

Killeen Independent School District

Iduma Elementary School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Iduma is located in Killeen, Texas, near the Fort Hood Army base. As a result, Iduma's student population is highly diverse with unique strengths and needs. Close to half of the student population is connected to an active duty service member. This impacts our mobility rate with students withdrawing and enrolling on a continuous basis. Iduma serves the needs of close to one hundred special education students through inclusion, resource, and self-contained settings (SKILLS and ESCE). We provide learning experiences for all our students that are connected to the real-world and that draw upon our students' experiences and backgrounds. Students are asked to be risk-takers, knowledgeable, thinkers, communicators, balanced, and reflective.

New teachers or teachers new to the district sometimes struggle with implementing district initiatives and with the unique challenges present in a highly mobile and diverse community. To assist with this, we offer new teachers experienced mentors to guide them throughout the year. The unique backgrounds of our students help provide a rich learning environment for all of our students.

As a result of COVID-19, KISD closed all campuses and district offices for the final nine-week grading period of the 19-20 school year. To support students through this time, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. There is a need to address the gaps in learning and the social-emotional impact stemming from the extended school closure. As we moved into the 20-21 school year, the district allowed parents to choose between two learning platforms. Approximately 70% of our students were face-to-face learners and 30% were virtual learners. Our teachers worked to meet the needs of students through Schoology or SeeSaw, our district's learning management systems.

The 21-22 school year marked the return of all students to the classroom. We worked hard each day to meet the diverse needs of all of our learners. Many classrooms faced challenges due to teacher vacancies and absences among students and staff. We also experienced rezoning this year as approximately 120 students from a neighbor campus came to Iduma and approximately 100 went to a new campus.

The 22-23 school year began with most teacher vacancies filled which was a big change from the previous years.

Demographics Data	2021-22 Enrollment *from TAPR	2020-21 Enrollment *from TAPR	2019-20 Enrollment *from TAPR	2018-19 Enrollment	2017-18 Enrollment	2016-17 Enrollment
African American	45%	43%	45%	46%	45%	46%
Hispanic	28%	28%	25%	23%	23%	26%
White	12%	14%	17%	18%	18%	21%
American Indian	1%	1%	0.5%	1%	1%	1%

Demographics Data	2021-22 Enrollment *from TAPR	2020-21 Enrollment *from TAPR	2019-20 Enrollment *from TAPR	2018-19 Enrollment	2017-18 Enrollment	2016-17 Enrollment
Asian	2%	2%	2%	2%	2%	3%
Pacific Islander	3%	4%	3%	3%	3%	3%
Two or More Races	10%	8%	8%	7%	7%	6%
Total Students:	814	796	838	910	904	905
Gifted and Talented	2%	3%	3%	3%	3%	2%
Bilingual/ESL/EB	7%	8%	6%	7%	5%	8%
Special Education	15%	18%	16%	11%	11%	10%
At-Risk	52%	35%	51%	47%	41%	44%
Economically Disadvantage	85%	64%	64%	58%	56%	60%
Mobility	21%	19%	21%	21%	21%	23%

Demographics Strengths

The following have been identified as demographics strengths:

- Iduma's student population is diverse and accepting of others.
- Iduma students bring rich multicultural experiences that add strength to our program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: New teachers frequently lack knowledge of research based instructional practices and need support to build capacity in this area. **Root Cause:** Teacher certification programs vary greatly in the amount and quality of time spent on learning and implementing best practice instructional strategies.

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19, teacher vacancies, and absences. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Student Learning

Student Learning Summary

Student learning is at the forefront of our work. In PLC we focus on studying curriculum and planning instructional delivery. We use common assessments to respond to the needs of students as well as Research-based interventions to support our students. Data from Universal Assessments also guide our work.

Universal assessments and STAAR results for the end of the year in Math, Reading, and Science for 2022-2023 are as follows:

PK CIRCLE Benchmark Report		
EOY 2023		
	Iduma	KISD
Rapid Letter Naming	87%	81%
Rapid Vocabulary	70%	75%
Phonological Awareness	70%	79%
Math	87%	86%

MATH

Measures of Academic Progress (MAP) Mean RIT Score		
Math - EOY 2023		
	Iduma	KISD
KG	157.1	157.7
1st	176.4	173.9
2nd	189.4	186.9
3rd	201.1	200.2
4th	210.5	209.4
5th	218.7	216.2

Percentages of Students at Meets or Above EOY MAP Math	
Kindergarten	51%
1st Grade	40%

Percentages of Students at Meets or Above EOY MAP Math

2nd Grade	42%
3rd Grade	49%
4th Grade-	43%
5th Grade	46%

Math STAAR Data for 22-23

Campus	District
3rd Grade Likely to Pass- 43%	3rd Grade Likely to Pass- 47%
4th Grade Likely to Pass- 42%	4th Grade Likely to Pass- 48%
5th Grade Likely to Pass- 53%	5th Grade Likely to Pass- 56%

READING

Measures of Academic Progress (MAP) Mean RIT Score

Reading - EOY 2023

	Iduma	KISD
KG	153.1	152.7
1st	171.4	167.3
2nd	185.6	180.2
3rd	197.1	196.6
4th	204.8	205
5th	211	210.8

Percentages of Students at Meets or Above EOY MAP Reading

Kindergarten	34%
1st Grade	33%
2nd Grade	43%

Percentages of Students at Meets or Above EOY MAP Reading

3rd Grade	47%
4th Grade	50%
5th Grade	46%

Reading STAAR Data for 22-23

Campus	District
3rd Grade Likely to Pass: 63%	3rd Grade Likely to Pass: 66%
4th Grade Likely to Pass- 47%	4th Grade Likely to Pass- 54%
5th Grade Likely to Pass- 75%	5th Grade Likely to Pass- 54%

SCIENCE

Measures of Academic Progress (MAP) Mean RIT Score

Science - EOY 2023

	Iduma	KISD
3rd	195.9	197.3
4th	201.2	203.6
5th	206.2	210.3

Percentages of Students at Meets or Above EOY MAP Science

3rd Grade-65/108	60%
4th Grade- 62/124	50%
5th Grade-64/105	61%

Science STAAR Data for 22-23

Campus	District
5th Grade Likely to Pass: 23%	5th Grade Likely to Pass 36%

Historical and Comparison STAAR Data

Comparison STAAR Data					
Grade 3					
Math					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	81	59%	20%	5%	25%
2022	115	61%	24%	10%	34%
2023	108	70%	33%	14%	38%
Reading					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	81	63%	37%	15%	35%
2022	115	70%	40%	21%	44%
2023	109	72%	41%	17%	45%
Grade 4					
Math					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	97	47%	18%	6%	30%
2022	93	45%	20%	10%	31%
2023	118	61%	35%	9%	37%
Reading					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	98	63%	27%	10%	30%
2022	93	74%	41%	17%	47%
2023	118	75%	36%	10%	42%
Grade 5					

Comparison STAAR Data					
Math					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	89	79%	47%	19%	42%
2022	119	71%	40%	15%	39%
2023	99	75%	39%	12%	42%
Reading					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	89	79%	44%	29%	43%
2022	119	73%	43%	21%	51%
2023	99	81%	56%	25%	51%
Science					
	Total Students	Approaches	Meets	Masters	Dist. Meets Avg.
2021	88	63%	17%	3%	20%
2022	118	49%	14%	3%	24%
2023	98	46%	16%	7%	24%

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

Student Learning Strengths

- MAP data indicates that in most areas, our campus scored comparatively with district averages.
- Students in grades 2-5 participated in after school tutorials.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Grade 5 preliminary 2023 Science STAAR scores project 16% of students were at meets which is below the district average. **Root Cause:** Intentional planning using hot spot data has not consistently occurred in all grade levels along with hands on learning experiences.

Problem Statement 2: 2023 Math STAAR scores show the percentage of 3rd (37%), 4th (37%), and 5th (55%) grade students who met expectations were below our campus goal. **Root Cause:** Detailed lesson planning, utilization of Gradual Release of Responsibility, higher level learning tasks and manipulatives are not consistently implemented in all grade levels.

Problem Statement 3: Our 2023 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. **Root Cause:** Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.

Problem Statement 4: The percentage of 3rd grade (19%) ELL students meeting the standard on STAAR math and 5th grade (6%) ELL students meeting the standard on STAAR science is below the campus "All Student" group. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered instruction within Math and Science lessons.

Problem Statement 5: The percentage of students achieving Masters level performance on STAAR ranges from 7% to 25% across all subjects and grade levels. **Root Cause:** Differentiated tasks that address real-world situations and engage students in higher order thinking are not consistently implemented.

Problem Statement 6: The percentage of Black/African American students in 3rd, 4th, and 5th grade scored below the "all student" group for all subjects tested by STAAR. **Root Cause:** The identification of at-risk students and targeted interventions did not occur in a timely manner.

Problem Statement 7: 70% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary beginning in the primary grades to support learning across all grade levels. **Root Cause:** Intentional planning for language and vocabulary in PK-2 is not consistent.

Problem Statement 8: 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:** Students lack foundational skills due to missed learning opportunities due to frequent absences.

School Processes & Programs

School Processes & Programs Summary

Our school uses TEKS Resource which is directly aligned with the Texas standards and 21st century learning skills. Teachers used the unit assessments and the performance indicators from TEKS Resource. Teachers are expected to follow the Unit Planning Process throughout the school year. Collaborative planning is a non-negotiable.

We use assessment data to determine each child's strengths and weaknesses and appropriate interventions to best target their learning gaps. The RTI committee meets to discuss students who are not progressing and determines Tier II interventions (above and beyond what is offered in the regular classroom). Student progress is monitored weekly to determine the effectiveness of interventions and we meet with parents in the committee to discuss progress and other options. In the RTI process, if students are not making progress in Tier II, we then give them more intensive instruction in a group of 3 or less. We will continue to fine tune our implementation of RTI process and grow in the area of progress monitoring to ensure we are making effective decisions for our students. This year students in grades 3-5 who did not pass the 2022 STAAR tests received 30 additional hours of targeted instruction due to HB4545. We adjusted our master schedule to include this additional small group instruction during the school day.

Our teachers meet weekly in PLC to plan and design lessons to meet the needs of our students. Each new teacher is supported by a trained mentor. Our GT students are supported by trained GT teachers. Students in Sped are supported by two Resource teachers and two Inclusion aides. Our EB learners are supported by our ESL team as well as certified ESL teachers. Our campus journey of Restorative Practices continued this year. Treatment agreements as well as daily check ins are a requirements that lay the foundation for learning. We also formed a Threat Assessment team to evaluate and respond to safety issues.

Additionally, our year began with less teacher vacancies than the previous year.

School Processes & Programs Strengths

Strengths:

- Teachers work collaboratively weekly through PLC and after school planning to develop lessons that are directly aligned with the curriculum.
- Our RTI process is a vehicle to identify our students who are in need of extra intervention
- Iduma designs student-centered lessons through the integration of TEKS Resource System.
- Teachers participate in a common planning period and meet weekly to plan lessons to ensure student achievement for ALL.
- The mentoring program, directed by our district, is helpful in retaining teachers and providing them with quality professional development.
- Campus goals/vision/mission are aligned with the district (per SBDM committee minutes, PLC records, mission/vision surveys).
- Focus remains on the improvement of student achievement and the improvement of instructional delivery (per teacher evaluation data, formative and summative conference data, failure report conversation records).

Iduma Elementary offers many technology opportunities.

- Variety of technology available for student use
- Interventions and acceleration programs through technology are utilized on a daily basis throughout the day.
- All classrooms have Smart projectors
- We also offer campus professional development lessons in our PLC time throughout the year.
- We offer computer usage in our library to our parents who need help or do not have access to a computer.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher knowledge of curriculum, instruction and assessment differs in and among grade levels. **Root Cause:** 20% of teaching staff have 1-5 years of experience, and PLC time is not consistently devoted to the study of the TEKS , IFD study, and analysis of CUA data. .

Problem Statement 2: Data from coaching walks reveals that the level of learning during instruction does not consistently reach the rigor required to master the TEKS. **Root Cause:** We do not consistently analyze the standards and determine the appropriate learning task with the appropriate rigor as well as implement all of the Unit Planning Process with fidelity.

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning or to maximize their full potential.

Perceptions

Perceptions Summary

Iduma's mission is to "foster an environment that encourages and empowers the entire school community to become life-long, reflective learners who are committed to making the world a better place. By developing awareness beyond each family's back door, all will be prepared for the next leg of the journey."

Iduma has a full time parent liaison paid for from Title I funds, 3 full time counselors and a MFLC counselor to help with parent and community involvement and to work directly with teachers to help with our students. Our counselors work collaboratively to plan meaningful parent involvement activities and learning. These need to be offered at different times to meet the scheduling needs of our parents. When meetings or trainings were offered during the day time only, we had low parent turn out. Last year, approximately 12 parents were trained as volunteers on our campus.

Iduma's culture is one of caring and commitment to all members of our students, staff, and community. Everyone who enters our doors comments on our open, friendly and welcoming environment. Staff and students are empowered to give suggestions and guide change on our campus which speaks volumes to our collaborative efforts. Iduma also has a culture of collaboration. Our teachers meet weekly to plan learning experiences to increase student achievement. Many Iduma staff members reflect on their own strengths and talents and offer after school clubs to meet the needs of our students. Students at Iduma are asked to take responsibility for their own actions. Our mobility rate offers unique opportunities to induct our new families into our school.

Our military counselor is readily available on a daily basis to work with families who are in need of social, financial and emotional help. She works alongside with our other counselors and parent liaison. We also promote the use of technology in the school and give access to parents who need help with items such as registration. To promote literacy in the home, parents are welcome to check out up to 10 library books. We include our parents and community members in the revision of our written Parent Involvement Policy and our Home-School Compact. We include these documents on our web page. Our technologist keeps our web page up to date with important information for all parents and community members. We also use a mass messaging system to inform and remind parents of upcoming events and notices. This is utilized as needed and has proven to be very effective. Iduma offers programs such as parent/teacher conferences, Meet the Teacher Night, and a Fall Open House. Parents and community/business partners participate in Site-based Decision Making (SBDM) committee meetings.

Discussions with SBDM members, parent support team, and counselors, indicate that parents would benefit from additional parenting skills classes as well as training related to curriculum and how they can help their students at home to succeed academically. Two parenting classes were held in person. Parents are surveyed to determine content and topics.

Iduma has a school-wide discipline plan that encourages student responsibility and parent and teacher support. There were 535 office referrals recorded this school year. The number increased approximately 90 incidents between the 2022 to 2023 school years. Discipline referrals were submitted online. Attendance and being on time continue to be an important part of being a successful learner. Students were encouraged to be on time and in attendance daily. This year we became a school with a No Place for Hate distinction. We also implemented a Maverick Ambassador leadership club for our students in grades 2-5.

Perceptions Strengths

The following are family and community involvement strengths:

- Iduma Elementary embodies a culture of caring and committed staff members who believe that all students should have high quality learning experiences.
- Parents feel welcome at Iduma due to the family atmosphere, communication, and programs that are offered.
- Parents trust that safety protocols are followed.
- Iduma offers parent communication through email, campus website, and newsletters.
- All staff members, students and parents collaborate to think of new and innovative ways to enhance student achievement.
- Teachers and staff take responsibility for the learning and safety of all students on our campus, not just the students assigned to their classroom or grade level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was low turn out at parent informational and training sessions. **Root Cause:** Parent learning opportunities were held infrequently.

Problem Statement 2: We have experienced a decline in the numbers of parents volunteering at the campus. **Root Cause:** Volunteer training was offered but not monthly.

Problem Statement 3: The total number of discipline referrals in PK through fifth grades was 535 incidents, which interferes with a productive and safe learning environment for all students **Root Cause:** School environment must provide consistent routines, strategies, and support to ensure students are safely engaged in the learning environment.

Problem Statement 4: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

Goals

Revised/Approved: June 22, 2023

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, the average of 3rd - 5th grade students scoring Meets Grade Level Standard on STAAR Reading will increase from 41% to 48%.

Evaluation Data Sources: % Meets Grade Level Standards

Strategy 1 Details

Strategy 1: Teachers will meet in weekly PLCs to identify hard to teach Reading TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using the Unit Planning Process.

Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.

Staff Responsible for Monitoring: Principal
CIS

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

Strategy 2 Details

Strategy 2: Provide future ready literacy professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of structured literacy through the Gradual Release of Responsibility framework.

Strategy's Expected Result/Impact: Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments.

Staff Responsible for Monitoring: Principal
Assistant Principals
CIS

TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 3

Strategy 3 Details

Strategy 3: All kindergarten-5th grade teachers will implement the components of literacy through systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary development and comprehension to foster skills in reading, writing, listening, speaking and language. Students will have opportunities to read a variety of genres both in class and at home using traditional literature and online formats.

Strategy's Expected Result/Impact: District and state assessments will show improvement in reading and writing.

Staff Responsible for Monitoring: Principal, AP's, CIS, Classroom Teachers

Problem Statements: Student Learning 3, 6, 7

Funding Sources: Decodable books and shared reading books for students - 211 - ESEA, Title I Part A - 211.11.6329.00.131.30.000 - \$5,000, Online reading materials for students-Scholastic Storyworks - 166 - State Comp Ed - 166.11.6299.OL.131.30.AR0 - \$3,148

Strategy 4 Details

Strategy 4: An interventionist will assist students and teachers in reading achievement through modeling lessons, teaching small groups, and helping teachers plan targeted lessons.

Strategy's Expected Result/Impact: Student and teachers will have literacy support in the classroom to increase achievement in MAP and STAAR.

Staff Responsible for Monitoring: Principal

Funding Sources: Salary and Benefits - Full time interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.131.30.000 - \$87,230

Strategy 5 Details

Strategy 5: Teachers will work collaboratively to design units of instruction using our district unit planning process to include backward design. Teachers will disaggregate Circle, Map, and CUA data to plan next learning steps for students.

Strategy's Expected Result/Impact: STAAR assessments

MAP Reading and Math Assessments should reflect progress for all students

CIRCLE EOY

Fountas and Pinnell EOY assessments

Staff Responsible for Monitoring: Principal,
Assistant Principals,
CIS

TEA Priorities:

Build a foundation of reading and math

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

Funding Sources: Planning Days for Unit planning process-1 day per nine weeks - 211 - ESEA, Title I Part A - 211.11.6116.00.131.30.000 - \$10,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: New teachers frequently lack knowledge of research based instructional practices and need support to build capacity in this area. **Root Cause:** Teacher certification programs vary greatly in the amount and quality of time spent on learning and implementing best practice instructional strategies.

Student Learning

Problem Statement 3: Our 2023 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. **Root Cause:** Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.

Problem Statement 6: The percentage of Black/African American students in 3rd, 4th, and 5th grade scored below the "all student" group for all subjects tested by STAAR. **Root Cause:** The identification of at-risk students and targeted interventions did not occur in a timely manner.

Problem Statement 7: 70% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary beginning in the primary grades to support learning across all grade levels. **Root Cause:** Intentional planning for language and vocabulary in PK-2 is not consistent.

School Processes & Programs

Problem Statement 1: Teacher knowledge of curriculum, instruction and assessment differs in and among grade levels. **Root Cause:** 20% of teaching staff have 1-5 years of experience, and PLC time is not consistently devoted to the study of the TEKS, IFD study, and analysis of CUA data.

Problem Statement 2: Data from coaching walks reveals that the level of learning during instruction does not consistently reach the rigor required to master the TEKS. **Root Cause:** We do not consistently analyze the standards and determine the appropriate learning task with the appropriate rigor as well as implement all of the Unit Planning Process with fidelity.

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

Performance Objective 2: Through implementation of the standards-based aligned district curriculum within the gradual release of responsibility framework, by June of 2024, there will be a 10% increase in scores on STAAR ELAR with written responses.

Evaluation Data Sources: % Meets Grade Level Standard
STAAR
CUA

Strategy 1 Details

Strategy 1: Teachers will meet in weekly PLCs to identify hard to teach Writing TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using the Unit Planning Process.

Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.

Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 3

Strategy 2 Details

Strategy 2: Teachers will attend writing professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating research based writing components through the Gradual Release of Responsibility framework. Teachers will reflect on the new learning, share with others in vertical teams, and implement the high impact strategies in their lessons.

Strategy's Expected Result/Impact: Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments.

Staff Responsible for Monitoring: Principal
CIS

Problem Statements: Student Learning 3

Strategy 3 Details

Strategy 3: An interventionist will assist students and teachers in writing achievement through modeling lessons, teaching small groups, and helping teachers plan lessons.

Strategy's Expected Result/Impact: Student and teachers will have literacy support in the classroom to increase achievement in MAP and STAAR.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2 - Student Learning 3

Strategy 4 Details

Strategy 4: Writing instruction will occur daily across all grade levels using the Literacy framework. The writing instruction block will include craft lessons as well as skill lessons focused on revising and editing. This will occur at least 30 minutes per day.

Strategy's Expected Result/Impact: Writing proficiency will increase across all grade levels.
Increased achievement on STAAR.

Staff Responsible for Monitoring: Admin
CIS

Problem Statements: Student Learning 3

Strategy 5 Details

Strategy 5: Students will engage in authentic writing through a focus on Constructive responses, Phonics and Word Study, revising and editing, and literary analysis as well as argumentative writing.

Strategy's Expected Result/Impact: Writing proficiency will increase across all grade levels.
Increased achievement on STAAR.

Staff Responsible for Monitoring: Admin
CIS

Problem Statements: Student Learning 3

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19, teacher vacancies, and absences. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Student Learning

Problem Statement 3: Our 2023 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. **Root Cause:** Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.

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, the average percentage of 3rd - 5th grade students scoring Meets Grade Level Standard on STAAR Math will increase from 28% to 36%.

Evaluation Data Sources: % Meets Grade Level Standard

Strategy 1 Details

Strategy 1: Teachers will meet weekly in PLCs to identify hard to teach Math TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core using Unit Planning Process.

Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.

STAAR

CUA

Staff Responsible for Monitoring: Principal

CIS

Problem Statements: Student Learning 2

Strategy 2 Details

Strategy 2: Students will engage in Guided Math each day. Fact fluency and/or number sense practice will be included as part of the daily math instruction block that includes practice activities as part of whole group instruction, small group instruction, centers/stations, and /or technology applications where appropriate.

Strategy's Expected Result/Impact: STAAR Assessments

MAP assessments

CUAs

Staff Responsible for Monitoring: Admin

CIS

Teachers

Problem Statements: Student Learning 2, 4, 5

Funding Sources: Guided math professional learning - 211 - ESEA, Title I Part A - 211.13.6411.00.131.30.000 - \$5,000

Strategy 3 Details

Strategy 3: Math lessons will regularly incorporate hands-on activities, especially during the introduction of new units and concepts, to help students move from concrete to abstract thinking.

Strategy's Expected Result/Impact: STAAR Assessments

MAP Assessments

CUAs

Staff Responsible for Monitoring: Admins

CIS

Funding Sources: Math supplies and manipulatives to provide concrete math experiences for students - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$5,065

Strategy 4 Details

Strategy 4: Mathematical problem-solving strategies will be taught, modeled, and practiced multiple times each week using the Gradual Release of Responsibility framework.

Strategy's Expected Result/Impact: Increase in achievement as measured by STAAR, MAP and CUAs.

Staff Responsible for Monitoring: Admin

CIS

Problem Statements: Student Learning 2 - School Processes & Programs 2

Strategy 5 Details

Strategy 5: Students will be provided with immediate math interventions during a common intervention time for each grade level.

Strategy's Expected Result/Impact: STAAR assessments

MAP Math Assessments should reflect progress for all students

CIRCLE EOY

Staff Responsible for Monitoring: Principal,

Assistant Principals,

CIS

TEA Priorities:

Build a foundation of reading and math

Funding Sources: Math supplies for targeted small group instruction. - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$5,274.50

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: 2023 Math STAAR scores show the percentage of 3rd (37%), 4th (37%), and 5th (55%) grade students who met expectations were below our campus goal.

Root Cause: Detailed lesson planning, utilization of Gradual Release of Responsibility, higher level learning tasks and manipulatives are not consistently implemented in all grade levels.

Student Learning

Problem Statement 4: The percentage of 3rd grade (19%) ELL students meeting the standard on STAAR math and 5th grade (6%) ELL students meeting the standard on STAAR science is below the campus "All Student" group. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered instruction within Math and Science lessons.

Problem Statement 5: The percentage of students achieving Masters level performance on STAAR ranges from 7% to 25% across all subjects and grade levels. **Root Cause:** Differentiated tasks that address real-world situations and engage students in higher order thinking are not consistently implemented.

School Processes & Programs

Problem Statement 2: Data from coaching walks reveals that the level of learning during instruction does not consistently reach the rigor required to master the TEKS. **Root Cause:** We do not consistently analyze the standards and determine the appropriate learning task with the appropriate rigor as well as implement all of the Unit Planning Process with fidelity.

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 percentage of 5th grade students scoring Meets Grade Level Standard on STAAR Science will increase from 22% to 50%.

Evaluation Data Sources: % Meets Grade Level Standard

Strategy 1 Details

Strategy 1: Teachers will meet weekly in PLCs to identify hard to teach Science TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of

Responsibility to strengthen the instructional core using the Unit Planning Process.

Strategy's Expected Result/Impact: Increased teacher clarity and implementation of differentiated lessons to meet the needs of students.

STAAR

CUA

Staff Responsible for Monitoring: Principal

CIS

Problem Statements: Student Learning 1

Strategy 2 Details

Strategy 2: Science will be taught every day for at least 30 minutes in every grade level with an emphasis on hands on experiences. Content vocabulary from each unit will be taught using descriptions, explanations, examples, non-linguistic representations, graphic organizers, games, etc.

Concepts and vocabulary will be reinforced through the use of related non-fiction text.

Strategy's Expected Result/Impact: Increased student achievement results on CUAs, MAP, and STAAR

Staff Responsible for Monitoring: Admin

CIS

Funding Sources: Hands on science instructional materials - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$8,000

Strategy 3 Details

Strategy 3: Students will regularly explore science concepts in a lab setting. Students will discuss their understanding of science concepts in the classroom and the lab as they have hands-on experiences aligned with the TEKS.

Strategy's Expected Result/Impact: Scores on 2022 Science STAAR will increase.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Funding Sources: Science Lab Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.131.30.000 - \$77,000, Hands on Science Lab Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$5,000

Strategy 4 Details

Strategy 4: The campus will support field-based instruction for students particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: STAAR Science scores will increase.
Student growth as measured by Science MAP will increase.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: Science Field Trips for grades 3-5 - 166 - State Comp Ed - 166.11.6494.00.131.30.AR0 - \$6,500

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19, teacher vacancies, and absences. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Student Learning

Problem Statement 1: Grade 5 preliminary 2023 Science STAAR scores project 16% of students were at meets which is below the district average. **Root Cause:** Intentional planning using hot spot data has not consistently occurred in all grade levels along with hands on learning experiences.

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, 100% of Iduma students, to include At-Risk, special education, English Learners, and Gifted and Talented sub-populations, will demonstrate at least one year of academic growth.

Evaluation Data Sources: STAAR Accountability Data
Universal Screeners
Common Unit Assessments

Strategy 1 Details

Strategy 1: All students to include gifted and talented students will work at a higher level in all core subjects through the use of differentiated tasks and enrichment opportunities.

Strategy's Expected Result/Impact: Gifted students will have higher achievement on state assessments than the prior year.

Staff Responsible for Monitoring: Principal
Assistant Principal
CIS

Problem Statements: Student Learning 5 - School Processes & Programs 3

Funding Sources: Instructional materials to support GT projects - 177 - Gifted/Talented - 177.11.6399.00.131.21.000 - \$1,000, Field Trip to Support GT Learners - 177 - Gifted/Talented - 177.11.6494.00.131.21.000 - \$1,000, Entry fees for GT field trip - 177 - Gifted/Talented - 177.11.6412.00.131.21.000 - \$475

Strategy 2 Details

Strategy 2: At Risk instructional assistants and interventionists will provide RtI Tier 2 and 3 intervention services to at-risk students to increase mastery of grade level reading and math skills through small group guided instruction.

Strategy's Expected Result/Impact: STAAR Results; MAPS; Targeted small group instruction on academic content from previous grade levels will reduce the achievement gap.

Staff Responsible for Monitoring: Principal
GT Coordinator

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2, 3, 4

Funding Sources: Instructional resources, to include technology related supplies for Tier 2 and Tier 3 online intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$5,000

Strategy 3 Details

Strategy 3: ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. ELL teacher will integrate technology that encourages English vocabulary development in real-world situations. ELL students will be provided with appropriate interventions and language supports.

Strategy's Expected Result/Impact: ELL students will have access to the English language in a different way to increase reading comprehension.

Staff Responsible for Monitoring: Principal

CIS

ELL Teachers

Problem Statements: Student Learning 4

Funding Sources: Instructional supplies to support literacy and vocabulary development - 165/ES0 - ELL - 165.11.6399.00.131.25.ES0 - \$2,000, Ipads with keyboards for ESL students - 165/ES0 - ELL - 165.11.6398.00.131.25.ES0 - \$1,360, Professional learning on strategies to support ESL learners - 263 - ESEA, Title III Part A - 263.13.6411.LE.131.25.000 - \$720

Strategy 4 Details

Strategy 4: Specialist Teachers (ELL, RICA, SPED/Interventionist) will meet and collaborate with general education teachers weekly to share student progress and develop differentiated lessons to support student success.

Strategy's Expected Result/Impact: PLC Notes

Staff Responsible for Monitoring: Principal

CIS

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

Strategy 5 Details

Strategy 5: Students will be provided with appropriate interventions in the core content areas during a common intervention time for each grade level and during after school tutoring. Priority will be given to identified student groups based on STAAR performance to provide Additional Targeted Support to increase achievement in reading and math.

Strategy's Expected Result/Impact: STAAR assessments

MAP Reading and Math Assessments should reflect progress for all students

CIRCLE EOY

Fountas and Pinnell EOY assessments

Staff Responsible for Monitoring: Principal,
Assistant Principals,
CIS

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1, 2, 3

Funding Sources: Salary and benefits for intervention teacher - 166 - State Comp Ed - 166.11.6119.00.131.30.AR0 - \$41,847.50, At risk aides to help with district resources and interventions - 211 - ESEA, Title I Part A - 211.11.6129.00.131.30.000 - \$110,545, Workbooks for student use in interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$12,000, Temporary Employee to help with targeted small groups - 166 - State Comp Ed - 166.11.6125.CA.131.30.AR0 - \$20,000

Strategy 6 Details

Strategy 6: Technology will be utilized to increase student achievement in reading, math, science, and social studies by allowing students to actively engage with specific content and skills. Students will have access to mobile computer labs to enhance instruction in all content areas and to support the use of online intervention programs.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 2, 3, 6, 7

Funding Sources: Headphones and cases for use with online learning resources - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$5,111, Technology supplies (carts, cables, etc.) to support use of online resources - 211 - ESEA, Title I Part A - 211.11.6394.00.131.30.000 - \$9,470, Technology for students to use for online interventions - 211 - ESEA, Title I Part A - 211.11.6398.00.131.30.000 - \$7,060

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19, teacher vacancies, and absences. **Root Cause:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Student Learning

Problem Statement 1: Grade 5 preliminary 2023 Science STAAR scores project 16% of students were at meets which is below the district average. **Root Cause:** Intentional planning using hot spot data has not consistently occurred in all grade levels along with hands on learning experiences.

Problem Statement 2: 2023 Math STAAR scores show the percentage of 3rd (37%), 4th (37%), and 5th (55%) grade students who met expectations were below our campus goal. **Root Cause:** Detailed lesson planning, utilization of Gradual Release of Responsibility, higher level learning tasks and manipulatives are not consistently implemented in all grade levels.

Problem Statement 3: Our 2023 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. **Root Cause:** Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.

Problem Statement 4: The percentage of 3rd grade (19%) ELL students meeting the standard on STAAR math and 5th grade (6%) ELL students meeting the standard on STAAR science is below the campus "All Student" group. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered instruction within Math and Science lessons.

Problem Statement 5: The percentage of students achieving Masters level performance on STAAR ranges from 7% to 25% across all subjects and grade levels. **Root Cause:** Differentiated tasks that address real-world situations and engage students in higher order thinking are not consistently implemented.

Problem Statement 6: The percentage of Black/African American students in 3rd, 4th, and 5th grade scored below the "all student" group for all subjects tested by STAAR. **Root Cause:** The identification of at-risk students and targeted interventions did not occur in a timely manner.

Problem Statement 7: 70% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary beginning in the primary grades to support learning across all grade levels. **Root Cause:** Intentional planning for language and vocabulary in PK-2 is not consistent.

School Processes & Programs

Problem Statement 3: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning or to maximize their full potential.

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

Performance Objective 1: By June 2024, 100% of teachers and leaders will engage in rigorous professional development that increases collaboration and builds capacity on state standards and ways to provide high-quality instruction anchored in grade-level standards.

Evaluation Data Sources: Sign -in sheets
Professional Learning data

Strategy 1 Details

Strategy 1: Provide professional development throughout the school year to include strategies that develop and strengthen the instructional core including rigorous, well aligned content; differentiated instruction; meeting the needs of under-resourced learners, and accountable talk/student discourse.

Strategy's Expected Result/Impact: Increased percent of students that met Approaching grade level and Meets grade level performance on all subject STAAR assessments.

Staff Responsible for Monitoring: Principal
Assistant Principals
Curriculum Instructional Specialist

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

Funding Sources: PLC Conference - 166 - State Comp Ed - 166.13.6411.00.131.30.AR0 - \$15,000

Strategy 2 Details

Strategy 2: To ensure campus and district alignment, Iduma will participate in Coaching Walks which will inform our campus plan. Data gained from the coaching walks will be used to inform instruction, plan for future PD, and improve campus instructional practices.

Strategy's Expected Result/Impact: The data collected during the internal rounds, shared with staff, and the use of short and long term goals in our campus planning.

Staff Responsible for Monitoring: Principal and CIS

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

Strategy 3 Details

Strategy 3: New teachers to Iduma will be partnered with a mentor and attend monthly new teacher PLC meetings.

Strategy's Expected Result/Impact: Mentoring Log

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 1

Strategy 4 Details

Strategy 4: Teachers will receive professional development in literacy instruction to include phonological awareness, phonics, fluency, vocabulary development, and comprehension and will utilize their learning when teaching literacy in the classroom. Reading and writing experiences will be integrated across all content areas.

Strategy's Expected Result/Impact: Writing in each classroom will improve by 50% from the beginning of the year to the end of February 2023 using rubrics that align with state TEKS and CUA data for grades 2-5.

Campus Writing assessment will show growth by 50% in our students as measured by campus writing assessments scored with campus writing rubric.

Staff Responsible for Monitoring: Principal, Assistant Principal, and CIS

Problem Statements: Demographics 1 - School Processes & Programs 2

Funding Sources: Professional Development Focused on Literacy Provided Through the ESC - 211 - ESEA, Title I Part A - 211.13.6239.00.131.30.000 - \$2,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: New teachers frequently lack knowledge of research based instructional practices and need support to build capacity in this area. **Root Cause:** Teacher certification programs vary greatly in the amount and quality of time spent on learning and implementing best practice instructional strategies.

School Processes & Programs

Problem Statement 1: Teacher knowledge of curriculum, instruction and assessment differs in and among grade levels. **Root Cause:** 20% of teaching staff have 1-5 years of experience, and PLC time is not consistently devoted to the study of the TEKS , IFD study, and analysis of CUA data. .

Problem Statement 2: Data from coaching walks reveals that the level of learning during instruction does not consistently reach the rigor required to master the TEKS. **Root Cause:** We do not consistently analyze the standards and determine the appropriate learning task with the appropriate rigor as well as implement all of the Unit Planning Process with fidelity.

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

Performance Objective 1: Through promoting parent involvement with communication, active participation, and community partnerships, we expect a 10% increase in family/community participation in the educational process.

Evaluation Data Sources: Parent Sign In Sheets for Parent Engagement Activities, Volunteer hours

Strategy 1 Details

Strategy 1: Our parent liaison will develop strategies to recruit more parents and their preschool age children to the bi-monthly Little Mavericks. Early literacy skills will be taught and modeled for parents.

Strategy's Expected Result/Impact: End of year attendance counts

Parent survey

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

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 7 - Perceptions 1, 4

Funding Sources: general supplies for early childhood activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.131.24.PAR - \$1,000, Nutritious snacks for little mavericks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.131.24.PAR - \$500, Books for early childhood activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.131.24.PAR - \$660

Strategy 2 Details

Strategy 2: Parent Liaison will assist parents in working with their children and their teachers by facilitating communication, acting as a point of contact, and being a resource for questions and concerns.

Strategy's Expected Result/Impact: On-going communication logs by the parent liaison to record assistance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 7 - Perceptions 1, 4

Funding Sources: Resources for parent communication - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.131.24.PAR - \$200

Strategy 3 Details

Strategy 3: Family nights focused on the core content areas will be conducted along with parent workshops focused on providing parents with strategies aimed at increasing students' academic success.

An ELL specific parent event will focus on strategies for supporting language acquisition, literacy skills and vocabulary development.

Strategy's Expected Result/Impact: Parent Sign in Sheets

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 1, 2

Funding Sources: snacks for parent trainings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.131.24.PAR - \$1,000, Resources for family night activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.131.24.PAR - \$1,000

Strategy 4 Details

Strategy 4: An Open House will be held to showcase student work and provide parent training on how to help students at home through the school year with grade level content.

The Parent and Family Engagement Policy will be distributed at this time.

Strategy's Expected Result/Impact: Parent Sign In Sheets

Staff Responsible for Monitoring: Principal

Counselors

Classroom teachers

Problem Statements: Perceptions 1, 2

Strategy 5 Details

Strategy 5: A parent information meeting for parents of dyslexic students will be conducted to share characteristics of dyslexic students and strategies to support reading accuracy and fluency.

Strategy's Expected Result/Impact: Parent Sign In Sheets

Staff Responsible for Monitoring: Principal, APs,

RICA Teacher

Problem Statements: Perceptions 4

Strategy 6 Details

Strategy 6: Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.

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

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1, 2

Strategy 7 Details

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

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

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1, 4

Strategy 8 Details

Strategy 8: Parent Liaison will set up parenting resources and will make them known to parents throughout the year through monthly fliers.

Strategy's Expected Result/Impact: Monthly newsletters

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 4

Funding Sources: Salary for parent liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.131.30.000 - \$36,644

Strategy 9 Details

Strategy 9: Parent Liaison will work with counselors to offer monthly parent education classes, and volunteer orientations.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 2, 4

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 7: 70% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary beginning in the primary grades to support learning across all grade levels. **Root Cause:** Intentional planning for language and vocabulary in PK-2 is not consistent.

Perceptions

Problem Statement 1: There was low turn out at parent informational and training sessions. **Root Cause:** Parent learning opportunities were held infrequently.

Problem Statement 2: We have experienced a decline in the numbers of parents volunteering at the campus. **Root Cause:** Volunteer training was offered but not monthly.

Problem Statement 4: There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

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 May 2024, 100% of scheduled safety drills (to include fire, lockdown, and tornadoes) will be conducted.

Evaluation Data Sources: Documentation of monthly drills

Strategy 1 Details
<p>Strategy 1: Monthly safety drills will be preplanned and placed on the leadership calendar. The leadership team will conduct an after-action report following each drill.</p> <p>Strategy's Expected Result/Impact: EOY documentation Processes will be adjusted as needed to ensure that our campus is ready in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Problem Statements: Perceptions 3</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: The total number of discipline referrals in PK through fifth grades was 535 incidents, which interferes with a productive and safe learning environment for all students Root Cause: School environment must provide consistent routines, strategies, and support to ensure students are safely engaged in the learning environment.</p>

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

Performance Objective 2: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents by 5%.

Evaluation Data Sources: Monthly discipline data
End of year discipline record

Strategy 1 Details

Strategy 1: Students who receive 2 serious referrals will be entered into the RTI process to develop a plan for behavior intervention.

Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in student achievement.

Staff Responsible for Monitoring: Principal
Counselors

Problem Statements: Perceptions 3

Strategy 2 Details

Strategy 2: Guidance and At-risk counselors will work with teachers, students and parents as needed to help with self-motivation and self-esteem.

Strategy's Expected Result/Impact: Decrease in discipline referrals
Monthly discipline data

Staff Responsible for Monitoring: Principal
Counselors

Strategy 3 Details

Strategy 3: Iduma has created a campus - wide behavior plan that each teacher is expected to follow. The students who exhibit persistent discipline problems will be given a campus short-form. The short form goes home to the parent. After two short forms, a parent conference is required. If a third form is given, the student is seen by one of our counselors to work on self-management strategies. Long form referrals will be given if the behavior continues or there is a serious violation of KISD Code of Conduct. Discipline data will be reviewed regularly.

Strategy's Expected Result/Impact: Less referrals during the school year. Our goal is to reduce the referrals by 5% during the 2023-24 school year.

Staff Responsible for Monitoring: Principal
Assistant Principals
CIS
Counselors

Problem Statements: Perceptions 3

Strategy 4 Details

Strategy 4: Bully Reporting system will be utilized to report and track bullying incidents.

Strategy's Expected Result/Impact: Discipline Referrals

Staff Responsible for Monitoring: Administrators, Teachers

Problem Statements: Perceptions 3

Strategy 5 Details

Strategy 5: Counselors will spend time during their guidance lessons on bullying - what it is, what to do, strategies for reporting and stopping the act of bullying.

Strategy's Expected Result/Impact: EOY reports from discipline reports and counselor referral

Use of Bully Reporter

Problem Statements: Perceptions 3

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 3: The total number of discipline referrals in PK through fifth grades was 535 incidents, which interferes with a productive and safe learning environment for all students **Root Cause:** School environment must provide consistent routines, strategies, and support to ensure students are safely engaged in the learning environment.

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

Performance Objective 3: During the 2023-24 school year, 100% of district and state guidelines for health and physical education will be followed.

Evaluation Data Sources: master schedule; lesson plans

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

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

Performance Objective 1: By June 2024, 100% of monthly SBDM meetings will be conducted to ensure that our school has addressed and managed resources to maximize learning for all students.

Evaluation Data Sources: SBDM minutes from monthly meetings and CIP adjustments

Strategy 1 Details
<p>Strategy 1: Our SBDM will meet once a month to ensure students are learning at a maximum level and that we have responded to all of their needs.</p> <p>Strategy's Expected Result/Impact: Monthly minutes and agendas.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 3</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Grade 5 preliminary 2023 Science STAAR scores project 16% of students were at meets which is below the district average. Root Cause: Intentional planning using hot spot data has not consistently occurred in all grade levels along with hands on learning experiences.</p> <p>Problem Statement 2: 2023 Math STAAR scores show the percentage of 3rd (37%), 4th (37%), and 5th (55%) grade students who met expectations were below our campus goal. Root Cause: Detailed lesson planning, utilization of Gradual Release of Responsibility, higher level learning tasks and manipulatives are not consistently implemented in all grade levels.</p> <p>Problem Statement 3: Our 2023 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. Root Cause: Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.</p> <p>Problem Statement 4: The percentage of 3rd grade (19%) ELL students meeting the standard on STAAR math and 5th grade (6%) ELL students meeting the standard on STAAR science is below the campus "All Student" group. Root Cause: Teachers have limited proficiency in the design and implementation of sheltered instruction within Math and Science lessons.</p> <p>Problem Statement 5: The percentage of students achieving Masters level performance on STAAR ranges from 7% to 25% across all subjects and grade levels. Root Cause: Differentiated tasks that address real-world situations and engage students in higher order thinking are not consistently implemented.</p>
Perceptions
<p>Problem Statement 3: The total number of discipline referrals in PK through fifth grades was 535 incidents, which interferes with a productive and safe learning environment for all students Root Cause: School environment must provide consistent routines, strategies, and support to ensure students are safely engaged in the learning environment.</p>

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

Performance Objective 2: By June 2024, Iduma ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

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

Strategy 1 Details
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin, CIS</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3</p> <p>Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.131.30.000 - \$2,000, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$3,000</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19, teacher vacancies, and absences. Root Cause: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.</p>
Student Learning
<p>Problem Statement 2: 2023 Math STAAR scores show the percentage of 3rd (37%), 4th (37%), and 5th (55%) grade students who met expectations were below our campus goal. Root Cause: Detailed lesson planning, utilization of Gradual Release of Responsibility, higher level learning tasks and manipulatives are not consistently implemented in all grade levels.</p> <p>Problem Statement 3: Our 2023 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. Root Cause: Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.</p>

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Katy Bohannon	Principal
Classroom Teacher	Shene' Robison	Kindergarten Teacher
Classroom Teacher	Kari Gary	1st Grade Teacher
Classroom Teacher	Stacy Owens	2nd Grade Teacher
Classroom Teacher	Tara Barmer	3rd Grade Teacher
Classroom Teacher	LaRae Ward	4th Grade Teacher
Classroom Teacher	Jennifer Rodriguez	5th Grade Teacher
Business Representative	Amelia Rabroker	Business Representative
Community Representative	Jadaine McDonald	Community Member
District-level Professional	Tara Wells	District-Level Professional
Parent	Yeimari Santiago	Parent
Parent	Carol Suseth Sotelo Flores	Parent
Paraprofessional	Sylvia Frank	Paraprofessional (Title I)
Interventionist	Eneida Saucedo	Other Appropriate Personnel (Title I)
Administrator	Melissa Thomas	Other School Leader (Title I)
Administrator	Melissa Jenkins	Other School Leader (Title I)
Social Emotional Counselor	Tiffany Jackson	Specialized Instructional Support (Title I)
Classroom Teacher	Diana Freese-Sagarino	Specials Teacher
Classroom Teacher	Sheneen Cousan	PreK Teacher