

Killeen Independent School District

Saegert Elementary School

2023-2024



Mission Statement

At Saegert Elementary, we will instill a culture of excellence by aligning passion, purpose and performance.

Vision

We will purposely and proactively meet academic, social, moral and emotional needs to foster a culture of excellence. We commit to continuous innovation through a mindset of lifelong learning and nurture the unlimited potential of all members of our school community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students:

Saegert Elementary is a large campus that serves almost 1,000 students. We have a diverse community of learners that require various supports throughout the school year. The attendance rate for the 2022-23 school year was 93%. This is a slight increase from the 2021-22 school year with an attendance rate of 92%. Although we are landlocked, our population has increased slightly each year since the return from COVID-19 closure.

Ethnic Breakdown of Saegert Elementary Students	
African American	36.4%
Asian	4.1%
Hispanic	26.4%
Pacific Islander	1.9%
White	18.6%
Native American	.3%
Two or more races	12.2%

Special Populations of Saegert Elementary Students	
At risk	42.4%
Dyslexia	6.7%
EB	6.3%
Military	24.9%
GT	4.4%
Special Education	13%
Self-Contained	4.7%
Speech Services	11%
Mobility Rate ('20-'21)	24%
Economically Disadvantaged	54.4%
Homeless	.1%

Staff:

As a Title I school 100% of the professional staff at Saegert meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. According to the 2021 Texas Academic Performance Report, our teachers fall into the following experience categories:

Saegert Staff Experience Categories	
Beginning teachers	5%
1-5 Years Experience	27%
6-10 Years Experience	28%
11-20 Years Experience	25%
Over 20 Years Experience	15%

Saegert Staff	
Prekindergarten	5
Kindergarten	6
1 st grade	6
2 nd grade	7
3 rd grade	6
4 th grade	8
5 th grade	6
Special Education	9
Dyslexia	1.5
ESL	1.5
PE/Music	5.5
Paraprofessional (General education & SPED)	35
Principal/Assistant Principal	3
Curriculum Specialist	2
Counselor	3
Clinic/Office	8
Parent Liaison	1

Ongoing professional development opportunities are essential to the continuous improvement mindset of Saegert. Throughout the year, teachers participate in book studies and after-school specials designed by campus personnel to help improve classroom instruction. All personnel who work with students participate in bimonthly or monthly Professional Learning Communities (PLC), where the curriculum is studied at deep levels and student performance and achievement are addressed. Teachers are expected to implement the strategies they learn in PLC in their classroom instruction and bring student achievement data to follow-up PLCs to determine the effectiveness of the strategies.

Parents & Community:

Saegert Elementary sits in a growing neighborhood of newer, moderately priced homes. The campus enrollment has steadily increased over the past 2 years. For the 2022-2023 school year, the campus's highest enrollment was 988 students.

Discipline:

There was a total of 611 office referrals for the 2022-2023 school year. 14.4% of students were repeat offenders. We utilize counselors, restorative practices, and a point system to encourage positive behavior and teach social-emotional strategies. The strategies are used to maximize the time students are learning in a distraction-free environment.

Referral count by grade level for students currently enrolled:

- PK- 159
- K- 82
- 1st- 24
- 2nd- 72
- 3rd- 78
- 4th- 73
- 5th- 101

Demographics Strengths

The demographic strengths of Saegert Elementary include:

- Saegert has a very diverse student population; thus, the instructional focus is on reaching all learners.
- Students at Saegert are accepting of students with special needs as the school provides services for Functional Skills students.
- Demographics of our staff is roughly equivalent to the demographics of our students, which helps the school meet the diverse needs of our students.

The staff quality at Saegert Elementary exhibits the following strengths:

- All staff members are highly qualified
- Our staff has a balance of experience and expertise.
- Demographics of our staff are similar to the demographics of our students, which helps meet the diverse needs of our students.

The community of Saegert Elementary exhibits the following strengths:

- Parents are eager to support their children's academic success.
- Parents attend events and activities throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Saegert had an attendance rate of 93% for the 2022-23 school year. We want to increase this rate for the 2023-24 school year.

Problem Statement 2: Saegert's discipline data reflects a significant increase in office referrals since the return from the COVID-19 closure. For the 2023-24 school year, there is a need to decrease referrals resulting in time away from instruction. **Root Cause:** Over one-third of our discipline referrals are from Pre-Kindergarten and Kindergarten students. Staff struggles to implement Restorative Practices and effective classroom management with fidelity.

Problem Statement 3: All teachers, but particularly DOI or teachers with less than 5 years of teaching experience, will need additional support and opportunities for professional growth through PLC, and professional development to improve instructional practices and strategies. **Root Cause:** The campus will have at least five teachers on a certification waiver and multiple new teachers for the 2023-24 year. District initiatives and campus focus areas will require ongoing training, professional development, opportunities for extended grade-level planning, and support for new and waiver teachers.

Student Learning

Student Learning Summary

CIRCLE												
	20-21			21-22			District 22-23			22-23		
	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth
Rapid Letter Naming	49%	82%	33%	50%	90%	40%	45%	81%	36%	48%	82%	34%
Rapid Vocabulary	46%	75%	29%	67%	80%	13%	51%	75%	24%	42%	72%	30%
Phonological Awareness	82%	82%	0%	86%	83%	-3%	71%	79%	7%	89%	81%	-8%
Math	81%	85%	4%	82%	95%	13%	78%	86%	9%	83%	91%	8%

Saegert MAP Reading Mean RIT												
	20-21			21-22			District 22-23			22-23		
	Beginning of year	End of Year	Growth	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth
Kindergarten	146.7	155.2	+8.5	141.8	155.3	+13.5	138.6	152.7	+14.1	140.5	153.2	+12.7
1 st	159.4	172.3	+12.9	158.1	171.1	+13	154.1	167.3	+13.2	156.8	169.7	+12.9
2 nd	172.5	184.2	+11.7	169.9	184.7	+14.8	170.2	185.6	+15.4	171.2	187.2	+16
3 rd	193.7	200.1	+6.4	188	196.9	+8.9	186	196.6	+10.6	188.6	198.5	+9.9
4 th	199.1	205	+5.9	202.8	211.1	+8.3	196.8	205	+9.8	201.1	210	+8.9
5 th	207.8	215.8	+8	208.5	216.1	+7.6	204.7	210.8	+6.1	209.5	214.7	+5.2

Saegert MAP Math Mean RIT												
	20-21			21-22			District 22-23			22-23		
	Beginning of year	End of Year	Growth**	Beginning of year	End of year	Growth	Beginning of year	End of Year	Growth	Beginning of year	End of year	Growth
Kindergarten	149.5	159.8	+10.3	149.5	159.8	+10.3	141.2	157.7	+16.5	142.8	157.3	+14.5
1 st	162.9	174.6	+11.7	162.9	174.6	+11.7	158.3	173.9	+15.6	161.4	176.4	+15
2 nd	174.5	184.9	+10.4	174.5	184.9	+10.4	171.5	186.9	+15.4	173.9	189.7	+15.8
3 rd	192.7	202.3	+9.6	192.7	202.3	+9.6	186	200.2	+14.2	187.3	201.6	+14.3
4 th	200.2	209.6	+9.4	200.2	209.6	+9.4	198.7	209.4	+10.7	200.9	212.9	+12
5 th	212.3	219.3	+7	212.3	219.3	+7	208.7	216.2	+7.5	212.6	217.9	+5.3

Saegert MAP Science Mean RIT												
	20-21			21-22			District 22-23			22-23		
	Beginning of year	End of Year	Growth**	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth	Beginning of year	End of year	Growth
3 rd	193.9	200.6	+6.7	189.9	196.7	+6.8	188.9	197.3	+8.4	190.5	199	+9
4 th	199.5	204.8	+5.3	200.8	206	+5.2	196.8	203.6	+7.9	197.8	206.2	+8.4
5 th	205.7	209.7	+4	205.8	213.9	+8.1	203.1	210.3	+7	205.9	214.3	+8.4

MAP 2022-2023 Number of Students At or Above Norm Grade Level Mean			
Grade	Reading	Math	Science
K	69	75	N/A
1	52	61	N/A
2	82	77	N/A
3	72	70	91
4	106	93	108
5	83	70	100

STAAR All Students Approaching Grade Level Standard															
Reading	2021	2022	KISD 2023	2023	Math	2021	2022	KISD 2023	2023	Science	2021	2022	KISD 2023	2023	
3 rd	70%	76%	75%	74%	3 rd	88%	69%	70%	68%	3 rd					
4 th	67%	85%	78%	85%	4 th	59%	75%	64%	67%	4 th					
5 th	73%	93%	80%	88%	5 th	85%	88%	76%	70%	5 th	71%	72%	57%	65%	

STAAR 2023 Students Approaching Grade Level Standard													
Saegert /KISD													
Reading	Eco Dis	EB	SPED	GT	Hispanic	AmInd	Asian	Black	PacIs	White	2+		
3 rd	73%/73%	63%/69%	45%/46%	100%	77%/74%	100%/55%	86%/87%	78%/71%	33%/79%	64%/81%	70%/78%		
4 th	85%/75%	93%/72%	58%/49%	100%	92%/76%	-/85%	100%/86%	74%/71%	100%/86%	86%/87%	89%/85%		
5 th	86%/77%	85%/77%	50%/46%	100%	91%/78%	-/80%	100%/95%	82%/76%	100%/80%	93%/85%	85%/83%		

STAAR 2023 Students Approaching Grade Level Standard

Saegert / KISD

Math	Eco Dis	EB	SPED	GT	AT RISK	Hispanic	AmInd	Asian	Black	PacIs	White	2+
3 rd	69%/68%	63%/70%	33%/48%	100%		78%/72%	100%/55%	86%/87%	60%/62%	33%/69%	64%/80%	75%/73%
4 th	66%/62%	71%/63%	27%/34%	100%		68%/65%	-/69%	83%/74%	54%/55%	100%/70%	82%/75%	61%/68%
5 th	86%/72%	85%/81%	50%/51%	100%		91%/77%	-/70%	100%/95%	82%/69%	100%/82%	93%/85%	85%/76%

STAAR All Students Masters Grade Level Standard

Reading	2021	2022	2023	Math	2021	2022	2023	Science	2021	2022	2023
3 rd	22%	22%	9%	3 rd	13%	10%	13%	3 rd			
4 th	15%	36%	24%	4 th	12%	23%	17%	4 th			
5 th	38%	40%	28%	5 th	24%	18%	15%	5 th	4%	10%	15%

Student Learning Strengths

A thorough analysis of the achievement data identifies the following areas of strength:

- For the 2022-2023 school year, Pre-kindergarten students demonstrated growth in Math, Rapid Letter Naming, and Rapid Vocabulary, as measured by CIRCLE.
- For the 2022-2023 school year, campus average end-of-year MAP scores were above the district average MAP scores in Reading and Science for all grade levels.
- For the 2022-2023 school year, Grades 3-5 all exceeded the growth of the district on the Science MAP assessment.
- For the 2022-2023 school year, Grades 1-4 demonstrated an increase in Math MAP growth with an average of 14.32 RIT points compared to the 21-22 school year with an average of 10.28 RIT points.
- For the 2022-2023 school year, 5th Grade Preliminary STAAR Reading results show that 78% of students are likely to pass the test with 22% falling in the Zone of Uncertainty.
- For the 2022-2023 school year, 4th Grade Preliminary STAAR Reading results show that 65% of students are likely to pass the test with 28% falling in the Zone of Uncertainty.
- For the 2022-2023 school year, 3rd Grade Preliminary STAAR Reading results show that 65% of students are likely to pass the test with 27% falling in the Zone of Uncertainty.
- For the 2022-2023 school year, 69% of 3-5th grade students are projected to pass the STAAR Reading Assessment.
- For the 2022-2023 school year, 53% of 3-5th grade students are projected to pass the STAAR Math Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For the 2022-23 school year, 32% of Saegert students did not approach grade-level standards on the STAAR Math Assessment. **Root Cause:** Teachers struggle to teach problem-solving skills that result in students being able to think at more complex levels when solving multiple-step word problems and they have not consistently and with fidelity implemented guided math instruction.

Problem Statement 2: Kindergarten, 1st, 3rd, and 5th-grade students did not meet the growth goals on MAP reading assessments. **Root Cause:** Lack of school-wide implementation of a strategy to support reading for understanding. Differentiated small-group instruction is not consistent.

Problem Statement 3: Not all students are demonstrating expected growth toward mastery of grade level TEKS in science. There is a need to build a strong foundation in scientific knowledge and skills across all grade levels so students are able to make meaningful connections to prior learning and apply that knowledge in new ways as required by STAAR. **Root Cause:** Teachers need to build a strong level of scientific knowledge and vocabulary in all grade levels.

Problem Statement 4: For the 2022-23 school year, 35% of 5th-grade students did not approach grade-level standards on the Science STAAR. **Root Cause:** Teachers in grades K-4 are inconsistent with delivering standard-aligned science instruction. Hands-on investigations are not utilized to support student learning.

Problem Statement 5: Since the 20-21 school year, Prekindergarten students have decreased in Phonological Awareness as measured by the CIRCLE assessment each year. **Root Cause:** Lack of consistency in the delivery of phonics instruction across the grade level.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress. **Root Cause:** The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small-group instruction.

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test. **Root Cause:** Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Problem Statement 9: The percentage of GT students achieving Masters Grade Level on STAAR was below 80% in both 3rd and 5th grades. **Root Cause:** Teachers need to expose GT students to differentiated and more rigorous opportunities in the classroom across multiple subject areas.

Problem Statement 10: 55% or fewer 3rd - 5th grade students demonstrated mastery of the ability to respond to text on district CUAs. **Root Cause:** Lack of consistency in the delivery of instruction on how to formulate constructed responses.

School Processes & Programs

School Processes & Programs Summary

Saegert Elementary aligns all classroom instruction and assessment with the district's guaranteed and viable curriculum, TEKS Resource System. The TRS is aligned with the state standards and 21st-century learning skills. Following the curriculum ensures that instruction is at the cognitive level of the standards and meets the content specificity. It is the expectation that all lesson plans and classroom activities follow the district's curriculum and scope and sequence. Teachers design lessons for students using the Cognitive Rigor Matrix and the GRR model, which ensures instruction is aligned with the TEKS, and embeds rigor into instruction. Teachers are provided a day to plan each semester and they plan as a team to ensure the rigor is appropriate for students. Administrators will conduct coaching walks and walk-throughs to ensure the instruction is at the appropriate level for students, aligned to the standards, and implemented with fidelity.

In addition to TRS, Saegert uses other research-based programs as a means to help struggling learners. The following resources will be implemented: Balanced Literacy, Comprehension at the Core Tool kits, Leveled Literacy Intervention, hands-on instruction, Empowering Writers, and reflective journals.

The instructional program at Saegert Elementary includes a variety of special programs to meet the needs of all students. These programs include GT (Gifted and Talented Program), ESL (English as a Second Language), and Dyslexia. The needs of our students who are identified as special education are addressed through an inclusion program where teachers use the team teaching approach to maximize instruction. Unit and common assessments are used in each grade level and teachers use PLC time to disaggregate the data to inform instruction based on that data. Our campus continues to focus on Marzano's design questions with a specific focus on aligning tasks and objectives and ensuring learning tasks are at high cognitive levels

STAAR GT Students Masters Grade Level Standard						
	Reading			Math		
	2019	2021	2022	2019	2021	2022
3 rd	76%	92%	67%	82%	75%	50%
4 th	67%	42%	100%	100%	42%	77%
5 th	90%	87%	64%	90%	80%	50%
*Student group not large enough						

Saegert's Response to Intervention (RtI) process ensures that students in need of help get help with the appropriate intervention in a timely manner. Our RtI committee includes an Administrator, a Curriculum Instructional Specialist, a classroom teacher, a Special Education teacher, a Dyslexia teacher, an ESL teacher, and a Counselor. The committee listens to concerns about students and addresses them appropriately. The intervention time is a part of the master schedule and is structured for purposeful and specific interventions based on individual student needs. All those providing interventions push into the grade level during this one-hour block of time. Students receive interventions including Leveled Literacy Interventions and standards-based small group support during this time. Students who continue to struggle after intense intervention may then be referred for additional testing.

In addition, Saegert Elementary uses the following instructional programs to meet the needs of all students; the Gifted and Talented Program, Emergent Bilinguals, Dyslexia, and the Functional Skills/ECSE programs. Students who qualify for special education are provided services through the co-teach model or inclusion.

Professional Development:

Ongoing professional development opportunities are essential to a continuous improvement mindset of Saegert. Throughout the year, teachers participate in after-school specials and book studies designed by campus personnel to help improve classroom instruction. The district provides professional development throughout the school year and summer. All personnel who work with students participate in bimonthly or monthly Professional Learning Communities (PLC), where the curriculum is studied at deep levels and student performance and achievement are addressed. Teachers are expected to implement the strategies they learn in PLC in their classroom instruction and bring student achievement data to follow-up PLCs to determine the effectiveness of the strategies. Walkthrough and coaching walk data are analyzed to determine instructional trends and the needs of students. The leadership team meets weekly to address campus-wide needs including academics and behavior.

Teacher Mentoring:

The district has an excellent mentoring program for all new teachers. The campus assists in assigning new teachers with experienced teachers to complete the requirements mandated by the district and campus. New teachers meet, at a minimum, monthly to provide additional support with lesson planning, classroom management, organizational strategies, questions, concerns, and learning needs.

Technology:

Saegert uses technology applications in a variety of capacities such as BrainPop, BrainPop Jr., online reading and math programs, and research. Students have the opportunity to create digital presentations to enhance learning and the delivery of information acquired. Each grade level has access to mobile labs, 2 computer labs, and technology in the library. Classrooms have projectors and high-quality whiteboards for instructional purposes.

Discipline:

Killeen ISD supports the implementation of Restorative Practices across the district. Each campus leader received training and provided the training to the staff. The Campus Conduct Committee meets to discuss district-provided information, share discipline concerns, and review effective classroom management strategies. The leadership team also discusses student discipline and refers students for behavior RtI. The RtI committee further discusses each student, the recurring behaviors, and strategies to reduce the behaviors. Students can earn points for good behavior which is documented in their daily notebooks.

School Processes & Programs Strengths

Saegert's RtI is focused, streamlined, and purposeful to ensure student needs are addressed.

- Additional aides funded through Title I funds help provide consistent and timely small group instruction and intervention for at-risk students.
- Student concern meetings ensure that interventions are provided to those in need.
- PLCs provide time for teachers to analyze data and improve instruction.
- Saegert staff is centered around students and building relationships with family to strengthen the partnership between home and school.
- Teams work collaboratively to produce lesson plans that provide high-quality instruction for all learners in their grade level.

Saegert has top-notch instructional aides who are always actively involved in the student's instructional process. Aides regularly participate in campus and district professional development. Other strengths of Saegert staff are listed below:

- Instructional aides include 9 PK-5 aides to support instruction
- An additional interventionist is funded to support the academic needs of Saegert's students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The social-emotional well-being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended periods of social distancing. **Root Cause:** Staff members need additional support and resources to address the challenging social, emotional, and behavioral needs of students. Students need daily structured activities that encourage socialization and collaboration.

Problem Statement 2: Coaching Walk data shows there is a lack of collaborative and independent tasks aligned with the rigor of the standards. Although PLCs met bi-monthly to share and discuss data, a need for collaborative planning opportunities to implement the data analysis would strengthen instructional delivery through the phases of GRR. **Root Cause:** Grade-level planning lacks clarity and needs the collaboration of grade-level teams to address the instructional needs of students.

Problem Statement 3: Campus leadership needs professional development to support staff in developing the capacity to plan rigorous aligned collaborative and independent tasks. **Root Cause:** The leadership team is comprised of three new team members. Learning, collaborating, and calibrating will ensure effective leadership support for all teachers.

Perceptions

Perceptions Summary

Saegert Elementary School is defined by its clear vision, mission, and beliefs, which serve as the lenses through which we examine and filter all we do for students. We continually seek to improve student learning through fostering a culture of excellence. The structures, schedules, and processes are in place to build and maintain a collaborative work environment. Saegert also has a "10 Things to Know Before You Come to Work at Saegert Elementary" that all staff members read and review to ensure our focus remains on kids.

Throughout the school, students' voice is evident. Our student council is actively involved in school decisions, continuous school improvement, and community involvement. We host several after-school events where students participate in creating and sharing the learning available.

School safety procedures have been developed to ensure the safety of students throughout each school day. Saegert has a well-thought-out plan for the arrival and dismissal of students. Emergency drills are practiced each month.

Saegert counselors conduct guidance lessons around various skills and concerns students encounter in the educational setting. The counselors focus on positive interactions with their peers and teachers. They partner with the administrators to conduct family engagement activities focused on campus expectations and the No Place for Hate campaign. Student disciplinary referrals at Saegert were reviewed. Saegert has experienced a steady increase in discipline referrals since the return from the COVID-19 closure. The 18-19 school year yielded 310 referrals. That dropped to 75 referrals during the 2020-2021 school year upon the return from COVID. During the 2021-2022 school year, Saegert experienced a significant increase in disciplinary referrals with a total of 355 referrals for the school year. This most recent school year Saegert ended the school year with 611 office referrals. Over 200 of the referrals came from our PK and Kindergarten students.

Saegert ensures that transitions for students upon arriving and exiting the campus are as smooth as possible. Little Stallions (3-year-old students not currently enrolled in KISD) are provided the opportunity to participate in a classroom visit with a parent. Fifth-grade students attend an orientation at the middle school they will attend the following school year.

To build a culture of camaraderie and celebration, Saegert staff members participate in staff-to-staff encouragement. Saegert staff members are highlighted every month and recognized on the campus marquee. Other school-wide programs designed to develop a feeling of community include:

- Science Fair
- Monthly PTA Meetings
- STAAR Parade
- Super Stallion Lunches
- Curriculum Nights

A portion of Saegert's vision includes: "...nurture the unlimited potential of all members of our school community." Parent and community involvement is a critical component of Saegert's culture. We believe that when school and home connect, student achievement is significantly higher. Community members are invited to various events at Saegert Elementary including science fair judging, curriculum nights, and our Multicultural Night. According to sign-in sheets, Family Engagement Nights experienced a drastic increase in the participation of Saegert families. We have an active and involved adopt-a-school partner with Darnall Army Community Hospital. The commander and/or soldiers are present at most of our events including awards ceremonies, Freedom Walks, Field Days, STAAR celebrations, Science Fair, and Curriculum Nights.

Saegert also has a top-notch, world-class PTA who are actively involved with students, staff, and parents' well-being and morale. They have received the highest recognition possible from the Texas PTA.

Some of the PTA's contributions include:

- A Welcome Back Luncheon for our staff
- Purchasing spirit sticks for student behavior and participation awards

- Purchasing planners for school-home communication
- Hosting PTA meetings that feature student performances
- Providing snacks for Family Nights
- Leading campus beautification projects that have provided shade structures, benches, playground equipment, and materials
- Hosting staff appreciation week
- Supporting Awards Ceremonies and the 5th Grade Celebration

Our staff, volunteers, and parents are committed to the success of all students, and it is our belief that student performance is enhanced as a result of our cooperative efforts, which include staff, parents, and community volunteers. Our campus has a variety of top ten volunteers from various organizations, which include our Saegert PTA, Adopt-a-School Unit Carl R. Darnall Army Medical Center, Watch D.O.G. Dads, our dedicated parent, and grandparent volunteers. At Saegert, we truly feel that our volunteers are an asset to our campus. Saegert was recognized at the Adopt-a-Unit ceremony for our collaboration throughout the school year. Our volunteers work together so we can accomplish many tasks on our campus. They have made valuable contributions that benefit our students and staff such as community support, release time to provide teachers additional instructional time, enriched learning experiences, and positive role models for our students. They provide campus support by:

- Going to the media center to complete tasks such as lamination, die-cuts, and making buttons
- Helping with special projects such as Career Day, PTA, Fall Festival, and Field Day.
- Assisting the librarian set up for book fairs
- Assisting students on picture days
- Assisting in our special needs classes
- Participating in after-school events such as math and science nights
- Reading stories to students and small group tutoring
- Providing classroom support which allows teachers more instructional time

A survey conducted at the end of the 2022-23 school year, solicited various questions to gain insight into parents' perceptions of Saegert. The following is a summary of the responses gathered from those that responded to the survey:

- 100% of the parents surveyed agree or strongly agree Saegert provides information that is easy to understand.
- 100% of the parents surveyed agree that they can reach out to the teachers, counselors, and/or administrators if they have a question or concern.
- 86% of the parents surveyed prefer to receive information in the format of letters/flyers, emails, and text messages.
- 86% of the parents surveyed agree that teachers hold high expectations for all students and support student achievement.
- 86% of the parents surveyed agree or strongly agree that school leadership fosters an environment in which staff, parents, and the community work together to improve student achievement.
- 100% of parents surveyed agree or strongly agree that they have a good relationship with their child's teacher.
- 71% of parents surveyed have a clear understanding of school goals and curriculum standards.
- 86% of parents surveyed agree that technology is effectively integrated.
- 76% of Parents strongly agreed and agreed that they regularly receive information, resources, and training to support their child's education.
- 64% of parents surveyed agree that Parent Engagement Funds should be used on various parenting workshops (STAAR/Curriculum based) and parenting activities (Curriculum Nights).

Saegert parent engagement also hosts a weekly Early Literacy program, Little Stallions Early Learning Academy, with the purpose of introducing books and

the love of reading to children. Our greatest participation levels occur early in the year and decline as the year progresses. The purpose of the Early Learning Academy is to introduce books and the love of reading to children. We provide a literacy-rich environment and introduce the alphabet, numbers, colors, and shapes to preschool children not already enrolled in school. Saegert's Parent Liaison also introduces activities that will allow the children to use fine motor skills necessary for future use in PreK and Kindergarten. In addition, they will:

- Use quiet listening skills during reading time.
- Introduce sitting for 5 to 10 minutes at a time while working on activities.
- Help and encourage parents to learn fun new ways to teach their child at home.
- Parents receive various resources, including books, to continue working on supporting the literacy skills learned in the sessions.
- Children will be introduced to a new letter, number, color, and shape.
- At the end of the second semester during the month of May, Little Stallions have the privilege of participating in a shadow day.

Our campus focuses on a home/school connection to educate and engage parents in understanding how to support their children through Meet the Teacher Night, Open House, Curriculum Nights, Science Fair, PTA (volunteer opportunities via PTA). Saegert communicates with parents through a wide variety of channels such as teachers' websites, Wednesday folders containing school-wide information, students' daily planners, the Principal's monthly newsletter, Parent/Teacher conferences, and Connect Ed calls.

Perceptions Strengths

We are very proud of our family and community involvement and consider these the priority strengths:

- Saegert historically has had an active and very involved PTA who received the highest recognition possible from the Texas PTA.
- Saegert offers many parent involvement events
- Saegert has a volunteer program that also incorporates the Watch Dog Program
- Various opportunities to involve parents/community members throughout the school year are provided.
- Parents feel welcomed and involved.
- Communication with parents done in wide variety of formats.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to continue providing parent outreach events that encourage family support with academics, social-emotional learning, and communication.

Root Cause: Parent engagement is slowly increasing since the COVID-19 closure.

Problem Statement 2: Survey results indicate that 60% of parents understand the strategies and resources available at a Title I school to support students' learning. **Root Cause:** Attendance and participation in Title I meetings, parent engagement events, and SBDM have low attendance unless they are coupled with student activities.

Goals

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

Performance Objective 1: By June 2024, 80% of 3rd through 5th grade students will achieve Approaches Standard or Above on STAAR Reading with 30% of students achieving the Masters Grade Level Standard. 90% of the 3rd-5th grade students will achieve 1-year growth, as measured by MAP. 85% of the PK-2 grade students will meet grade level standard as measured by CIRCLE and MAP assessments.

Evaluation Data Sources: STAAR, EOY CIRCLE, MAP reading, CUAs, Formative Assessments.

Strategy 1 Details
<p>Strategy 1: Staff will utilize universal screeners, observational records, and campus developed common assessments and use the data in PLCs to guide the instruction and interventions in Reading. Instruction and interventions include Literacy Frameworks, Benchmark Phonics, Comprehension at the Core, vocabulary development, and phonemic awareness to enhance reading instruction for all students. The collaborative Teaching model will provide targeted instruction to close the achievement gap between general education and special education for students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 6, 7</p>

Strategy 2 Details

Strategy 2: Teachers will differentiate instruction and utilize interventions to increase understanding of reading and writing standards. Differentiate instruction through Literacy Framework, Benchmark Phonics, Comprehension at the Core, vocabulary development, and Phonemic Awareness. Interventions could include but are not limited to, ST Math, Starfall, Pebble Go, Brain Pop/Brain Pop Jr., iStation, and other spiral review materials.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Admin

CIS

Teachers

TEA Priorities:

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

Problem Statements: Student Learning 2, 5, 7, 8, 9

Funding Sources: Brain Pop for at-risk students - 166 - State Comp Ed - 166.11.6299.OL.135.30.AR0 - \$3,000, Supplemental Supplies for Reading interventions - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$10,155, Online Services (Pebble Go & Starfall) for at-risk students - 211 - ESEA, Title I Part A - 211.11.6299.OL.135.30.000 - \$2,500

Strategy 3 Details

Strategy 3: Students in grades K-5 will keep progress monitoring folders for reading. Students will track MAP scores and reading levels. Folders, paper, and page protectors will be purchased for uniformity.

Strategy's Expected Result/Impact: Improvement in scores from BOY to MOY and EOY, and from one year to the next.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2, 5, 7, 8, 9

Funding Sources: Folders, page protectors, paper for progress monitoring - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$4,500

Strategy 4 Details

Strategy 4: Teachers will provide tutoring for struggling students in reading.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Teachers

CIS

Administrators

TEA Priorities:

Build a foundation of reading and math

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

Funding Sources: Nutritious snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.135.30.000 - \$1,000, Paper for printing review materials for tutoring. - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$2,000

Strategy 5 Details

Strategy 5: LLI and Istation will be utilized for Tier 2 and Tier 3 instruction during the intervention block with struggling readers.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Admin
CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2, 5, 7

Funding Sources: Benchmark Kits - 166 - State Comp Ed - 166.31.6399.00.135.30.AR0 - \$10,000

Strategy 6 Details

Strategy 6: The GRR model, derived from the CFA 2.0 design process, will be implemented in daily reading instruction in grades K-5. Reteach will be done during bridge days.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Admin
CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2, 5

Strategy 7 Details

Strategy 7: The PLC will organize vertically aligned activities to share and model with community members during Family curriculum Night. These activities will address standards, concepts, and skills to support reading and writing.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: Admin
CIS
Teachers
Interventionists

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2, 5, 7, 8, 9

Funding Sources: Refreshments for Curriculum Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.135.24.PAR - \$200

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Kindergarten, 1st, 3rd, and 5th-grade students did not meet the growth goals on MAP reading assessments. **Root Cause:** Lack of school-wide implementation of a strategy to support reading for understanding. Differentiated small-group instruction is not consistent.

Problem Statement 5: Since the 20-21 school year, Prekindergarten students have decreased in Phonological Awareness as measured by the CIRCLE assessment each year. **Root Cause:** Lack of consistency in the delivery of phonics instruction across the grade level.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress. **Root Cause:** The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small-group instruction.

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test. **Root Cause:** Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Problem Statement 9: The percentage of GT students achieving Masters Grade Level on STAAR was below 80% in both 3rd and 5th grades. **Root Cause:** Teachers need to expose GT students to differentiated and more rigorous opportunities in the classroom across multiple subject areas.

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

Performance Objective 2: By June 2024, 78% of 3rd to 5th-grade students will achieve Approaches Standard or Above on STAAR Math with 28% of students achieving Masters Grade Level Standard. 65% of the Kindergarten-5th grade students will achieve 1-year growth, as measured by MAP. 75% of the PK students will meet grade-level standards as measured by the CIRCLE assessments.

Evaluation Data Sources: STAAR, EOY CIRCLE Math, MAP math, CUAs, Formative Assessments.

Strategy 1 Details

Strategy 1: Pre-K, Kindergarten and 1st-grade teams will use universal screeners, observational records, and campus-developed common assessments and use the data in PLCs to guide the instruction and interventions for students in math. 2nd-5th grade teams will use Common Unit Assessments (CUA) as common assessments and use the data in PLCs to guide the instruction and interventions for students in math.

Collaborative teaching will provide targeted instruction to close the achievement gap for special education students in the general education setting.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: Campus Instructional Specialist

Admin

Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 7, 9

Strategy 2 Details

Strategy 2: Each week, students in PK - 5th grades will participate in solving various real-world math problems. The teachers will model effective problem-solving strategies and critical thinking skills.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: CIS

Principal

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 9 - School Processes & Programs 2

Funding Sources: Folders, paper, writing tools for daily problem solving - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$5,000

Strategy 3 Details

Strategy 3: Students in grades K-5 will keep progress monitoring folders for math . Students will track MAP scores, and other math data. Folders and page protectors will be purchased for uniformity.

Strategy's Expected Result/Impact: Improvement in scores from BOY to MOY and EOY, and from one year to the next.

Staff Responsible for Monitoring: Classroom teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 9 - School Processes & Programs 2

Funding Sources: Instructional supplies to support tracking student data - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$3,000

Strategy 4 Details

Strategy 4: The GRR model, derived from the CFA 2.0 design process, will be implemented in daily math instruction in grades K-5. Teachers will provide daily spiral reviews for intervention and tutoring of struggling students in math. Lonestar Spiral review and ST Math align with the TEKS and will be used to support instruction.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Teachers

CIS

Administrators

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 8 - School Processes & Programs 2, 3

Funding Sources: Supplemental resources for math tutoring - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$1,000

Strategy 5 Details

Strategy 5: Guided Math will be implemented in response to informal and formal assessments during focused and guided instruction of the GRR in foundational math concepts as well as new content.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: Admin

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Strategy 6 Details

Strategy 6: The PLC team will collaborate to create vertically aligned math activities, standards, concepts, and skills. The committee will also address grade-level misconceptions and plan Family Curriculum Night activities.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: Admin

CIS

Teachers

Interventionists

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 9

Funding Sources: Parent resources, materials for activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.135.24.PAR - \$200

Strategy 7 Details

Strategy 7: Administrators will continue assisting teachers in strengthening the instructional core through monitoring and coaching instructional practices, observing teaching, and providing instructional guidance throughout the school year. Lesson planning will be addressed during PLC meetings by reviewing the IFD, Clarification Document, Progression Charts, and other resources.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Administrators

CISs

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

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

Problem Statements: School Processes & Programs 2, 3

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: For the 2022-23 school year, 32% of Saegert students did not approach grade-level standards on the STAAR Math Assessment. **Root Cause:** Teachers struggle to teach problem-solving skills that result in students being able to think at more complex levels when solving multiple-step word problems and they have not consistently and with fidelity implemented guided math instruction.

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test. **Root Cause:** Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Student Learning

Problem Statement 9: The percentage of GT students achieving Masters Grade Level on STAAR was below 80% in both 3rd and 5th grades. **Root Cause:** Teachers need to expose GT students to differentiated and more rigorous opportunities in the classroom across multiple subject areas.

School Processes & Programs

Problem Statement 2: Coaching Walk data shows there is a lack of collaborative and independent tasks aligned with the rigor of the standards. Although PLCs met bi-monthly to share and discuss data, a need for collaborative planning opportunities to implement the data analysis would strengthen instructional delivery through the phases of GRR. **Root Cause:** Grade-level planning lacks clarity and needs the collaboration of grade-level teams to address the instructional needs of students.

Problem Statement 3: Campus leadership needs professional development to support staff in developing the capacity to plan rigorous aligned collaborative and independent tasks. **Root Cause:** The leadership team is comprised of three new team members. Learning, collaborating, and calibrating will ensure effective leadership support for all teachers.

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

Performance Objective 3: By the end of the 2023-24 school year, student achievement in writing on campus, district, and state assessments will increase by 5% in the meets category for grade-level standards for all student groups.

Evaluation Data Sources: Campus All-Writes, District CUA data, Written/Oral Grades

Strategy 1 Details

Strategy 1: Teachers will provide TEKS-aligned ELA instruction in grades K-5. Empowering Writers will be implemented to assist with writing instruction.

Strategy's Expected Result/Impact: Improved scores on school-wide campus all-writes, formative assessments, lesson plans, walkthroughs

Staff Responsible for Monitoring: Admin
CIS

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 7

Funding Sources: Empowering Writers PD online access - 211 - ESEA, Title I Part A - 211.13.6299.OL.135.30.000 - \$2,000

Strategy 2 Details

Strategy 2: Three writing pieces (All-writes) will be administered throughout the year for grades PK, K and 1st. The writing samples will be collected in September, January, and April. They will be placed in students' writing composition portfolios. 2nd -5th will score writing pieces given with each unit assessment.

Strategy's Expected Result/Impact: Increased average scores on campus all writes
STAAR

Staff Responsible for Monitoring:
CIS
Administrators

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 7

Strategy 3 Details

Strategy 3: The campus will engage in professional development focused on Empowering Writers for each grade level. Conversations about the PD will continue during PLCs and grade-level planning. Teachers will employ strategies from Empowering Writers to improve and address writing instruction throughout all grade levels. The PD will focus on the foundations of writing, constructed responses, and expository and narrative writing.

Strategy's Expected Result/Impact: Increased scores on Campus All-Writes, Formative Assessment, and STAAR constructed responses.

Staff Responsible for Monitoring: CISs, Campus administrators

TEA Priorities:

Improve low-performing schools

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

Funding Sources: Campus Based Professional Development - Empowering Writers Focused PLCs - 211 - ESEA, Title I Part A - 211.13.6399.00.135.30.000 - \$3,500, Materials to implement Empowering Writer's PD - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$500

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test.

Root Cause: Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

School Processes & Programs

Problem Statement 2: Coaching Walk data shows there is a lack of collaborative and independent tasks aligned with the rigor of the standards. Although PLCs met bi-monthly to share and discuss data, a need for collaborative planning opportunities to implement the data analysis would strengthen instructional delivery through the phases of GRR. **Root Cause:** Grade-level planning lacks clarity and needs the collaboration of grade-level teams to address the instructional needs of students.

Problem Statement 3: Campus leadership needs professional development to support staff in developing the capacity to plan rigorous aligned collaborative and independent tasks.

Root Cause: The leadership team is comprised of three new team members. Learning, collaborating, and calibrating will ensure effective leadership support for all teachers.

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 May 2024, 80% of 5th-grade students will achieve Approaches Standard or Above on STAAR Science with 25% of students achieving Masters Grade Level Standard.

Evaluation Data Sources: STAAR science, CUAs, MAP Science

Strategy 1 Details

Strategy 1: Students in grades PreK-5 will have a weekly opportunity for hands-on science lessons.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: CIS
Teacher

TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Student Learning 3, 4

Funding Sources: Science Experiment materials - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$1,500

Strategy 2 Details

Strategy 2: Campus will provide teachers with an equipped science lab to allow for hands on science experiences.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring:
CIS

TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Student Learning 3, 4

Funding Sources: Science lab materials - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$1,000

Strategy 3 Details

Strategy 3: Students in grades 2-5 will maintain a science notebook (composition book, not folder). Each notebook will contain at a minimum the following: Table of Contents, Tools, data/ activities for each unit, STAAR-like sample questions for each unit, and glossary. Students in kinder and first will maintain either a class book or individual notebooks, decided upon by grade levels.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 3, 4

Funding Sources: Composition Notebooks for recording science investigations and notes - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$500

Strategy 4 Details

Strategy 4: All students will participate in the campus Science Fair. PK-2nd grade classes will complete an experiment as a whole. 3-5th grade students will complete individual investigations.

Strategy's Expected Result/Impact: Science Fair Participation

Grades

Staff Responsible for Monitoring: CIS

Teachers

TEA Priorities:

Improve low-performing schools

Problem Statements: Student Learning 3, 4

Funding Sources: Science fair materials and display boards - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$800, Science Fair ribbons/trophies/certificates - 211 - ESEA, Title I Part A - 211.11.6498.00.135.30.000 - \$200

Strategy 5 Details

Strategy 5: Grade-level teams will utilize assessment data results to support content and skills only taught in previous grade-levels. . The lessons will focus on previously taught skills in multiple formats and through regular spiral reviews.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: Admin

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 3, 4

Strategy 6 Details

Strategy 6: Students in grades 1-5 will keep progress monitoring folders for science data. Students will track MAP scores and/or assessment data. Folders and page protectors will be purchased for uniformity.

Strategy's Expected Result/Impact: Improvement in scores from BOY to MOY and EOY, and from one year to the next.

Staff Responsible for Monitoring: Classroom teachers

Problem Statements: Student Learning 3, 4

Funding Sources: Folders, paper, page protectors for progress monitoring - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$1,000

Strategy 7 Details

Strategy 7: PK - 5th-grade students will participate in field-based instruction in order to provide background knowledge and experiences that will enhance student learning. Field-based instruction could include caverns, museums, planetariums, zoos, farms, parks, ponds, and aquariums. Locations are selected based on their ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: CIS teachers

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 3, 4

Funding Sources: Transportation for Field Based Learning - 166 - State Comp Ed - 166.11.6494.00.135.30.AR0 - \$20,000, Entrance Fees for Field Based Learning - 166 - State Comp Ed - 166.11.6412.00.135.30.AR0 - \$1,000

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Not all students are demonstrating expected growth toward mastery of grade level TEKS in science. There is a need to build a strong foundation in scientific knowledge and skills across all grade levels so students are able to make meaningful connections to prior learning and apply that knowledge in new ways as required by STAAR.

Root Cause: Teachers need to build a strong level of scientific knowledge and vocabulary in all grade levels.

Problem Statement 4: For the 2022-23 school year, 35% of 5th-grade students did not approach grade-level standards on the Science STAAR. **Root Cause:** Teachers in grades K-4 are inconsistent with delivering standard-aligned science instruction. Hands-on investigations are not utilized to support student learning.

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

Performance Objective 5: By June 2024, all students, including those identified as At Risk, Dylsexic, ELL, GT, and Special Education, will achieve a minimum of one year's growth as measured by campus, district and/or state assessments.

Evaluation Data Sources: CUAs, STAAR, MAP and formative and summative assessments

Strategy 1 Details

Strategy 1: Instructional aides will work with small groups of identified struggling learners to provide accelerated instruction or remediation in reading and math as identified in formative assessments and benchmarks.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: Assistant Principal
CIS

TEA Priorities:

Build a foundation of reading and math

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

Funding Sources: Salary for at risk aides - 211 - ESEA, Title I Part A - 211.11.6129.00.135.30.000 - \$139,894, Salary for Dyslexia Aide - 166 - State Comp Ed - 166.11.6129.00.135.30.AR0 - \$23,345

Strategy 2 Details

Strategy 2: The campus will utilize a daily intervention block to provide targeted interventions to students based on identified need. A campus interventionist will provide additional support by addressing learning gaps and supporting struggling students in reading and math.

Strategy's Expected Result/Impact: Increased student achievement in reading and math as measured by STAAR, CUA data, MAP, summative and formative assessments

Staff Responsible for Monitoring: Administrators, CIS, teachers

TEA Priorities:

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

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

Funding Sources: Salary and Benefits for Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.135.30.000 - \$97,888, Instructional resources to provide targeted interventions in reading and math - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$3,000

Strategy 3 Details

Strategy 3: Students will engage in spiral review activities and deliberate practice of knowledge and skills that is aligned to the depth and rigor of the TEKS.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, summative and formative assessments

Staff Responsible for Monitoring: Administrators, CIS, teachers

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 1, 2, 3, 4, 7

Funding Sources: Spiral Review Student Workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$5,000, Rigorous TEKS aligned Spiral Review for at-risk student materials - 166 - State Comp Ed - 166.11.6399.00.135.30.AR0 - \$9,200

Strategy 4 Details

Strategy 4: EB classroom teachers will provide time during the day for the EB students to use technology to practice phonics, decoding, reading, and vocabulary skills. Students will also use this technology to help gain academic vocabulary through online programs.

The EB teacher will provide research-based instructional strategies, tools, and interventions to EB-identified students. Instructional strategies will focus on increasing academic vocabulary, fluency, and writing skills. The EB teacher and other campus personnel working with EB students and families will attend necessary professional development and/or training.

Research-based strategies include:

- Focus on academic language, literacy, and vocabulary;
- Link background knowledge and culture to learning;
- Increase comprehensible input and language output;
- Promote classroom interaction; and
- Stimulate higher-order thinking and the use of classroom/grade-level learning strategies.

The EB teacher will collaborate with classroom teachers to ensure that vocabulary and other skills taught are transferred to students' work in class and to implement the ELPS within classroom instruction.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, TELPAS, CUA data, MAP, CIRCLE, and formative assessments.

Staff Responsible for Monitoring: ESL 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 8

Funding Sources: Supplemental eBooks to support EB student language development - 263 - ESEA, Title III Part A - 263.11.6329.LE.135.25.000 - \$500, Instructional supplies to develop language and literacy skills for EB students - 165/ES0 - ELL - 165.11.6399.00.135.25.ES0 - \$500, Professional Development/Trainings to support teachers of EB students - 165/ES0 - ELL - 165.13.6411.00.135.25.ES0 - \$3,500, Online resources for supplemental EB student support - 166 - State Comp Ed - 166.11.6299.OL.135.30.AR0 - \$1,500

Strategy 5 Details

Strategy 5: GT students will participate in required TPSP project and will demonstrate high levels of learning and be provided challenging experiences. Students will work on project to be showcased during a parent night. Students will use technology as a part of their instruction.

Strategy's Expected Result/Impact: STAAR performance - Index 4
TPSP project

Staff Responsible for Monitoring: CIS, Administrators, Classroom Teachers

Problem Statements: Student Learning 9

Funding Sources: Instructional Materials and Supplies to enhance learning for G/T identified students. - 177 - Gifted/Talented - 177.11.6399.00.135.21.000 - \$1,500

Strategy 6 Details

Strategy 6: Teachers will utilize high impact strategies to support Gifted and Talented students. Professional development will be provided to include conferences that include strategies for rigor and high cognitive levels for high achieving learners/ GT students. This learning will be supported in PLC's.

Strategy's Expected Result/Impact: Increase in mastery of grade level content, and collaboration in professional learning communities.

Staff Responsible for Monitoring: Admin
CIS
GT teachers

Problem Statements: Student Learning 9

Funding Sources: Professional development conference/travel - 177 - Gifted/Talented - 177.13.6411.00.135.21.000 - \$2,000

Strategy 7 Details

Strategy 7: GT students will participate in field-based instruction to provide background knowledge and experiences that will enhance student learning in the classroom and real world applications and engage in formal and informal inquiry.

Strategy's Expected Result/Impact: Increase in the mastery of grade-level content, growth on STAAR assessments, and improved growth on MAP testing.

Staff Responsible for Monitoring: Classroom teachers
Admin
CIS

Problem Statements: Student Learning 9

Funding Sources: Charter bus for field trip - 177 - Gifted/Talented - 177.11.6412.TR.135.21.000 - \$3,550, Student admission - 177 - Gifted/Talented - 177.11.6412.00.135.21.000 - \$200, Subs for classroom teachers - 177 - Gifted/Talented - 177.11.6112.00.135.21.000 - \$1,000

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: For the 2022-23 school year, 32% of Saegert students did not approach grade-level standards on the STAAR Math Assessment. **Root Cause:** Teachers struggle to teach problem-solving skills that result in students being able to think at more complex levels when solving multiple-step word problems and they have not consistently and with fidelity implemented guided math instruction.

Student Learning

Problem Statement 2: Kindergarten, 1st, 3rd, and 5th-grade students did not meet the growth goals on MAP reading assessments. **Root Cause:** Lack of school-wide implementation of a strategy to support reading for understanding. Differentiated small-group instruction is not consistent.

Problem Statement 3: Not all students are demonstrating expected growth toward mastery of grade level TEKS in science. There is a need to build a strong foundation in scientific knowledge and skills across all grade levels so students are able to make meaningful connections to prior learning and apply that knowledge in new ways as required by STAAR. **Root Cause:** Teachers need to build a strong level of scientific knowledge and vocabulary in all grade levels.

Problem Statement 4: For the 2022-23 school year, 35% of 5th-grade students did not approach grade-level standards on the Science STAAR. **Root Cause:** Teachers in grades K-4 are inconsistent with delivering standard-aligned science instruction. Hands-on investigations are not utilized to support student learning.

Problem Statement 5: Since the 20-21 school year, Prekindergarten students have decreased in Phonological Awareness as measured by the CIRCLE assessment each year. **Root Cause:** Lack of consistency in the delivery of phonics instruction across the grade level.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the learning gaps that continue to impede student academic progress. **Root Cause:** The needs of all students are not met due to the demands of the daily schedule and can be addressed with additional small-group instruction.

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test. **Root Cause:** Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Problem Statement 9: The percentage of GT students achieving Masters Grade Level on STAAR was below 80% in both 3rd and 5th grades. **Root Cause:** Teachers need to expose GT students to differentiated and more rigorous opportunities in the classroom across multiple subject areas.

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 school year 2022-23, 100% of the professional staff will participate in campus professional learning through PLC's, after school specials, campus professional development days, and off campus workshops and conferences.

Evaluation Data Sources: EOY Staff Instructional Survey, STAAR, Local assessment results, sign in sheets, Cumulative PD data

Strategy 1 Details

Strategy 1: A momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district-wide problem of practice. The focus of our momentum plan:

1. What is the evidence that ALL students are interacting at high cognitive levels with a task that is tightly aligned to the learning goal and target?
2. What is the evidence that students are engaged in rigorous learning?

Strategy's Expected Result/Impact: Teachers' instructional practices will improve to result in increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Principal
AP
CIS

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

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

Strategy 2 Details

Strategy 2: Staff will participate in highly structured PLCs on a weekly basis. PLC conversations will be focused on Unit Mapping to increase clarity, lesson design, response to the instruction, and data from common, state, and district assessments. Teachers will be afforded planning days to plan instruction collaboratively as a team. Teachers will design lessons, create common formative/summative assessments, share best instructional practices, and analyze instructional data.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Admin, CISs

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: Student Learning 8, 9 - School Processes & Programs 1, 2, 3

Funding Sources: Subs for teacher planning day - 211 - ESEA, Title I Part A - 211.11.6116.00.135.30.000 - \$7,000

Strategy 3 Details

Strategy 3: Teachers will participate in weekly PLCs that will focus on increasing the depth and complexity of rigor in the classroom using the unit map, GRR, Next Generation Balanced Literacy with an additional focus addressing research-based instructional strategies in order to address the learning needs of At-Risk, EB students, economically disadvantaged, and special education populations.

Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments. Decrease the number of At-Risk students. Decrease the number of students identified as special needs.

Staff Responsible for Monitoring: Teachers, CISs, Assistant principals, Principal

TEA Priorities:

Recruit, support, retain teachers and principals

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

Funding Sources: Professional Resources for PLCs (binders, dividers, chart paper, etc.) - 166 - State Comp Ed - 166.13.6399.00.135.30.AR0 - \$1,497

Strategy 4 Details

Strategy 4: The Curriculum Instructional Specialists will be used to strengthen the instructional core. They will be used to provide model teaching, coaching of lessons, and planning for instruction and interventions. The CISs will support the new teachers by providing a mentor and mentoring opportunities. They will observe teachers on a regular basis to support the implementation of research-based strategies and resources while designing lessons. Teachers will be supported by CISs in understanding, accessing, and implementing curriculum and assessments.

Strategy's Expected Result/Impact: Increase the retention of teachers.

Increase student achievement across all content areas.

Staff Responsible for Monitoring: Administrators

CIS

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

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

Strategy 5 Details

Strategy 5: Campus leadership will attend conferences or workshops, both in and out of the district, to build our leadership capacity in the areas of coaching and supporting literacy, math, and science instruction.

Strategy's Expected Result/Impact: Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.

Staff Responsible for Monitoring: Administrators

CIS

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

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

Funding Sources: Conferences - 211 - ESEA, Title I Part A - 211.23.6411.00.135.30.000 - \$7,500

Strategy 6 Details

Strategy 6: Teachers will attend conferences, both in and outside of the district, that will increase student achievement and are based on student needs in reading, writing, math, and science including ESL teachers and special education staff.

Strategy's Expected Result/Impact: Increase student achievement as a result of professional development.

Staff Responsible for Monitoring: Admin and SBDM

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Teacher professional development to support core content area instruction - 211 - ESEA, Title I Part A - 211.13.6411.00.135.30.000 - \$12,000, Substitute teachers for professional development - 211 - ESEA, Title I Part A - 211.11.6116.00.135.30.000 - \$1,419, Teacher professional development to support EB students. - 165/ES0 - ELL - 165.13.6411.00.135.25.ES0 - \$900

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Saegert's discipline data reflects a significant increase in office referrals since the return from the COVID-19 closure. For the 2023-24 school year, there is a need to decrease referrals resulting in time away from instruction. **Root Cause:** Over one-third of our discipline referrals are from Pre-Kindergarten and Kindergarten students. Staff struggles to implement Restorative Practices and effective classroom management with fidelity.

Student Learning

Problem Statement 1: For the 2022-23 school year, 32% of Saegert students did not approach grade-level standards on the STAAR Math Assessment. **Root Cause:** Teachers struggle to teach problem-solving skills that result in students being able to think at more complex levels when solving multiple-step word problems and they have not consistently and with fidelity implemented guided math instruction.

Problem Statement 2: Kindergarten, 1st, 3rd, and 5th-grade students did not meet the growth goals on MAP reading assessments. **Root Cause:** Lack of school-wide implementation of a strategy to support reading for understanding. Differentiated small-group instruction is not consistent.

Problem Statement 3: Not all students are demonstrating expected growth toward mastery of grade level TEKS in science. There is a need to build a strong foundation in scientific knowledge and skills across all grade levels so students are able to make meaningful connections to prior learning and apply that knowledge in new ways as required by STAAR. **Root Cause:** Teachers need to build a strong level of scientific knowledge and vocabulary in all grade levels.

Problem Statement 4: For the 2022-23 school year, 35% of 5th-grade students did not approach grade-level standards on the Science STAAR. **Root Cause:** Teachers in grades K-4 are inconsistent with delivering standard-aligned science instruction. Hands-on investigations are not utilized to support student learning.

Problem Statement 5: Since the 20-21 school year, Prekindergarten students have decreased in Phonological Awareness as measured by the CIRCLE assessment each year. **Root Cause:** Lack of consistency in the delivery of phonics instruction across the grade level.

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test. **Root Cause:** Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Problem Statement 9: The percentage of GT students achieving Masters Grade Level on STAAR was below 80% in both 3rd and 5th grades. **Root Cause:** Teachers need to expose GT students to differentiated and more rigorous opportunities in the classroom across multiple subject areas.

School Processes & Programs

Problem Statement 1: The social-emotional well-being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended periods of social distancing. **Root Cause:** Staff members need additional support and resources to address the challenging social, emotional, and behavioral needs of students. Students need daily structured activities that encourage socialization and collaboration.

Problem Statement 2: Coaching Walk data shows there is a lack of collaborative and independent tasks aligned with the rigor of the standards. Although PLCs met bi-monthly to share and discuss data, a need for collaborative planning opportunities to implement the data analysis would strengthen instructional delivery through the phases of GRR. **Root Cause:** Grade-level planning lacks clarity and needs the collaboration of grade-level teams to address the instructional needs of students.

Problem Statement 3: Campus leadership needs professional development to support staff in developing the capacity to plan rigorous aligned collaborative and independent tasks. **Root Cause:** The leadership team is comprised of three new team members. Learning, collaborating, and calibrating will ensure effective leadership support for all teachers.

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 May 2024, Saegert Elementary will experience a 10% increase in the participation of parents in school-sponsored parent involvement activities (volunteering, parent learning opportunities, student events).

Evaluation Data Sources: Volunteer Hours, Parent Sign-in sheets, Parent surveys, Parent involvement report

Strategy 1 Details

Strategy 1: The parent liaison will work to unite parents and community members with the school family. Parent liaison will compile parent newsletters to be sent home on a regular basis to keep families informed about school events and student learning.

Strategy's Expected Result/Impact: Increase parent involvement and feeling of connection to the campus.

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 1, 2

Funding Sources: Parent liaison supplies for newsletters - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.135.24.PAR - \$250, Title I - Parent Liaison Salary - 211 - ESEA, Title I Part A - 211.61.6129.00.135.30.000 - \$36,877

Strategy 2 Details

Strategy 2: Saegert will provide community participation programs such as Curriculum Nights and the Science Fair. Parenting sessions will be provided to include parent academies, Little Stallions, STAAR informational sessions, parent outreach, and training activities.

Strategy's Expected Result/Impact: Increased parent knowledge of standards, test-taking strategies, and STAAR expectations will increase student achievement in all content areas. Pre-school-aged children will develop strong early literacy skills prior to entering school as a result of Little Stallions.

Staff Responsible for Monitoring: Principal

CIS

Teachers

Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Funding Sources: Refreshments for parenting events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.135.24.PAR - \$1,000, Resources for parenting events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.135.24.PAR - \$2,446

Strategy 3 Details

Strategy 3: Saegert will host a Parent/Family event for our EB students focused on core academic skills in literacy. Activities will be focused on ways that parents can help their child at home with academic skills.

Strategy's Expected Result/Impact: Increased ELL student achievement in all literacy areas as measured by STAAR, CUA data, MAP, CIRCLE and formative assessments.

Staff Responsible for Monitoring: Parent Liaison, ELL teacher, admin

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 8

Funding Sources: Refreshments for EB Family Night - 263 - ESEA, Title III Part A - 263.61.6499.LE.135.25.000 - \$250, Materials for EB Parent Engagement - 263 - ESEA, Title III Part A - 263.61.6399.LE.135.25.000 - \$300

Strategy 4 Details

Strategy 4: Staff will maintain an online platform as a means of information and communication for parents. Weekly folders and/or agendas will also be utilized as a form of communication.

Strategy's Expected Result/Impact: Increase parents' awareness of campus events and connection to campus and teacher.

Staff Responsible for Monitoring: Teachers

CIS

Admin

Problem Statements: Perceptions 1, 2

Funding Sources: Materials for parent communication - 211 - ESEA, Title I Part A - 211.61.6399.00.135.30.000 - \$1,500

Strategy 5 Details

Strategy 5: Create and administer a BOY and EOY survey to gain parent feedback on school performance and active communication.

Strategy's Expected Result/Impact: Increase in results from BOY Survey to EOY Survey results

Staff Responsible for Monitoring: Administrators

Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Strategy 6 Details

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

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

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 2

Strategy 7 Details

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

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

Staff Responsible for Monitoring: Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Perceptions

Problem Statement 1: There is a need to continue providing parent outreach events that encourage family support with academics, social-emotional learning, and communication.

Root Cause: Parent engagement is slowly increasing since the COVID-19 closure.

Problem Statement 2: Survey results indicate that 60% of parents understand the strategies and resources available at a Title I school to support students' learning. **Root Cause:** Attendance and participation in Title I meetings, parent engagement events, and SBDM have low attendance unless they are coupled with student activities.

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: During the 2023-24 school year, student engagement will increase as evidenced by a 98% attendance rate and a 10% reduction in office referrals.

Evaluation Data Sources: Attendance records
Discipline logs

Strategy 1 Details

Strategy 1: Counselors will attend the state counselor conference to learn new researched based ways to provide proactive behavioral measures in the classroom to reduce behavior concerns and students' time out of the classroom. Counselors will provide social skills lessons to improve student's social skills and help social skills improvement.

Strategy's Expected Result/Impact: Reduced Referrals
Increase positive student interactions and improvement in social skills.

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities:
Recruit, support, retain teachers and principals

Problem Statements: Demographics 2

Funding Sources: Counselor's Conference - 211 - ESEA, Title I Part A - 211.31.6411.00.135.30.000 - \$2,500

Strategy 2 Details

Strategy 2: Saegert will provide an area for on-campus learning for students who disrupt the learning environment or violate classroom, campus, and/or district behavioral expectations. Incentives will be rewarded to students periodically for demonstrating positive behavior. The Campus Conduct Committee will periodically review discipline and attendance data and continue with proactive measures to decrease the number of referrals.

Strategy's Expected Result/Impact: Decreased number of discipline referrals.

Reduction of students assigned ISS.

Staff Responsible for Monitoring: Admin

Teachers

Counselors

Campus Conduct Committee

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - School Processes & Programs 1

Funding Sources: Instructional incentives such as pencils, erasers, stickers, and spirit sticks to reward positive student behavior - 211 - ESEA, Title I Part A - 211.11.6498.00.135.30.000 - \$1,000, Instructional materials such as paper, pencils, folders, books for students to use when they are not successful in the classroom. - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$1,000

Strategy 3 Details

Strategy 3: Teachers will select students who exemplify the month's character trait to be recognized by our Saegert Super Stallion program. Teachers will select student work that exemplifies high academic standards and engagement in classroom learning to be awarded the Golden Pencil.

Strategy's Expected Result/Impact: Reduced Office Referrals

Build student confidence and engagement in daily lessons

Staff Responsible for Monitoring: Counselors and Teacher

Problem Statements: School Processes & Programs 1

Funding Sources: Golden Pencils - 211 - ESEA, Title I Part A - 211.11.6498.00.135.30.000 - \$1,000

Strategy 4 Details

Strategy 4: Students will earn points each day by following school-wide expectations. The points are accumulated to earn the privilege to attend monthly block parties.

Strategy's Expected Result/Impact: Decrease in student discipline referrals and disruptive behaviors.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 2 - School Processes & Programs 1

Strategy 5 Details

Strategy 5: Welcome postcards are sent to students prior to the start of the school year to welcome students to the class. Continued positive communication will be sent periodically throughout the school year.

Strategy's Expected Result/Impact: Increased attendance

Parent Survey Results

Staff Responsible for Monitoring: Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: Postage for sending positive communication home - 211 - ESEA, Title I Part A - 211.23.6399.00.135.30.120 - \$200, Printing of Parent Communication Materials (post cards etc.) - 211 - ESEA, Title I Part A - 211.11.6397.00.135.30.000 - \$200

Strategy 6 Details

Strategy 6: STUCO Classroom Representatives have the role of "Saegert Ambassadors." When a new student arrives in classrooms, the STUCO Class Representative welcomes the new student and shows them the 'Stallion way.' The mission of this program is to help new Stallions feel welcomed to our school. Student Council Officers will meet with Student Council sponsors monthly for Leadership lunches to plan meetings and discuss student concerns.

Strategy's Expected Result/Impact: Monthly Meeting Calendar

Staff Responsible for Monitoring: Counselors

Problem Statements: School Processes & Programs 1

Strategy 7 Details

Strategy 7: Saegert will host campus-wide activities throughout the school year to promote a culture of respect, safety, and healthy choices including No Place for Hate, Red Ribbon Week, Career/College Day, Jump Rope for Heart, Fitnessgram, and No Name-Calling Week.

Strategy's Expected Result/Impact: Increase the number of students that feel safe on campus. Reduce the number of behavior referrals. Reduce the number of bullying incidents. Increase healthy choices and provide opportunities for students to be active.

Staff Responsible for Monitoring: Counselors

Administrators

Master Schedule

Problem Statements: Demographics 2 - School Processes & Programs 1

Strategy 8 Details

Strategy 8: Saegert will implement Restorative Practices to strengthen students' connections to both staff and other students. Morning Meetings will be conducted daily in all classrooms to build relationships and create a positive classroom climate. Teachers welcome students every morning by name and an individual greeting.

Strategy's Expected Result/Impact: Reduced Office Referrals and Reduced Counseling Referrals

Staff Responsible for Monitoring: Teachers and Admin

Problem Statements: Demographics 2 - School Processes & Programs 1

Strategy 9 Details

Strategy 9: All classes are invited to visit our Functional Skills classrooms to get to know understand the students' difference and similarities.

Strategy's Expected Result/Impact: Increase student knowledge of individual differences.

Staff Responsible for Monitoring: Teachers

Problem Statements: School Processes & Programs 1

Strategy 10 Details

Strategy 10: Classroom teachers will develop and submit a classroom management plan that will be shared with students and families. Students will be provided student code of conduct cards for grades Pk-5th.

Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in the number of ISS assignments.

Staff Responsible for Monitoring: Admin

Teachers

Counselor

ESF Levers:

Lever 3: Positive School Culture

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Saegert's discipline data reflects a significant increase in office referrals since the return from the COVID-19 closure. For the 2023-24 school year, there is a need to decrease referrals resulting in time away from instruction. **Root Cause:** Over one-third of our discipline referrals are from Pre-Kindergarten and Kindergarten students. Staff struggles to implement Restorative Practices and effective classroom management with fidelity.

School Processes & Programs

Problem Statement 1: The social-emotional well-being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended periods of social distancing. **Root Cause:** Staff members need additional support and resources to address the challenging social, emotional, and behavioral needs of students. Students need daily structured activities that encourage socialization and collaboration.

Problem Statement 3: Campus leadership needs professional development to support staff in developing the capacity to plan rigorous aligned collaborative and independent tasks. **Root Cause:** The leadership team is comprised of three new team members. Learning, collaborating, and calibrating will ensure effective leadership support for all teachers.

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

Performance Objective 1: During the 2023-24 school year, Saegert will effectively manage resources and operations 100% of the time so that student and staff learning is maximized. All instructional personnel will provide interventions utilizing an inclusion model during focused intervention time for students.

Evaluation Data Sources: 80% of all students in grades pre-k through 5th will be developed or advanced on universal screenings or scoring a met expectation or advanced on STAAR. Budget records.

Strategy 1 Details

Strategy 1: SBDM will meet 6 times throughout the year to review and discuss the CIP.

Strategy's Expected Result/Impact: Meeting Agendas

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1 - Perceptions 2

Strategy 2 Details

Strategy 2: The master schedule facilitates time on instruction 1 hr of daily intervention and provides a focused time for interventionists to work with students.

A campus momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district-wide problem of practice.

The focus of our momentum plan learning for this year will be:

- * the alignment of task and target
- * students tracking progress &
- * celebrating success

In addition to possible district-sponsored Coaching Walks, the campus leadership team will lead at least 1 internal round each semester.

Strategy's Expected Result/Impact: Walkthroughs

Formal observations

Staff Responsible for Monitoring: Principals

APs

TEA Priorities:

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

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

Strategy 3 Details

Strategy 3: The principal and the principal's secretary will be good stewards of the fiscal management of resources.

Strategy's Expected Result/Impact: Successful audit, and student growth due to effective lesson planning and resources aligned to the learning targets.

Staff Responsible for Monitoring: Principal, Principal's secretary

Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Saegert had an attendance rate of 93% for the 2022-23 school year. We want to increase this rate for the 2023-24 school year.

Problem Statement 2: Saegert's discipline data reflects a significant increase in office referrals since the return from the COVID-19 closure. For the 2023-24 school year, there is a need to decrease referrals resulting in time away from instruction. **Root Cause:** Over one-third of our discipline referrals are from Pre-Kindergarten and Kindergarten students. Staff struggles to implement Restorative Practices and effective classroom management with fidelity.

Student Learning

Problem Statement 1: For the 2022-23 school year, 32% of Saegert students did not approach grade-level standards on the STAAR Math Assessment. **Root Cause:** Teachers struggle to teach problem-solving skills that result in students being able to think at more complex levels when solving multiple-step word problems and they have not consistently and with fidelity implemented guided math instruction.

Problem Statement 2: Kindergarten, 1st, 3rd, and 5th-grade students did not meet the growth goals on MAP reading assessments. **Root Cause:** Lack of school-wide implementation of a strategy to support reading for understanding. Differentiated small-group instruction is not consistent.

Problem Statement 3: Not all students are demonstrating expected growth toward mastery of grade level TEKS in science. There is a need to build a strong foundation in scientific knowledge and skills across all grade levels so students are able to make meaningful connections to prior learning and apply that knowledge in new ways as required by STAAR. **Root Cause:** Teachers need to build a strong level of scientific knowledge and vocabulary in all grade levels.

Problem Statement 4: For the 2022-23 school year, 35% of 5th-grade students did not approach grade-level standards on the Science STAAR. **Root Cause:** Teachers in grades K-4 are inconsistent with delivering standard-aligned science instruction. Hands-on investigations are not utilized to support student learning.

Problem Statement 5: Since the 20-21 school year, Prekindergarten students have decreased in Phonological Awareness as measured by the CIRCLE assessment each year. **Root Cause:** Lack of consistency in the delivery of phonics instruction across the grade level.

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test. **Root Cause:** Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

School Processes & Programs

Problem Statement 1: The social-emotional well-being of staff, students, and families has been negatively impacted as a result of COVID-19 and extended periods of social distancing. **Root Cause:** Staff members need additional support and resources to address the challenging social, emotional, and behavioral needs of students. Students need daily structured activities that encourage socialization and collaboration.

Problem Statement 2: Coaching Walk data shows there is a lack of collaborative and independent tasks aligned with the rigor of the standards. Although PLCs met bi-monthly to share and discuss data, a need for collaborative planning opportunities to implement the data analysis would strengthen instructional delivery through the phases of GRR. **Root Cause:** Grade-level planning lacks clarity and needs the collaboration of grade-level teams to address the instructional needs of students.

School Processes & Programs

Problem Statement 3: Campus leadership needs professional development to support staff in developing the capacity to plan rigorous aligned collaborative and independent tasks.
Root Cause: The leadership team is comprised of three new team members. Learning, collaborating, and calibrating will ensure effective leadership support for all teachers.

Perceptions

Problem Statement 1: There is a need to continue providing parent outreach events that encourage family support with academics, social-emotional learning, and communication.
Root Cause: Parent engagement is slowly increasing since the COVID-19 closure.

Problem Statement 2: Survey results indicate that 60% of parents understand the strategies and resources available at a Title I school to support students' learning. **Root Cause:** Attendance and participation in Title I meetings, parent engagement events, and SBDM have low attendance unless they are coupled with student activities.

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

Performance Objective 2: By the end of the school year 2023-24, technology integration will be evident in 95% of classrooms.

Evaluation Data Sources: STAR Evaluation completed by teachers, sign-in sheets.

Strategy 1 Details

Strategy 1: The technology lab and mobile lab schedules ensure all classes have access to technology. These labs offer support for academic differentiation in math, reading, and science.

Strategy's Expected Result/Impact: Staff and students' technology capacity will increase to integrate use of technology within learning.

Staff Responsible for Monitoring: CTTSS, CIS

Lab Aides

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Student Learning 7, 8, 9 - School Processes & Programs 2

Funding Sources: iPads for intervention and academic differentiation in math, reading and science. - 211 - ESEA, Title I Part A - 211.11.6398.00.135.30.000 - \$13,000, iPad cases, headphones, styluses, connections - 211 - ESEA, Title I Part A - 211.11.6399.00.135.30.000 - \$4,400

Strategy 2 Details

Strategy 2: The CIT will assist teachers in utilizing technology in classrooms by working side-by-side with teachers in classrooms as well as training teachers on technology.

Strategy's Expected Result/Impact: Staff and students' technology capacity will increase to integrate use of technology within learning.

Staff Responsible for Monitoring: CIT, Admin

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 7

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 7: STAAR results for the 22-23 school year show that 47% of 3-5th grade students did not meet grade-level standards on the Reading Language Arts test.

Root Cause: Empowering Writers is not implemented with fidelity across the campus. Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms. Students need to be provided time to practice typing constructed responses.

Student Learning

Problem Statement 8: Of our EB students, 37.5% of 3rd-grade students, 53.85% of 4th-grade students, and 60% of 5th-grade students met the standard on the 2023 STAAR Reading assessment. **Root Cause:** The EB teacher has not been able to pull small groups of EB students to support individual learning needs due to classroom teachers not having ESL certification.

Problem Statement 9: The percentage of GT students achieving Masters Grade Level on STAAR was below 80% in both 3rd and 5th grades. **Root Cause:** Teachers need to expose GT students to differentiated and more rigorous opportunities in the classroom across multiple subject areas.

School Processes & Programs

Problem Statement 2: Coaching Walk data shows there is a lack of collaborative and independent tasks aligned with the rigor of the standards. Although PLCs met bi-monthly to share and discuss data, a need for collaborative planning opportunities to implement the data analysis would strengthen instructional delivery through the phases of GRR. **Root Cause:** Grade-level planning lacks clarity and needs the collaboration of grade-level teams to address the instructional needs of students.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Katie Hequembourg	Principal
Classroom Teacher	Alycia Bashaw	PK4 Teacher
Classroom Teacher	Sydney Sears	Kindergarten Teacher
Classroom Teacher	Melody Hart	1st Grade Teacher
Classroom Teacher	Cynthia Michaud	2nd Grade Teacher
Classroom Teacher	Christopher Calvert	3rd Grade Teacher
Classroom Teacher	Asia Johnson	4th Grade Teacher
Classroom Teacher	Tammy Kemp	5th Grade Teacher
Classroom Teacher	Dana McKnight	SPED Teacher
Business Representative	Khandiese Cooper	Business Representative
Community Representative	Scott Hequembourg	Community Member
District-level Professional	Maria Del Sol Oquendo-Williams	District-Level Professional
Parent	Michael Robinson	Parent
Parent	Morgan Moreno	Parent
Paraprofessional	x x	Paraprofessional (Title I)
Paraprofessional	x x	Paraprofessional (Title I)
Classroom Teacher	Stephanie McElhatten	Other Appropriate Personnel (Title I)
Non-classroom Professional	Pamela Mason	Other School Leader (Title I)
Administrator	Michael Valentine	Other School Leader (Title I)
Counselor	x x	Specialized Instructional Support (Title I)