding Sources: Purchase My On on-line or similar reading resource for students - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$6,261.58, Purchase Scholastic -Watch and learn/Trueflix or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$1,352, Pebble Go or similar resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$1,472.50

Strategy 4 Details

Strategy 4: Students will use technology to support intervention programs and to demonstrate their learning in the academic areas and with the technology standards.

Strategy's Expected Result/Impact: Through the consistent use of technology, students will increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.

Staff Responsible for Monitoring: Principal, Assistance Principals, Campus Technologist

Problem Statements: School Processes & Programs 3

Funding Sources: Ipad cases and headphones for student ipads - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$5,266, Headphones for ipads - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$6,820.50, Purchase ipads for student use - 211 - ESEA, Title I Part A - 211.11.6398.00.127.30.000 - \$10,590, iPad Charging Cart - 166 - State Comp Ed - 166.11.6394.00.127.30.AR0 - \$1,000

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Problem Statement 11: Trimmier students scored below the district average in reading, math, and science STAAR in the meets category.

School Processes & Programs

Problem Statement 3: Some of our current ipads do not meet the state assessment requirement to meet the needs to test online. Technology updates are needed to update outdated ipads and cases as needed.

Problem Statement 4: Students need time to engage and practice with technology devices to become proficient in their use and to see them as tools for learning.

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Principal	Beckie Avery	Principal
Assistant Principal	Claudia Mendoza	Assistant Principal
Assistant Principal	Harriet Wrabetz	Assistant Principal
Campus Instructional Specialist	Angela Otero	Campus Instructional Specialist
Campus Instructional Specialist	Eujenia Rueda	Campus Instructional Specialist
Classroom Teacher	Ivette Quinones	Pre-Kindergarten teacher
Classroom Teacher	Lourdes Garcia	Kindergarten Teacher
Classroom Teacher	Stephanie Griffin	1st grade Teacher
Classroom Teacher	Jeffrey Ball	2nd Grade teacher
Classroom Teacher	Martha Diab	3rd grade teacher
Classroom Teacher	Mayra Williams	4th grade teacher
Classroom Teacher	Michael Balis	5th grade teacher
Non-classroom Professional	Sarah Dumont	Music Teacher
Community Representative	Eileen Lebron de Benitez	Community Representative
Business Representative	Laura Segarra	Business Representative
Parent	Melanie Montanez	Parent
District-level Professional	Eli Lopez	District-level Professional