

Killeen Independent School District

Ira Cross Elementary School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Ira Cross Elementary is a campus in the Killeen Independent School District, located near Fort Cavazos, Texas. We completed the 2022-2023 school year with a school population of approximately 663 students in PK-5th grades. The staff consists of 41 professional teachers who meet Texas Education Agency certification requirements and 8 auxiliary personnel who meet the highly qualified requirements of the Every Student Succeeds Act. All staff assists our students in learning and school performance. Community volunteers are highly encouraged, and many participate throughout the school year.

The school mobility rate is approximately 31%. Approximately 10% of our students are affiliated with the military.

Our population at Ira Cross is made up of approximately 45% African American, 12% White, 30% Hispanic, 1% Asian, 1% Indian, 2% Pacific Islander, and 10% other students making up our diverse campus culture. Approximately 85% of our students are economically disadvantaged.

At Ira Cross, we work with and support various special programs and populations. We are a Title I campus that ensures each and every student is provided appropriate educational opportunities in accordance with state and federal standards, in order to achieve their highest potential.

We understand the importance of involving our parents in the academic lives of our students. Activities held throughout the year, surveys, interviews, and volunteer experiences are used to gather data and continue improving our parent involvement. Based on the parent attendance at school functions, campus volunteers, and teacher surveys from the last school year, our campus will continue to encourage parent involvement.

Ira Cross is a bully-free zone. The district-adopted online bully reporting program is utilized efficiently when needed. Bullying incidents are rare and addressed immediately.

At Ira Cross, we value attendance and punctuality. Attendance, tardiness, and discipline referrals are monitored carefully through district and campus programs. Last school year, 7,232 tardies were accumulated across all grade levels. A new campus tardy and attendance policy will be implemented that aligns with the student code of conduct and promotes parent involvement.

Additionally, negative behaviors that distract students from learning are not tolerated. Discipline referrals are issued based on the student code of conduct but we understand the importance of keeping our students in the classroom. Last school year, 405 discipline incidents were accumulated on campus. Our staff will continue to work well together in order to maintain a safe and fun learning environment.

Staff Quality

At Ira Cross, we select highly qualified staff to help ensure a great academic environment for student learning and development to take place. Currently, our staff and human resources consist of the following:

- 4 - Pre-Kindergarten teachers
- 5 - Kindergarten teachers
- 5 - First Grade teachers
- 5 - Second Grade teachers
- 5 - Third Grade teachers
- 4 - Fourth Grade teachers
- 4 - Fifth Grade teachers
- Resource and Inclusion Programs
- Speech, Communication Lab
- English Language Learning (ELL)
- Reading In the Content Area Instruction (RICA/Dyslexia)
- 2 PE teachers and 2 Music teachers

Our education support team consists of the following:

- Curriculum Instructional Specialist (3rd-5th)
- Curriculum Instructional Specialist (PK-2nd)
- Campus Technology Support Specialist
- Librarian
- Counselor (PK-5)
- Social Emotional Learning Specialist (PK-5)
- 1/2 time Nurse
- Full-time Nurse Assistant
- Librarian Assistant
- Technology Assistant

Our Special Education Support Team consists of:

- 3 - Special Education teachers
- 3 - Special Education assistants
- 3 - Special Education Self-Contained teachers
- 7 - Special Education Self-Contained assistants

Our Title I Support Team consists of:

- 1 Curriculum Instructional Specialist
- 5 Instructional aides
- 1 Parent Liaison

Staff Expectations:

- All staff is expected to remain professional at all times.
- All staff is expected to collaborate and work as a team.
- All staff is expected to participate in and attend ongoing professional development.

Demographics Strengths

Data analysis revealed the following strengths:

- We continue to be a very diverse campus serving the academic and social needs of a broad school population.
- Our administration, teachers, counselors, and parent liaison provide various educational and social services to meet the needs of our school population and the community.
- Student growth was visible through some data results of the 2022-2023 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Tardies this school year totaled 7,232 across all grade levels showing an approximate 32% increase when compared to last year's data. **Root Cause:** Lack of effective tardy policy and consistent follow-through on consequences for parents and students who are continually tardy.

Problem Statement 2: Discipline referrals across the entire campus showed an approximate 35% increase when compared to last year's data and totaled 405 referrals. **Root Cause:** We did not have a systematic approach in place to educate new students and staff on effective ways to reach desired Ira Cross behaviors.

Student Learning

Student Learning Summary

To address gaps in student learning, District Leadership, and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continuous learning opportunities at school, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers.

For the upcoming 2023-2024 school year, our campus plans on implementing a campus-wide strategy designed to help bridge some of the learning gaps created during the pandemic by focusing on responding to student needs and expert instructional delivery. Our goals are:

- Ensure that all students interact at high cognitive levels.
- Ensure engagement and participation.
- Daily alignment of tasks and learning objectives with specific instructional goals.
- Increase student understanding of the learning targets.
- Improving reading comprehension across all grade levels by focusing on Balanced Literacy through guided reading, comprehension at the core, and comprehension toolkit components.
- Writing and science will continue to be integrated across all grade levels, and progress will be monitored throughout the school year.
- Mathematically, we will continue to focus on the building process and problem-solving skills across all grade levels.
- Our special education staff will work in conjunction with general staff to meet the needs of all students by implementing an efficient supportive program for all students.
- Implement an efficient ELL program to support the needs of all English language learners.
- Continue to align the adopted TRS curriculum with the Killeen ISD LEARN model to ensure student success.

MATH

Pre-kindergarten CLI overall EOY results:

*Math 89% overall

- Rote counting 73%
- Number discrimination 87%
- Shape discrimination 85%
- Operations 49%
- Counting sets 81%
- Number naming 81%
- Shape naming 85%

***MAP Math Results:**

46% of Kindergarten students met or exceeded their projected RIT growth scores on MAP (MPG) tests. 41% were at or above norm grade level mean RIT.

56% of First Grade students met or exceeded their projected RIT growth scores on MAP (MPG) tests. 46% were at or above norm grade level mean RIT.

41% of Second Grade students met or exceeded their projected RIT growth scores on MAP tests. 36% were at or above norm grade level mean RIT.

***STAAR Math Results:**

68% of Third Grade students were satisfactory on STAAR.

63% of Fourth Grade students were satisfactory on STAAR.

78% of Fifth Grade students were satisfactory on STAAR.

READING

Pre-kindergarten CLI overall EOY results:

- Rapid letter naming 80%
- Rapid vocabulary 71%
- Phonological awareness 85%
- Social-emotional behaviors 85%
- Early Writing Skills 85%

***MAP Reading Results:**

37% of Kindergarten students met or exceeded their projected RIT growth scores on MAP (MPG) tests. 34% were at or above norm grade level mean RIT.

43% of First Grade students met or exceeded their projected RIT growth scores on MAP (MPG) tests. 27% were at or above norm grade level mean RIT.

51% of Second Grade students met or exceeded their projected RIT growth scores on MAP (MPG) tests. 53% were at or above norm grade level mean RIT.

*STAAR Reading Language Arts Results:

76% of Third Grade students were satisfactory on STAAR.

61% of Fourth Grade students were satisfactory on STAAR.

81% of the Fifth-grade students were satisfactory on STAAR.

FIFTH GRADE SCIENCE STAAR ASSESSMENT

55% of Fifth-grade students were satisfactory on STAAR.

Special Education Data:

50% of all SPED students were successful on STAAR Reading (21 out of 42)

50% of all SPED students were successful on STAAR Math. (21 out of 42)

25% of 5th-grade students were successful on STAAR Science. (3 out of 12)

ELL data:

77% of ELL students passed the Science STAAR (10 out of 13 students).

88% of ELL students passed all Reading STAAR tests (21 out of 24 students).

83% of ELL students passed all Math STAAR tests (20 out of 24 students).

EOY Math MAP RIT scores

Kinder	152	KISD 157.7	Norm 157.11
First	172.5	KISD 173.9	Norm 176.4
Second	181.5	KISD 186.9	Norm 189.42
Third	194.4	KISD 200.2	Norm 201.10
Fourth	202.2	KISD 209.4	Norm 210.51
Fifth	213.1	KISD 216.2.	Norm 218.75

EOY READING MAP RIT scores

Kinder	148	KISD 152.7	Norm 153.09
First	163.2	KISD 167.3	Norm 171.4
Second	184.7	KISD 185.6	Norm 185.57
Third	192	KISD 196.6.	Norm 194.5
Fourth	196.7	KISD 205	Norm 204.83
Fifth	207.5	KISD 210.8	Norm 210.98

The RIT scale is a curriculum scale that uses individual values to estimate student achievement.

GT Student Data:

There were not any identified 3rd-grade GT students for the 2021-2022 STAAR exams.

33% of our Fourth-grade students performed at the "mastered grade level" on one or more STAAR exams. All met standards on the exams.

80% of our Fifth-grade students performed at the "mastered grade level" on one or more STAAR exams. All met standards on the exams.

GT student performance affects all Domains (Student Achievement, School Progress, Closing the Achievement Gaps):

Domain I Student Achievement for campus= 73%, District=76%

Domain II School Progress for campus= 2A(92%), 2B(81%), District 2A(73%), 2B(80%)

Domain III Closing the Gaps for campus= 78%, District=74%

Student Learning Strengths

Data analysis revealed the following strengths:

- **EOY MAP (MPG) projected growth results reveal:**
- 56% of First Grade students met or exceeded their projected RIT growth scores on Math MAP (MPG) tests.

Additional Strengths:

- 4th grade Math STAAR scores were 8% above the district average.
- 5th grade Science STAAR scores were 8% above the district average.
- 5th grade Math STAAR scores were 13% above the district average.
- 5th grade Reading STAAR scores were 7% above the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data from 2022-23 shows that an average of 41% of students in Kindergarten through 2nd grade were at or above grade level Math mean RIT according to MAP. 59% of the students were not at or above grade level for the 2022-23 school year. **Root Cause:** Math spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. **Root Cause:** Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. **Root Cause:** There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.

Problem Statement 5: Data from 2021-22 shows that approximately 36% of students in 4th grade met or mastered the STAAR math assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow them to participate in math lessons at the appropriate level, affecting math abilities.

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school

year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause:** GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

Problem Statement 10: Data from 2021-22 shows that Domain I Student Achievement score of 73% campus score was 3% lower than the district average of 76% and campus expectations call for at least a score 10% higher than the district. **Root Cause:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

Problem Statement 11: Data from 2021-22 shows that Domain II School Progress (2A) score of 92% was 18% higher than the district average. The (2B) score was 1% higher than the district score. Campus expectations call for at least a score 10% higher than the district on both areas in Domain II. **Root Cause:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic. **Root Cause:** School closure due to COVID-19 and the lack of participation by students in the virtual learning option created gaps in learning.

School Processes & Programs

School Processes & Programs Summary

To support students through the 22-23 school year, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continuous learning opportunities in person. All continued learning was monitored and supported by our classroom teachers. All processes and programs were geared towards face-to-face learning. There is a need to address the gaps in learning and the social-emotional impact.

Curriculum, Instruction, and assessment

Ira Cross implements the LEARN model whereby we strive to ensure the guaranteed and viable curriculum is implemented in every class, for every student, every day. Our instruction is aligned with the Texas Essential Knowledge and Skills. Implementation of the curriculum is accomplished through district guidance, instructional implementation, and on-campus Professional Learning Communities (PLCs) that include grade-level opportunities for collaboration and growth. An additional Campus Instructional Specialist (CIS) will ensure that all aspects of the Killeen ISD LEARN model are implemented in every classroom.

Teachers deepen their knowledge by utilizing TEKS Resource System components during the implementation and instructional delivery of lessons. Many processes and programs such as reading programs and intervention student identifying processes are utilized to track and monitor progress on STAAR reporting categories. The categories are aligned with formative and summative assessments used throughout the year to ensure students are learning at the high level expected. STAAR domains are projected based on student achievement until after testing. 2018-19 state accountability ratings are as follows:

Domain I Student Achievement for campus= 73%, District=76%

Domain II School Progress for campus= 2A(92%), 2B(81%), District 2A(73%), 2B(80%)

Domain III Closing the Gaps for campus= 78%, District=74%

By utilizing the approved research-based curriculum, programs, and processes to students' needs, we strive to ensure instruction is purposeful and rigorous enough to raise the learning taking place across the grade levels. We will continue to focus on reading comprehension beginning in the primary grades. We hope to build on gains by utilizing all campus resources to promote reading. Strategies such as an increase in purposeful library circulation and an emphasis on utilizing a variety of text will be implemented. In addition to our reading focus, we will continue to work on understanding mathematical concepts and emphasize writing across all grade levels. Research-based curriculum and strategies will be used to deepen understanding.

Retention Summary:

During the 2022-23 school year, we had a total of 9 first-year teachers throughout grades Pre-Kindergarten through 5th. Beginning the 2023-24 school year, we will have 8 first-year and 7 new experienced teachers on our campus who will require additional support in order to ensure high-quality instruction for our students. The breakdown is as follows:

- Pre-Kindergarten-1 teacher
- Kindergarten-1 teacher
- 1st grade- 2 teachers
- 3rd grade-3 teachers
- 4th grade- 2 teachers
- 5th grade-1 teacher
- Skills- 2 teacher
- Music- 1 teacher
- Special Education-1 teacher

School Organization

Ira Cross Elementary School is a neighborhood school located in the Marlboro Heights area at 1910 Herndon Drive, Killeen TX 76543. The school opened in 2003 with a small population of students and now serves approximately 650 students. We are honored to serve a diverse population including many military families. Our campus focus is to nurture individual students by meeting their needs and raising standards along the way. Ira Cross focuses on each individual student by managing a learning environment that allows each student to take advantage of their opportunity to learn in a nurturing and caring school environment.

Academic goals are always a high priority, but the safety of our students and staff always comes first. Best practices in the classroom are expected in order to ensure the highest quality of learning. For this reason, the staff is expected to continue seeking knowledge in regards to the most effective instructional methods. Ongoing professional development is expected at our campus. Research-based practices are utilized and monitored to ensure a successful learning environment. Campus stakeholders are regularly interviewed and surveyed in a variety of ways to gather feedback in order to ensure future success.

Technology

At Ira Cross, we use technology to support learning and instruction through research-based software and electronic devices. New and existing electronic devices, such as iPads, desktop computers, and laptop computers, are utilized in the classrooms. Many classrooms also participate in technology-based learning, such as videoconferencing in order to promote student interaction. Research-based programs such as Imagine Math and Imagine Literacy are used throughout the school day to teach concepts in addition to traditional classroom instruction.

Computers are utilized throughout the campus. Currently, approximately 16% of our laptops need to be updated to the latest product, and all classrooms need to be outfitted with the latest interactive projector technology. Approximately 10% of our student iPad fleet is no longer considered repairable by the district. If the technology stops working or breaks, they will not repair or update hardware or software. New processes to fund and purchase technology for students remain a priority. Each grade level has access to laptops and additional desktops in the classroom. Such technology brings the world into the classroom creating interactive learning experiences for our students.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

Data analysis revealed the following strengths based on yearly teacher appraisals, observations, district and state assessments:

- Staff increased implementation of TEKS Resource System and virtual platforms provided by the district.
- The implementation of the Empowering Writers program deepened our students' clarity and ability to compose writing selections.
- Staff did a great job building a collaborative team to work on curriculum and instruction.

School Organization

Data analysis revealed the following strengths:

- Welcoming campus environment
- Learner-centered classrooms
- Organized collaborative teams

Technology

Data analysis revealed the following strengths:

- Technology facilitates collaborative student learning that builds critical thinking and knowledge development.
- Technology is implemented with a purpose and utilized daily.
- Students are able to use our technology resources with fidelity as part of their learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

Problem Statement 2: Approximately 10% of our iPads fleet is no longer considered repairable by the district so new technology must be acquired to support learning in the classroom. **Root Cause:** Technology changes faster than we can get it repaired or updated which causes us to fall behind and have obsolete technology.

Problem Statement 3: All students have been and continue to be negatively impacted by the COVID-19 Pandemic; as such, there is an ongoing need to address the gaps in learning and the social-emotional impact. **Root Cause:** School closure due to COVID-19 and the lack of participation by students in the virtual learning option created gaps in learning.

Perceptions

Perceptions Summary

Family and Community Engagement

At Ira Cross, we welcome students daily and support professional staff to assist students with academic, emotional, and social needs. Our hope is to teach children to someday become viable citizens within our community. We host seasonal programs and learning events throughout the school year in order to benefit the students and community. Our campus welcomes volunteers to serve purposeful roles throughout the school year. Our parent liaison helps prepare children for school through our early childhood readiness program.

Based on the feedback collected from volunteers, parents, sign-in logs, and interviews, there is a need for more involvement opportunities and more participation in the form of attendance from parents. Last year we hosted approximately 21 school functions with an average of 43% parent involvement.

We appreciate our local businesses and any help they can provide to our campus. The VFW 9191 sponsored our annual gift giveaway during the holidays. In addition, four local businesses were involved with school functions last year, and we would like to increase that number for the 2022-23 school year.

School Culture and Climate

Ira Cross Jr. Elementary School serves PK-5th grade students. The school motto is "Don't limit your challenges, challenge your limits!", as we realize that learning is a life-long journey. We emphasize the importance of reading and understand that it is critical to everything we seek to accomplish. We strive to develop partnerships with parents and promote community participation. Throughout the year, volunteers provide feedback to the parent liaison and campus administration that is used to gauge campus culture and climate. Based on the feedback collected from volunteers, parents and interviews, the climate on campus for the 2021-22 school year was very positive and fun for students considering the obstacle of Covid. Parents felt informed about school activities, and the staff felt safe throughout the year.

Although staff and parents felt informed and supported, we understand that there is always a need to build on school culture and climate. With new students and parents, change and flexibility are key components of continued success. We understand that different opportunities and experiences every year will help sustain a positive culture and climate.

As a Title I campus, our goal is to ensure that each student is enriched with the benefits of a rigorous well balanced educational environment. The culture here at Ira Cross is one of unity and teamwork. We understand that by working together, we can ensure that all students succeed.

Different methods are used to annually gauge the climate and culture at Ira Cross by garnering participation from staff, parents, and students. Those results are then used to adjust and plan for the future direction of our campus.

Enrollment for the past five years has been very unpredictable. Campus enrollment has varied and has forced us to make changes to staff and classroom sizes after the start of the school year. This affects the initial climate of our campus for both staff and students so a plan will be put in place to help with the transition.

Perceptions Strengths

Family and Community Strengths

Data analysis revealed the following strengths:

- Adopt-a-School unit and community volunteers
- Virtual Community outreach activities and programs
- Parent liaison outreach
- Community organization partnerships

School Culture and Climate

Data analysis revealed the following strengths:

- Site Based Decision Making Committee assists with planning opportunities for the students to experience additional learning events and activities.
- Ira Cross staff goes above and beyond to create positive life experiences through school clubs and enrichment opportunities.
- Counselor and parent liaison plan engaging community involvement opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement in after-school functions across all grade levels had an average attendance rate of approximately 43%, failing to meet our campus goal of 75% parent involvement. **Root Cause:** The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.

Goals

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

Performance Objective 1: By June 2024, 85% of all students and student groups will meet the standard on campus, district and state assessments with no more than a 5% gap in achievement.

Evaluation Data Sources: STAAR Performance Data, EOY MAP, CIRCLE assessments

Strategy 1 Details

Strategy 1: The grade level, small group, and intervention teams will implement research-based strategies including problem-solving mats, academic vocabulary, word walls, anchor charts, and manipulatives, to enhance instruction and student understanding of learning standards.

Strategy's Expected Result/Impact: 10% increase on unit assessments

Staff Responsible for Monitoring: principals, CIS, and teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: Provide materials such as workbooks, classroom manipulatives, and anchor charts - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$34,639

Strategy 2 Details

Strategy 2: Additional paraprofessionals will be used to service particular grade levels of reading and math at-risk students in order to support learning in the classroom. They will be utilized by classroom teachers to help with the instructional needs of at-risk students across all subjects. Additionally, they will focus on providing small group targeted support for the two or more races population in both math and reading. They will also be providing additional targeted support through early morning and lunch tutoring for all students focusing on the white and current SPED populations to increase academic achievement in reading.

Strategy's Expected Result/Impact: 10% increase in scores across common assessments and STAAR

Staff Responsible for Monitoring: principals, CIS, APs

Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: Aides 1 Title 1 - 211 - ESEA, Title I Part A - 211.11.6129.00.130.30.000 - \$116,205

Strategy 3 Details

Strategy 3: The Campus will use visible learning information and expectations on campus walkthroughs and feedback for teachers to ensure impactful instruction. Ongoing professional development for teachers on visible learning will continue.

Strategy's Expected Result/Impact: Walkthroughs demonstrating visible learning, impactful instruction, increase in rigor and learning

Staff Responsible for Monitoring: CIS, APs, Principal

Problem Statements: Student Learning 1, 2, 3, 4, 6, 9, 10, 11 - School Processes & Programs 1

Funding Sources: Supplemental Pay for After Hours PD on Visible Learning - 166 - State Comp Ed - 166.13.6118.CA.130.30.AR0 - \$500

Strategy 4 Details

Strategy 4: The campus will hold separate PLCs for all support positions to include, ELL, SPED, Dyslexia and Intervention Support. In addition, they will still be required to attend grade level PLCs and participate in the RTI committee.

Strategy's Expected Result/Impact: Organized support in the classroom and pullout situations, increase in scores across common assessments and STAAR

Staff Responsible for Monitoring: Principal, CIS, APs

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - School Processes & Programs 1

Strategy 5 Details

Strategy 5: Teachers will offer before and after-school tutoring in reading and math for students who are not proficient on state standards.

Strategy's Expected Result/Impact: Increase in common and state assessments like STAAR by 15%, reduction in learning gaps, increase student achievement.

Staff Responsible for Monitoring: Principals, CIS, Teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.130.30.000 - \$500, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$500

Strategy 6 Details

Strategy 6: Teachers will provide small group instruction and enrichment opportunities to GT students in an effort to guide students towards mastery levels in all content areas. Hands-on activities and challenging experiences will be used to promote mastery levels. Teachers of Gifted and Talented students and students will attend a local created Gifted and Talented Conference in 2023-2024 School Year, which will allow for students to learn and showcase their intellectual abilities; through art/speaking/writing, and more. This opportunity will allow students to understand more about the benefits of the GT program.

Strategy's Expected Result/Impact: 10% increase in GT students who score at the mastery level on state assessments

Staff Responsible for Monitoring: Principal, CIS, APS

Problem Statements: Student Learning 9 - School Processes & Programs 1

Funding Sources: Trifolds and project materials for GT students. - 177 - Gifted/Talented - 177.11.6399.00.130.21.000 - \$1,700, Location for conference for GT students - 177 - Gifted/Talented - 177.11.6412.00.130.21.000 - \$500

Strategy 7 Details

Strategy 7: The campus will provide active research-based small group intervention provided by 2.5 additional interventionist aides that will enhance learning for students identified as at-risk for failure in math and reading. These ARI/AMI aides will review and analyze data from the previous year to guide intervention for individual students in order to improve student achievement and performance.

Strategy's Expected Result/Impact: Student performance in MAP, math and reading will increase by 10%. Also performance will increase by 15% on formative and state assessments.

Staff Responsible for Monitoring: Principal, APs, CIS and teachers

Problem Statements: Student Learning 1, 2, 3, 4, 7, 8, 9

Funding Sources: ARI/AMI Intervention Aides - 166 - State Comp Ed - 166.11.6129.00.130.30.AR0 - \$48,440

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Data from 2022-23 shows that an average of 41% of students in Kindergarten through 2nd grade were at or above grade level Math mean RIT according to MAP. 59% of the students were not at or above grade level for the 2022-23 school year. **Root Cause:** Math spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. **Root Cause:** Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. **Root Cause:** There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.

Problem Statement 5: Data from 2021-22 shows that approximately 36% of students in 4th grade met or mastered the STAAR math assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow them to participate in math lessons at the appropriate level, affecting math abilities.

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause** : GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

Problem Statement 10: Data from 2021-22 shows that Domain I Student Achievement score of 73% campus score was 3% lower than the district average of 76% and campus expectations call for at least a score 10% higher than the district. **Root Cause:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

Student Learning

Problem Statement 11: Data from 2021-22 shows that Domain II School Progress (2A) score of 92% was 18% higher than the district average. The (2B) score was 1% higher than the district score. Campus expectations call for at least a score 10% higher than the district on both areas in Domain II. **Root Cause:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

Problem Statement 12: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic. **Root Cause:** School closure due to COVID-19 and the lack of participation by students in the virtual learning option created gaps in learning.

School Processes & Programs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

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 June 2024, 80% of all students will meet the standard in Reading/Writing/Language Arts with no more than a 5 % performance achievement gap among all students.

Evaluation Data Sources: STAAR, EOY MAP and CIRCLE data assessments

Strategy 1 Details

Strategy 1: The grade level teams will provide ELAR support to students by implementing the TRS curriculum with fidelity. They will employ research-based best practices which include graphic organizers, word walls, leveled literacy intervention and anchor charts to enhance learning and student understandings of learning standards.

Strategy's Expected Result/Impact: Increase in Reading and Writing scores on assessments by 10%.

Staff Responsible for Monitoring: Principals, CIS, Teachers

Additional Targeted Support Strategy

Problem Statements: Student Learning 2, 3, 7

Funding Sources: ELAR supplies such as workbooks, graphic organizers, LLI kits, and items for students project . - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$954, Reading Materials such as books and magazines for students - 211 - ESEA, Title I Part A - 211.11.6329.00.130.30.000 - \$7,000

Strategy 2 Details

Strategy 2: The ELL teacher will provide classroom support to ELL students using Content-Based Language Instruction strategies in her classroom. When needed, additional inclusion support will be provided.

Strategy's Expected Result/Impact: Ell student scores on all assessments will increase by 20%

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

Problem Statements: Student Learning 2, 3, 7

Funding Sources: Reading materials such as chapter books and leveled readers for ELL students - 165/ES0 - ELL - 165.11.6329.00.130.25.ES0 - \$1,000, Instructional supplies needed to support the implementation of SIOP strategies with EB students. - 165/ES0 - ELL - 165.11.6399.00.130.25.ES0 - \$1,660

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. **Root Cause:** Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

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 June 2024, 80% of all students and student groups will read on their instructional reading level or above with no more than a 5% performance achievement gap among all students.

Evaluation Data Sources: STAAR, EOY MAP and CIRCLE data assessments

Strategy 1 Details

Strategy 1: All K-5th grade teachers will implement balanced literacy instruction and comprehension at the core strategies in the classroom this includes a focus on the 5 components of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Teachers will encourage reading at home with parents as well as student-selected reading for sustained periods of time.

Strategy's Expected Result/Impact: Evidence of using resources and strategies will be seen in Walkthroughs, lesson plans, student products, MAP, Unit assessments

Staff Responsible for Monitoring: Principals, CIS, Teachers, Librarian

Additional Targeted Support Strategy

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

Funding Sources: MyOn Reading Program or similar online resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.130.30.000 - \$6,000, Brain Pop, Brain Pop Jr., Lone Star Learning or similar online resources - 211 - ESEA, Title I Part A - 211.11.6299.OL.130.30.000 - \$9,111

Strategy 2 Details

Strategy 2: Teachers will utilize data from common assessments to monitor and evaluate student reading achievement and track and respond to student needs.

Strategy's Expected Result/Impact: Increase in student MAP scores and Percentage of students reading at or above grade level.

Staff Responsible for Monitoring: Principals, CIS, Teachers

Problem Statements: Student Learning 2, 3, 7, 10 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: The campus will provide professional development on how to implement social studies (non-fiction) through reading lessons and aligning lessons to the rigor needed through campus-level PLCs. All grade level teachers will learn how to use social studies to benefit reading targets.

Strategy's Expected Result/Impact: evidence of improved social studies instruction will be seen in reading goals, walkthroughs, and a 10% increase in reading assessments.

Staff Responsible for Monitoring: CIS, APs, principal

Problem Statements: Student Learning 2, 10 - School Processes & Programs 1

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. **Root Cause:** Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause** : GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

Problem Statement 10: Data from 2021-22 shows that Domain I Student Achievement score of 73% campus score was 3% lower than the district average of 76% and campus expectations call for at least a score 10% higher than the district. **Root Cause:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

School Processes & Programs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

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

Performance Objective 4: By June 2024, the campus wishes to increase writing/ELAR performance embedded in the Curriculum Unit Assessment with a minimum pass rate of 80% for all students.

Evaluation Data Sources: Writing assessments in grades K-5, CUA in grades 2-5

Strategy 1 Details

<p>Strategy 1: Teachers in grades PK-5 will provide writing support by utilizing writing products such as the empowering writer's program, Handwriting without Tears and writing materials to illustrate standard genres that focus on developing writing skills for all students.</p>

<p>Strategy's Expected Result/Impact: Utilization of monthly common writing sample assessments, student product display, 2-5 ELAR CUA data will increase by 25%</p>
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<p>Staff Responsible for Monitoring: CIS, APs, Principal, Teachers</p>

<p>Funding Sources: Resources to implement Empowering Writers and to develop writing skills - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$8,200</p>

Strategy 2 Details

<p>Strategy 2: Teachers will use the Empowering Writer's program and attend professional development offered by the district.</p>
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<p>Strategy's Expected Result/Impact: Evidence of application of program in classroom instruction and student products/writing samples. Increase in STAAR reading scores by 15%.</p>

<p>Staff Responsible for Monitoring: CIS, APs Principal, Teachers</p>
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<p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 4 Problem Statements:

School Processes & Programs

<p>Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. Root Cause: Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.</p>

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

Performance Objective 5: By June 2024, 80% of all students and student groups will meet the standard on district and state science assessments with no more than a 5% performance achievement gap among all students.

Evaluation Data Sources: Science Unit test data and STAAR Performance Data

Strategy 1 Details
<p>Strategy 1: PK-5 grade level teams will provide hands-on science instruction that will include lab experiences for students. Teachers will use high yield resources such as graphic organizers, academic vocabulary word walls, anchor charts, and manipulatives to enhance science instruction.</p> <p>Strategy's Expected Result/Impact: Include name of assessment to increase by 20%. (CUA's or STAAR or both?)</p> <p>Staff Responsible for Monitoring: Principals, CIS, Teachers</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Science materials such as lab materials for projects, workbooks and science equipment/tools. - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$500</p>
Strategy 2 Details
<p>Strategy 2: The campus will host science night to build excitement for students and parents, allowing all parties to interact with campus science goals.</p> <p>Strategy's Expected Result/Impact: Increase on Science STAAR by 20%</p> <p>Staff Responsible for Monitoring: Principal, CIS, Teachers</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 1</p>

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. Root Cause: Science experiences and vocabulary are not being introduced with fidelity in grades K-4.</p>
School Processes & Programs
<p>Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. Root Cause: Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.</p>

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

Performance Objective 6: By June 2024, all student groups will improve on academic performance in core subjects by 10%.

Evaluation Data Sources: Common Assessment Performance Data, MAP, CIRCLE, and STAAR

Strategy 1 Details
<p>Strategy 1: ELL teachers will address the specific learning needs of Emergent Bilingual students by attending the Title III Symposium and using a variety of manipulatives and resources to enhance reading. This may include leveled books and additional technology to enhance math and reading instruction.</p> <p>Strategy's Expected Result/Impact: MAP, CIRCLE, STAAR</p> <p>Staff Responsible for Monitoring: Teachers, CIS, APs, Principal</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Reading Materials for EB students - 263 - ESEA, Title III Part A - 263.11.6329.LE.130.25.000 - \$545</p>
Strategy 2 Details
<p>Strategy 2: Teachers will provide special education students with rigorous grade level instruction (according to the individual needs of students) in reading, math, and science with the goal of moving towards an inclusion environment. Special Education staff will utilize district and campus provided interventions while following the co-collaborative teacher model during servicing. Data will be tracked on every student to determine progress at weekly PLC meetings where adjustments will be made as necessary. (System Safeguard)</p> <p>Strategy's Expected Result/Impact: Lesson plans, documentation logs, success in general education classrooms</p> <p>Staff Responsible for Monitoring: SPED teachers, CIS, administration</p> <p>Problem Statements: Student Learning 1, 2, 5, 6, 7, 8 - School Processes & Programs 1</p>

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Data from 2022-23 shows that an average of 41% of students in Kindergarten through 2nd grade were at or above grade level Math mean RIT according to MAP. 59% of the students were not at or above grade level for the 2022-23 school year. Root Cause: Math spiral and intervention groups are not being carried out with fidelity in the primary grades.</p> <p>Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. Root Cause: Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.</p> <p>Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. Root Cause: Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.</p> <p>Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. Root Cause: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.</p>

Student Learning

Problem Statement 5: Data from 2021-22 shows that approximately 36% of students in 4th grade met or mastered the STAAR math assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow them to participate in math lessons at the appropriate level, affecting math abilities.

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

School Processes & Programs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

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

Performance Objective 7: By June 2024, 80% of all student groups will meet the standard on district and state Math assessments with no more than a 5% performance achievement gap among all students.

Evaluation Data Sources: Common Assessments, STAAR assessments

Strategy 1 Details

Strategy 1: The staff will provide hands-on math instruction utilizing math manipulatives and additional learning materials with an emphasis on problem-solving. PLC discussions will ensure that teachers understand the depth and complexity of Math TEKS and that lesson plans are aligned to provide the rigor needed.

Strategy's Expected Result/Impact: Increase in Math Scores by 20%

Staff Responsible for Monitoring: Principals, CIS, APs

Additional Targeted Support Strategy

Problem Statements: Student Learning 8 - School Processes & Programs 1

Funding Sources: Math manipulatives, workbooks, calculators, other supplies for Students - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$500

Strategy 2 Details

Strategy 2: Teachers will implement a common Math spiral review that aligns with the new state standards in grades 1st through 5th.

Strategy's Expected Result/Impact: A 15% increase on district assessments.

Staff Responsible for Monitoring: CIS, APs, Teachers

Problem Statements: Student Learning 8 - School Processes & Programs 1

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

School Processes & Programs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

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 staff will utilize the TEKS to collaboratively learn more about the CFA 2.0 documents to design lessons aligned to the standards.

Evaluation Data Sources: Results from local and state assessments, lesson plans, walkthroughs and observations

Strategy 1 Details

Strategy 1: Professional learning days will be provided for teachers to analyze data, study student expectations, and design lessons according to the needs of students at-risk in reading, math and science. Extra time will be provided during early-outs and at the end of each nine weeks session to provide grade level team instructional planning and collaboration.

Strategy's Expected Result/Impact: Students performance on common assessments, MAP, and STAAR. Impactful use of time as evidenced by sign In sheets, agendas, lesson plans and observations.

Staff Responsible for Monitoring: Principal, APs, Curriculum Instruction Specialists, Teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1

Funding Sources: Substitutes for teacher's professional development planning days. - 211 - ESEA, Title I Part A - 211.11.6116.00.130.30.000 - \$3,000

Strategy 2 Details

Strategy 2: Campus will provide staff & teacher support and professional development training to retain highly effective staff. During PLC, teams will be provided extended time at the end of each semester to study the curriculum and formative assessment results. Teams will collaborate regarding the use of best instructional practices and strategies.

Strategy's Expected Result/Impact: Improved instructional delivery and student performance on summative assessments and the STAAR test.

Staff Responsible for Monitoring: Principals, CIS, Teachers.

Problem Statements: School Processes & Programs 1

Strategy 3 Details

Strategy 3: The campus will seek to bring professional development on instructional practices in reading and math to include digital learning that supports lesson development and delivery.

Strategy's Expected Result/Impact: Evidence of use during teacher evaluation, student increase proficiency by 10% on common assessments, MAP and STAAR test.

Staff Responsible for Monitoring: Principals, CIS, Teachers

Problem Statements: Student Learning 1, 2, 3, 4, 7, 8, 9

Funding Sources: Professional Development Teachers - Reading and Math Instructional Practices - 211 - ESEA, Title I Part A - 211.13.6299.00.130.30.000 - \$4,000

Strategy 4 Details

Strategy 4: A Curriculum Instructional Specialist will be utilized to address instructional development and the lesson learning cycle with PK-5 staff. In addition, they will work on curriculum and instructional delivery practices with individual teachers and grade levels in core subjects.

Strategy's Expected Result/Impact: 20% increase in student performance in Math and ELA.

Staff Responsible for Monitoring: Principal, APs, CIS, and teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: Instructional Specialist to work with teachers of at-risk students - 211 - ESEA, Title I Part A - 211.13.6119.00.130.30.000 - \$73,991

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Data from 2022-23 shows that an average of 41% of students in Kindergarten through 2nd grade were at or above grade level Math mean RIT according to MAP. 59% of the students were not at or above grade level for the 2022-23 school year. **Root Cause:** Math spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. **Root Cause:** Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. **Root Cause:** There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.

Problem Statement 5: Data from 2021-22 shows that approximately 36% of students in 4th grade met or mastered the STAAR math assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow them to participate in math lessons at the appropriate level, affecting math abilities.

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause** : GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

School Processes & Programs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

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

Performance Objective 2: During the 2023- 2024 school year, staff will utilize new learning to master instructional coaching effectiveness, raise academic rigor levels and extend knowledge on gifted and talented best practices.

Evaluation Data Sources: Lesson plans, walkthroughs, Instructional Rounds, assessment data and reports.

Strategy 1 Details
<p>Strategy 1: The campus will provide professional development on RIGOR to raise expectations and academic performance using research-based instructional techniques.</p> <p>Strategy's Expected Result/Impact: As evidenced by sign-in sheets, PLC participation. Increase in formative and summative assessments</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
Strategy 2 Details
<p>Strategy 2: The campus will host GT committee meetings in order to ensure collaboration and best practices for GT students.</p> <p>Strategy's Expected Result/Impact: As evidenced by student products, participation of GT students in extra curricular campus and district activities and Science and learning fairs.</p> <p>Staff Responsible for Monitoring: GT Teachers, CIS, APs, Principal</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Data from 2022-23 shows that an average of 41% of students in Kindergarten through 2nd grade were at or above grade level Math mean RIT according to MAP. 59% of the students were not at or above grade level for the 2022-23 school year. Root Cause: Math spiral and intervention groups are not being carried out with fidelity in the primary grades.</p> <p>Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. Root Cause: Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.</p> <p>Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. Root Cause: Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.</p> <p>Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. Root Cause: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.</p> <p>Problem Statement 5: Data from 2021-22 shows that approximately 36% of students in 4th grade met or mastered the STAAR math assessment. Root Cause: Lack of differentiation for students in the classroom did not allow them to participate in math lessons at the appropriate level, affecting math abilities.</p>

Student Learning

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause** : GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

School Processes & Programs

Problem Statement 1: Approximately 29% of our teachers will be new this upcoming school year. **Root Cause:** Aside from military and out-of-district moves, we also had retirees, promotions to leadership positions, and increased campus allocations.

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

Performance Objective 3: During the school year 2023-2024, 100% of staff will participate in high quality professional development that ensures collaboration, innovation, and accountability for all students.

Evaluation Data Sources: Staff retention and beginning, MOY, and EOY survey results.

Strategy 1 Details

Strategy 1: Teachers, assistant principal, and principal will attend the 23-24 TRS conference, reading and writing conferences provided by local service centers such as Region 12 and Math/Science conferences such as CAMT/CAST, in order to develop deeper understandings to increase student achievement. Teachers will work to develop and facilitate collaborative grade level learning practices and strategies across vertical and horizontal instructional learning teams.

Strategy's Expected Result/Impact: Student success meeting common and states assessments, STAAR

Staff Responsible for Monitoring: APs, Principal, CIS and teachers

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: Teacher Yearly Conference Travel/fees - See strategy for identified PD - 211 - ESEA, Title I Part A - 211.13.6411.00.130.30.000 - \$15,136, Admin Yearly Conference Travel/fees - See strategy for identified PD - 211 - ESEA, Title I Part A - 211.23.6411.00.130.30.000 - \$4,000

Strategy 2 Details

Strategy 2: Staff will participate in an annual book study through PLCs and staff development opportunities on campus. The book study will be used to develop classroom instruction and ensure collaboration.

Strategy's Expected Result/Impact: Evidence that Teachers will implement strategies from book into the classroom to ensure student success.

Staff Responsible for Monitoring: CIS, APs

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: Books for PLC book studies on classroom instruction and collaboration - 211 - ESEA, Title I Part A - 211.13.6329.00.130.30.000 - \$1,500

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Data from 2022-23 shows that an average of 41% of students in Kindergarten through 2nd grade were at or above grade level Math mean RIT according to MAP. 59% of the students were not at or above grade level for the 2022-23 school year. **Root Cause:** Math spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 2: Data from 2022-23 shows that an average of 38% of students in Kindergarten through 2nd grade were at or above grade level Reading mean RIT according to MAP. 62% of students were below the Reading RIT mean for the 2022-23 school year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity in the primary grades.

Student Learning

Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. **Root Cause:** Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. **Root Cause:** There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.

Problem Statement 5: Data from 2021-22 shows that approximately 36% of students in 4th grade met or mastered the STAAR math assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow them to participate in math lessons at the appropriate level, affecting math abilities.

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause** : GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

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 provided for parents to volunteer, assist staff and participate at school so that parent/community participation increases by 10%.

Evaluation Data Sources: Sign in sheets, parent surveys

Strategy 1 Details
<p>Strategy 1: Parent liaison and staff will organize, support, and design activities in order to increase parent and community involvement. Parent liaison will also lead our early learner program in order to help transition students into a school setting to help develop early literacy.</p> <p>Strategy's Expected Result/Impact: As evidenced by sign-in logs and parent surveys.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Liaison salary & estimated benefits - 211 - ESEA, Title I Part A - 211.61.6129.00.130.30.000 - \$31,944, Parent Liaison Prof Dev - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.130.24.PAR, Parent Liaison Sup Pay for PD - 211 - ESEA, Title I Part A - 211.61.6121.00.130.30.000 - \$180, Reading Materials for Early Literacy Class - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.130.24.PAR - \$814</p>
Strategy 2 Details
<p>Strategy 2: The parent liaison will develop parenting events, and make home visits to support student learning, as needed.</p> <p>Strategy's Expected Result/Impact: As evidenced by Parent sign-in and participation logs.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent learning and engagement resources - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.130.24.PAR - \$1,000</p>
Strategy 3 Details
<p>Strategy 3: The campus will host after school events where community members will be invited to Family Reading Night, Math Night and Science Night to promote student learning.</p> <p>Strategy's Expected Result/Impact: As evidenced by parents and student attendance sheets, percentage of reading levels increased.</p> <p>Staff Responsible for Monitoring: Principals, Parent Liaison, Teachers, CIS</p> <p>Problem Statements: Student Learning 6, 7, 8 - Perceptions 1</p> <p>Funding Sources: Pay for parent liaison to facilitate night time events - 211 - ESEA, Title I Part A - 211.61.6121.00.130.30.000 - \$300, Instructional Supplies for Parent Involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.130.24.PAR - \$1,658</p>

Strategy 4 Details

Strategy 4: The ELL teacher will conduct ELL parent meetings to discuss and assist parents in helping their child/children with academic language acquisition and development.

Strategy's Expected Result/Impact: Increased TELPAS, SPED, Section 504, & STAAR results.

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

Problem Statements: Perceptions 1

Funding Sources: Materials for EB Parent Meetings - 263 - ESEA, Title III Part A - 263.61.6399.LE.130.25.000 - \$25

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 6: Data from 2021-22 shows that approximately 63% of students in 5th grade passed the STAAR science, our scores decreased by 7% from the 2020-21 school year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Data from 2021-22 shows that approximately 45% of our students in grades 3 - 5 met or mastered the STAAR reading assessment. There is a 2% deficit when compared to the district average. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Data from 2021-22 shows that approximately 35% of our students in grades 3 - 5 met or mastered the STAAR math assessment. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Perceptions

Problem Statement 1: Parent involvement in after-school functions across all grade levels had an average attendance rate of approximately 43%, failing to meet our campus goal of 75% parent involvement. **Root Cause:** The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.

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 10% by providing a supportive and safe school environment.

Evaluation Data Sources: Fewer discipline referrals

Strategy 1 Details
<p>Strategy 1: The campus will utilize the district referral management system to address, report, monitor and manage the safety of our students. The staff will be provided professional development and strategies to monitor and reduce negative student behaviors.</p> <p>Strategy's Expected Result/Impact: As evidenced by monthly discipline records that reflect a decrease in incidences.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Problem Statements: Demographics 2</p>
Strategy 2 Details
<p>Strategy 2: Campus wide measures and attendance incentives will be implemented to reduce student absences and tardies during the school year.</p> <p>Strategy's Expected Result/Impact: As evidenced by, student attendance rates greater than 97% for each 9 weeks, and BOY, MOY, and EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Admin</p> <p>Problem Statements: Demographics 1</p>
Strategy 3 Details
<p>Strategy 3: The campus will utilize Bully Reporter to address, report, monitor and manage the safety of our students. The campus will provide staff with professional development and strategies to monitor and reduce student bullying behaviors.</p> <p>Strategy's Expected Result/Impact: As evidenced by a decrease in Bully incidences, discipline records.</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Admin</p> <p>Problem Statements: Demographics 2</p>
Strategy 4 Details
<p>Strategy 4: The campus will implement and monitor restorative practices into every classroom in order to support student social/emotional well-being.</p> <p>Strategy's Expected Result/Impact: As evidenced by a decrease in referrals, counseling behavior protocols.</p> <p>Staff Responsible for Monitoring: Teachers, Counseling Staff, Admin,</p> <p>Problem Statements: Demographics 2</p>

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Tardies this school year totaled 7,232 across all grade levels showing an approximate 32% increase when compared to last year's data. **Root Cause:** Lack of effective tardy policy and consistent follow-through on consequences for parents and students who are continually tardy.

Problem Statement 2: Discipline referrals across the entire campus showed an approximate 35% increase when compared to last year's data and totaled 405 referrals. **Root Cause** : We did not have a systematic approach in place to educate new students and staff on effective ways to reach desired Ira Cross 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 2: In accordance with law, a coordinated health program with physical education and physical activity components will be offered for all grade levels 100% of the time.

Evaluation Data Sources: Aligned physical and wellness activities

Strategy 1 Details
<p>Strategy 1: The campus will follow the established goals for physical activity and wellness. Student health activities will be geared to meet goals such as push-up, sit-up and other exercise requirements established by law. P.E staff will also offer clubs for students such as the running club before school to help students reach physical and health goals.</p> <p>Strategy's Expected Result/Impact: Aligned activities, increased opportunities for wellness</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Admin</p>

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

Performance Objective 1: By June 2024, staff and student use of technology applications and resources in the learning environment will increase by 10%.

Evaluation Data Sources: Increase in positive feedback on campus technology Bright Bytes survey. Increase in district and state assessments.

Strategy 1 Details

Strategy 1: The campus will implement new technology in the classroom or as part of rotations for at-risk students to support the implementation of the curriculum through supplemental instruction and interventions, in and outside of the classroom. EB students will apply new language mastering and support programs by utilizing the new technology. Additional technology will help improve student performance in all content areas.

Strategy's Expected Result/Impact: Technology resources, and acquisitions that impact and improve student learning and common assessment performance by 10% on district, campus, and state grade level measurements.

Staff Responsible for Monitoring: Principals, Technologist, CIS

Funding Sources: Additional Charging stations for iPads - 211 - ESEA, Title I Part A - 211.11.6394.00.130.30.000 - \$500, Digital computer resources - 211 - ESEA, Title I Part A - 211.11.6398.00.130.30.000 - \$5,000, Cords and dongles for iPad charging stations and cases for ipads - 166 - State Comp Ed - 166.11.6399.00.130.30.AR0 - \$896, ear buds and cases for use with technology - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$1,840, iPad Cases for ELL Students - 165/ES0 - ELL - 165.11.6399.00.130.25.ES0, Technology resources for use by ELL students only - 165/ES0 - ELL - 165.11.6399.00.130.25.ES0, Additional Laptops and iPads for classrooms to serve at-risk students - 166 - State Comp Ed - 166.11.6398.00.130.30.AR0 - \$16,649, Additional Charging stations for iPads to serve At-Risk Students - 166 - State Comp Ed - 166.11.6394.00.130.30.AR0 - \$2,500

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

Performance Objective 2: By June 2024, 100% of EB, At-Risk, and GT students will participate in conferences, virtual or real-world field-based learning experiences to make connections to concepts in reading, math, and science.

Evaluation Data Sources: Increase student achievement on state standard common assessments and STAAR.

Strategy 1 Details
<p>Strategy 1: EB students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences.</p> <p>Strategy's Expected Result/Impact: Participant reflection journal entries, and connect experience to learning standards. Positive student and parent surveys.</p> <p>Staff Responsible for Monitoring: Principals, CIS, Classroom teachers</p> <p>Problem Statements: Student Learning 3, 4</p>
Strategy 2 Details
<p>Strategy 2: GT students will attend conferences, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real world experiences.</p> <p>Strategy's Expected Result/Impact: Participant reflection journal entries, and connect experience to learning standards. Positive student and parent surveys.</p> <p>Staff Responsible for Monitoring: Principals, CIS, Classroom teachers</p> <p>Problem Statements: Student Learning 9</p>
Strategy 3 Details
<p>Strategy 3: At risk students will attend conferences, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real world experiences.</p> <p>Strategy's Expected Result/Impact: Participant reflection journal entries, and connect experience to learning standards. Positive student and parent surveys.</p> <p>Staff Responsible for Monitoring: Principals, CIS, Classroom teachers</p> <p>Problem Statements: Student Learning 3, 4, 10, 11</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Data from 2021-22 shows that approximately 50% of EB students across all grade levels met or mastered the STAAR reading assessment. Root Cause: Lack of differentiation for EB students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.</p> <p>Problem Statement 4: Data from 2021-22 shows that approximately 54% of EB students across all grade levels met or mastered the STAAR math assessment. Root Cause: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.</p>

Student Learning

Problem Statement 9: Data from 2021-22 shows that approximately 57% of our 3rd-5th STAAR tested GT students mastered at least one of the STAAR tests. Scores decreased by 30% from the 2020-21 school year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause** : GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

Problem Statement 10: Data from 2021-22 shows that Domain I Student Achievement score of 73% campus score was 3% lower than the district average of 76% and campus expectations call for at least a score 10% higher than the district. **Root Cause:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

Problem Statement 11: Data from 2021-22 shows that Domain II School Progress (2A) score of 92% was 18% higher than the district average. The (2B) score was 1% higher than the district score. Campus expectations call for at least a score 10% higher than the district on both areas in Domain II. **Root Cause:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Tomas Sias	Principal
Classroom Teacher	Katrina Titus	PK4 Teacher
Classroom Teacher	Ana Jones	Kindergarten Teacher
Classroom Teacher	Lorene Ruiz	1st Grade Teacher
Classroom Teacher	Charo Smith	2nd Grade Teacher
Classroom Teacher	Bethzaida Machado Castillo	3rd Grade Teacher
Classroom Teacher	Lezah McArthur	4th Grade Teacher
Classroom Teacher	Darnee Wambsgans	5th Grade Teacher
Classroom Teacher	Keevan Shipley	SPED Teacher
Business Representative	Troy Cochran	President of Operations
Community Representative	Kevin Williams	VFW
District-level Professional	Karen-Marie Seitter	District-Level Professional
Parent	Jonathan Morris	Parent
Parent	Ryan McArthur	Parent
Paraprofessional	Colleen McArthur	Paraprofessional (Title I)
Paraprofessional	Laura Kiphen	Paraprofessional (Title I)
Curriculum Instructional Specialist	Jessica Askew	Curriculum Instructional Specialist
Assistant Principal	Tiphani Morris	Assistant Principal
Assistant Principal	Jenna McArthur	Assistant Principal
Counselor	Teffiney Terrell	Social Emotional Learning Specialist
Classroom Teacher	James Anderson	Physical Education Teacher