

Killeen Independent School District

Timber Ridge Elementary School

2023-2024



Mission Statement

We are committed to respond collectively and collaboratively to the needs of
ALL Rangers through the use of research-based best practices.

Vision

Hustle and Heart Set Us Apart

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Timber Ridge Elementary is a thriving school which serves students in Early Childhood Special Education as well as Pre-K through fifth grades in the Killeen Independent School District. According to the May 8, 2023 "Current Enrollment and Special Programs" report, our enrollment at the end of the 2022-2023 school year was 807, which was a decrease of 5 students from the 2021-2022 school year.

Students from our school come from diverse backgrounds. About 24% of our students are military dependents of active duty members which is a decrease of 15% from the previous year. At the same time, 76% of students are connected to a civilian worker at Fort Cavazos. Our student population is ethnically diverse with 36% African American, 31% Hispanic, 19% Caucasian, 11% Two or More Races, 2% Asian, and 1.5% Pacific Islander. In the 2022-2023 school year, thirteen Timber Ridge students were identified as being homeless which is an increase of six students. The student population identified as economically disadvantaged totals 428 students, or 53% of our student population, which is an increase from the previous year.

Special Programs

Our Special Education student population continued to increase in the 2022-2023 school year from 135 students in the previous year to 162 students or 20% of our student population. This is higher than the district average of 16%.

During the 2022-2023 school year, the number of students served through the Gifted and Talented (GT) program stayed steady at 2%. In total, twenty-one of our students were served in our GT program which is below the district average of 4% and well below the state average of 8%.

A total of fifty-nine students were identified as English Language Learners (ELs) with forty-two of those students actively served through our English as a Second Language (ESL) program. This represents 5% of our total student population and is well below the district average of 8%.

Our At-Risk program is intended to close the gaps and reduce the drop-out rate of our identified At-Risk students. Our At-Risk program consists of before, during, and after-school small group tutoring and interventions. We believe that many of our students continue to have learning loss due to absences and remote and school closures related to COVID-19. Students identified as At-Risk accounted for about 41% of the student population at Timber Ridge which is lower than the district average of 53%. Our At-Risk program served 332 students in the 2022-2023 school year.

Students who are identified as having the characteristics of dyslexia are served through special education or the Section 504 program where they are provided intensive, small-group reading instruction using the Wilson program. Our dyslexia program served fifty-one students in the 2022-2023 school year which was a decrease of one student from the previous school year.

Student Attendance and Mobility

According to the 2021-2022 Texas Performance Reporting System (TPRS) report, the attendance rate for Timber Ridge Elementary was close to 94%. This is higher than the district average of 92% but lower than the state average of 95%. In previous years, our campus had experienced steady growth. Prior to the start of the 2019-2020 school year, however, our attendance zone was changed which caused a shift in our demographics. According to the most recent TPRS (2021-2022), our student mobility rate is 21% which is below the district average of 25% but exceeds the state average of 14%.

Staff Experience and Education

Information from the 2021-2022 TPRS report shows that there are eighty-seven total staff members at Timber Ridge which includes sixty-three professional staff members and twenty-four educational aides. Included in the professional staff are fifty-two teachers, eight professional support staff, and three campus administrators. In addition, our campus has a full-time librarian and two full-time counselors. Among our teaching staff, 64% have earned bachelors degrees and 36% have earned masters degrees. With regard to teaching experience, 2% of our teachers are beginning teachers, while 22% are within their first five years of teaching, 25% have been teaching for six-to-ten years, 44% have been teaching for eleven-to-twenty years, and 8% have over twenty-one years of teaching experience. In contrast, 7% of KISD teachers are beginning teachers. In the 2022-2023 school year, our campus experienced a large staff turn-over and we welcomed seven beginning teachers (including five who were hired through the District of Innovation Teacher Waiver program). This resulted in a substantial increase in the percentage of beginning teachers. For the 2023-2024 school year, we have hired three teachers through the DOI Waiver Teacher program and two first year teachers. We have four teacher vacancies to fill (including two in the Regional Day School Program for the Deaf). As a result, we will need to consider ways to build a strong campus culture as well as ways to build the capacity of our teachers to strengthen their instructional knowledge and practices.

Demographics Strengths

- Timber Ridge Elementary has a diverse student population.
- The mobility rate of students at Timber Ridge is 21% which is below the district average of 25%.
- The attendance rate for Timber Ridge students is 94%, which is above the district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Timber Ridge will welcome five beginning teachers in the 2023-2024 school year. Less experienced teachers struggle to plan aligned higher-level tasks, targets, and assessments and lack depth of knowledge in strong instructional strategies.

Problem Statement 2: During the 2022-2023 school year, 332 students (representing 41% of the student population) were identified as At-Risk students, which was an increase from the 301 students identified during the 2020-2021 school year. At Risk students often need additional layers of support to address the reasons for the at risk identification and close any educational achievement gaps.

Student Learning

Student Learning Summary

STAAR Achievement Summary

Our achievement on the 2023 STAAR assessment showed areas of growth in reading and areas for improvement in math.

The 2023 STAAR scores will be released in August. However, we have received the following preliminary data for the STAAR math test:

Grade 3: 41% likely to pass compared to 47% at the district level

Grade 4: 41% likely to pass compared to 48% at the district level

Grade 5: 53% likely to pass compared to 58% at the district level

Overall, our third, fourth, and fifth grade students scored below the district average in the math STAAR.

The 2023 STAAR scores will be released in August. However, we have received the following preliminary data for the STAAR reading test:

Grade 3: 62% likely to pass compared to 66% at the district level

Grade 4: 58% likely to pass compared to 54% at the district level

Grade 5: 74% likely to pass compared to 72% at the district level

Our third grade students were below the district average in reading but fourth and fifth grade students were above the district average.

On the science portion of the 2023 STAAR test, our campus saw a continued decline in the number of students performing well. The 2023 STAAR scores will be released in August. However, we have received the following preliminary data for the STAAR science test: 35% of students are considered likely to pass. This is aligned with the district average of 36% likely to pass. This is a decline from the 45% of students who scored approaches grade level or higher on the 2022 administration of the science STAAR exam. This may be attributed to a decrease in hands-on learning opportunities for students as teachers struggled to balance the need for hands-on learning with COVID-19 safety protocols.

Special Populations

Timber Ridge had twenty-one students identified as part of the Gifted and Talented (GT) program during the 2022-2023 school year. Of the seventeen third, fourth and fifth grade students provided GT services during the school year, 100% are considered likely to pass the 2023 reading and math STAAR tests based on preliminary data with 71% considered likely to pass the 2023 science STAAR test.

During the 2022-2023 school year, Timber Ridge served a total of fifty-nine students identified as English Learners (ELs) with forty-two of those students

actively served through our English as a Second Language program. This represents 5% of our total student population. Forty-three percent of 5th grade students receiving ESL services are considered likely to pass on the STAAR math assessment while seventy-one percent are considered likely to pass on the STAAR reading assessment.

Timber Ridge Elementary also served a total of 162 students identified as part of the Special Education program.

The 2023 STAAR scores will be released in August. However, we have received the following preliminary data for special education students who took the STAAR reading test:

Grade 3: 22% likely to pass

Grade 4: 13% likely to pass

Grade 5: 27% likely to pass

The 2023 STAAR scores will be released in August. However, we have received the following preliminary data for special education students who took the STAAR math test:

Grade 3: 12% likely to pass

Grade 4: 6% likely to pass

Grade 5: 20% likely to pass

The 2023 STAAR scores will be released in August. However, we have received the following preliminary data which indicates that 27% of 5th grade students in special education are likely to pass the science STAAR test.

Students identified as At-Risk accounted for about 41% of the student population at Timber Ridge which is lower than the district average of 53%. Our At-Risk program is intended to close the gaps and reduce the drop-out rate of our identified At-Risk students. Our At-Risk program consists of before, during, and after-school small group tutoring and interventions. We believe that many of our students continue to have learning loss due to absences and remote and school closures related to COVID-19.

****Date Source:** Current Enrollment and Special Population Report

Curriculum Unit Assessments, CIRCLE, and MAP Data

During the 2022-2023 school year, Killeen ISD continued to monitor student progress through the use of common unit assessments across the district for elementary students in grades two through five. The assessments were aligned with the district pacing calendar and unit mapping tools to measure the level of student achievement on each unit of the curriculum. In addition to the CUAs, students in Kindergarten through fifth grade took the NWEA MAP test in reading

and math while students in Pre-K took the CIRCLE assessment.

Timber Ridge students in grades two, three, and five most frequently scored in the second and third quartile in literacy on Killeen ISD Curriculum Unit Assessments (CUAs) when compared with other Killeen ISD students. Timber Ridge students in the fourth grade scored in the first and second quartile in literacy on the CUAs. Timber Ridge students in grades two through five consistently scored in the second and third quarter in math on the CUAs. In addition, Timber Ridge students in grade five consistently most frequently scored in the second and third quartile in science on the Killeen ISD CUAs when compared with other Killeen ISD students.

A review of the CUA data shows that students struggled to meet proficiency in many grade levels. Proficiency was defined by the number of students who achieved a scored comparable to the meets grade-level standard and the target level for proficiency increased each cycle. Students in fourth and fifth grades met the campus determined proficiency level goal in math. Students in fifth grade met the campus determined proficiency level goal in science. No other grade levels met the campus determined proficiency levels in reading or math. Please refer to the table titled "Student CUA Data" for more specific information on the percentage of students who were deemed proficient as compared to the targeted goal.

Student CUA Data

					% of Students at Proficiency						
Grade Level	Subject	Cycle 1			Cycle 2			Cycle 3			Met End of Year Target
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	
2nd	Math	CUA	40	49	CUA	50	54	CUA	60	59	NO
2nd	Reading	CUA	40	36	CUA	50	50	CUA	60	40	NO
3rd	Math	CUA	40	46	CUA	50	65	CUA	60	52	NO
3rd	Reading	CUA	40	42	CUA	50	44	CUA	60	29	NO
4th	Math	CUA	40	51	CUA	50	55	CUA	60	61	YES
4th	Reading	CUA	40	55	CUA	50	65	CUA	60	49	NO
5th	Math	CUA	40	50	CUA	50	48	CUA	60	65	YES
5th	Reading	CUA	40	60	CUA	50	56	CUA	60	56	NO
5th	Science	CUA	40	60	CUA	50	64	CUA	60	81	YES

Student Learning Strengths

- Timber Ridge Elementary students in fourth and fifth grades met their end of year CUA data targets in math.
- Timber Ridge Elementary students in fourth and fifth grades exceeded the district's percentage of students who are likely to pass the reading STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Approximately 64% of 3rd (62%), 4th (58%) and 5th (72%) grade students are considered likely to pass the STAAR reading assessment. There is a need to strengthen foundational reading skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.

Problem Statement 2: Approximately 45% of 3rd (41%), 4th (41%) and 5th (53%) grade students are considered likely to pass the STAAR math assessment. There is a need to strengthen foundational math skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.

Problem Statement 3: Thirty-five percent of students are considered likely to pass the STAAR science assessment. This is aligned with the district average of 36% likely to pass but is a decline from the 45% of students who scored approaches grade level or higher on the 2022 administration of the science STAAR exam.

Problem Statement 4: The percentage of special education students considered likely to pass STAAR Reading is more than 20 percentage points lower than the all student group average at every grade level.

Problem Statement 5: The percentage of special education students considered likely to pass STAAR Reading is more than 30 percentage points lower than the all student group average at every grade level.

Problem Statement 6: Forty-three percent of 5th grade students receiving ESL services are considered likely to pass on the STAAR math assessment compared to 53% of students overall. There is a need to strengthen academic vocabulary and language skills.

Problem Statement 7: 100% of GT students are considered likely to pass STAAR Reading and Math and 71% are likely to pass STAAR Science. There is a need to increase the depth and complexity of learning tasks to increase Mastery level performance for GT students.

Problem Statement 8: Seventy-one percent of 5th grade students receiving ESL are considered likely to pass on the STAAR reading assessment compared to 74% of students overall.

Problem Statement 9: All students have experienced gaps in learning as a result of COVID-19 and weather-related school closures.

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

School Processes & Programs

School Processes & Programs Summary

The 3 Essentials +1

Timber Ridge Elementary implements “The 3 Essentials +1” instructional framework to ensure that our students are challenged with a rigorous educational experience daily. “The 3 Essentials +1” focuses on three core ideas: Curriculum, Instruction, and Assessment.

- **Curriculum:** Planning and implementing the standard-based, aligned curriculum
 - Evidence of Implementation: Unit learning progressions (ULP); Lesson plans (following the scope & sequence; review of standards and specificity in the Instructional Focus Document, misconceptions, academic vocabulary, etc.); Curriculum Unit Assessment (CUA) review; Backward Design
- **Instruction:** Delivering, monitoring, and coaching standards-based, aligned curriculum through the Gradual Release of Responsibility Instructional Model
 - Evidence of Implementation: Campus Coaching Walks and data analysis; Coaching conversations with grade-level and subject levels and individual teachers; TTESS Walkthroughs and data analysis; Review ULP and CUA data in PLCs; Reinforcement and Refinement
- **Assessment:** Monitoring progress: leaders and teachers monitoring student progress, and students monitoring their own progress
 - Evidence of Implementation: CUA Data Protocol by grade and subject level to review CUA data; Progress tracking measures; Response to Intervention (RtI); Intervention blocks; MAP Data Protocol & Data Review

The “+1” refers to our work in Professional Learning Communities (PLCs) where student data is reviewed and decisions are made based on the relevant data. These areas combine to ensure that students have targeted, effective instruction that takes place within a positive school culture.

Support for Teachers

Our campus has two full-time campus instructional specialists (CISs) who support our teachers. Our CISs provide professional development on research-based best practices as well as campus/district expectations throughout the year. Our CISs also coach teachers on how to design engaging lessons that differentiate for the unique needs of each student. They model best practices in the classroom and assist teachers with goal-setting and reflection. A needs-assessment survey completed by teachers in April 2023 indicated a need for support in the areas of Restorative Practices, Guided Math, and science as well as reading strategies.

During the 2023-2024 school year, Timber Ridge is welcoming several new staff members. While many of the new staff members are veteran teachers, they will need support to learn the Timber Ridge processes and procedures as well as our culture. As teachers enter the profession and/or change grade-level responsibilities, they require additional coaching, mentoring, and professional development.

Grade-Level	Allocations	New to Timber Ridge	First-Year Teachers
PK	4	0	0
Kindergarten	6	1	0

Grade-Level	Allocations	New to Timber Ridge	First-Year Teachers
First Grade	6	2	1
Second Grade	5	1	0
Third Grade	6	2	2
Fourth Grade	5	1	1
Fifth Grade	5	1	1
Special Education	9	0	0
Special Programs	9	0	0

Coaching Walks

In order to assess the practices of our campus, our Coaching Walks team is led by our principal and includes other administrators, our campus instructional specialists, and teachers. The purpose of the Coaching Walks team is to collect data about the implementation of research-based best practices across the campus. The data is then analyzed and presented to the campus with recommendations on how to further increase the level of implementation of best instructional practices.

Our Coaching Walks data indicates that students are not being taught at the highest cognitive levels. There is misalignment between the tasks that we ask students to perform and the learning target that has been derived from the standard (TEKS). Students are being taught through a Gradual Release of Responsibility Model, however, the quality of instruction at each phase has the potential for improvement with more professional development for the staff. Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor.

Professional Learning Communities

Timber Ridge administration and staff believe strongly in the power of professional learning communities (PLCs) as a vehicle to guide our discussions about students. PLCs meet for an extended period of time and focus on the four key PLC questions. In addition, grade-level PLCs periodically meet for full-day professional development that allows them more time to focus on the depth of the work. During PLCs, teachers take a deep dive into the curriculum and use a Backwards Design model to create targeted instruction that is aligned with the assessment. Teachers then meet after giving the assessment to review student achievement data and design appropriate interventions to close the gaps.

Fiscal Accountability

Timber Ridge strives to be compliant with budgetary procedures and guidelines as outlined in the KISD procedures. All professional staff members will be trained annually in activity fund procedures to maintain compliance. All purchases for the campus are approved by the campus principal ten days prior to making the purchase. Our activity fund clerk attends annual training by the KISD Accounting Department to ensure that the campus maintains compliance. In addition, the clerk maintains detailed records of all transactions which are reviewed monthly by the campus principal. The district audits transactions on an on-going basis to support the campus.

Safety

Timber Ridge completed a self-study of safety procedures in the 2022-2023 school year. Our campus was found to be 100% compliant with all safety procedures. All exterior doors remain locked at all times. We do 100% ID checks when visitors enter the building and all visitors are scanned through the TPASS system prior to entering the building. Our campus safety procedures were audited by the ESC 12 and no findings were noted in the audit.

Technology

Timber Ridge utilizes technology to support classroom instruction and supplemental intervention programs. As a result of COVID-19, many of our students chose to learn remotely during the 2020-2021 school year. Campus technology devices were loaned to remote learners to facilitate instruction at home. This greatly reduced the number of devices available for use on campus by face-to-face learners. A review of our technology inventory shows that due to loss, damage, and removal of outdated technology, our technology to student ratio was reduced to 1:2. Our campus worked to increase the number of devices available for student use during the 2021-2022 and 2022-2023 school years. As devices age they are no longer able to accept security updates. A review of our technology devices in June 2023 indicated that there are a significant number that will be deemed obsolete and will require replacement during the 2023-2024 school year. Addressing technology needs will continue to be a campus priority to ensure that all students receive the full benefit of online interventions, supplemental programs, and digital learning platforms.

School Processes & Programs Strengths

- Timber Ridge Elementary provides support to struggling students through the RTI process.
- Timber Ridge Elementary provides support to teachers through on-going coaching and mentoring support.
- Timber Ridge Elementary provides instruction using a Gradual Release of Responsibility Model.
- Timber Ridge Elementary believes in the power of Professional Learning Communities as a way to drive instructional decision-making.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor.

Problem Statement 2: During the 2022-2023 school year, Timber Ridge was 100% compliant with or successful in all budgetary areas. However, we must maintain the fidelity of implementation of our procedures in order to maintain this level of success.

Problem Statement 3: During the 2022-2023 school year, Timber Ridge was 100% compliant or successful with all safety procedures. We need to maintain the fidelity of implementation of our procedures in order to maintain this level of success.

Problem Statement 4: There is a need to support teachers in the areas of Restorative Practices, Guided Math, hands-on science instruction, and best practice reading strategies.

Problem Statement 5: There is a need to increase the number of technology devices available for student learning to maximize the number of students able to engage with online interventions at any one time.

Perceptions

Perceptions Summary

The staff at Timber Ridge takes pride in doing what is best for students while promoting a love of learning and academic growth. All parents and family members are welcomed and valued.

Parents and guardians are welcome to participate in the educational experience at Timber Ridge Elementary. Community members and parents are actively involved in our Site-Based Decision Making Committee (SBDM). Our SBDM membership reflects the diversity of our campus. Parents at Timber Ridge also participate in the Language Proficiency Assessment Committee (LPAC) and quarterly Chats with the Principal. Each year, our campus invites parents to school for a variety of activities such as our Title 1 awareness meetings, musical performances, curriculum nights, Family Literacy Night, STEAM Night, Field Day, Kite Day, academic awards, the Fifth Grade and Kindergarten Graduation Ceremonies. Our campus schedules activities at flexible meeting times to ensure that all who want to participate have an opportunity.

Communication

Timber Ridge believes that communication between home and school is a partnership. Our campus stays in touch with parents and family members in several ways: student planners, weekly communication folders, fliers, KISD TV channel, the KISD app, campus marquee, monthly newsletters, campus website, Blackboard Connect messages, notes, letters, emails, phone calls, social media apps, progress reports and report cards. Our website is able to translate posted information into any one of 107 different languages. Teachers will schedule parent conferences during the first nine weeks of school and then as needed. Additionally, Home Access Center is available to view grades for students in first through fifth grades as well as to monitor attendance and interventions at all grade-levels. Access will be granted by the Attendance Secretary.

Parents and family members may contact the campus through phone calls, notes, letters, emails, the weekly communication folder, social media apps, and student agendas. We strongly encourage parents to contact their student's teacher when there is a concern so that we can work together for the interest of the student. Parents may contact teachers/administrators to schedule conferences any time they have a concern. Written materials will be sent home in English. If translation services are needed, please contact the school office. We will do our best to accommodate your needs.

Parent and Family Member Involvement

Timber Ridge is committed to helping parents understand the challenging Texas academic standards, providing information about STAAR and KISD assessments, explaining how to monitor student progress, and how to partner with teachers to help students. Other classes will offer ways to help students at home, including how to work with current technology. Timber Ridge understands that parents work, attend school, or have other responsibilities that limit their schedules. To encourage parent involvement, the campus strives to schedule key meetings and classes at flexible times and dates to include morning, afternoon, and evening sessions. We have an active volunteer program and we partner frequently with our Adopt-a-Unit program. Approximately 75% of parents participate in some type of parent involvement event at Timber Ridge throughout the year.

Building strong relationships and developing a partnership with families and the community are vital to the success of our students. Volunteers are used to help support teachers in the classroom at all levels by working with small groups, reading one-on-one with a student, creating resources in the media center, and

more. We have a small, faithful and consistent group of volunteers that we are able to utilize in specific and purposeful roles that help maximize the learning time. While this group is growing, we do not yet have enough volunteers to provide each classroom with a dedicated volunteer that can provide consistent support.

At the end of the 2023-2024 school year, Timber Ridge parents completed a parenting program evaluation survey. A total of 157 survey responses were received. In their responses to the survey, 83% of parents agreed or strongly agreed with the statement "The school has done a good job of keeping me informed about scheduled school events and activities." Additionally, 75% of parents agreed or strongly agreed with the statement "Information shared with me in meetings helped me better understand a problem my child was having and how I could support them to be more successful in school."

Community Partnerships

Due to the high number of students affiliated with the military, our campus is supported by a full-time Military Family Life Consultant (MFLC). Our local Armed Services YMCA provides on-campus before and after school child care at Timber Ridge Elementary. The Boys and Girls Club provides after-school tutoring and supervision services to students including bus service to the site. Our school is supported by the 20th ENG BN, our Adopt-a-Unit. We also partner with Texas A&M-Central Texas and Texas State University to provide student teaching and internship opportunities for future educators. Timber Ridge was designated a Purple Star campus for the 2023-2024 and 2024-2025 school years.

Campus Culture

Timber Ridge Elementary strives to create a culture and climate that is safe, nurturing, and collaborative for students and staff. We adhere to the KISD Student Code of Conduct and will begin our fourth year of implementing Restorative Discipline Practices in our school. Our campus discipline referral rate was 846 in the 2017-2018 school year. This number decreased by 27% to 624 in the 2018-2019 school year as the result of implementing positive Behavior Interventions and Supports in conjunction with the use of Restorative Discipline Practices. During the 2019-2020 school year, there was a decrease in student referrals to 506 which is an decrease of about 20%. By the end of the 2020-2021 school year, our referral rate had decreased to 403. During the 2021-2022 school year, we saw a sharp increase in the number of discipline referrals totaling 529. During the 2022-2023 school year, our total discipline referrals remained relatively constant at 521. A high percentage of referrals were linked to students receiving Special Education services.

School safety is essential in our decision-making processes. In order to further deepen our understanding of Restorative Practices, professional development was provided to staff in the 2022-2023 school year. In the 2023-2024 school year, all teachers will receive further training on Restorative Practices. Parents who have concerns about bullying are encouraged to use the online Killeen Bullying and Threat Reporter form to report any concerns to the administration.

Our campus offers a variety of after-school activities and clubs to promote student relationships and enhance the learning environment. Activities for students include the Drone Club, the Book Club, the Archery Club, the Science Olympiad team, the Honor Choir, the Student Ambassadors, and others which are provided to enhance the learning environment.

Perceptions Strengths

- Timber Ridge offers a variety of after-school activities and clubs to promote student relationships and enhance the learning environment. Activities for students include the Drone Club, the Book Club, the Chess Club, the Archery Club, the Science Olympiad team, the Honor Choir, the Student

Ambassadors, and others which are provided to enhance the learning environment.

- Timber Ridge has partnerships with local organizations such as the YMCA and The Boys and Girls Club to enhance the educational experience of students.
- Timber Ridge partner with Texas A&M-Central Texas and Texas State University to provide student teaching and internship opportunities for future educators.
- Timber Ridge has implemented Restorative Practices.
- An online bully and threat reporting system is used to efficiently report and track bullying incidents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 25% of parents did not agree or strongly agree with the statement "Information shared with me in meetings helped me better understand a problem my child was having and how I could support them to be more successful in school."

Problem Statement 2: During the 2022-2023 school year, our total discipline referrals remained relatively constant at 521. There remains a need to address the social-emotional and behavioral needs of students to ensure a safe and healthy learning environment for everyone.

Problem Statement 3: 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.

Goals

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

Performance Objective 1: By the end of the 2023-2024 school year, 50% of 3rd-5th grade students will attain the "meets" grade-level standard or higher in reading.

Evaluation Data Sources: STAAR reading assessment
Curriculum Unit Assessments (CUAs)
MAP assessment

Strategy 1 Details

Strategy 1: ELAR teachers will attend professional development on Balanced Literacy strategies to strengthen reading, writing, and phonics instruction. The principal and assistant principal will attend to assist in building the capacity of teachers and to ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.

Strategy's Expected Result/Impact: Increase in the number of students meeting the passing standard on the state reading assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists

TEA Priorities:

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

Problem Statements: Student Learning 1

Funding Sources: Professional Development for Balanced Literacy, Reading and Phonics Instruction - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.133.30.000 - \$1,000, Professional Development for Balanced Literacy, Reading and Phonics Instruction - Teachers/CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.133.30.000 - \$3,500, Melissa Leach Literacy On Campus PD - 211 - ESEA, Title I Part A - 211.13.6299.00.133.30.000 - \$14,000

Strategy 2 Details

Strategy 2: ELAR teachers will use a Backward Design Lesson Plan Model as well as the 3 Essentials +1 to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.

Strategy's Expected Result/Impact: Student achievement will increase in reading.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 3 Details

Strategy 3: ELAR teachers in grades K-5 will teach reading through a Gradual Release of Responsibility Model that uses the Balanced Literacy approach and implements the TEKS Resource System with fidelity.

Strategy's Expected Result/Impact: Increase in the number of students meeting the passing standard on the state reading assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists

TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 4 Details

Strategy 4: Teachers will utilize the CUA data protocol with fidelity. The principal and assistant principal will assist in building the capacity of teachers as they delve deeply into the TEKS and will ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.

Strategy's Expected Result/Impact: Student achievement will increase in reading.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 5 Details

Strategy 5: Students will improve mastery of reading skills by engaging in challenging lexile-leveled reading as well as skill-based practice materials. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in reading. Re-teaching opportunities will be provided as needed in a small-group setting. Targeted Support will be provided to Special Education students and students of two or more races in reading through small group instruction in order to increase academic achievement.

Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY MAP assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Librarian, Teachers

TEA Priorities:

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

- Targeted Support Strategy

Problem Statements: Student Learning 1

Funding Sources: Online Programs to Support Reading such as: MyOn Reading or Similar Resource - 166 - State Comp Ed - 166.11.6299.OL.133.30.AR0 - \$6,750, Challenging Lexile-Leveled and Skills-Based Practice Reading Materials such as: Time for Kids or Similar Resource - 166 - State Comp Ed - 166.11.6329.00.133.30.AR0 - \$10,000

Strategy 6 Details

Strategy 6: K-3rd grade teachers will implement the required phonics program daily and document lessons in their daily lessons.

Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.

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

TEA Priorities:

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

Problem Statements: Student Learning 1

Funding Sources: Instructional Supplies to Support Phonics Instruction including Manipulatives such as Letters, Sound Cards, Magnetic White Boards, Dry Erase Markers, Vis-a-Vis Markers, and Storage Boxes - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$2,000

Strategy 7 Details

Strategy 7: PK - 5th grade teachers will increase progress monitoring of students struggling in reading. Teachers will regularly review progress monitoring data in Istation and then analyze what gaps students have in order to determine student needs and instructional adjustments.

Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 8 Details

Strategy 8: Teachers in grades K-3 will record themselves teaching a phonics lesson each quarter. They will self-reflect on the lesson. The administrative team, consisting of the principal, assistant principals and campus instructional specialist, will provide teachers with feedback on implementation of phonics instruction.

Strategy's Expected Result/Impact: Increase in the number of students meeting the passing standard on the state reading assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 9 Details

Strategy 9: ELAR teachers in grades K-5 will implement and use Empowering Writers strategies across all subject areas as part of the lesson to improve classroom instructional practices in writing.

Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, ELAR Teachers

TEA Priorities:

Improve low-performing schools

Problem Statements: Student Learning 1

Funding Sources: Writing and Handwriting Journals such as Blank Journals and Daily Language Practice Journals - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$6,500

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Approximately 64% of 3rd (62%), 4th (58%)and 5th (72%) grade students are considered likely to pass the STAAR reading assessment. There is a need to strengthen foundational reading skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.

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

Performance Objective 2: By the end of the 2023-2024 school year, 50% of 3rd-5th grade students will attain the "meets" grade-level standard or higher in math.

Evaluation Data Sources: STAAR math assessment
MAP math assessments
Curriculum Unit Assessments (CUAs)

Strategy 1 Details
<p>Strategy 1: Teachers, CIS and administrators will attend professional development to include Guided Math and the implementation of effective math instructional strategies.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Professional Development on Guided Math and Effective Math Strategies - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.133.30.000 - \$1,000, Professional Development on Guided Math and Effective Math Strategies - Teachers/CIS - 211 - ESEA, Title I Part A - 211.13.6299.00.133.30.000 - \$3,500</p>
Strategy 2 Details
<p>Strategy 2: Math teachers will use a Backward Design Lesson Plan Model as well as the 3 Essentials + 1 to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>
Strategy 3 Details
<p>Strategy 3: Math teachers in grades K-5 will teach math through a Gradual Release of Responsibility Model that implements the TEKS Resource System with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students showing growth from the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p>

Strategy 4 Details

Strategy 4: Math teachers will provide students with differentiated instructional support and re-teaching opportunities, to include Guided math (grades 3-5), math games, manipulatives, and technology-based interventions, in order to enhance learning at all levels for at-risk students. Targeted Support will be provided to Special Education students and students of two or more races through small group instruction in order to increase academic achievement.

Strategy's Expected Result/Impact: Increase in the number of students showing growth from the BOY and EOY assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

Targeted Support Strategy

Problem Statements: Student Learning 2

Funding Sources: Math Game Kits, Visualize Math Whiteboards, Giant Magnetic Number of the Day Chart, and Elementary Math Manipulative Library Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$8,800

Strategy 5 Details

Strategy 5: Math teachers will utilize the data protocol with fidelity to analyze data and ensure alignment between instruction and assessments to strengthen the instructional core.

Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

Problem Statements: Student Learning 2

Strategy 6 Details

Strategy 6: Students in grades 2-5 will have daily spiral review practice in fluency, critical thinking, and math problem-solving skills.

Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: Student Learning 2

Funding Sources: Spiral Review resources such as student math practice books. - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$5,000

Strategy 7 Details

Strategy 7: PK - 5th grade teachers will increase progress monitoring of students struggling in math through the use of common formative and ST Math. Teachers will utilize data/reports from ST Math to progress monitor and then analyze what gaps students have in order to determine student needs and instructional adjustments.

Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

Problem Statements: Student Learning 2

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Approximately 45% of 3rd (41%), 4th (41%) and 5th (53%) grade students are considered likely to pass the STAAR math assessment. There is a need to strengthen foundational math skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.

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

Performance Objective 3: By the end of the 2023-2024 school year, 50% of 5th grade students will attain the "meets" grade-level standard or higher in science.

Evaluation Data Sources: MAP science assessments
Curriculum Unit Assessments (CUAs)

Strategy 1 Details
<p>Strategy 1: Teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 3</p>
Strategy 2 Details
<p>Strategy 2: Students will improve mastery of science skills and academic vocabulary by engaging in challenging inquiry-based and hands-on, technology-based lessons. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in science.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase. Animated clips aligned to the instructional target will provide an emotional connection with students thus improving the transference of the content knowledge to formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Supplies for Hands-on Investigations in Science/Owl Pellets/Butterflies/Science Lab Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$1,500</p>
Strategy 3 Details
<p>Strategy 3: Science teachers will utilize the data protocol with fidelity to analyze data and ensure alignment between instruction and assessments and respond to student needs.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialist, Teachers</p>

Strategy 4 Details
<p>Strategy 4: Science teachers at each grade level will teach science daily for the number of minutes required in the master schedule.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 3</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Thirty-five percent of students are considered likely to pass the STAAR science assessment. This is aligned with the district average of 36% likely to pass but is a decline from the 45% of students who scored approaches grade level or higher on the 2022 administration of the science STAAR exam.</p>

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 the end of the 2023-2024 school year, students identified as English Language Learners, At-Risk, special education, two or more races, and/or gifted/talented will show an increase of 5% when compared to assessments from the previous administration.

Evaluation Data Sources: STAAR assessments
MAP assessments
CIRCLE assessments
Curriculum Unit Assessments (CUAs)

Strategy 1 Details

Strategy 1: Differentiated instruction will be provided for identified Gifted and Talented students through the use of reading materials which support the TPSP as well as field-based instruction.

Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists, GT Teachers

TEA Priorities:

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

Problem Statements: Student Learning 7

Funding Sources: Reading Materials for GT Students - 177 - Gifted/Talented - 177.11.6329.00.133.21.000 - \$500, Instructional Supplies for TPSP Project - 177 - Gifted/Talented - 177.11.6399.00.133.21.000 - \$1,000, Field Trips for GT Students - Transportation costs - 177 - Gifted/Talented - 177.11.6494.00.133.21.000 - \$1,525

Strategy 2 Details

Strategy 2: Teachers of ELL students will provide differentiated instruction using technology-based interventions for ELL students through guided and small group reading to support Balanced Literacy.

Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP assessment as well as TELPAS, MAP, STAAR

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, ESL Teachers

TEA Priorities:

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

Problem Statements: Student Learning 6, 8

Funding Sources: Technology for ELL Students--iPads - 165/ES0 - ELL - 165.11.6398.00.133.25.ES0 - \$1,450, Instructional Supplies for ELL Students--iPad Cases - 165/ES0 - ELL - 165.11.6399.00.133.25.ES0 - \$200, Instruction Supplies for ELL Students--Headsets with flex tip adaptor (microphone) - 165/ES0 - ELL - 165.11.6399.00.133.25.ES0 - \$500

Strategy 3 Details

Strategy 3: GT identified students will complete a TPSP project that will allow students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented students. Students will showcase their TPSP projects during the month of May.

Strategy's Expected Result/Impact: Increase in the number of students who score meets or masters on the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers of GT identified students, Campus GT Coordinator, Campus Instructional Specialists

TEA Priorities:

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

Problem Statements: Student Learning 7

Funding Sources: Instructional Supplies--Poster boards, craft supplies - 177 - Gifted/Talented - 177.11.6399.00.133.21.000

Strategy 4 Details

Strategy 4: The ESL teacher will support identified students by providing small group instruction to those who need additional help and modeling best practice instructional strategies for ELL classroom teachers.

Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP assessment as well as TELPAS, MAP, STAAR

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, ESL Teacher and Paraprofessional

TEA Priorities:

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

Problem Statements: Student Learning 6, 8

Funding Sources: Instructional Supplies for EB support in reading such as Reading Zingers Gr. 3-5 - 165/ES0 - ELL - 165.11.6399.00.133.25.ES0 - \$300

Strategy 5 Details

Strategy 5: The Special Education teachers and paraprofessionals will support identified students by providing small group instruction to those who need additional help and modeling best practice instructional strategies for inclusion classroom teachers.

Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP assessment as well as STAAR

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Special Education Teachers, General Education Teachers, Special Education Paraprofessionals

TEA Priorities:

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

Problem Statements: Student Learning 4, 5

Funding Sources: Instructional Supplies--Reading Zingers Gr. 3-5 - address needs of special education students in the inclusion setting - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$624

Strategy 6 Details

Strategy 6: Teachers will attend professional development to identify strategies and best practices for identifying and serving GT students.

Strategy's Expected Result/Impact: Increase in the number of students who score meets or masters on the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists

TEA Priorities:

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

Problem Statements: Student Learning 7

Funding Sources: Online Professional Development for Teachers of GT Students - 177 - Gifted/Talented - 177.13.6299.OL.133.21.000

Strategy 7 Details

Strategy 7: An ELL Family Night will be hosted in the second semester to share information about the TELPAS assessment, strategies to support literacy at home, and ESL services available to students.

Strategy's Expected Result/Impact: Increase in the number of students showing growth between the BOY and EOY MAP and CIRCLE assessments as well as TELPAS and STAAR assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Teacher, Parent Liaison

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 6, 8

Funding Sources: TCM Take-Home Reading Backpacks for Families to Check-Out - 263 - ESEA, Title III Part A - 263.11.6399.LE.133.25.000 - \$525

Strategy 8 Details

Strategy 8: The campus will provide academic support for general education classroom teachers through the use of Special Education Paraprofessionals to support co-teaching strategies.

Strategy's Expected Result/Impact: Increase the number of students showing growth between the BOY and EOY assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers, Special Education Paraprofessionals

TEA Priorities:

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

Problem Statements: Student Learning 6, 8

Strategy 9 Details

Strategy 9: GT identified students and other high-achieving students will participate in weekly higher-order math problem solving sessions.

Strategy's Expected Result/Impact: Increase in the number of students who score meets or masters on the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, GT teachers

TEA Priorities:

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

Problem Statements: Student Learning 7

Strategy 10 Details

Strategy 10: Instructional Assistants will be assigned to provide additional assistance for grade level intervention time and additional one-on-one time for struggling students.

Strategy's Expected Result/Impact: Students who are struggling will receive small group and/or one-on-one support the instructional day.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 2

Funding Sources: Salary Benefits for Instructional Assistants (four) - 211 - ESEA, Title I Part A - 211.11.6129.00.133.30.000 - \$101,554, Salary Benefits for Instructional Assistants (one) - 166 - State Comp Ed - 166.11.6129.00.133.30.AR0 - \$26,729

Strategy 11 Details

Strategy 11: Maintain a systematic PLC schedule for: deep study of curriculum, tracking student growth and analyzing student artifacts in order to determine what instructional adjustments are needed.

Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Problem Statements: Demographics 1 - Student Learning 1, 2

Strategy 12 Details

Strategy 12: Teachers and paraprofessionals will provide students with differentiated instructional support and re-teaching opportunities, to include small-group tutoring and technology-based interventions, in order to enhance learning at all levels for students identified as at-risk.

Strategy's Expected Result/Impact: Increase the number of students passing the STAAR assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers, Paraprofessionals

Problem Statements: Demographics 2

Funding Sources: Instructional materials for re-teaching and remediation - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$5,000

Strategy 13 Details

Strategy 13: Teachers will support instruction and student achievement in ELAR, math, and science by integrating technology to enhance instruction. Students will be taught how to use a variety of technological devices as they learn about critical thinking and collaboration.

Strategy's Expected Result/Impact: Technology survey will show increase in technology usage.

Staff Responsible for Monitoring: Technologist, Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: Student Learning 1, 2, 3

Funding Sources: iPads for student use during instruction and intervention - 211 - ESEA, Title I Part A - 211.11.6398.00.133.30.000 - \$14,400, Technology such as ipad cases and headphones - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$5,650, Charging Cart - 211 - ESEA, Title I Part A - 211.11.6394.00.133.30.000 - \$4,000

Strategy 14 Details

Strategy 14: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

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

Staff Responsible for Monitoring: Principals, Assistant Principals, Campus Instructional Specialists, Teachers

Problem Statements: Student Learning 10

Funding Sources: Nutritional Snacks for Outside of the School Year - 211 - ESEA, Title I Part A - 211.11.6499.00.133.30.000 - \$1,500, Instructional Supplies for Tutoring Outside of the School Day - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$5,000

Strategy 15 Details

Strategy 15: Intervention time embedded in the master schedule will be used by teachers (both classroom and interventionists) to work in small groups, rotate through learning centers, work one-on-one and utilize computer programs with struggling students.

Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

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

Funding Sources: Instructional resources for intervention and remediation in reading, math and science - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$4,615, Headphones for use during online interventions - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$5,000

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Timber Ridge will welcome five beginning teachers in the 2023-2024 school year. Less experienced teachers struggle to plan aligned higher-level tasks, targets, and assessments and lack depth of knowledge in strong instructional strategies.

Demographics

Problem Statement 2: During the 2022-2023 school year, 332 students (representing 41% of the student population) were identified as At-Risk students, which was an increase from the 301 students identified during the 2020-2021 school year. At Risk students often need additional layers of support to address the reasons for the at risk identification and close any educational achievement gaps.

Student Learning

Problem Statement 1: Approximately 64% of 3rd (62%), 4th (58%) and 5th (72%) grade students are considered likely to pass the STAAR reading assessment. There is a need to strengthen foundational reading skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.

Problem Statement 2: Approximately 45% of 3rd (41%), 4th (41%) and 5th (53%) grade students are considered likely to pass the STAAR math assessment. There is a need to strengthen foundational math skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.

Problem Statement 3: Thirty-five percent of students are considered likely to pass the STAAR science assessment. This is aligned with the district average of 36% likely to pass but is a decline from the 45% of students who scored approaches grade level or higher on the 2022 administration of the science STAAR exam.

Problem Statement 4: The percentage of special education students considered likely to pass STAAR Reading is more than 20 percentage points lower than the all student group average at every grade level.

Problem Statement 5: The percentage of special education students considered likely to pass STAAR Reading is more than 30 percentage points lower than the all student group average at every grade level.

Problem Statement 6: Forty-three percent of 5th grade students receiving ESL services are considered likely to pass on the STAAR math assessment compared to 53% of students overall. There is a need to strengthen academic vocabulary and language skills.

Problem Statement 7: 100% of GT students are considered likely to pass STAAR Reading and Math and 71% are likely to pass STAAR Science. There is a need to increase the depth and complexity of learning tasks to increase Mastery level performance for GT students.

Problem Statement 8: Seventy-one percent of 5th grade students receiving ESL are considered likely to pass on the STAAR reading assessment compared to 74% of students overall.

Problem Statement 9: All students have experienced gaps in learning as a result of COVID-19 and weather-related school closures.

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

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

Performance Objective 1: By the end of the 2023-2024 school year, 100% of teachers will participate in professional learning to increase rigor and alignment in instruction for all students grades PK-5th.

Evaluation Data Sources: Sign-in sheets and certificates

Strategy 1 Details
<p>Strategy 1: Staff will analyze student data in PLCs to determine what instructional adjustments need to be made and to respond to student needs.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Professional Development - PLC Conference and/or RTI at Work Conference - Teachers/CIS - 166 - State Comp Ed - 166.13.6411.00.133.30.AR0 - \$8,000, Professional Development - PLC Conference and/or RTI at Work Conference - Admin - 166 - State Comp Ed - 166.23.6411.00.133.30.AR0 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Professional development will be provided for teachers, CIS and administrators to strengthen the instructional core by learning about the use of professional learning community practices including: Gradual Release of Responsibility, learning targets, aligning rigorous instructional tasks with assessments, and disaggregating student data.</p> <p>Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Books for Professional Development on PLC Practices - 211 - ESEA, Title I Part A - 211.13.6329.00.133.30.000 - \$1,000, Professional Development on PLC Practices - Teachers and CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.133.30.000 - \$10,000, Professional Development on PLC Practices - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.133.30.000 - \$5,000</p>

Strategy 3 Details

Strategy 3: The campus leadership team will lead at least 1 Coaching Walk each semester that will focus on identifying high quality instructional practices being presented through the Gradual Release of Responsibility Model.

Strategy's Expected Result/Impact: Increase in the number of students achieving meets or masters on the STAAR test

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

Problem Statements: School Processes & Programs 1

Strategy 4 Details

Strategy 4: New teachers will attend monthly new teacher meetings in order to meet their unique needs and provide professional development for the in-house programs offered at Timber Ridge.

Strategy's Expected Result/Impact: New teachers will become more confident and proficient in their craft as witnessed by walk throughs and T-TESS.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Demographics 1

Funding Sources: Books for New Teacher Prof Development - 211 - ESEA, Title I Part A - 211.13.6329.00.133.30.000 - \$1,000

Strategy 5 Details

Strategy 5: Maintain a systematic PLC schedule for: deep study of curriculum, tracking student growth and analyzing student artifacts in order to determine what instructional adjustments are needed.

Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Problem Statements: School Processes & Programs 1

Strategy 6 Details

Strategy 6: Teachers will be provided PLC planning days to plan using a Backward Design Lesson Plan Model as well as the 3 Essentials + 1 to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard and to plan appropriate interventions and remediation based on student data.

Strategy's Expected Result/Impact: Increase in the number of students passing the STAAR assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

TEA Priorities:

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

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

Funding Sources: Substitutes for Teachers for Planning Days - 166 - State Comp Ed - 166.11.6116.00.133.30.AR0 - \$5,000

Strategy 7 Details

Strategy 7: Campus administrators will ensure a positive school climate and culture by developing and implementing a Campus Culture Momentum Plan.

Strategy's Expected Result/Impact: Increase the percentage of professional staff retained at the end of the 2022-2023 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Teachers

Problem Statements: Demographics 1

Strategy 8 Details

Strategy 8: Campus Instructional Specialists will provide teachers with coaching and support to strengthen the instructional core. The campus instructional specialists will provide support in the unit planning process and model best-practices in the classroom to build teacher capacity.

Strategy's Expected Result/Impact: Percentage of students passing the STAAR assessment will increase.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Funding Sources: Salary for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.133.30.000 - \$72,889

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Timber Ridge will welcome five beginning teachers in the 2023-2024 school year. Less experienced teachers struggle to plan aligned higher-level tasks, targets, and assessments and lack depth of knowledge in strong instructional strategies.

Problem Statement 2: During the 2022-2023 school year, 332 students (representing 41% of the student population) were identified as At-Risk students, which was an increase from the 301 students identified during the 2020-2021 school year. At Risk students often need additional layers of support to address the reasons for the at risk identification and close any educational achievement gaps.

Student Learning
Problem Statement 2: Approximately 45% of 3rd (41%), 4th (41%) and 5th (53%) grade students are considered likely to pass the STAAR math assessment. There is a need to strengthen foundational math skills across all grade levels to ensure students are prepared to meet the challenging state academic standards.
School Processes & Programs
Problem Statement 1: Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor.

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

Performance Objective 1: By the end of the 2023-2024 school year, at least 90% of our families will participate in at least one parent/campus event and the number of parent volunteer hours will increase by 10%.

Evaluation Data Sources: Sign in sheets for various parent/campus events.

Strategy 1 Details
<p>Strategy 1: Timber Ridge Leadership will coordinate the parent involvement program and encourage parents to participate in the review of the Home School Compact and written Parent Family Engagement Policy. The principal will host the required number of Title 1 meetings as well as Chats with the Principal twice a semester.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Parenting Related PD for Counselor coordinating the parenting program - 211/PAR - ESEA, Title I Parent Involvement - 211.31.6411.00.133.24.PAR - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Parent education classes will be offered quarterly and parenting education information sent home monthly in order to help parents with parenting skills, homework strategies, and early literacy for siblings.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: Parents Make the Difference! Newsletter - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.133.24.PAR - \$250, Instructional Supplies-- Paper for Newsletter - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.133.24.PAR - \$250</p>

Strategy 3 Details

Strategy 3: The campus will host Family Nights such as STREAM Night and Reading Night. Activities and information gleaned can be applied at home in order to strengthen academic skills at home.

Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists

TEA Priorities:

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

Problem Statements: Perceptions 1

Funding Sources: Instructional Supplies-Parent Education Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.133.24.PAR - \$1,120, Refreshments for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.133.24.PAR - \$500

Strategy 4 Details

Strategy 4: The campus will enlist and organize parents to volunteer their time as needed on the campus.

Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialists

TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 1

Strategy 5 Details

Strategy 5: The Timber Ridge Leadership team will coordinate with Adopt-a-School unit from Fort Hood.

Strategy's Expected Result/Impact: Increase in community participation in conferences and campus events.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Counselors

TEA Priorities:

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

Strategy 6 Details

Strategy 6: The PE and Music Departments will host Kite Days and music programs for parents to attend.

Strategy's Expected Result/Impact: Increase in parent participation in conferences and campus events.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialist, PE Teachers, Music Teachers

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: 25% of parents did not agree or strongly agree with the statement "Information shared with me in meetings helped me better understand a problem my child was having and how I could support them to be more successful in school."

Problem Statement 3: 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.

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

Performance Objective 1: By the end of the 2023-2024 school year, student engagement will increase as evidenced by a 10% reduction of office referrals and a 96% attendance rate.

Evaluation Data Sources: Quarterly discipline and attendance data

Strategy 1 Details
<p>Strategy 1: The counselors will teach the character education program prescribed by KISD to help teach our students the values they need to be successful. Counselors will explicitly teach strategies such as mindful practices and utilize an online check-in system to track at-risk students. By teaching students how to be successful in dealing with other people and teaching them values, our goal is that they will be in the classroom to receive instruction rather than in the office or ISS due to poor judgment and inappropriate conduct.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals in 2023-2024 compared to 2022-2023. More student recognition for positive character traits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Guest Speaker for Character Education - 211 - ESEA, Title I Part A - 211.11.6299.00.133.30.000 - \$1,200, Guest Speaker for Character Education - Parent Session - 211 - ESEA, Title I Part A - 211.61.6299.00.133.30.000 - \$600, Games to Reinforce Character Education Skills - 211 - ESEA, Title I Part A - 211.31.6399.00.133.30.000 - \$500</p>
Strategy 2 Details
<p>Strategy 2: Staff members will provide maximum supervision of students and follow the KISD policies and procedures while managing students in the classroom and during transitions. Students will be recognized for good behavior and work habits.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of office referrals in 2023-2024 compared to 2022-2023. More student recognition for positive character traits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Positive Behavior Intervention Supports Low-Cost Incentive Items - 211 - ESEA, Title I Part A - 211.11.6498.00.133.30.000 - \$726</p>

Strategy 3 Details

Strategy 3: Timber Ridge will implement campus-wide Restorative Practices. Social Contracts will be posted in each classroom and reviewed frequently with students.

Strategy's Expected Result/Impact: Decrease in the number of office referrals in 2023-24 compared to 2022-2023.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

Strategy 4 Details

Strategy 4: All staff members will receive training on the Student Code of Conduct to include bullying identification, prevention and reporting per HB1942.

Strategy's Expected Result/Impact: Decrease in the amount of office referrals for SCOC violations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Instructional Specialists, Teachers

TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

Strategy 5 Details

Strategy 5: Timber Ridge will recognize students for positive behavior by implementing the Principal's 200 Club. Students will be recognized for displaying positive character traits and doing good deeds. Examples of rewards include positive notes and phone calls to parents and lunch with staff members. Students will be recognized on the Principal's 200 Club wall.

Strategy's Expected Result/Impact: A decrease in the amount of office referrals for SCOC violations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 2

Strategy 6 Details

Strategy 6: Classroom teachers will implement Restorative Practices including the use of a classroom safe space and sensory room to build social-emotional learning and support academic achievement. Teachers will receive on-going support with the implementation and will develop leadership capacity to coach and mentor colleagues.

Strategy's Expected Result/Impact: A decrease in the amount of office referrals for SCOC violations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

TEA Priorities:

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

Problem Statements: Perceptions 2

Funding Sources: Professional Development for Restorative Practices - 211 - ESEA, Title I Part A - 211.13.6299.00.133.30.000 - \$5,000

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: During the 2022-2023 school year, our total discipline referrals remained relatively constant at 521. There remains a need to address the social-emotional and behavioral needs of students to ensure a safe and healthy learning environment for everyone.

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

Performance Objective 2: During the 2023-2024 school year, there will be 100% compliance with all school safety requirements.

Evaluation Data Sources: 100% compliance with all safety requirements including monthly safety drills

Strategy 1 Details
Strategy 1: The campus will maintain a safe school environment by having visitors sign in at the office and wear badges during their visit on campus. Strategy's Expected Result/Impact: Increase student safety through 100% ID check of all visitors to the campus Staff Responsible for Monitoring: Principal, Assistant Principals, Main Office Staff Problem Statements: School Processes & Programs 3
Strategy 2 Details
Strategy 2: All exterior doors and classroom doors will be locked throughout the day in order to maintain a safe school environment. Strategy's Expected Result/Impact: Increase student safety through locking of exterior and classroom doors. Staff Responsible for Monitoring: Principal, Assistant Principals, Front Office Staff, Custodians Problem Statements: School Processes & Programs 3
Strategy 3 Details
Strategy 3: The campus will implement staff training and student practice for safety drills. Strategy's Expected Result/Impact: Monthly safety records will show 100% compliance Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 3

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: During the 2022-2023 school year. Timber Ridge was 100% compliant or successful with all safety procedures. We need to maintain the fidelity of implementation of our procedures in order to maintain this level of success.

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 2023-2024 school year, 100% of students will have opportunities for daily physical activity.

Evaluation Data Sources: Review of Master Schedule

Strategy 1 Details
<p>Strategy 1: PE Teachers will teach PE for the number of minutes required in the master schedule and students in grades 3-5 will complete the required Fitnessgram.</p> <p>Strategy's Expected Result/Impact: Student health and physical fitness will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, PE Teachers</p>
Strategy 2 Details
<p>Strategy 2: Students will participate in outdoor recess daily (weather-permitting).</p> <p>Strategy's Expected Result/Impact: Student health and physical fitness will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, PE Teachers</p>

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

Performance Objective 1: By the end of the 2023-2024 school year, Timber Ridge will be 100% compliant with all budgetary procedures and guidelines.

Evaluation Data Sources: Budget data

Strategy 1 Details
<p>Strategy 1: Through monthly scheduled meetings, the SBDM will be provided a transparent view of campus goals and funding issues and assist in creating and evaluating campus goals as well as the planning of staff professional development to help achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of the SBDM agendas and sign-in sheets will reflect teacher/community input on campus goals and professional development needed to achieve those goals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>
Strategy 2 Details
<p>Strategy 2: Monthly reconciliations of the Campus Activity Funds will be completed by the financial clerk and reviewed by principal per Accounting Department guidelines.</p> <p>Strategy's Expected Result/Impact: Increase compliance with budgetary procedures and guidelines.</p> <p>Staff Responsible for Monitoring: Principal, Principal Secretary</p> <p>Problem Statements: School Processes & Programs 2</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: During the 2022-2023 school year, Timber Ridge was 100% compliant with or successful in all budgetary areas. However, we must maintain the fidelity of implementation of our procedures in order to maintain this level of success.</p>

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

Performance Objective 2: During the 2023-2024 school year, Timber Ridge will achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Sources: Campus Technology Survey

Strategy 1 Details
<p>Strategy 1: The campus will continue to build the capacity of teachers to effectively implement innovative technologies for teaching and learning.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>
Strategy 2 Details
<p>Strategy 2: The campus will continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: The campus technologist will assist in creating Common Sense Education accounts for each professional staff member to support appropriate usage of technology and reduce the number of technology related discipline referrals.</p> <p>Strategy's Expected Result/Impact: Increase in performance on campus technology survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>

Strategy 4 Details

Strategy 4: The campus technologist will provide yearly training for parents to bring awareness to the topic of digital citizenship.

Strategy's Expected Result/Impact: Increase in performance on campus technology survey

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist

TEA Priorities:

Improve low-performing schools

Strategy 5 Details

Strategy 5: The campus will continue to meet the standards and apply to maintain status as a Common Sense School.

Strategy's Expected Result/Impact: Increase in performance on campus technology survey

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Specialists, Campus Technologist

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Stephani Grisham	Principal
Classroom Teacher	Tiffany Taylor	PK4 Teacher
Classroom Teacher	Mercedes Grant	Kindergarten Teacher
Classroom Teacher	Holly Arnold	1st Grade Teacher
Classroom Teacher	Gordon Donahue	2nd Grade Teacher
Classroom Teacher	Clayton White	3rd Grade Teacher
Classroom Teacher	Brandon Luna	4th Grade Teacher
Classroom Teacher	Kenneth Whitehead	5th Grade Teacher
Classroom Teacher	Mitra Naini	SPED Teacher
Business Representative	Benjamin Mobley	Business Representative
Community Representative	Emmanuel Hernandez	Community Member
District-level Professional	Lisa Santisto	District-Level Professional
Parent	Stephanie Mobley	Parent
Campus Instructional Specialist	x x	Other School Leader (Title I)
Counselor	x x	Specialized Instructional Support (Title I)
Classroom Teacher	Corey Cooks	Specials Teacher