

Killeen Independent School District

Maxdale Elementary School

2023-2024



Mission Statement

We will teach expertly to ensure all students learn at high levels.

Vision

As a high-functioning professional learning community, Maxdale Elementary will lead the way in preparing our students to be

FUTURE-READY!

Our Big Hairy Audacious Goal (BHAG):

Academic

We make **NO EXCUSES**. We are committed to creating a school that knows **NO LIMITS** to the success of our student.

Every student without exception will be proficient or advanced in all subjects.

Life-Ready Skills

We will empower our students with life-ready skills for success both now and in the future: communication, creativity, critical thinking, collaboration, growth mindset, goal-setting

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Maxdale Elementary School is located in an established neighborhood community. Student enrollment during the 22-23 school year averaged 560 students. The community consists primarily of single-dwelling residences with some multi-dwelling homes within the surrounding community. During the 22-23 school year, grade level enrollment averaged 19 students per class.

Campus Profile Data

Student Population	2020	2021			2022	2023
		In Person	Remote	Total		26
PreKindergarten/PPCD	84	51	12	63	97	56
Kindergarten	96	87	18	105	83	78
1 st Grade	108	76	19	95	111	80
2 nd Grade	91	72	21	93	70	95
3 rd Grade	87	60	20	80	83	61
4 th Grade	92	67	13	80	76	80
5 th Grade	76	64	11	75	85	80
TOTAL Population	594	477	114	591	603	556

Student Ethnicity

Population Ethnicity	2020	2021	2022	2023
African American	48%	47%	44%	.55
Asian	3%	2%	3%	.03
Hispanic	23%	25%	25%	.34
Native American	1%	2%	2%	.01
Pacific Islander	3%	3%	3%	.03
White	16%	15%	15%	.18

Population Ethnicity	2020	2021	2022	2023
Two or More Races	4%	3%	9%	.15

Special Programs

Special Program Population	2020	2021	2022	2023
At-Risk	37%	35%	45%	41%
Dyslexia	2%	7%	7%	6%
Economic Disadvantaged	75%	72%	86%	67%
ESL	6%	7%	8%	8%
Gifted & Talented	1%	1%	2%	2%
Homeless	1%	.95%	.17%	.54%
Immigrant	1%	.48%	.33%	.36%
LEP	9%	8%	9%	9%
Military (active)	30%	35%	35%	18%
Special Education	15%	16%	19%	18%
504		11%	11%	7%

Discipline Referrals

INCIDENT	15-16 PBIS Year One	18-19	20-21	21-22	22-23
Firearm	--	0	0	0	0
Assault w/ Bodily Injury	10	4	1	0	0
Assault w/ Bodily Injury (Other)	--	0	1	0	1
Other Serious Offense	60	115	35	126	58
Assault (contact/threat) non-TEC	--	166	66	33	137
Computer Violation	1	0	0	0	0
Conduct Towards Others	4	2	10	9	2
Defiance	28	19	36	84	93
Disruption	77	87	45	49	59

INCIDENT	15-16 PBIS Year One	18-19	20-21	21-22	22-23
Fighting	7	0	8	6	9
Harassment (non-employee)	1	0	0	1	3
Horseplay	5	35	23	26	44
Insubordination	3	36	9	7	28
Lewd Conduct	0	3	0	0	0
Persistent Misconduct	35	34	29	138	70
Profanity	1	6	1	5	11
Harassment (employee)					1
Tobacco					1
Dress Code					1

INCIDENT	15-16 PBIS Year One	18-19	20-21	21-22	22-23
Property Damage	1	3	3	0	12
School Bus Rule	1	0	0	0	0
School Bus Safety	15	8	0	0	1
School Bus Serious	0	4	4	0	1
Terroristic Threat	0	0	0	1	0
Theft	7	4	3	6	6
Threat	7	0	3	2	11
Persistent Minor Offenses	--	1	0	0	1
Violation of Campus or District Probation	--	5	0	0	0
Weapons/Imitation Weapons	--	0	0	0	1
Other Minor Offenses	--	11	0	3	5
Inappropriate Language	--	14	6	9	30
Telecomm/Electronics	--	2	0	1	2
Bullying				1	6
Location Restricted Knife				2	0
Total Number	263	561	286	509	594

INCIDENT		15-16 PBIS Year One	18-19	20-21	21-22	22-23
	Referrals Written By					
Administration		9.5%	5.2%	9.9%	19%	12%
Support		5.0%	2.9%	5.0%	7%	2%
ECSE		0.7%	15%	0%	0%	.2%
PreKindergarten		1.9%	.1%	9.2%	4%	11%
Kindergarten		6.7%	15.1%	4.6%	10%	3%
1st Grade		2.0%	4.4%	16.3%	19%	12%
2nd Grade		5.7%	8%	23%	7%	17%
3rd Grade		6.1%	6%	6.9%	4%	9%
4th Grade		13.6%	10.7%	6.7%	13%	7%
5th Grade		17.5%	11%	8.9%	5%	18%
Music		12.7%	5.1%	1.4%	6%	7%
PE		5.1%	5.3%	2.8%	3%	2%
Instructional Assistants		9.6%	7%	3.9%	0%	0
Bus Drivers		2.1%	2.1%	1.4%	0%	.3%
Substitutes		1.5%	1.7%	.7%	1%	0

Demographics Strengths

Data analysis revealed the following strengths:

- Our campus population shows a diversity of ethnicities among students.
- Staff reflects the ethnicities of our enrollment population.
- The Persistent Misconduct offense decreased from 138 referrals to 70.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students identified as Gifted and Talented (GT) has not exceeded 2% for the past three years, which is below the projected average percentage of GT students identified on a campus . **Root Cause:** Lack of nominations for the gifted and talented program due to a lack of teacher/parent awareness of the characteristics of gifted and talented students.

Problem Statement 2: The number of referrals for Defiance has increased over the past 3 years (36 to 84 to 93) and for Persistent Misconduct (45, 48, 59); and for Assault over the
Maxdale Elementary School
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past 2 years (33 to 137). **Root Cause:** Students in need of consistent use of PBIS, Restorative Practices and intervention measures through the development of tiered behavior plans to include monitoring of effectiveness of intervention measures; also in need of evaluations to identify underlying causes and to consider placements to alternative settings.

Student Learning

Student Learning Summary

2019-2020 STAAR Results:

As a result of COVID-19 the Texas Education Agency suspended the State of Texas Assessment of Academic Readiness test for the 2020 school year.

2023 and Historical STAAR Results:

The 2020 school year was not a year for state accountability ratings due to the COVID-19 pandemic. For 2022 3rd-5th grade students completed the STAAR test through both online and paper administrations, a first for Maxdale students. For the 2023 school year, all students took each subject STAAR test online; this was also the first year for the redesigned STAAR test, which included a range of newly designed question formats and no longer included the stand-alone 4th Grade Writing STAAR. The 2019 results show proficiency levels pre-pandemic.

*SSI Year (2019): 5th data represents two administrations

	3rd Grade Math			3rd Grade Reading			4th Grade Math			4th Grade Reading			5th Grade Math			5th Grade Reading			5th Grade Science		
	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters
Campus Change	+12	+19	+9	-3	-3	-1	+1	--	+1	+12	+2	-6	+20	+11	+7	-2	+5	-5	--	+3	--
23: OVERALL	74%	42%	18%	71%	44%	21%	65%	33%	16%	83%	44%	15%	78%	43%	14%	68%	43%	18%	48%	17%	4%
22: OVERALL	62%	23%	9%	74%	47%	22%	64%	33%	15%	75%	42%	21%	58%	24%	7%	70%	38%	23%	48%	14%	4%
21: OVERALL	64%	20%	7%	69%	30%	13%	45%	16%	10%	50%	20%	5%	64%	30%	8%	73%	39%	17%	40%	10%	2%
19: OVERALL	72%	47%	16%	74%	36%	20%	77%	42%	17%	71%	20%	6%	89%*	43%*	19%*	81%*	36%*	16%*	44%	12%	4%
District	66%	34%	14%	73%	44%	23%	60%	32%	16%	73%	47%	23%	72%	39%	17%	78%	51%	31%	55%	25%	9%
23: Econ Disadv	72%	41%	16%	67%	42%	18%	65%	31%	16%	83%	44%	15%	78%	41%	11%	64%	36%	45%	46%	13%	0%
22: Econ Disadv	60%	22%	9%	72%	46%	21%	67%	35%	14%	76%	42%	23%	57%	23%	7%	72%	38%	23%	47%	14%	4%
21: Econ Disadv	56%	19%	6%	67%	24%	14%	40%	16%	10%	49%	22%	4%	57%	22%	7%	63%	35%	13%	37%	9%	0%
23: Am. Ind./AN	100%	0%	0%	0%	0%	0%	100%	50%	50%	%	%	%	%	%	%	75%	50%	25%	25%	25%	0%

	3rd Grade Math			3rd Grade Reading			4th Grade Math			4th Grade Reading			5th Grade Math			5th Grade Reading			5th Grade Science		
22: Am. Ind./AN	33%	33%	33%	100%	50%	50%	100%	50%	50%	--	--	--	--	--	--	--	--	--	--	--	--
21: Am. Ind./AN	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
23: Asian	66%	66%	50%	83%	%	%	%	%	%	%	%	%	78%	41%	11%	64%	36%	14%	%	%	%
22: Asian	--	--	--	--	--	--	100%	100%	25%	100%	100%	50%	100%	67%	30%	100%	100%	67%	67%	30%	0%
21: Asian	100%	100%	67%	100%	67%	33%	100%	100%	100%	100%	100%	100%	--	--	--	--	--	--	--	--	--
23: AfricanAmer	63%	22%	13%	64%	37%	9%	57%	21%	10%	76%	36%	10%	73%	49%	12%	63%	40%	18%	42%	12%	0%
21: AfricanAmer	54%																				
		23%	8%	64%	36%	15%	69%	34%	10%	10%	69%	21%	54%	15%	2%	63%	30%	15%	39%	5%	2%
21: AfricanAmer.	68%	19%	3%	70%	30%	17%	25%	6%	3%	39%	11%	0%	69%	26%	6%	69%	40%	17%	38%	16%	3%
23: Hispanic	80%	50%	10%	70%	40%	10%	56%	31%	6%	81%	50%	6%	76%	18%	0%	72%	33%	0%	35%	0%	0%
22: Hispanic	72%	0%	0%	83%	56%	22%	53%	13%	0%	80%	27%	13%	57%	19%	10%	71%	43%	24%	39%	5%	2%
21: Hispanic	61%	11%	0%	65%	18%	6%	65%	24%	12%	69%	31%	6%	65%	35%	6%	76%	29%	6%	35%	0%	0%
23:Hawaiian/ PI	100%	0%	0%	0%	0%	67%	0%	0%	%	67%	0%	0%	75%	75%	0%	75%	50%	25%	25%	25%	0%
22: Hawaiian/PI	50%	17%	0%	67%	33%	17%	80%	40%	20%	80%	20%	20%	100%	100%	0%	100%	100%	0%	52%	19%	5%
21:Hawaiian/ PI	50%	0%	0%	75%	25%	0%	50%	50%	50%	50%	0%	0%	33%	33%	0%	67%	67%	67%	33%	0%	0%
23: 2/MoreRaces	81%	45%	9%	%	%	83%	50%	33%	33%	100%	58%	33%	83%	33%	33%	67%	67%	33%	50%	33%	0%
22: 2/MoreRaces	60%	30%	10%	80%	50%	20%	50%	50%	25%	75%	50%	50%	33%	17%	0%	50%	17%	17%	50%	0%	0%
21: 2/MoreRaces	0%	0%	0%	100%	0%	0%	50%	0%	0%	0%	0%	0%	100%	100%	100%	100%	0%	0%	0%	0%	0%
23: White	81%	63%	27%	82%	55%	27%	100%	100%	60%	100%	80%	40%	81%	44%	19%	%	%	%	69%	25%	13%
22: White	71%	57%	29%	57%	57%	29%	58%	26%	26%	68%	37%	21%	44%	33%	11%	67%	33%	33%	44%	33%	11%
	3rd Grade Math			3rd Grade Reading			4th Grade Math			4th Grade Reading			5th Grade Math			5th Grade Reading			5th Grade Science		
21: White	70%	30%	20%	60%	50%	20%	78%	33%	22%	67%	33%	11%	50%	30%	10%	80%	50%	20%	60%	10%	0%
23:LEP	67%	50%	17%	50%	33%	13%	86%	71%	57%	75%	63%	13%	100%	38%	13%	75%	25%	0%	25%	13%	0%
22: LEP	71%	43%	28%	86%	71%	29%	78%	33%	11%	100%	56%	22%	55%	27%	18%	64%	45%	27%	45%	18%	0%
21: LEP	71%	14%	14%	71%	0%	0%	57%	29%	29%	67%	50%	17%	50%	25%	0%	50%	25%	0%	25%	0%	0%
23: Sp. Ed	33%	11%	0%	56%	22%	11%	27%	18%	18%	%	%	%	40%	10%	0%	10%	0%	0%	10%	0%	0%
22: Sp. Ed	25%	8%	0%	33%	17%	8%	44%	33%	11%	67%	33%	11%	13%	0%	0%	44%	6%	0%	13%	0%	0%
21: Sp. Ed	0%	0%	0%	43%	0%	0%	27%	0%	0%	27%	0%	0%	40%	10%	10%	50%	10%	0%	22%	0%	0%
23: At-Risk	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

	3rd Grade Math			3rd Grade Reading			4th Grade Math			4th Grade Reading			5th Grade Math			5th Grade Reading			5th Grade Science		
22: At-Risk	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
21: At-Risk	39%	7%	1%	37%	0%	0%	37%	16%	11%	44%	17%	6%	33%	10%	0%	48%	10%	5%	18%	0%	0%

22-23 CIP Performance Objective Goals

	Performance Objective 1		Performance Objective 2		Performance Objective 3	
	Reading		Math		Science	
	Goal	Actual	Result	Actual	Goal	Actual
Approaches	75	75	70	73	70	48
Meets	40	44	45	39	25	17
MAP	70	45	70	51	70	59
CIRCLE	85	84	95	93		

Math Board Goal:

3rd Meets Grade Level or Above-Math	
22-23 Actual	42%
22-23 Goal	42%

Reading Board Goal:

3rd Meets Grade Level or Above-Reading	
22-23 Actual	44
22-23 Goal	52%

CIRCLE Summary 2022-2023: Percent at BOY/MOY/EOY

	Rapid Letter Naming	Rapid Vocabulary	Syllabication	Onset-Rime	Alliteration	Rhyming	Overall Phonological Awareness	Listening	Words in Sentence	Rhyming II	Overall Optional PA
Reading	_/83/91	59/94/93	22/58/55	12/66/80	8/19/55	16/49/54	94/91/79	18/55/80	8/43/59	4/38/55	92/91/84
Rdg (21-22)	--	33/58/68	21/46/44	6/45/75	2/23/47	3/28/38	47/78/75	--	--	--	--

	Rote Counting	Shape Naming	Number Discrimination	Number Naming	Shape Discrimination	Counting Sets	Operations	Overall Measure	Overall Optional Math
Math	8/68/79	53/72/91	61/66/84	39/66/88	65/89/98	39/68/86	12/38/66	80/87/95	86/87/93
Math (21-22)	15/44/72	56/82/88	44/69/87	40/74/90	56/85/93	26/62/81	16/29/53	77/88/88	--

MAP Summary 2022-2023: Percent at Average to Above at EOY

	Kindergarten	1st	2nd	3rd	4 th	5th
Math	69	54	55	63	64	66
Reading	61	47	60	55	67	56
Science	--	--	--	72	76	70

MAP Math Summary 2022-2023: Student Growth Summary BOY/EOY

	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Average RIT	142/157	160/172	168/186	186/202	198/209	209/217
Percentile	71/51	50/24	14/33	38/59	43/46	54/45
Projected growth	17.1	16.4	14.3	12.5	10.9	9.7
Observed growth	15	12	18	16	11	8
Met growth	-	-	+	+	+	-
% Met projected Growth (22-23)	44%	24%	65%	73%	58%	40%

MAP Reading Summary 2022-2023: Student Growth Summary BOY/EOY

	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Average RIT	138/154	154/166	169/185	185/195	197/205	206/208
Percentile	66/60	41/20	32/48	45/42	52/53	62/36
Projected growth	16.2	15.4	13.1	10.5	8.1	6.4
Observed growth	16	11	16	10	8	2
Met growth	-	-	+	-	-	-
% Met projected Growth (22-23)	49%	30%	66%	47%	53%	26%

MAP Science Summary 2022-2023: Student Growth Summary BOY/EOY

	3 rd grade	4 th grade	5 th grade
Average RIT	190/199	197/204	203/209
Percentile	65/73	67/72	69/70
Projected growth	7.8	6.5	5.9
Observed growth	9	7	6
Met growth	+	+	+
% Met projected Growth (22-23)	56%	62%	60%

Writing Proficiency (Percentage of students writing at/above Score Point 4 of 8)

22-23 Writing Levels	BOY	EOY
PreK	92	98
Kindergarten	84	78
First Grade	48	70
Second Grade	39	63
Third Grade	55	64
Fourth Grade	48	56
Fifth Grade	45	83

EOY Reading Levels (Percentage of students reading on grade level)

22-23 Reading Levels	BOY	MOY	EOY
Kindergarten		56 %	71%
First Grade	72%	58%	63%
Second Grade	57%	60%	68%
Third Grade	58%	58%	64%
Fourth Grade	74%	81%	79%
Fifth Grade	68%	65%	67%

Student Learning Strengths

Data analysis revealed the following strengths:

MAP Strengths 2022-2023:

2nd and 3rd grade students met projected growth in math from the BOY. 2nd grade students met projected growth in reading from the BOY to EOY.

Each grade level met the Projected School Growth in science, with 3rd grade increasing from 45% to 56%; 4th grade increasing from 51% to 62%; and 5th grade increasing from 47% to 60% compared to the previous school year.

CIRCLE Strengths 2022-2023:

94% of Prekindergarten students are proficient in Rapid Letter Naming.

Math areas of proficiency (70% or higher and significant growth from BOY to EOY): Rote Counting-79%, Shape Naming-91%, Number Discrimination-84%, Number Naming-99%, Shape Discrimination-98%, Counting Sets-86%, Overall Math Measure-95%.

All CIRCLE Math and Reading measures below 70% last year increased 8 to 16 percentage points.

The Overall Math Measure increased from 80% to 95% On Track at the end of the school year.

STAAR Strengths 2022-2023:

- In the area of Reading 4th Grade Approaches and 5th Grade Meets levels increased by 12 and 5 points respectively.
- In the area of Math all grade levels showed an increase in Approaches (3rd grade-12 points, 4th grade 1 point, and 5th grade 20 points) and in Meets (3rd grade 19 points and 5th grade 11 points), and Masters (3rd grade-9 points and 5th grade-7 points)
- 3rd Grade students met the Math Board goal of 42% passing the STAAR exam.
- 3rd, 4th, and 5th Grade Math Meets increased for EB students by 13 points 38 points, and 11 points respectively, with 4th Grade Masters increasing by 46 points.
- 4th and 5th Grade Reading Meets increased for EB students by 7 and 20 points respectively.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2023, 4 of 7 grade levels (PK, K, 1st, 5th) had over 70% of its students writing at a Proficient to Mastery level at EOY, which is below the 2023 Writing Proficiency Goal of 75% of students writing at Proficient level in all grade levels. **Root Cause:** All components of Writer's Workshop/writing process must be implemented with fidelity, particularly use of targeted mini-lessons, conferring with students to provide feedback, and incorporating grammar and conventions through authentic writing experiences.

Problem Statement 2: In 2023, 3rd graders had a slight decline in STAAR Reading Approaches, Meets, and Masters (-3, -3, and -1) compared to 2022. The Masters level for grades 4 and grade 5 Reading declined 6 and 5 points respectively compared to 2022. **Root Cause:** Fidelity with balanced reading approach, targeted instruction in foundational reading skills, a focus on the big six comprehension strategies across content areas, and use of complex text must be implemented.

Problem Statement 3: In 2023, 71% of Kindergartners, 63% of 1st graders, 68% of 2nd graders, and 64% of 3rd graders were reading on grade level at the end of the school year, which is below the minimum of 75% on reading level performance goal. **Root Cause:** Must implement differentiated, targeted instruction in specific foundational reading and comprehension skills; expect, model, and support thinking at higher level.

Problem Statement 4: In 2023, 48% of fifth graders scored Approaches and 17% scored Meets on STAAR Science compared to 55% Approaches and 25% Meets for the district. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

Problem Statement 5: In 2023, 39% of 3rd - 5th graders scored Meets on the Math STAAR, which is 6 points below the campus performance objective goal of 45%. **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding, application of grade level standards, and problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract.

Problem Statement 6: In 2023, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 7: In 2023, the EOY Reading MAP reveals 5 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students

understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 8: In 2023, the absence of students from face to face instruction and non-participation in virtual instruction during the COVID-19 pandemic continues to impact social-emotional behavior and academic learning, specifically the creation and widening of learning delays and gaps. **Root Cause:** Pandemic

Problem Statement 9: In 2023, the EOY CIRCLE data continues to reveal (over past 3 years) less than 70% of learners reached On Track proficiency in Rhyming-54%, Alliteration-55%, Syllabication-44%, Rapid Vocabulary-68%; and Operations-66% **Root Cause:** Need for development in the concept of addition and subtraction through simultaneous use of concrete, representational, and abstract experiences; need for increased exploration with phonological patterns and direct vocabulary instruction.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling learners and those experiencing learning gaps as a result of the COVID-19 pandemic. **Root Cause:** Pandemic led to absence from face to face learning.

Problem Statement 11: 44% of 3rd Grade students scored Meets on the Reading STAAR, which is below the board goal of 52% for the campus. **Root Cause:** Must implement differentiated, targeted instruction in specific foundational reading and comprehension skills; expect and support thinking at higher level.

Problem Statement 12: The performance of EB students at the Meets Level on STAAR decreased in 5th Science (5 points), 3rd Grade Reading (38 points) and 5th Grade Reading (20 points). **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

School Processes & Programs

School Processes & Programs Summary

Our Campus Professional Learning Community: As a professional learning community (PLC), Maxdale faculty and staff continue to focus our efforts on ensuring all students learn at high cognitive levels. We work with a shared mission and vision, clearly defined goals, and aligned core values. Our staff and teacher teams work collaboratively with a growth mindset that embraces a culture of universal achievement for all learners. To support our campus mission, schedules are organized so that teachers have dedicated blocks of time for core content instruction. Teachers are given time during the instructional day, beyond their conference period, to meet regularly within their collaborative teacher teams to address the four critical PLC questions: *What are students expected to learn? How do we know students are learning it? How do we respond when students do not learn? How do we respond when students already know it?* As teams focus on these critical questions, teachers work collaboratively through our four-phase collaborative work cycle, which aligns with the district unit planning process: Teacher Clarity Phase-teams unwrap and clarify what standards are taught, specifically defining what learners are to do know, understand, and do to demonstrate mastery of the standard; Assessment Phase: teams review and design common formative assessments; Instruction Phase: teams review best first-teach instructional practice and best learning experiences to yield conceptual understanding of the essential and embedded supporting standards; Data Analysis Phase: teams analyze assessment data, identify instructional practices that yielded results, and determine needed intervention, remediation, and extension. These four critical PLC questions along with our mission and vision, align with the six systems that comprise the No Excuses University network of schools, of which Maxdale is a member. These systems include Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Intervention/Extension.

Intervention: Students will be identified for intervention in the areas of Reading, Number Sense/Math, Writing, retention/placement history, will/motivation, ELL status, behavior, and attendance. For academic intervention, learners will receive the appropriate level of targeted intervention support based on universal screening, formative and summative assessment data, and other academic indicators. For behavioral and will/motivation needs, supports will be provided based upon teacher observation, parental input, counselor input, and disciplinary referrals. Intervention will be monitored throughout the year by the campus Response to Intervention Committee. Academic interventions are provided by interventionists, classroom teachers, special programs teachers, and instructional assistants. These interventions include acceleration to build foundational understanding, instructional intervention to help students gain mastery of essential standards, and prescriptive intervention programs to build upon essential grade level skills.

Professional Learning: Teachers and staff are supported in their professional growth through a variety of job-embedded campus professional learning experiences. Through campus coaching walks and walkthroughs, teachers receive timely, specific feedback about their implementation of the gradual release of responsibility and other high-yield, research-based instructional practices. Teachers also learn with and from one another through book studies and campus professional learning sessions as part of their weekly Team Time, during monthly faculty meetings to include vertical interactions, and through the use of learning partnerships. Teachers participate in a planned 45-minute T-TESS classroom observations as required and as needed. At the end of each year campus appraisers conduct summative conferences with teachers to determine proficiency in each of the T-TESS performance domains. Teachers set annual professional goals, which are revisited and reinforced during the year and reviewed and evaluated at the end of the school year.

Special Education, Gifted and Talented, and ELL: The special education program will utilize a co-teaching model between general and special education teachers. With this model co-teaching partners will have weekly collaborative times to plan for instruction. Special education teachers and assistants will provide support to students in the classroom and during Resource time. Gifted and talented learners will receive differentiated instruction from classroom teachers trained in gifted and talented education. Emergent Bilingual (EB) learners will receive instruction from ESL-certified professionals and support staff,

who will collaborate with classroom teachers to deliver quality language instruction. EB teachers will use various data sources to develop individualized plans to meet the specific needs of EB Learners.

Technology: The technology on campus is used within all grade levels. Each learner will be assigned an I-pad to use during the instructional day. Grade level teams will also have access to laptop carts and Intel based desktop computers dispersed throughout classrooms and labs in the building. Technology will allow learners to engage with educational websites, research, keyboarding, specialized math and reading programs, and targeted high-quality academic applications and software to support learning. Technology will be used to support online testing, to include campus unit assessments and STAAR. Integration of technology in the classroom will focus on enhancing student mastery of essential standards and supporting students' development in life-ready skills, including communication, collaboration, critical thinking, and creativity. Teachers use interactive projectors and document cameras to facilitate instruction and to allow the entire class to engage in classroom learning experiences. Dedicated computers and I-pads are available for special populations of students including special education, ELL, dyslexia, and gifted and talented students.

School Processes & Programs Strengths

- Teachers have dedicated time for meeting in collaborative learning teams as a part of the instructional day.
- Teachers are given additional collaborative workdays during the year.
- Dedicated time and processes are built into the school day for intervention.
- Teachers use the IFD as a basis for instructional planning, along with additional supporting curriculum documents.
- Teachers use common formative assessments, unit assessments, end-of-cycle tests, and performance assessments to determine scholars' mastery of the standards.
- Leadership staff works alongside teachers throughout the collaborative work cycle to study curriculum, unpack standards, map units, design lessons, and analyze assessments.
- Teachers and members of the campus leadership team participate in the interview process, including the district job fair, which helps in the selection of the qualified, suitable teachers for the campus.
- Teachers and instructional assistants engage in professional learning opportunities during the year to include professional conferences and targeted campus learning sessions.
- Campus goals are aligned with the district goals and strategies.
- The master schedule is designed to optimize teaching and learning time.
- The campus technologist and computer lab assistant provide technology support for all learners.
- Each scholar has an assigned ipads and access to additional technology throughout the day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With movement of staff from year to year, there is a continual need to strategically and effectively acclimate new staff to campus culture, systems, and

practices. **Root Cause:** Staff transition for varying reasons including movement to new grade levels, promotions, and relocations.

Problem Statement 2: Because 3rd-5th grade students will participate in state testing online this school year, there is a need to support students' keyboarding capacity so they will be able to successfully type their answers to constructed response questions. **Root Cause:** Students lack opportunities to practice and become comfortable with keyboarding.

Perceptions

Perceptions Summary

School Culture: Maxdale Elementary School provides a safe learning environment for our students. We approach our daily work with a culture of caring and culture of learning for all in mind. Faculty and staff engage in experiences throughout the year that allow them to work collaboratively and develop positive, successful working relationships. Students demonstrate a sense of belonging as they readily participate in classroom learning experiences as well as school-wide activities. The campus uses a campus-wide Positive Behavior Intervention Support (PBIS) discipline model, which includes seven expectations/character traits, behavior expectations for common areas of the school, as well as a standard response plan for students in violation of the SCOC. Through PBIS and the use of restorative practices, students are recognized for demonstrating good citizenship and behavior during the school day. As part of our restorative practice, students participate in morning meeting circles at the beginning and end of each week, daily interactions centered around establishing a learning classroom culture, building positive relationships, and developing within the classroom community. This Meerkat Prep time is aimed at establishing a healthy, learning-focused classroom culture through an emphasis on Community (caring relationships), Character (positive values), Content (powerful learning), College awareness (prepared future), and Communication (confident self-expression). Additionally, we build in educating our students about life-ready skills that are key to success in post-secondary education and future endeavors. In each classroom teachers embed the big six thinking strategies (making connections, asking questions, inferring-visualizing, activating-connecting, determining importance, and summarization-synthesizing) across subject areas to support and reinforce critical thinking skills.

No Excuses University: In 2019 Maxdale became an official member of the No Excuses University (NEU) network of schools. As an NEU campus students are educated about college, surrounded by powerful college symbolism, and taught in a way that prepares them to attend a college/university upon graduation from high school. The goal of NEU is to ensure students are aware of college attendance as a desirable, realistic option for their future, and to implement exceptional systems that will allow them to be taught in a way, regardless of background or other factors, that prepares them for college. This school year students will engage in regularly scheduled College Experience Days, where they "attend" schools of learning, which mirror university schools/majors. Teachers will work with a partner teacher from a different grade level to develop learning experiences that introduce students to a variety of fields and careers within those fields.

School Safety: The campus conducts regular safety drills throughout the year including tornado drills each semester, fire/evacuation drills each month and, shelter-in-place, and lock-down drills during each semester. Students are supported in their social and emotional needs by our campus counselors, teachers, and administrative/support staff. Additionally, the campus has a Military Family Life Consultant who provides support for students from military families. In response to COVID-19 health and safety measures are implemented in accordance with the Public Health Guide, to help ensure the well-being of students, staff, and visitors. Through daily physical movement and organized physical education, students will be supported in personal health and fitness.

Parent, Family, and Community Engagement: Family and community engagement is a vital part of the success of our students. We recognize parents and families as partners as we work to realize the campus vision and achieve our mission and goals. The staff at Maxdale value the support and contributions of parents, families, and the community, in helping each learner to master essential academic standards. Parents and families are invited to participate in a variety of events throughout the school year. In addition, we encourage family and community engagement on a regular basis through our volunteer program as well as representation on our campus Site-Based Decision-Making Committee and parent advisory council.

At the beginning of the school year grade levels host Parent Nights, which gives parents an opportunity to become more informed about grade level expectations and how they can positively impact their child's learning. Families receive communication about campus events through the use of campus

newsletters, flyers, letters, the marquee, campus website, and Blackboard Connect telephone calls. School-wide Parent-Teacher Conferences are held a minimum of each semester to communicate information to parents about their child's progress in school. Parents are provided with the Parent Engagement Policy and Home-School Compact during the first semester conference. Monthly Parent University sessions will be offered to educate parents and families about topics such as strategies for supporting mathematical thinking/problem-solving, school structures such as PBIS/restorative practices, the elementary college & career-readiness culture, and use of growth mindset to support learning.

Health and Fitness Fitnessgram Data (MOY):

4th Grade Running Fitnessgram:

Total number of boys tested-36====33% of boys

Total number of girls tested-40====83% of girls

Boys-Running Skill Attempt 1: 10 met or surpassed goal (38%) (Boys goal according to Fitnessgram standards is 30.)

Girls-Running Skill Attempt 1: 27 met or surpassed goal (68%) (Girls goal according to Fitnessgram standards is 19.)

Family and Community Engagement Events

Date	Event	Parents	Students	Teachers
Aug 24	Meet The Teacher Night	493	465	38
Sept 11	Freedom Walk			
Sept 30	Open House/ Title 1 Meeting	208	225	34
Dec 2	Family Reading Night – Winter Wonderland	92	107	15
Dec 2, 3, 9, 10, 16	Tiny Tots Early Literacy	20	21	1
Jan 6, 7, 13, 14, 27	Tiny Tots Early Literacy	11	9	1

Date	Event	Parents	Students	Teachers
Feb 10, 11, 17,	Tiny Tots Early Literacy	8	8	1
Mar 3, 4, 10, 24, 25, 31	Tiny Tots Early Literacy	14	21	1
Mar 31	Title 1 Parent Meeting – Parent and Family Engagement Policy Review	25	25	2
Mar 31	Family Math and Science Night	65	74	14
Apr 1, 21, 22, 28	Tiny Tots Early Literacy	14	17	1
May 5, 6,	Tiny Tots Early Literacy	5	9	1
May 13	Multicultural Night	60	66	7
May 24	Award Ceremony 1st, 3rd	70	191	17
May 24	Award Ceremony 2nd, 4th	42	144	15
May 24	Award Ceremony PreK	58	55	10
May 25	Graduation Kindergarten	189	79	11
May 26	5 th Grade Celebration	138	85	7

Family and Community Engagement Needs:

Increase opportunities for parents to come to campus to observe and learn about their child's learning experiences.

Develop processes for engaging parents who are unable/have less time to come to campus.

Increase the number of parents and community members who volunteer on campus in support of the campus mission, including working in classrooms with students.

Increase parent and community input and engagement in campus decision-making, through a campus Parent Advisory Council and SBDM membership.

Incorporate the use of parent surveys and a suggestion box during the year.

Work to increase parent and family engagement by building the capacity of the parent liaison and teachers to engage parents with school.

Perceptions Strengths

A variety of events are held during the school year, which allow parents and families to be a part of the campus community.

The campus uses a variety of methods to communicate information about activities and events.

Teachers conduct Parent-Teacher Conferences during the fall and spring, along with informative grade level Parent Nights at the beginning of the year.

The campus is supported by its Military Adopt-A-School unit.

Teachers are provided with regular opportunities to work collaboratively with one another.

Campus uses a campus-wide discipline management plan supported by PBIS and restorative practices.

The campus-wide Meerkat Prep time establishes classroom community, reinforces character and life-ready skills, educates learners about college, and sets the learning course for the day.

Campus works to infuse a college-readiness learning culture for all students PK-5.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to concerns such as COVID-19 and school safety, students and parents may feel the school is not a healthy environment for students to learn. **Root Cause:** COVID-19 comes from a novel, highly contagious virus, making protection for students, particularly those with pre-existing conditions, challenging. Human behavior at times yields negative behaviors.

Problem Statement 2: 38% of our fourth grade boys met their running fitness goal by MOY as compared to 68% of fourth grade girls. **Root Cause:** Girls demonstrated fitness growth.

Problem Statement 3: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. **Root Cause:** Continue to work toward family outreach and engagement through a variety of means.

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 the end of the 2023-24 school year, a minimum of 80% of learners will score Approaches or Above on the Reading STAAR; 50% or more will score Meets; 70% or more will score Average to Above on EOY MAP Reading; and 70% or more will meet On Track standard on EOY CIRCLE.

By the end of the 2023-24 school year, 75% of learners at each grade level will write at a Score Point 4 or above on the EOY Writing benchmark.

High Priority

Evaluation Data Sources: Reading Language Arts STAAR, constructed response samples, performance assessments, content area writings, reading response journals, writing benchmarks, monthly writing samples, common assessments, and PK-1 performance assessments, Universal Screeners including MAP and CIRCLE, writing process compositions

Strategy 1 Details

Strategy 1: Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.

Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will read on grade level and reach the Meets level on STAAR

Measurement Tool: CWC/UPP Artifacts posted in Schoology

Staff Responsible for Monitoring: Classroom Teacher

Administration

CIS

Learning Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 2, 3, 7, 9

Funding Sources: Fund purchase of professional reading materials such as Inquiry Illuminated to support literacy instruction. - 211 - ESEA, Title I Part A - 211.13.6329.00.129.30.000 - \$1,350

Strategy 2 Details

Strategy 2: Teaching & Learning: Learners have a dedicated 120-minute block of time for literacy instruction to include foundational reading skills, comprehension through the big six skills, vocabulary development, writing, and grammar. Provide teachers with quality, themed Books of the Month to support instruction for essential reading and writing standards and Big Six Thinking Strategies.

Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will read and write on grade level and reach the Meets level on STAAR

Measurement Tools: Master and daily schedules; Vocabulary Instruction Protocol assessment

Staff Responsible for Monitoring: Classroom Teacher

Administration

CIS

Learning Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 7, 9, 11

Funding Sources: Fund purchase of instructional materials to support literacy learning including reading pouches. - 211 - ESEA, Title I Part A - 211.11.6399.00.129.30.000 - \$1,800, Fund purchase of Book of the Month and classroom reading titles. - 166 - State Comp Ed - 166.11.6329.00.129.30.AR0 - \$9,500

Strategy 3 Details

Strategy 3: Teaching & Learning: Learners receive instruction through the best instructional literacy practice and Gradual Release of Responsibility (GRR). Instruction will be supported through supplementary online reading programs including MyOn.

Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards.

Students become proficient readers as teachers become more masterful in their use of research-based instructional practices.

Measurement Tools: Teacher Observation & Coaching Walkthrough Documentation; Teacher Self-Assessment Continuums (GRR, NGBL), teacher lesson plans

Staff Responsible for Monitoring: Classroom Teacher

CIS

Administration

Learning Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 7

Funding Sources: Fund purchase of online reading program MyOn. - 166 - State Comp Ed - 166.11.6299.OL.129.30.AR0 - \$7,112

Strategy 4 Details

Strategy 4: Teaching & Learning: Learners will use High Quality Instructional Materials to explore both fiction and non-fiction text during shared reading, collaborative learning, small group reading and writing instruction, and independent reading.

Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will read on grade level.

Measurement Tool: Online Program Reports; Reading Skills Trackers, reading profiles/levels

Staff Responsible for Monitoring: Classroom Teacher

CIS

Administration

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 2, 3, 7, 9

Funding Sources: Fund student reading periodicals including Scholastic Storyworks and Scholastic My Big World - 166 - State Comp Ed - 166.11.6329.00.129.30.AR0 - \$2,400

Strategy 5 Details

Strategy 5: Teaching & Learning: ELL teachers and ELL assistant will collaborate with classroom teachers to address students' language needs in relation to the ELPS. Students will utilize online reading programs and software in support of their language development in the areas of reading, speaking, listening, writing, vocabulary, and critical thinking skills.

Strategy's Expected Result/Impact: ELL learners will progress in their English language skills.

Measurement Tool: ELL Learning Plan monitoring, TELPAS, common assessments, Reading Essential Skills Trackers

Staff Responsible for Monitoring: Classroom Teacher

ELL Teachers-Assistant

CIS

Administration

Learning Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Funding Sources: Fund technology equipment including i-pads and laptops for use by ELL students. - 165/ES0 - ELL - 165.11.6398.00.129.25.ES0 - \$2,500, iPad cases, charging supplies for ELL technology - 165/ES0 - ELL - 165.11.6399.00.129.25.ES0 - \$650, Fund purchase of instructional supplies in support of language and literacy development for Emergent Bilingual students. - 263 - ESEA, Title III Part A - 263.11.6399.LE.129.25.000 - \$325

Strategy 6 Details

Strategy 6: Teaching & Learning: Librarian and library assistant will foster literacy development through whole group and collaborative learning involving library/research skills, STEAM experiences, classroom curriculum support, and life-ready skills including communication, collaboration, critical thinking, creativity. Writing including book reviews and responsive writing will be incorporated. Learners will further engage with literature through library Book Fairs, author visits, literacy initiatives, Bluebonnet Books, and Battle of the Books.

Strategy's Expected Result/Impact: Students utilize library as a resource for research and development of 21st century skills

Measurement Tool: Library Experience/Walkthrough Tool

Staff Responsible for Monitoring: Librarian
Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 2, 3, 7, 9

Funding Sources: Fund Librarian (.5 split-funded local). - 211 - ESEA, Title I Part A - 211.12.6119.00.129.30.000 - \$41,137

Strategy 7 Details

Strategy 7: Teaching and Learning: Learners demonstrating high levels of achievement will be screened for the Gifted and Talented program. GT students will participate in enrichment experiences including TPSP project.

Strategy's Expected Result/Impact: Increase identification of GT students

Provide opportunities for GT students to interact with intellectual peers

Staff Responsible for Monitoring: Campus Instructional Specialist
Gifted and Talented Teachers
Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1

Funding Sources: Fund materials for extension activities and TPSP project - 177 - Gifted/Talented - 177.11.6399.00.129.21.000 - \$250, Fund field-based instruction for gifted and talented students - 177 - Gifted/Talented - 177.11.6494.00.129.21.000 - \$500

Strategy 8 Details

Strategy 8: Data and Assessment: As assessment-capable visible learners, students will be introduced to essential literacy standards for the year, be provided success criteria, self-assess progress, and set growth goals with action steps.

Strategy's Expected Result/Impact: Learners will be active participants in their learning.

Measurement Tool: Unit Introduction Protocol through lesson plans, Reading Skills Trackers & Goal-Setting

Staff Responsible for Monitoring: Classroom Teacher

CIS

Interventionists

Learning Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 7, 9

Strategy 9 Details

Strategy 9: Data and Assessment: Common literacy assessments will be analyzed by teachers and learning leaders using the data analysis protocol to inform instruction, identify students' progress as writers/users of language, determine learner needs, and set goals for language and writing. Common writings to include selected constructed responses and mid- and end-of-year writing samples will be collected and evaluated using the standard writing rubrics. Students will use writing process folders to keep works in progress, writing resources, and finished works.

Strategy's Expected Result/Impact: Teachers will be able to make instructional adjustments to target learners' writing needs.

Improved writing proficiency

Measurement Tool: Common assessments, Data Analysis Protocol

Staff Responsible for Monitoring: Classroom Teacher

CIS

Administration

Learning Leaders

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 2, 7, 9

Funding Sources: Fund purchase of instructional materials to support writing including writing crates and writing folders. - 166 - State Comp Ed - 166.11.6399.00.129.30.AR0 - \$1,930

Strategy 10 Details

Strategy 10: Data and Assessment: Grade levels will set EOY reading performance goals, identify benchmark levels during the year, monitor growth towards goal, and make needed instructional adjustments. Kindergarten learners reading at an independent level are administered Fountas & Pinnell assessments by the end of the first semester up to a level B or higher.

Strategy's Expected Result/Impact: Learners will receive instruction according to their reading readiness.

Measurement Tool: F&P Assessment data

Staff Responsible for Monitoring: Classroom Teacher

CIS

Administration

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 7, 9

Strategy 11 Details

Strategy 11: Intervention: Learners utilize comprehensive and targeted intervention measures to develop literacy skills. Learners receive additional targeted intervention for "Not Yet" essential standards and development of foundational reading skills as indicated by common assessment and universal screening data. Learners in need of Tier 2-3 support will be referred to the RTIC in accordance with referral guidelines.

Strategy's Expected Result/Impact: Common assessments show proficiency to mastery of essential standards. More students will read on grade level.

Improved writing proficiency as teaching and learning is targeted on learner needs

Measurement Tool: Intervention Progress Monitoring reports, RTI documentation

Staff Responsible for Monitoring: Classroom Teachers

Support Staff

Instructional Assistants

CIS

Administration

Learning Leaders

TEA Priorities:

Foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 7, 9

Funding Sources: Fund purchase of Tier 2/3 intervention measure to target foundational reading skills particularly Word Recognition and Fluency (Wilson Foundations, Wilson Just Words, Read Naturally) - 166 - State Comp Ed - 166.11.6299.OL.129.30.AR0 - \$3,500

Strategy 12 Details

Strategy 12: Teaching and Learning: Opportunities for written and oral communication will be incorporated into daily learning. Content area writing will be planned in connection with all core subjects. Sentence Levels and a process for movement through the levels will be defined and emphasis will be placed on writing of solid paragraphs with main idea and supporting detail sentences

Strategy's Expected Result/Impact: Improved writing proficiency

Measurement Tool: Teacher Observation & Coaching Walkthrough Documentation, writing assessments, Levels of Sentences continuum

Staff Responsible for Monitoring: Classroom Teachers

ELAR Committee

CIS

Learning Leaders

Problem Statements: Student Learning 1, 2, 7

Strategy 13 Details

Strategy 13: Intervention: Learners will receive additional time and support from teachers and learning leaders during the LEARN Center morning and after-school academy, intervention hour, and ZAP Lab.

Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of ELA standards.

Measurement Tools: Lab and tutoring documentation; assessment scores

Staff Responsible for Monitoring: Classroom Teachers

CIS

Learning Leaders

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

Strategy 14 Details

Strategy 14: Students will have opportunities to engage in additional learning experiences that incorporate core content standards and life-ready skills. Experiences include grade level traditions, field-based instruction, family learning nights, clubs, and college experience days.

Strategy's Expected Result/Impact: Increased ELAR learning through application and real-world connections with ELAR concepts

Measurement Tool: assessment scores, learner feedback tools such as surveys and post-assessment reflections

Staff Responsible for Monitoring: Classroom Teachers

ELAR Committee

CIS

Learning Leaders

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5, 9, 10

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The number of students identified as Gifted and Talented (GT) has not exceeded 2% for the past three years, which is below the projected average percentage of GT students identified on a campus . **Root Cause:** Lack of nominations for the gifted and talented program due to a lack of teacher/parent awareness of the characteristics of gifted and talented students.

Problem Statement 2: The number of referrals for Defiance has increased over the past 3 years (36 to 84 to 93) and for Persistent Misconduct (45, 48, 59); and for Assault over the past 2 years (33 to 137). **Root Cause:** Students in need of consistent use of PBIS, Restorative Practices and intervention measures through the development of tiered behavior plans to include monitoring of effectiveness of intervention measures; also in need of evaluations to identify underlying causes and to consider placements to alternative settings.

Student Learning

Problem Statement 1: In 2023, 4 of 7 grade levels (PK, K, 1st, 5th) had over 70% of its students writing at a Proficient to Mastery level at EOY, which is below the 2023 Writing Proficiency Goal of 75% of students writing at Proficient level in all grade levels. **Root Cause:** All components of Writer's Workshop/writing process must be implemented with fidelity, particularly use of targeted mini-lessons, conferring with students to provide feedback, and incorporating grammar and conventions through authentic writing experiences.

Problem Statement 2: In 2023, 3rd graders had a slight decline in STAAR Reading Approaches, Meets, and Masters (-3, -3, and -1) compared to 2022. The Masters level for grades 4 and grade 5 Reading declined 6 and 5 points respectively compared to 2022. **Root Cause:** Fidelity with balanced reading approach, targeted instruction in foundational reading skills, a focus on the big six comprehension strategies across content areas, and use of complex text must be implemented.

Problem Statement 3: In 2023, 71% of Kindergartners, 63% of 1st graders, 68% of 2nd graders, and 64% of 3rd graders were reading on grade level at the end of the school year, which is below the minimum of 75% on reading level performance goal. **Root Cause:** Must implement differentiated, targeted instruction in specific foundational reading and comprehension skills; expect, model, and support thinking at higher level.

Problem Statement 4: In 2023, 48% of fifth graders scored Approaches and 17% scored Meets on STAAR Science compared to 55% Approaches and 25% Meets for the district. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

Student Learning

Problem Statement 5: In 2023, 39% of 3rd - 5th graders scored Meets on the Math STAAR, which is 6 points below the campus performance objective goal of 45%. **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding, application of grade level standards, and problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract.

Problem Statement 6: In 2023, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 7: In 2023, the EOY Reading MAP reveals 5 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 9: In 2023, the EOY CIRCLE data continues to reveal (over past 3 years) less than 70% of learners reached On Track proficiency in Rhyming-54%, Alliteration-55%, Syllabication-44%, Rapid Vocabulary-68%; and Operations-66% **Root Cause:** Need for development in the concept of addition and subtraction through simultaneous use of concrete, representational, and abstract experiences; need for increased exploration with phonological patterns and direct vocabulary instruction.

Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling learners and those experiencing learning gaps as a result of the COVID-19 pandemic. **Root Cause:** Pandemic led to absence from face to face learning.

Problem Statement 11: 44% of 3rd Grade students scored Meets on the Reading STAAR, which is below the board goal of 52% for the campus. **Root Cause:** Must implement differentiated, targeted instruction in specific foundational reading and comprehension skills; expect and support thinking at higher level.

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 the end of the 2023-24 school year, a minimum of 75% of learners will score Approaches or Above on the Math STAAR; 35% or more will score Meets; 70% or more will score Average to Above on EOY MAP Math; and 90% or more will meet On Level standard on EOY CIRCLE.

High Priority

Evaluation Data Sources: Math STAAR, Universal Screeners including MAP and CIRCLE, unit assessments, and PK-1 performance assessments

Strategy 1 Details
<p>Strategy 1: Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.</p> <p>Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards. More students will reach the Meets level on STAAR</p> <p>Measurement Tool: CWC Artifacts posted in Schoology</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS Learning Leaders</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 9</p>

Strategy 2 Details

Strategy 2: Teaching & Learning: Learners have a 90-minute block for math instruction, including LoneStar Math in grades 2nd-5th, dedicated problem-solving time, and numeracy routines. The big six thinking strategies will be connected throughout math instruction.

Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards.

Measurement Tools: Master and daily schedules

Staff Responsible for Monitoring: Classroom Teacher

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 5, 6, 9

Strategy 3 Details

Strategy 3: Teaching and Learning: Learners receive math instruction through the Guided Math framework and use of the Gradual Release of Responsibility, where learners engage with daily math talks and dedicated problem-solving time using Math Model Drawing/strip diagrams (grades 1-5), Math Talk/number bonds (Grades PK-1), Notice and Wonder ([K-5), and the problem-solving attack model (PK-5). Learners will learn the essential math standards through engaging, robust learning experiences at varying depths of knowledge.

Strategy's Expected Result/Impact: Contribute to learner mastery of essential math standards through training teachers in best instructional math practices.

Measurement Tool: Teacher Observation & Coaching Walkthrough Documentation; Teacher Self-Assessment Continuums (GRR, guided math)

Staff Responsible for Monitoring: Classroom Teacher

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

- Additional Targeted Support Strategy

Problem Statements: Student Learning 5, 6, 9

Funding Sources: Fund instructional programs to support math problem solving and STAAR connection practice. - 211 - ESEA, Title I Part A - 211.11.6299.OL.129.30.000 - \$8,183

Strategy 4 Details

Strategy 4: Teaching & Learning: Learners grades 3-5 will gain multiplication fact fluency and mastery specifically the 36 multiplication math facts through a common mastery tool. Working with teachers and parents, learners will practice, track progress, and set goals for mastering multiplication facts. Learners in grades 1-2 will focus on addition fact fluency.

Strategy's Expected Result/Impact: Support building of foundational math skills.

Measurement Tool: Fact Fluency Checks, 36 Multiplication Facts Mastery Template

Staff Responsible for Monitoring: Classroom Teacher

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 5, 6

Funding Sources: Fund purchase of instructional supplies including manipulatives and other HQIM, Math Talk and math fluency materials. - 166 - State Comp Ed - 166.11.6399.00.129.30.ARO - \$1,800

Strategy 5 Details

Strategy 5: Data and Assessment: As assessment-capable visible learners, learners will be introduced to essential mathematics standards for the year, be provided success criteria, reflect on progress through student progress trackers, and set growth goals with action steps.

Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards.

Staff Responsible for Monitoring: Classroom Teacher

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 5, 6, 9

Strategy 6 Details

Strategy 6: Data and Assessment: Common assessments and quarterly benchmarks will be analyzed by teachers and learning leaders using the data analysis protocol to inform instruction and determine learner needs.

Strategy's Expected Result/Impact: Teachers will be able to make instructional adjustments to target learners' needs, contributing to learners' proficiency/mastery of math standards.

Measurement Tool: Common assessments, Data Analysis Protocol

Staff Responsible for Monitoring: Classroom Teacher

CIS

Math Coach

Administration

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 5, 6, 7, 9

Strategy 7 Details

Strategy 7: Intervention: Learners utilize comprehensive and targeted intervention measures to develop math skills. Learners receive additional targeted intervention for "Not Yet" essential standards and development of foundational math skills as indicated by common assessment and universal screening data. Learners in need of Tier 2-3 support will be referred to the RTIC in accordance with referral guidelines. Essential math standards will be spiraled through learning stations and the daily problem-solving block.

Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards as teaching is targeted on learner needs

Measurement Tool: Intervention Progress Monitoring reports; RTI documentation

Staff Responsible for Monitoring: Classroom Teacher

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 5, 6, 9

Funding Sources: Fund purchase of intervention measures to support Tier 3 math needs, including Do the Math. - 166 - State Comp Ed - 166.11.6399.00.129.30.AR0 - \$500

Strategy 8 Details

Strategy 8: Intervention: Learners will be supported in their math, ELAR, and science learning through the campus interventionists who will collaborate with teachers and support staff to provide intervention and remediation for learners. Instructional assistants will support learners in need of additional time and support with essential math, science, and ELAR standards.

Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards.

Measurement Tool: Intervention Logs and Communication sheets

Staff Responsible for Monitoring: Interventionist

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

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

Funding Sources: Fund instructional assistants to work with learners in need of additional support. - 211 - ESEA, Title I Part A - 211.11.6129.00.129.30.000 - \$52,684, Fund instructional assistant to work with learners in need of additional support - 166 - State Comp Ed - 166.11.6129.00.129.30.AR0 - \$26,168, Fund interventionist to support learners in need of additional support. - 211 - ESEA, Title I Part A - 211.11.6119.00.129.30.000 - \$74,000

Strategy 9 Details

Strategy 9: Intervention: An After School Learning Academy will be established to provide tutoring and instructional support to students in need of additional time and attention for learning. Morning support will also be provided.

Strategy's Expected Result/Impact: Contribute to learners' proficiency/mastery of math standards.

Measurement Tool: Tutoring assignment and participation documentation, Assessment Data

Staff Responsible for Monitoring: Classroom Teachers

CIS

Interventionists

Learning Leaders

TEA Priorities:

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

- ESF Levers:

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

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

Strategy 10 Details

Strategy 10: Intervention and Extension: Learners will have opportunities to engage in additional math learning experiences including Math Olympics, field-based instruction, family math nights, and clubs, and college experience days.

Strategy's Expected Result/Impact: Increased math learning through application and real-world connections with math concepts

Measurement Tool: assessment scores, learner feedback tools such as surveys and post-reflections

Staff Responsible for Monitoring: Classroom Teachers

Math Committee

CIS

Learning Leaders

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 5, 6, 9

Strategy 11 Details

Strategy 11: Teaching & Learning: Learners will be supported in their learning of essential mathematics standards through the use of online learning resources, including Stemsopes Math and Flocabulary.

Strategy's Expected Result/Impact: Summative assessments show proficiency to mastery of essential standards and mathematics vocabulary

Measurement Tools: online program reports

Staff Responsible for Monitoring: Classroom Teachers

CIS

Learning Leaders

TEA Priorities:

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

Problem Statements: Student Learning 5, 6

Funding Sources: Fund purchase of online language and content area support resource, including Flocabulary. - 211 - ESEA, Title I Part A - 211.11.6299.OL.129.30.000 - \$3,800

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: In 2023, 4 of 7 grade levels (PK, K, 1st, 5th) had over 70% of its students writing at a Proficient to Mastery level at EOY, which is below the 2023 Writing Proficiency Goal of 75% of students writing at Proficient level in all grade levels. **Root Cause:** All components of Writer's Workshop/writing process must be implemented with fidelity, particularly use of targeted mini-lessons, conferring with students to provide feedback, and incorporating grammar and conventions through authentic writing experiences.

Student Learning

Problem Statement 2: In 2023, 3rd graders had a slight decline in STAAR Reading Approaches, Meets, and Masters (-3, -3, and -1) compared to 2022. The Masters level for grades 4 and grade 5 Reading declined 6 and 5 points respectively compared to 2022. **Root Cause:** Fidelity with balanced reading approach, targeted instruction in foundational reading skills, a focus on the big six comprehension strategies across content areas, and use of complex text must be implemented.

Problem Statement 3: In 2023, 71% of Kindergartners, 63% of 1st graders, 68% of 2nd graders, and 64% of 3rd graders were reading on grade level at the end of the school year, which is below the minimum of 75% on reading level performance goal. **Root Cause:** Must implement differentiated, targeted instruction in specific foundational reading and comprehension skills; expect, model, and support thinking at higher level.

Problem Statement 4: In 2023, 48% of fifth graders scored Approaches and 17% scored Meets on STAAR Science compared to 55% Approaches and 25% Meets for the district. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

Problem Statement 5: In 2023, 39% of 3rd - 5th graders scored Meets on the Math STAAR, which is 6 points below the campus performance objective goal of 45%. **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding, application of grade level standards, and problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract.

Problem Statement 6: In 2023, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 7: In 2023, the EOY Reading MAP reveals 5 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 9: In 2023, the EOY CIRCLE data continues to reveal (over past 3 years) less than 70% of learners reached On Track proficiency in Rhyming-54%, Alliteration-55%, Syllabication-44%, Rapid Vocabulary-68%; and Operations-66% **Root Cause:** Need for development in the concept of addition and subtraction through simultaneous use of concrete, representational, and abstract experiences; need for increased exploration with phonological patterns and direct vocabulary instruction.

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

Performance Objective 3: By the end of the 2023-24 school year, a minimum of 60% of learners will score Approaches or Above on the Science STAAR; 20% or more will score Meets; 70% or more will score Average to Above on EOY MAP Science.

High Priority

Evaluation Data Sources: Science STAAR, MAP General Science, common assessments, and PK-1 performance assessments

Strategy 1 Details
<p>Strategy 1: Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.</p> <p>Strategy's Expected Result/Impact: Addresses Domain 1 need: 12% to 21% Overall Meets in Science Summative assessments show proficiency to mastery of essential standards. More students will reach the Meets level on STAAR</p> <p>Measurement Tool: CWC Artifacts posted in Schoology</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS Learning Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>

Strategy 2 Details

Strategy 2: Teaching and Learning: Learners in PK-5 will engage in hands-on learning experiences for the essential science standards using scientific inquiry/method: identifying/formulating a scientific question, forming hypotheses, conducting investigations, collecting/reporting data, and summarizing conclusions, with an emphasis on students' use of academic science vocabulary. A campus-wide science investigation template will be implemented for both primary and intermediate levels. The big six thinking strategies will be connected throughout science instruction.

Strategy's Expected Result/Impact: Increase learners' understanding of science concepts

Measurement Tool: Science Inquiry/Method templates, essential science vocabulary assessments

Staff Responsible for Monitoring: Classroom Teacher

CIS

Learning Leaders

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Strategy 3 Details

Strategy 3: Teaching and Learning: Learners in grades PK-5 will have a 30-45-minute block for science instruction. Learners receive instruction through the discussion and hands-on investigation through the Gradual Release of Responsibility (GRR) learning model. High-quality, research-based resources to include student reading materials and online programs that reinforce science concepts and essential vocabulary.

Strategy's Expected Result/Impact: Increased hands-on inquiry through science investigations

Measurement Tool: Teacher daily schedule and lesson plans, lab sign-up documentation

Staff Responsible for Monitoring: Classroom Teacher

Science Committee

Science Lab Assistant

CIS

Administration

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Student Learning 4

Funding Sources: Fund purchase of online programs to support science instruction, including StemScopes Science and Math.. - 211 - ESEA, Title I Part A - 211.11.6299.OL.129.30.000 - \$4,600

Strategy 4 Details

Strategy 4: Intervention and Extension: 5th grade learners will intervene for their own learning as they assess their understanding of essential standards and set action-oriented growth goals.

Strategy's Expected Result/Impact: Learners will be active participants in their learning.

Staff Responsible for Monitoring: Classroom Teacher

Support Staff

Administration

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 4

Strategy 5 Details

Strategy 5: Data and Assessment: Common assessments and benchmarks will be administered over essential science standards and essential science vocabulary. Assessments will include objective questions, performance tasks and open-ended questions to measure students' knowledge. Essential science vocabulary will be targeted as part of science instruction and prominently displayed throughout campus.

Strategy's Expected Result/Impact: Accountability for learning of essential science standards

Measurement Tools: common assessment scores/data analysis protocol

Staff Responsible for Monitoring: Classroom Teacher

Support Staff

Administration

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 4

Strategy 6 Details

Strategy 6: Intervention and Extension: Learners will have opportunities to engage in additional science learning experiences including science fairs, family science nights, and clubs, college experience days, and field-based instruction to allow students to make real-world, hands-on connections to academic concepts. Field based instruction locations will be chosen based on their ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Increased science learning through application and real-world connections with science concepts

Measurement Tool: assessment scores, learner feedback tools such as surveys and post-reflections

Staff Responsible for Monitoring: Classroom Teachers

Science Committee

CIS

Learning Leaders

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4

Funding Sources: Fund field-based instruction - 166 - State Comp Ed - 166.11.6494.00.129.30.AR0 - \$4,000

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 4: In 2023, 48% of fifth graders scored Approaches and 17% scored Meets on STAAR Science compared to 55% Approaches and 25% Meets for the district.

Root Cause: Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

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: During 2023-2024, 100% of teachers will apply professional learning, engage in related self-assessment & reflection, and set action-oriented goals to continually improve quality of instruction and learner outcomes.

Evaluation Data Sources: eGrove, Pro-Teacher Skill Reflections, Self-Assessment, Continuums for GRR components, Guided Math, NGBL components, Writing Workshop; Team Collaboration Reflections, student assessment results, Teacher Observation & Coaching Walkthrough Documentation

Strategy 1 Details
<p>Strategy 1: Teaching & Learning: Teachers and staff participate in job-embedded professional learning and professional conferences to include NEU, TESOL, TAGT, and Lead4Ward in support of high-quality instruction across the core content areas.</p> <p>Strategy's Expected Result/Impact: Increase teacher expertise, high-quality instruction, and academic achievement</p> <p>Measurement Tool: T-TESS evaluation, Teacher Observation & Coaching Walkthrough Documentation, assessment results</p> <p>Staff Responsible for Monitoring: Administration CIS Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 9</p> <p>Funding Sources: Fund TAGT conference for GT teachers/CIS - 177 - Gifted/Talented - 177.13.6411.00.129.21.000 - \$1,775, Fund 6-day series of on-site professional learning sessions provided by ERG on Guided Math instruction. - 211 - ESEA, Title I Part A - 211.13.6299.00.129.30.000 - \$20,280, Fund Engage to Learn professional learning platform Growe. - 211 - ESEA, Title I Part A - 211.13.6299.OL.129.30.000 - \$10,880, Fund professional learning opportunities for teachers, including Lead4ward. - 211 - ESEA, Title I Part A - 211.13.6411.00.129.30.000 - \$8,100, Fund professional learning opportunities for admin, including Lead4ward. - 211 - ESEA, Title I Part A - 211.23.6411.00.129.30.000 - \$2,000, Fund TAGT conference membership fees - 177 - Gifted/Talented - 177.13.6495.00.129.21.000 - \$500</p>

Strategy 2 Details

Strategy 2: Teaching and Learning: Teachers will utilize professional resources to deliver high-quality instruction to students. Teachers including ELL, Sped, and regular education will meet in collaborative learning teams, vertical groups, and cross-grade level learning partnerships to share their learning.

Strategy's Expected Result/Impact: Increase teachers' capacity for expert instructional delivery, high-quality instruction, and academic achievement

Measurement Tool: T-TESS evaluation, Teacher Observation & Coaching Walkthrough Documentation, assessment results

Staff Responsible for Monitoring: Classroom Teacher

Administration

CIS

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 9

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The number of students identified as Gifted and Talented (GT) has not exceeded 2% for the past three years, which is below the projected average percentage of GT students identified on a campus. **Root Cause:** Lack of nominations for the gifted and talented program due to a lack of teacher/parent awareness of the characteristics of gifted and talented students.

Student Learning

Problem Statement 1: In 2023, 4 of 7 grade levels (PK, K, 1st, 5th) had over 70% of its students writing at a Proficient to Mastery level at EOY, which is below the 2023 Writing Proficiency Goal of 75% of students writing at Proficient level in all grade levels. **Root Cause:** All components of Writer's Workshop/writing process must be implemented with fidelity, particularly use of targeted mini-lessons, conferring with students to provide feedback, and incorporating grammar and conventions through authentic writing experiences.

Problem Statement 2: In 2023, 3rd graders had a slight decline in STAAR Reading Approaches, Meets, and Masters (-3, -3, and -1) compared to 2022. The Masters level for grades 4 and grade 5 Reading declined 6 and 5 points respectively compared to 2022. **Root Cause:** Fidelity with balanced reading approach, targeted instruction in foundational reading skills, a focus on the big six comprehension strategies across content areas, and use of complex text must be implemented.

Problem Statement 3: In 2023, 71% of Kindergartners, 63% of 1st graders, 68% of 2nd graders, and 64% of 3rd graders were reading on grade level at the end of the school year, which is below the minimum of 75% on reading level performance goal. **Root Cause:** Must implement differentiated, targeted instruction in specific foundational reading and comprehension skills; expect, model, and support thinking at higher level.

Problem Statement 4: In 2023, 48% of fifth graders scored Approaches and 17% scored Meets on STAAR Science compared to 55% Approaches and 25% Meets for the district. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

Problem Statement 5: In 2023, 39% of 3rd - 5th graders scored Meets on the Math STAAR, which is 6 points below the campus performance objective goal of 45%. **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding, application of grade level standards, and problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract.

Problem Statement 6: In 2023, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction.

Student Learning

Problem Statement 7: In 2023, the EOY Reading MAP reveals 5 out of 6 grade levels did not meet the projected growth from the BOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction.

Problem Statement 9: In 2023, the EOY CIRCLE data continues to reveal (over past 3 years) less than 70% of learners reached On Track proficiency in Rhyming-54%, Alliteration-55%, Syllabication-44%, Rapid Vocabulary-68%; and Operations-66% **Root Cause:** Need for development in the concept of addition and subtraction through simultaneous use of concrete, representational, and abstract experiences; need for increased exploration with phonological patterns and direct vocabulary instruction.

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

Performance Objective 1: By June 2024, opportunities for parents and families to engage in campus activities, including participation in events that directly impact student achievement, will increase by a minimum of 50%.

Evaluation Data Sources: Sign-in sheets for parent and family events, parent surveys

Strategy 1 Details
<p>Strategy 1: The Parent Liaison will assist in organizing parent and family engagement activities and events, including Tiny Tots, Parent University, family nights, volunteerism, and celebrations in order to increase the number of opportunities for parents to be engaged and connected to the learning experiences of their children. Parents/families and community members will have opportunities to support learners through active engagement during monthly Parent University sessions, PULSE Committee, SBDM Committee, school-wide events, and Title I meetings.</p> <p>Strategy's Expected Result/Impact: Parents/families better-informed and equipped to support's their children's learning</p> <p>Staff Responsible for Monitoring: Parent Liaison CIS Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Parent Liaison salary and estimated benefits. - 211 - ESEA, Title I Part A - 211.61.6129.00.129.30.000 - \$34,729, Fund materials used during Parent University, Tiny Tots, and parent engagement activities. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.129.24.PAR - \$730, Light snacks to encourage attendance at academic events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.129.24.PAR - \$676, Fund learning opportunities for parent liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.129.24.PAR - \$250, Fund parent/family communication folders/planners. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.129.24.PAR - \$1,200</p>
Strategy 2 Details
<p>Strategy 2: A PreK/Kindergarten Roundup is held in the spring to register students for Prekindergarten/Kindergarten. Parent conferences for all grade levels will be held in the fall and spring to communicate progress of learners and ways parents can support learning.</p> <p>Strategy's Expected Result/Impact: Parents will be more informed about PreK curriculum and what to expect during the PreK year</p> <p>Staff Responsible for Monitoring: Principal Registration Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 9 - Perceptions 1</p>

Strategy 3 Details

Strategy 3: The campus will host a parent/family engagement event for the parents of ELL students to provide families with strategies to support students' English language development.

Strategy's Expected Result/Impact: Students will be supported in listening, speaking, writing, and reading at home.

Staff Responsible for Monitoring: ELL Teachers

CIS

Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 12 - Perceptions 3

Funding Sources: Fund reading materials for EB learners - 263 - ESEA, Title III Part A - 263.11.6329.LE.129.25.000 - \$350

Strategy 4 Details

Strategy 4: The campus will host a parent/family engagement event for the parents of gifted & talented and dyslexia students, as well as for those with interest in learning more about each program.

Strategy's Expected Result/Impact: Increase understanding and identification related to programs

Staff Responsible for Monitoring: CIS

Administration

Dyslexia Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The number of students identified as Gifted and Talented (GT) has not exceeded 2% for the past three years, which is below the projected average percentage of GT students identified on a campus . **Root Cause:** Lack of nominations for the gifted and talented program due to a lack of teacher/parent awareness of the characteristics of gifted and talented students.

Student Learning

Problem Statement 9: In 2023, the EOY CIRCLE data continues to reveal (over past 3 years) less than 70% of learners reached On Track proficiency in Rhyming-54%, Alliteration-55%, Syllabication-44%, Rapid Vocabulary-68%; and Operations-66% **Root Cause:** Need for development in the concept of addition and subtraction through simultaneous use of concrete, representational, and abstract experiences; need for increased exploration with phonological patterns and direct vocabulary instruction.

Student Learning

Problem Statement 12: The performance of EB students at the Meets Level on STAAR decreased in 5th Science (5 points), 3rd Grade Reading (38 points) and 5th Grade Reading (20 points). **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate the process standards, use of scientific investigation/inquiry, and meaningful engagement with science vocabulary and content area reading.

Perceptions

Problem Statement 1: Due to concerns such as COVID-19 and school safety, students and parents may feel the school is not a healthy environment for students to learn. **Root Cause:** COVID-19 comes from a novel, highly contagious virus, making protection for students, particularly those with pre-existing conditions, challenging. Human behavior at times yields negative behaviors.

Problem Statement 3: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. **Root Cause:** Continue to work toward family outreach and engagement through a variety of means.

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, discipline referrals will decrease by at least 25% from the previous end-of-year total.

Evaluation Data Sources: Discipline Records
Character/Citizen Rewards
PBIS Incentive Tracking

Strategy 1 Details

Strategy 1: Campus will use PBIS, character education, and restorative practices to establish school-wide expectations for behavior. Through RtI, ARD, and Section 504, campus will develop behavior intervention plans for students with behavioral concerns. The campus PBIS/Safety Committee will develop practices to foster strong school-wide discipline, safety practices and attendance across grade levels.

Strategy's Expected Result/Impact: Reduction in discipline deferrals and improved in student discipline and relationships among students and staff

Staff Responsible for Monitoring: Classroom Teachers
PBIS Committee
Counselor
Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Strategy 2 Details

Strategy 2: Campus will provide rewards in connection with PBIS. Students will be recognized and celebrated through the Star Citizens luncheon and the PBIS incentive program for demonstrating character expectations, good citizenship, and classroom/school-wide expectations

Strategy's Expected Result/Impact: Decrease in RtI behavior plans and discipline referrals

Staff Responsible for Monitoring: PBIS Committee
Counselors
Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Strategy 3 Details

Strategy 3: Counselors will instruct students on positive character traits and social-emotional health as teachers and other staff reinforce good character. Life-ready skills and college awareness lessons will be reinforced during Meerkat Prep and embedded into student learning. Students will be recognized monthly as Star Citizen/Class Valedictorian in recognition of positive behavior/character and academic learning. During Parent University sessions, parents will be educated over academic, citizenship, and behavior goals and expectations.

Strategy's Expected Result/Impact: Learners are intentionally prepared not only academically but behaviorally

Staff Responsible for Monitoring: Counselors

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1

Strategy 4 Details

Strategy 4: As part of the campus discipline management plan students will be educated on the meaning of bullying. Reported instances of bullying will be investigated and documented using the district bullying-reporting tool. Campus will institute practices and events to address bullying behaviors including the No Place for Hate initiative.

Strategy's Expected Result/Impact: Decrease in incidences of bullying

Staff Responsible for Monitoring: Classroom Teacher

PBIS Committee

Counselor

Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 3

Strategy 5 Details

Strategy 5: The At-Risk Counselor will further support at-risk students in their social-emotional-behavioral development to include the creation of intervention plans to support students' behavioral and academic success.

Strategy's Expected Result/Impact: Students proactively supported in their social development which will positively impact student learning

Staff Responsible for Monitoring: At-Risk Counselor

Administration

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Student Learning 10

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The number of referrals for Defiance has increased over the past 3 years (36 to 84 to 93) and for Persistent Misconduct (45, 48, 59); and for Assault over the past 2 years (33 to 137). Root Cause: Students in need of consistent use of PBIS, Restorative Practices and intervention measures through the development of tiered behavior plans to include monitoring of effectiveness of intervention measures; also in need of evaluations to identify underlying causes and to consider placements to alternative settings.
Student Learning
Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling learners and those experiencing learning gaps as a result of the COVID-19 pandemic. Root Cause: Pandemic led to absence from face to face learning.
Perceptions
Problem Statement 1: Due to concerns such as COVID-19 and school safety, students and parents may feel the school is not a healthy environment for students to learn. Root Cause: COVID-19 comes from a novel, highly contagious virus, making protection for students, particularly those with pre-existing conditions, challenging. Human behavior at times yields negative behaviors. Problem Statement 3: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. Root Cause: Continue to work toward family outreach and engagement through a variety of means.

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: During 2023-2024, 100% of required safety drills will be completed, and health and safety measures related to COVID-19 will be implemented and shared with staff, students, and families.

High Priority

Evaluation Data Sources: Emergency Drills Log
COVID-19 Protocols

Strategy 1 Details
<p>Strategy 1: Campus Crisis Team and other staff will review CPI and emergency safety protocols throughout the year in order to address discipline and safe school practices. The Campus Threat Assessment Team will follow all related protocols to ensure student safety and well-being.</p> <p>Strategy's Expected Result/Impact: Effective response in crisis situations</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Campus will implement safety measures in accordance with state mandates and sanitation measures in accordance with the Public Health Guide.</p> <p>Strategy's Expected Result/Impact: Create a safer environment for students, staff, and visitors to the campus</p> <p>Staff Responsible for Monitoring: Principal COVID-19 POC Assistant Principal Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: The number of referrals for Defiance has increased over the past 3 years (36 to 84 to 93) and for Persistent Misconduct (45, 48, 59); and for Assault over the past 2 years (33 to 137). **Root Cause:** Students in need of consistent use of PBIS, Restorative Practices and intervention measures through the development of tiered behavior plans to include monitoring of effectiveness of intervention measures; also in need of evaluations to identify underlying causes and to consider placements to alternative settings.

Perceptions

Problem Statement 1: Due to concerns such as COVID-19 and school safety, students and parents may feel the school is not a healthy environment for students to learn. **Root Cause:** COVID-19 comes from a novel, highly contagious virus, making protection for students, particularly those with pre-existing conditions, challenging. Human behavior at times yields negative behaviors.

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: By June 2024, K-5th grade students will receive 100% of the state-mandated minutes of physical education, a minimum of 135 minutes of moderate or vigorous structured physical activity per week.

Evaluation Data Sources: PE Master Schedule
Fitnessgram

Strategy 1 Details
<p>Strategy 1: K-5 students will participate in PE three days per week as well as movement through recess.</p> <p>Strategy's Expected Result/Impact: Support health and fitness for students Growth in Fitnessgram performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PE Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: 38% of our fourth grade boys met their running fitness goal by MOY as compared to 68% of fourth grade girls. Root Cause: Girls demonstrated fitness growth.</p>

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

Performance Objective 1: During 2023-2024, 100% of PK-5 students will experience integration of technology into a core content area instruction to support mastery of essential learning standards.

Evaluation Data Sources: Purchase of Technology equipment
Technology Integration evident in Lesson Plans
Lab Schedule

Strategy 1 Details
<p>Strategy 1: Teachers will receive grade-specific professional learning on available software and ideas for integration of digital resources to support learning of the essential standards. Discussions for technology integration will be incorporated into teachers' collaborative work during instructional planning and as part of each core content area committee task force. Teachers will utilize technology to enhance student learning of the essential standards.</p> <p>Strategy's Expected Result/Impact: Increased expertise with use of digital to deliver instruction and enhance learning</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Technologist Librarian</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>

Strategy 2 Details

Strategy 2: Students will engage with a typing program to build their keyboarding skills. They will also learn digital literacy to include engagement with word processing, spreadsheets, and coding.

Strategy's Expected Result/Impact: Prepare students to more successfully during online testing, including STAAR.

Staff Responsible for Monitoring: Campus Technologist

Principal

Assistant Principal

Classroom teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Funding Sources: Fund keyboarding program (Learning.com). - 211 - ESEA, Title I Part A - 211.11.6299.OL.129.30.000 - \$4,207

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Because 3rd-5th grade students will participate in state testing online this school year, there is a need to support students' keyboarding capacity so they will be able to successfully type their answers to constructed response questions. **Root Cause:** Students lack opportunities to practice and become comfortable with keyboarding.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Bobbie Evans	Principal
Classroom Teacher	x x	PK3 Teacher
Classroom Teacher	Lacey Cerezo	PK4 Teacher
Classroom Teacher	Amanda Mobley	Kindergarten Teacher
Classroom Teacher	De'Yanna Allen	1st Grade Teacher
Classroom Teacher	Phyllis Knox	2nd Grade Teacher
Classroom Teacher	Brianna Vacanti	3rd Grade Teacher
Classroom Teacher	Stephanie Geiger	4th Grade Teacher
Classroom Teacher	Taylor Smith	5th Grade Teacher
Classroom Teacher	Penny Kidwell	SPED Teacher
Business Representative	Rick Martinez	Business Representative
Community Representative	Sarah Feagins	Community Member
District-level Professional	Corina Kelley	District-Level Professional
Parent	Brockley Moore	Parent
Parent	Richard Arnold	Parent
Paraprofessional	LaShunda Bonner	Paraprofessional (Title I)
Paraprofessional	Royden Balagat	Paraprofessional (Title I)
Non-classroom Professional	Meredith Gryseels	Other Appropriate Personnel (Title I)
Administrator	Autumn Schoenbeck	Other School Leader (Title I)
Non-classroom Professional	Lauren Morehouse	Specialized Instructional Support (Title I)