

Killeen Independent School District
Oveta Culp Hobby Elementary School
2023-2024



Mission Statement

Hobby's mission statement aligns with the Killeen Independent School District- "Teach so that students learn to their maximum potential."

Vision

At Oveta Culp Hobby Elementary, we are focused on doing what is best for students in order to create a challenging, positive learning environment where every Patriot grows every day.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
Student Learning Summary	6
School Processes & Programs	9
School Processes & Programs Summary	9
Perceptions	11
Goals	13
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	13
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	25
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	28
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.	33
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	36
2023-2024 SBDM & Title I Stakeholders (ES)	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oveta Culp Hobby is a diverse Purple Star Designated Title I school in Fort Cavazos. We are recognized as a Commonsense Media and No Place for Hate campus. Hobby Elementary School is one of 31 elementary campuses in the Killeen Independent School District. Hobby serves over 700 students in PreK-3, PreK-3 Bilingual, Early Childhood Special Education (ECSE), and Pre-K-4 through 3rd grade. We proudly serve military-connected students and families; our campus is one of six KISD elementary schools on the post and one of two schools that serves students up to third grade. Oveta Culp Hobby is the only bilingual PK3 campus in KISD—adding to the depth and complexity of our campus. Our fourth- and fifth-grade students attend Meadows Elementary on Fort Cavazos.

Hobby serves a diverse and mobile population of students with specific support for EB (Emergent Bilinguals), Gifted and Talented, Special Education, and Economically Disadvantaged students. Our population of students receiving bilingual (1.02%) and ESL education (7.41%) increased during the 2022-2023 school year, which consistently increased by 3% from last year. The number of students identified as Gifted and Talented during the 2022-2023 school year is 2.33%, an increase from the 1% of the student population from the past school year. 20.20% of students received Special education services, an increase from the 12.8%. The overall mobility rate is typically higher than the district and state. Hobby's average daily attendance rate for students is 93.8%.

Over the past two years, the demographics of the community have changed. The population of students from economically disadvantaged households is 52.24%, increasing from 20% from 2020-2023. The ethnic distribution of students is 32.99% Hispanic, 19.33% African American, 33.43% White, 1.74% Asian, 11.49% Two or More Races, Less than 1% Indian, and Pacific Islander. The at-risk student population at Hobby is 30.81%. Military-connected (48.26% Civilian on Post and 51.74% active Military). Hobby collaborates with staff and the local community to identify students needing assistance through Child Find and serves the prekindergarten three-full-day program.

Oveta Culp Hobby is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Hobby receives State Compensatory Education (SCE) funds.

There were 97 total discipline incidents during the 2022-2023 school year, a decrease of 58 from 155 during the 2021-22 school year, and 23.71% were repeated offender discipline referrals. Hobby has a School behavioral specialist who works with the two counselors and the Military Family Life Consultant to mitigate disruptive behaviors. All professional staff will attend Restorative Practice Training offered through the Killeen Independent School District and implement the learned restorative practice strategies campus-wide.

Staff Demographics: Our teaching staff is diverse, with a concerted effort to create a team that better reflects our community's needs and demographics. All teachers meet Texas Education Agency certification requirements, while all paraprofessional staff members meet the highly qualified requirements of the Every Student Succeeds Act. The staff includes 51.5 teachers, 30 paraprofessionals, two counselors, a computer technologist, one librarian, two instructional specialists, and three administrators. Support staff includes:

- One licensed vocational nurse
- One clinic aide
- One bilingual parent community liaison
- One principal secretary
- One attendance secretary
- One records/discipline secretary

Teachers are evaluated annually using the T-TESS appraisal system. With T-TESS, teachers participate in goal setting and post conferences about the evaluation process. Staff members can participate on various committees such as the Site-Based Decision-Making Committee, literacy and math committees, and the Sunshine/Wellness Committee etc. Staff members can join as administrative interns and sponsor extracurricular activities. Extracurricular activities on campus include Chess and Student Council.

Demographics Strengths

Data analysis revealed the following demographic strengths:

- Our community is diverse, which strengthens our culture. In addition, the children are from many parts of the world, which builds strengths in the experiences they bring to share in the classroom.
- District often provides teachers with staff development and professional development in campus growth areas.
- The mentorship program works with 0-2 year teachers and new to Killeen ISD teachers, supporting them in their needs to become acclimated to the teaching profession or to a new district and campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: For discipline, 23.71% of reported incidents were repeat offenders.

Problem Statement 2: Increased student social-emotional needs require teachers to have tools to handle these needs.

Student Learning

Student Learning Summary

Student Learning Summary

Oveta Culp Hobby continues to grow in all content areas, although not all students perform at 100% in MAP, Circle, or STAAR. With a focus on Tier 1 instruction, continued refinement of our remediation, before/after-school and Saturday tutoring, and PRIDE Time, coupled with the implementation of coaching walks and PLCs, we provided targeted skills-based small group instruction to help close gaps. Over the school year, teachers administered formative and summative assessments and adjusted student groups accordingly. Teachers will have planning time and PLCs to prepare well-designed lessons for interventions and acceleration. The campus CISs and instructional leaders will attend planning, PLCs, and interventions, design professional development opportunities for our aides, and provide practical ways to "push in" to classes for instruction in all areas. We also use the Title I funds for additional instructional aides to ensure each grade level receives additional instructional support to work with all students according to MAP, teacher recommendations, F&P data, classroom grades, and STAAR data.

Board Goals

Students exceeded the 3rd-grade Elementary Early Childhood Literacy Board Outcome Goal by 38%.

Students exceeded the 3rd-grade Elementary Early Childhood Math Board Outcome Goal by 52%.

STAAR Data

76% of 3rd-grade students at Hobby scored "Meets Grade Level" or above on STAAR Reading, exceeding the district's 45%.

41% of 3rd-grade students at Hobby scored "Meets Grade Level" or above on STAAR Math, exceeding the district's 37%.

STAAR Overview

Overall, students at Hobby performed at their projected progress measures for the 22-23 STAAR assessment. Hobby students, on average (majority), perform at or above the "approaches GL" standard on the 22-23 STAAR assessment. While this is encouraging, Hobby has some work to do about the percentage of students not performing at the "Approaches GL" standard (23% Math and 15% Reading). The data suggests significant gains can be made by addressing our special populations through intentional, targeted Tier 1 instruction.

MAP Data

2022-23 Reading MAP data evidenced that kindergarten through 2nd grade began with a 1%-12% increase the previous year; 3rd grade started the year with a 3% deficit. In kindergarten, there was a 216% decrease in scores from the middle of the year to the end of the year, while all other grade data evidenced a 2%-8% increase from the middle of the year to the end of the year. When comparing the end-of-the-year data from this year and last, kindergarten students demonstrated no change; 1st grade demonstrated a 3% decrease; 2nd grade grew 16%, and 3rd grade grew 12%.

2022-23 BOY Math MAP data evidenced that at the beginning of the year, all grade levels evidenced a 2%-10% increase from the previous year. At the end of the year, all grade levels except for kindergarten (0% change) demonstrated a 2%-9% increase from the middle of the year to the end of the year. When comparing the end-of-the-year data from this year and last, kindergarten students demonstrated a 7% decrease, and all other grade levels grew 4%-11%.

Overall, Math scores are stronger than math scores for the 22-23 school year, incentivizing Hobby to continue growing our students in this area. In 2nd and 3rd grades, students met

or exceeded the grade-level norms projected growth in Reading, Math, and 3rd-grade Science. While students in grades K-1 did not meet the expected grade-level norms projected growth in Reading or Math. Our Tier 1 instruction must focus on foundational skills, such as computation and basic number sense. This will translate to higher performance in the STAAR-tested grades because students will have a stronger mathematical foundation to build more advanced math skills. Hobby can continue to leverage reading instruction cross-curricular, providing students with authentic opportunities to use Academic Vocabulary and conversations in the classroom and build on their phonics skills.

Circle Data

2022-23 Circle data revealed that Hobby prekindergarten students demonstrated a 21% increase in raid letter naming from the beginning to the end of the year (9% below the district) and a decrease of 2% from the beginning of the year to the end of the year in phonological awareness. Prekindergarten students grew 15% in rapid vocabulary from the beginning to the end of the year (3% below the district). In math, students had a 1% increase from the beginning to the end of the year (3% below the district).

Student Learning Strengths

- Hobby students who are scheduled to receive support services are scheduled to receive all services, including Special Education, Dyslexia, 504, and ESL services.
- The campus uses multiple data points and sources to assess student data, NWEA MAP data, Circle, District Common Unit Assessments, and Unit Learning Progressions.
- 2nd and 3rd-grade students exceeded projected reading and math growth for MAP.
- The percentage of 3rd-grade students achieving "Meets" in reading and math were at, or above, the district level in reading and math. .

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the Circle assessment, there was 1% growth in math between the beginning and the end of the year.

Problem Statement 2: The percentage of 3rd-grade students reaching Meets 67% and Masters 8% in STAAR Reading is above the district expectation. However, 25% of students scored at the Approaches level or above.

Problem Statement 3: The percentage of 3rd-grade students reaching Meets 33% and Masters 8% in STAAR Math exceeds the district expectation. However, 59% of students scored at the Approaches level or above.

Problem Statement 4: MAP assessments reflect that our students did not meet the expected growth from the beginning to the end of the year in Kindergarten (0%) and 1st grade (-3%) in math.

Problem Statement 5: Students struggle to develop language skills, specifically Pre-kindergarten students who were 9% below the district average in rapid vocabulary.

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Problem Statement 7: 100% of 3rd-grade students identified as Emergent Bilingual scored "Approaches" on the STAAR Reading assessment.

Problem Statement 8: 40% of 3rd-grade students with a special education indicator scored "Meets" and above on the STAAR Reading assessment. 46.67% were at "Approaches."

Problem Statement 9: 80% of 3rd-grade students identified as Emergent Bilingual scored "Meets" and above on the STAAR Math assessment.

Problem Statement 10: 40% of 3rd-grade students with a special education indicator scored "Meets" and above on the STAAR Math assessment.

Problem Statement 11: 80% of 3rd-grade economically disadvantaged students scored "Approaches" on the STAAR Reading assessment, and 73.81% scored "Approaches" on the STAAR Math assessment.

Problem Statement 12: MAP assessments reflect that our students did not meet the expected growth from the beginning to the end of the year in Kindergarten (-7%) reading.

Problem Statement 13: Our gifted and talented population is 2.33% below the district average.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Oveta Culp Hobby Elementary's primary focus is on Curriculum and Instruction. The goals for Oveta Culp Hobby and the district are linked by our shared, guaranteed, and viable curriculum and vision teachers teach so that students learn to their maximum potential.

Hobby teachers are highly qualified professionals who model lifelong learning. We believe in embedding opportunities for each student to receive interventions and enrichment throughout the school day and have the following instructional programs and processes in place: Response to Intervention (RtI), Special Education, English as a Second Language (ESL), Section 504/Dyslexia, Gifted & Talented (GT), and during school interventions (PRIDE Time).

Professional development has been provided at district and campus levels to increase the rigor and implement a vetted/standardized curriculum. English Language Proficiency Standards (ELPS) are embedded within lessons for ELLs, and IEP goals are embedded within lessons for SPED students. Our lesson plans and Unit Learning Progressions have been aligned to include the gradual release of responsibility framework through balanced literacy and guided math practices, which contribute to an environment that fosters ownership, innovation, and leadership.

Curriculum: The TEKS and Guidelines drive the curriculum and instruction at Hobby Elementary. Teachers at Hobby implement the district curriculum unit assessments, frameworks, and instructional documents with fidelity. District pacing calendars, scope and sequence, unit learning progressions, common campus assessments, and TRS documents. Weekly PLCs continue to strengthen instruction by providing collaboration and vertical alignment opportunities. The weekly schedule allows time for teacher collaboration and student enrichment/intervention regularly. Additionally, teachers have opportunities for job-embedded professional development and professional instruction coaching.

Technology: Oveta Culp Hobby is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include iPads, desktop computers, printers, document cameras, and projectors. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. We are a 1:1 campus in kindergarten through 3rd grades.

Pre-Kindergarten 4 through 3rd grades use screeners and benchmark assessments (including but not limited to Circle Progress Monitoring, MAP, Imagine Math, Imagine Literacy, LLI, and Fountas and Pinnell) to help determine student growth over a school year. Kindergarten through 3rd grade uses Fountas and Pinnell to assess students' reading levels throughout the year.

Formative/Summative assessments are utilized for data desegregation and analyzed to address areas of concern. Data is used to drive teachers' instruction and students' learning. Both teachers and students monitor progress as they track their class and individual progress and growth.

Students with learning gaps receive small group intervention from the accelerated reading and math instructional assistants in kindergarten through third grade. Interventions are in the classroom and small group push-in during the school day to ensure focused remediation. Additionally, KISD provides an at-risk counselor and at-risk teacher to support student achievement and fill learning gaps. Before and after-school tutoring, Saturday tutoring, and morning spirals were utilized to support student mastery of skills and concepts.

Student safety and well-being are ensured through access to a campus counselor, Military and Family Life Counseling (MFLC), School Behavioral Health, and daily restorative circles. Fire and safety drills such as Hold, Secure, Evacuate, Shelter, and Lockdown are done according to state and district requirements.

Our Counselors provide a variety of guidance lessons such as anti-bullying, drug awareness, social-emotional learning, career and college awareness, and lessons geared to the student's needs. The campus participates in College Awareness Week, Red Ribbon Week, Safety Week, and the Month of the Military Child.

School Processes & Programs Strengths

Data analysis revealed the following school processes and program strengths.

- The campus RtI (Response to Intervention) process supports students needing additional intervention in academics or behavior.
- Intervention and enrichment are embedded in the master schedule.
- Our scope and sequence are aligned and rigorous and include unit maps, progressions, pacing calendars, and cumulative unit assessments that genuinely enhance student learning with the many varied resources.
- Our PLCs and planning drive instructional implementations and intervention placement through purposeful data desegregation.
- Strong support from the campus instructional specialist during planning, PLCs, classroom observations, and academic coaching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implementing high-quality, engaging, and rigorous Tier 1 instruction using the gradual release model and building vocabulary within all curricular areas is lacking.

Problem Statement 2: Teachers struggle with effectively delivering, developing, and implementing reading, writing, science, and math instruction.

Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly.

Perceptions

Perceptions Summary

Oveta Culp Hobby stakeholders believe that student success stems from collaboration and that Hobby is a safe, welcoming, and friendly campus. Parents, teachers, and students at Hobby Elementary take pride in their school and work to create an environment where families feel they are entering a positive and productive school community and feel important. With a strong focus on academic and behavioral success, we are committed to keeping students at the center of all actions and decisions. Hobby staff believes all students can succeed academically when we focus on strong campus-wide systems and initiatives, including restorative practices, intentional-emotional learning, and experiences supporting a collaborative culture.

As a Title I campus, we annually educate our community about the importance of parent involvement in local education. Involving our community in our school is essential. English and Spanish speakers are available for parent, and community needs as a bilingual campus. Hobby has a full-time bilingual parent liaison supporting parent/community involvement, the Hobby Tot Program for 2-3-year-olds not enrolled in school, and parent volunteers. Our counselors supported our Purple Star Designation requirements, coordinated with our School Liaison Officer (SLO), and adopted a unit to support campus initiatives.

Family and community involvement has increased by planning significant changes and relaying messages via phone calls, texts, social media, letters, and scheduled meetings/conferences. Parent volunteerism is not as high as we would like it to be. We have lots of parent involvement when we hold a campus-wide or grade-level function.

The SBDM is used to review the campus plan, set goals for the campus, and look for effective ways to impact student learning. Community surveys to elicit feedback on the campus plan, Title I elements, the Home School Compact, and parent conferences helped bridge the communication gap. In addition, mass Communication calls, the campus Facebook and web page, phone calls, and emails helped with communication. The SBDM meeting was announced, and the dates are set consistently on the 4th Wednesday of every month. The PULSE committee was created to allow parents to meet and discuss their concerns at the campus and district levels. Even when parents and families are limited in their opportunities to visit and serve the campus, some still find ways to support and connect.

The administrative staff and teachers are Hobby able to establish and maintain high expectations for students and teachers to see the growth of our students. We strive to meet the needs of the whole child. Our office staff is friendly and welcomes visitors, students, and staff members entering our building. A hugs and kisses station is set up at both entrances, door greeters welcome students each morning, and the principal greets all students, parents, and visitors at the front door. We strive to be “visible and accessible” to our community. Telephone calls were made to parents regarding tardies and absences using the automated service or assistant principals and office staff. The Hobby Student Handbook was provided to families and is available online for reference as our community needs. The Facebook and web page are continuously updated to keep our community abreast regarding what is happening on campus. Advance notification with a monthly newsletter is given for opportunities for families to join us in all activities.

Perceptions Strengths

Data analysis revealed the following demographic strengths:

- According to the parent survey, 98% of parents are satisfied with Hobby's instruction quality and how teachers make learning exciting and relevant. They are also very satisfied or satisfied with the teachers and staff at our school (96%). 99% of parents feel Hobby provides a safe campus for students, parents, and staff.
- Several committees have worked together to plan and execute student activities, such as the Literacy Night, Math Night, Glow Run, and Family Game Night, to create a positive environment for students and the community. Parent communication and support are strong through Class Dojo, Facebook, monthly newsletters, the campus web-page, email, and daily communication folders. 96% of parents feel this school promptly responds to my phone calls, messages, or emails.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was a lack of parent volunteers.

Problem Statement 2: There is a need to increase ongoing two-way communication between the school and home to increase parent engagement as a way to further support student learning.

Problem Statement 3: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

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: Board and Superintendent Goals:
(Board Goal 49% to 53% by 2026)

By the end of the 2023-2024 school year, early childhood literacy reading performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Reading.

High Priority

Evaluation Data Sources: STAAR Reading Data
MAPS Reading Data
District CUA Reading Data
Istation
Benchmark Phonics

Strategy 1 Details
<p>Strategy 1: Teachers will provide content language instruction through a differentiated classroom (hands-on, print, and digital resources) that is focused, specifically emphasizing Emergent Bilingual (EB), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills.</p> <p>Strategy's Expected Result/Impact: 100% of EB students will improve the student's reading, listening, speaking, and writing ability.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ELL teacher Teacher Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: Instructional Resources to support literacy - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$125, Instructional Resources to support literacy - 165/BI0 - Bilingual - 165.11.6399.00.132.25.BI0 - \$150</p>

Strategy 2 Details

Strategy 2: The campus will increase student achievement with at-risk students by providing high-impact targeted small group instruction utilizing instructional aides to supplement instruction with extended day and/or extended learning time tutorials across all core content areas and accelerate learning.

Strategy's Expected Result/Impact: Increased Reading achievement and measurable growth.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialist

Teachers

TEA Priorities:

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 6, 7, 11

Funding Sources: SCE Aide - 166 - State Comp Ed - 166.11.6129.00.132.30.AR0 - \$53,693, Title I Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.132.30.000 - \$24,000

Strategy 3 Details

Strategy 3: Utilize research-based instructional literacy materials to support individual student needs and improve student reading achievement.

Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on Circle, MAP, and STAAR.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialist

Teacher

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

Funding Sources: Student Reading materials - 211 - ESEA, Title I Part A - 211.11.6329.00.132.30.000 - \$3,695

Strategy 4 Details

Strategy 4: Students will chart progress and conference after each data entry with the teacher to determine what is needed to help students achieve the goal that has been set.

Strategy's Expected Result/Impact: Students having a visual to show growth versus a number will result in students taking ownership of their learning, leading to increased student achievement to show a full year's growth. Students can be tracked through BOY, MOY, and EOY testing along with summative and checkpoints.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialist

Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 6

Strategy 5 Details

Strategy 5: A half-time Interventionist will work with students to fill the gaps in all content areas and support student achievement.

Strategy's Expected Result/Impact: Increased student achievement in all content areas.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 2, 5, 6, 11

Funding Sources: Intervention Teacher - Salary and Benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.132.30.000 - \$43,405.50

Strategy 6 Details

Strategy 6: Prekindergarten 3 will use a common online program to monitor and assess students' progress and growth in reading and math to embed Tier 1 intervention support and monitor student progress.

Strategy's Expected Result/Impact: Prekindergarten 3 students will meet or exceed the district on the Circle assessment.

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

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 1, 5

Funding Sources: Online assessment and progress monitoring program - 211 - ESEA, Title I Part A - 211.31.6299.OL.132.30.000 - \$1,700

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Based on the Circle assessment, there was 1% growth in math between the beginning and the end of the year.

Problem Statement 2: The percentage of 3rd-grade students reaching Meets 67% and Masters 8% in STAAR Reading is above the district expectation. However, 25% of students scored at the Approaches level or above.

Problem Statement 5: Students struggle to develop language skills, specifically Pre-kindergarten students who were 9% below the district average in rapid vocabulary.

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Problem Statement 7: 100% of 3rd-grade students identified as Emergent Bilingual scored "Approaches" on the STAAR Reading assessment.

Problem Statement 11: 80% of 3rd-grade economically disadvantaged students scored "Approaches" on the STAAR Reading assessment, and 73.81% scored "Approaches" on the STAAR Math assessment.

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

Performance Objective 2: Board and Superintendent Goals:

(Board Goal 29% to 40% by 2026)

By the end of the 2023-2024 school year, early childhood math performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Math.

High Priority

Evaluation Data Sources: STAAR Math Data

MAPS Math Data

Circle Math Data

District CUA Math Data

Strategy 1 Details
<p>Strategy 1: Teachers will provide content language instruction through a differentiated classroom (hands-on, print, and digital resources) that is focused (specifically emphasizing Emergent Bilinguals), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction) to support student progress.</p> <p>Strategy's Expected Result/Impact: Increased performance for EB students on Circle, MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: Instructional resources to support EB students in math - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$125, Instructional Resources to support Bilingual students in math - 165/BI0 - Bilingual - 165.11.6399.00.132.25.BI0 - \$200</p>

Strategy 2 Details

Strategy 2: Guided math and collaborative groups will be utilized to strengthen problem-solving skills and develop math fluency.

Strategy's Expected Result/Impact: Teachers are provided quality instruction with the whole group, small group, and extension activities. This allows for more quality instructional time to increase student achievement as K-3rd grade math concepts build on each other.

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

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3, 6, 9, 10

Funding Sources: Instructional Resources for Guided Math - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$22,677.50

Strategy 3 Details

Strategy 3: Students will engage in weekly (or daily) spiral reviews of previously taught concepts to develop automaticity and work towards mastery of the TEKS.

Strategy's Expected Result/Impact: The expected impact is increased student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Instructional Specialist
Teacher

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 6, 9, 10

Funding Sources: Supplemental math instructional materials and spiral review resources - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$5,418, Online math spiral review resource - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$2,000

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Based on the Circle assessment, there was 1% growth in math between the beginning and the end of the year.

Problem Statement 3: The percentage of 3rd-grade students reaching Meets 33% and Masters 8% in STAAR Math exceeds the district expectation. However, 59% of students scored at the Approaches level or above.

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Problem Statement 7: 100% of 3rd-grade students identified as Emergent Bilingual scored "Approaches" on the STAAR Reading assessment.

Problem Statement 9: 80% of 3rd-grade students identified as Emergent Bilingual scored "Meets" and above on the STAAR Math assessment.

Student Learning

Problem Statement 10: 40% of 3rd-grade students with a special education indicator scored "Meets" and above on the STAAR Math assessment.

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

Performance Objective 3: Academic progress in reading and math on Universal Screeners will show a 5% improvement by June 2024 for all students.

High Priority

Evaluation Data Sources: Universal Screeners: MAP and Circle

Strategy 1 Details

Strategy 1: Campus leadership will schedule instructional planning days for classroom teachers to study district and state curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teachers will plan for common formative and summative assessments to guide future instruction and drive the intervention process.

Strategy's Expected Result/Impact: The expected impact is increased teacher clarity and student achievement.

Staff Responsible for Monitoring: Principal
CIS

TEA Priorities:

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

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Funding Sources: Planning Day Substitutes for classroom teachers - 211 - ESEA, Title I Part A - 211.11.6116.00.132.30.000 - \$5,000, Planning Day Substitutes for ELL teachers - 165/ES0 - ELL - 165.11.6116.00.132.25.ES0 - \$2,900

Strategy 2 Details

Strategy 2: Teachers will provide Gifted students with supplemental instruction in both their areas of giftedness and in areas for which they are not identified as gifted. Teachers will provide instructional materials to support GT students with GT interventions, enrichment, project-based learning, and projects for TSTP.

Strategy's Expected Result/Impact: Improved STAAR scores and completed TPSP projects

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Instructional Specialist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 13

Funding Sources: Resources and Materials for GT Differentiation - 177 - Gifted/Talented - 177.11.6399.00.132.21.000 - \$2,750

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Problem Statement 13: Our gifted and talented population is 2.33% below the district average.

School Processes & Programs

Problem Statement 1: Implementing high-quality, engaging, and rigorous Tier 1 instruction using the gradual release model and building vocabulary within all curricular areas is lacking.

Problem Statement 2: Teachers struggle with effectively delivering, developing, and implementing reading, writing, science, and math instruction.

Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly.

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

Performance Objective 4: Academic progress in Science will show a 5% improvement by June 2024.

Evaluation Data Sources: CUA Data
MAP Data

Strategy 1 Details

Strategy 1: The campus will provide educational field trips for students that teach and reinforce concepts challenging to replicate in the classroom. Field-based learning experiences will serve as an extension of the learning in the classroom, building background to provide opportunities for academic instruction enhancement, such as field trips related to academic content areas.

Strategy's Expected Result/Impact: Build students' backgrounds and enhance experiences.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Student Learning 2, 5, 6, 7, 8

Funding Sources: Approved Educational Field Trips - 166 - State Comp Ed - 166.11.6494.00.132.30.AR0 - \$5,000

Strategy 2 Details

Strategy 2: Utilize hands-on and digital resources and strategies to maximize learning and support technology integration to build inquiry and understanding and support student achievement in science.

Strategy's Expected Result/Impact: Increased student exposure to science increase performance on science performance assessments and common assessments.

Staff Responsible for Monitoring: Principal
Campus Instructional Specialist
Teachers

ESF Levers:

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

Problem Statements: Student Learning 6

Funding Sources: Hands-on Science materials - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$2,000

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: The percentage of 3rd-grade students reaching Meets 67% and Masters 8% in STAAR Reading is above the district expectation. However, 25% of students scored at the Approaches level or above.

Problem Statement 5: Students struggle to develop language skills, specifically Pre-kindergarten students who were 9% below the district average in rapid vocabulary.

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Problem Statement 7: 100% of 3rd-grade students identified as Emergent Bilingual scored "Approaches" on the STAAR Reading assessment.

Problem Statement 8: 40% of 3rd-grade students with a special education indicator scored "Meets" and above on the STAAR Reading assessment. 46.67% were at "Approaches."

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

Performance Objective 5: During the 2022-2023 school year, 100% of all students will show one or more year's growth in writing.

Evaluation Data Sources: Improved STAAR results, CUA's, MAP, Circle, and IEP progress monitoring

Strategy 1 Details

<p>Strategy 1: Provide supplemental ELA instructional materials, tools, and training, to teach kindergarten through 3rd-grade writing effectively using research-based skills and structures to teach writing in a way that improves students' writing abilities and reading comprehension.</p>
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Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via CUA, performance assessments, and STAAR results

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Teacher

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 6

Funding Sources: Instructional materials to support reading - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$2,000

Performance Objective 5 Problem Statements:

Student Learning

<p>Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.</p>
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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 will participate in professional learning and professional learning committees at the campus and district levels to increase student rigor and alignment. Teachers will attend professional development on campus or at the district level to develop highly effective instructional strategies to impact student achievement.

High Priority

Evaluation Data Sources: Teachers will sign in when attending professional development, new teacher meetings, Mentor/Protege meetings, and PLCs.

Strategy 1 Details

Strategy 1: In PLCs, teachers will engage in continuous cycles of improvement and coaching to build capacity around meeting student needs and reviewing data to drive instruction.

Strategy's Expected Result/Impact: Achievement gaps will close as students show growth and meet projected learning expectations.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 6

Strategy 2 Details

Strategy 2: Build capacity and longevity in new and veteran staff by utilizing campus mentors and buddies. Teachers receiving support have opportunities to collaborate and work together on various tasks. There is planning between new staff and mentor/team leader teachers to ensure correct strategies are taught, assessments analyzed, and the planning process is developed and utilized.

Strategy's Expected Result/Impact: The expected impact will include increased retention of staff.

Staff Responsible for Monitoring: Principal

Curriculum Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 2, 3

Strategy 3 Details

Strategy 3: Teachers and campus leadership will have opportunities to attend professional development and coaching to gain focus, clarity, and depth of instructional strategies/practices in reading, math, writing, and science. Teachers will then share new ideas and instructional practices with the appropriate staff using the trainer-of-trainers model.

Strategy's Expected Result/Impact: Teachers will be able to focus on strategies to take back to their classrooms that will impact planning and student achievement.

Staff Responsible for Monitoring: Administrators

Assistant Principals

Campus Instructional Specialist

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Learning 6

Funding Sources: Staff Professional Development - Teachers - 166 - State Comp Ed - 166.13.6411.00.132.30.AR0 - \$3,018, On-site PD Writing - 211 - ESEA, Title I Part A - 211.13.6299.00.132.30.000 - \$3,500, On site PD small group - 211 - ESEA, Title I Part A - 211.13.6299.00.132.30.000 - \$4,500

Strategy 4 Details

Strategy 4: Campus leadership will provide a staff wellness program that promotes proactive behaviors such as stress management, exercise, conflict management, and work/life balance. A Wellness committee will be established and distribute short articles or a calendar to staff members each month on various wellness and personal improvement topics. Staff will be provided to retain staff and improve physical and mental health.

Strategy's Expected Result/Impact: Decrease stress levels and maintain a high level of alertness and vigilance to meet a variety of demands.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Strategy 5 Details

Strategy 5: A full-time CIS will work with teachers to build instructional strength in all content areas and enhance instructional practices to guide student achievement.

Strategy's Expected Result/Impact: The expected impact is that the CIS effectiveness for helping teachers grow and increased student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 4, 5, 6, 12

Funding Sources: CIS - Salary and Benefits - 211 - ESEA, Title I Part A - 211.13.6119.00.132.30.000 - \$79,377

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Increased student social-emotional needs require teachers to have tools to handle these needs.

Student Learning

Problem Statement 1: Based on the Circle assessment, there was 1% growth in math between the beginning and the end of the year.

Problem Statement 4: MAP assessments reflect that our students did not meet the expected growth from the beginning to the end of the year in Kindergarten (0%) and 1st grade (-3%) in math.

Problem Statement 5: Students struggle to develop language skills, specifically Pre-kindergarten students who were 9% below the district average in rapid vocabulary.

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Problem Statement 12: MAP assessments reflect that our students did not meet the expected growth from the beginning to the end of the year in Kindergarten (-7%) reading.

School Processes & Programs

Problem Statement 1: Implementing high-quality, engaging, and rigorous Tier 1 instruction using the gradual release model and building vocabulary within all curricular areas is lacking.

Problem Statement 2: Teachers struggle with effectively delivering, developing, and implementing reading, writing, science, and math instruction.

Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly.

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

Performance Objective 1: Attendance of volunteers, engagement of parents participation, and community partnerships will increase by 5% in the 2023-24 school year in participation in the educational process through family nights, parent conferences, and community partnerships.

Evaluation Data Sources: Event Sign-In Sheets
Parent Volunteer Logs
Parent/Community Surveys
Parent and family engagement sign-in sheets

Strategy 1 Details

Strategy 1: The campus will continue to provide opportunities for children and families to play and learn through parent and family engagement opportunities by hosting Title 1 Meetings, family nights, and Site-Based Decision-Making Meetings. It will recognize students' academic success and growth through programs such as semester academic awards.

Strategy's Expected Result/Impact: The expected impact is increased student achievement and attendance: increased parent presence and involvement in activities with their students.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselor

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Funding Sources: Minimal Cost Awards for students - 211 - ESEA, Title I Part A - 211.11.6498.00.132.30.000 - \$500, Resources and supplies for family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.132.24.PAR - \$1,246, Refreshments for family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$500

Strategy 2 Details

Strategy 2: The campus leadership will develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web-page.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Parent Liaison

Counselors

MFLC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1

Strategy 3 Details

Strategy 3: The campus leadership will develop jointly with, and distribute to parents, a written Parent & Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web-page.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Principal

Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Strategy 4 Details

Strategy 4: The campus will provide parents of English Learners with information and training on strategies for supporting language acquisition, literacy skills, and content area vocabulary development.

Strategy's Expected Result/Impact: The expected impact is increased home/school communication & support for ESL parents.

Staff Responsible for Monitoring: Principal

ESL Teacher

Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Learning 9

Funding Sources: Materials and resources for ESL/EB Parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.132.25.000 - \$550, Food Parents - 263 - ESEA, Title III Part A - 263.61.6499.LE.132.25.000 - \$200

Strategy 5 Details

Strategy 5: The childhood literacy program, Hobby Tots, will offer interventions and exposure to school for non-school-aged military children each week.

Strategy's Expected Result/Impact: The expected impact is to provide early childhood education and positive community relationships.

Staff Responsible for Monitoring: Principal

Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Funding Sources: Travel costs for Parent Liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.132.24.PAR - \$200, Food for Hobby Tots - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$150, Supplies for Hobby Tots Parenting Program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.132.24.PAR - \$200

Strategy 6 Details

Strategy 6: The campus will host volunteer orientation sessions that will be held throughout the school year to increase the number of parents engaged in volunteer opportunities.

Strategy's Expected Result/Impact: Increased number of parent volunteers and parent participation hours.

Staff Responsible for Monitoring: Principal
Parent Liaison

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Strategy 7 Details

Strategy 7: The campus will provide monthly newsletters, Facebook, mass communication calls, parent conferences, and communication folders and maintain the web-page to keep parents informed and connected to the school.

Strategy's Expected Result/Impact: The expected impact is to increase communication between home and school.

Staff Responsible for Monitoring: Principal
Counselor
Librarian
Parent Liaison
Grade Level Leaders

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Strategy 8 Details

Strategy 8: The campus will host parent meetings on health, wellness, nutrition, parent involvement through reading, transportation safety, dental hygiene, etc.

Strategy's Expected Result/Impact: Increased parent/ family involvement

Staff Responsible for Monitoring: Administrators, Parent Liaison, Teachers, CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2, 3

Funding Sources: Online Library System - 211 - ESEA, Title I Part A - 211.12.6299.OL.132.30.000 - \$1,000

Strategy 9 Details

Strategy 9: Parents will engage in parent/teacher conference days to discuss student achievement behaviorally and academically to ensure parents are kept abreast of all instructional outcomes and student expectations.

Strategy's Expected Result/Impact: Increase parent involvement and student achievement

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Problem Statements: Demographics 1 - Perceptions 2, 3

Funding Sources: Substitute teachers for MOY/EOY parent conferences - 211 - ESEA, Title I Part A - 211.11.6116.00.132.30.000 - \$4,745

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: For discipline, 23.71% of reported incidents were repeat offenders.

Student Learning

Problem Statement 9: 80% of 3rd-grade students identified as Emergent Bilingual scored "Meets" and above on the STAAR Math assessment.

Perceptions

Problem Statement 1: There was a lack of parent volunteers.

Problem Statement 2: There is a need to increase ongoing two-way communication between the school and home to increase parent engagement as a way to further support student learning.

Problem Statement 3: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

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: Ensure students have an environment conducive to learning by creating a safe, secure environment to educate our students on bullying, violence prevention, and conflict resolution.

Evaluation Data Sources: Discipline Referral Reports
Counseling Reports
EOY Safety Documentation
Professional Development Participation Sign-in Sheet

Strategy 1 Details
<p>Strategy 1: All staff will be trained and implement Restorative Practices and PAX. Staff will attend the district and campus professional development focusing on building relationships and effective classroom management strategies.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will implement restorative practices strategies and offer student conflict resolution opportunities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1, 2</p>

Strategy 2 Details

Strategy 2: The campus will implement an online Bullying Reporting system to prevent, identify, respond to, and report bullying (HB 1942)(TEC 11.252). 100% of incidents will be reported using the Bully Reporter and monitored via student referrals by the Threat Assessment team.

Strategy's Expected Result/Impact: To encourage students to share concerns with an adult.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselor

Teacher

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1, 2

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: For discipline, 23.71% of reported incidents were repeat offenders.

Problem Statement 2: Increased student social-emotional needs require teachers to have tools to handle these needs.

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: By June 2024, we will increase health awareness by promoting student participation in daily physical activity.

Evaluation Data Sources: Increase student health through daily exercise

Strategy 1 Details
<p>Strategy 1: Students enrolled in grades prekindergarten through third grades will participate in moderate or vigorous daily physical activity for at least 30 minutes daily throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. Students in third grade will participate in Fitness Gram.</p> <p>Strategy's Expected Result/Impact: Increase student health through daily exercise and Fitness Gram Report</p> <p>Staff Responsible for Monitoring: Principal PE Teachers Classroom Teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 1: Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details

Strategy 1: Campus leadership will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.

Strategy's Expected Result/Impact: The expected impact is improved systems and the use of resources.

Staff Responsible for Monitoring: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 6

Strategy 2 Details

Strategy 2: To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices. The campus will conduct monthly emergency operations and drills.

Strategy's Expected Result/Impact: Promote a safe and secure school environment.

Staff Responsible for Monitoring: Principal

Assistant Principal

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: The campus will attend/Comply with required campus and district training sessions.

Strategy's Expected Result/Impact: The expected impact is compliance with federal, state, and local laws and policies. 100% of staff will be trained in all required areas.

Staff Responsible for Monitoring: Principal
Assistant Principal
HR

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.

Strategy's Expected Result/Impact: The expected impact is improved alignment of expenditures.

Staff Responsible for Monitoring: Principal
Principal Secretary

ESF Levers:

Lever 1: Strong School Leadership and Planning

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

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

Performance Objective 2: By June 2023, OCHES 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: The campus will establish an After School Learning Academy to provide tutoring and instructional support to struggling students and those experiencing learning gaps due to 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: Student Learning 2, 3, 4, 5, 6</p> <p>Funding Sources: Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$1,800, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.132.30.000 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Effective use of the Master Schedule will ensure built-in time for intervention and blocks of uninterrupted instruction time (120-minute block for Reading and 90-minute block for Math).</p> <p>Strategy's Expected Result/Impact: More time dedicated to focused instruction will allow all students to grow from the BOY to the EOY Universal screeners.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The percentage of 3rd-grade students reaching Meets 67% and Masters 8% in STAAR Reading is above the district expectation. However, 25% of students scored at the Approaches level or above.</p>
<p>Problem Statement 3: The percentage of 3rd-grade students reaching Meets 33% and Masters 8% in STAAR Math exceeds the district expectation. However, 59% of students scored at the Approaches level or above.</p>

Student Learning

Problem Statement 4: MAP assessments reflect that our students did not meet the expected growth from the beginning to the end of the year in Kindergarten (0%) and 1st grade (-3%) in math.

Problem Statement 5: Students struggle to develop language skills, specifically Pre-kindergarten students who were 9% below the district average in rapid vocabulary.

Problem Statement 6: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Classroom Teacher	Meika Thompson	1st Grade Teacher
Classroom Teacher	Brandi Fleming	2nd Grade Teacher
Classroom Teacher	Danesha Johnson	3rd Grade Teacher
Classroom Teacher	Kendra Sheppard	EB Teacher
Classroom Teacher	Christina Knox	Prekindergarten 4
Business Representative	Vacant x	Business Representative
Community Representative	Erin Martin	Community Member
District-level Professional	Davina Delgado	District-Level Professional
Classroom Teacher	Luisa Sandoval	Kindergarten Teacher
Technologist	Mauricha Smith	Other Appropriate Personnel (Title I)
AP	Kimberly Holland	Other School Leader (Title I)
Campus Instructional Specialist	Erin Wyatt	Other School Leader (Title I)
Classroom Teacher	Rosielena Montalvo	PK3 Teacher
Paraprofessional	Claudia Ramos	Paraprofessional (Title I)
Paraprofessional	Vacant x	Paraprofessional (Title I)
Parent	Vacant x	Parent
Parent	Vacant x	Parent
Administrator/Chair	Alena Thomas	Principal
Classroom Teacher	Kelley Bledsoe	SPED Teacher
Counselor	Cristina Miranda	Specialized Instructional Support (Title I)