

Killeen Independent School District
Skipcha Elementary School
2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Skipcha Elementary Mission and Vision:

- Our Mission
To provide a safe and caring learning environment where engaging experiences result in profound and meaningful academic and social learning to prepare students for the future.
- Our Vision
We believe... *Silver Stars will persevere through challenging work. *Silver Stars will embrace opportunities to think critically as they relate learning to the real world. *Silver Stars will collaborate with others in order to communicate their learning at deeper levels. *Silver Stars will fuel creativity and innovation with their individual uniqueness.

Skipcha Elementary was built in 2006 and will serve approximately 975 students from grades PK-5 in 2023 - 2024.

The following information contains the most recent information provided by the Texas Education Agency. According to the 2021-2022 Texas Academic Performance Report (TAPR) and campus enrollment data, our school has an ethnically diverse student population with students identified by their parents as 22.7% African American, 28.6% Hispanic, 32.3% white, .1% American Indian, 4.1% Asian, 1.3% Pacific Islander and 10.8% two or more races.

The 2021-2022 TAPR report also reflects the following data for subgroups: 39.2% students are qualified as at risk, 35.7% students are considered economically disadvantaged, 7.9% are English Language Learners (ELL), and 14.3% qualify for special education services. The number of students who qualify for gifted and talented services is 1.8%.

The TAPR reflects a campus mobility rate of 15.8% and the campus' attendance rate is 95%.

Skipcha is located in a growing neighborhood community. Most of the community is single-dwelling residences; however, there are some multi-dwelling homes within the Skipcha community. The majority of our students come from working households. Approximately 34.2% of our students are military-connected and Skipcha resolves to support our military families. Skipcha Elementary will be served as a Title I Schoolwide campus for the 2023 - 2024 school year.

Skipcha follows state and district guidelines of class sizes being 22:1 in PK-4 and 26:1 in 5th grade.

Skipcha Elementary School strives to employ highly qualified teachers and staff so that our students are surrounded by high expectations and learn in a strong learning environment. To meet this expectation, teachers and paraprofessionals participate in ongoing, job-embedded professional development. During the 2022 - 2023 school year, the leadership team, SBDM, and Restorative Practices team designed professional development for the school year. Learning opportunities took place during PLCs and on planning days. Some of the professional development topics included a Gradual Release of Responsibility (GRR) Model, using student data to guide instruction, restorative practices, backward lesson plan design, vocabulary development and guided math. During the 2023 - 2024 school year, Skipcha will continue the work on developing assessment capable visible learners, ensuring students participate in high cognitive tasks that are tightly aligned to the learning goal and target, use student data to guide instruction, next generation balanced literacy, restorative practices, meeting the needs of the economically disadvantaged, ELL and GT students and continued implementation the gradual release model. Additionally, the campus continues to review procedures to ensure equity in all procedures and practices.

In 2023 - 2024, Skipcha will have 6 sections of fifth grade, 8 sections of fourth grade, 7 sections of third grade, 7 sections of second grade, 6 sections of first grade, 6 sections of kindergarten and 4 sections of pre-kindergarten. In addition, Skipcha also has two behavior management unit (BMU) classes.

As reported in the Texas Academic Performance Report (TAPR) for 2021 - 2022, Skipcha had 93 staff members serving our PK-5 grade students. Skipcha's staff included 59.9 teachers, 9.8 professional support, campus administrators, 20.7 educational aides, 1 librarian and 2 counselors.

25.1% of Skipcha's teachers hold Masters Degrees and 100% of Skipcha's teachers (2021 - 2022 TAPR) hold Bachelors Degrees. All teachers are assessed as part of the Texas Teacher Evaluation and Support System (T-TESS). The average years of experience of teachers is 8.3.

Since the introduction of Restorative Practices in 2018-2019, Skipcha has seen a remarkable reduction in the number of written office referrals for behavior. Teachers instituted and regularly practiced restorative practices in the classrooms, making class circles a part of their routines and practices. Since implementing restorative practices, Skipcha has experienced a 73% reduction in written office referrals for behavior. Teachers and staff will continue to receive training and further develop campus and classroom restorative practices during the 2023 - 2024 school year.

Demographics Strengths

An analysis of the demographics of Skipcha Elementary School reveals the following areas of strength:

- Enrollment is consistent.
- Skipcha's military-connected student population is 6.4% higher than the district's average.
- Skipcha's ethnic distribution remains relatively diverse.
- Attendance rates have remained at or above 95% and have remained relatively consistent.
- Skipcha's mobility rate of 15.8% is less than the district's average of 25.4% and is slightly higher than the state's mobility rate of 13.6%.
- Skipcha has a special program for students with special needs: BMU.

In the area of staff quality, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- 25.1% of Skipcha's teachers hold Masters Degrees
- Skipcha encourages instructional assistants to continue their education, especially encouraging them to pursue a teaching certificate.
- Personnel are recruited by word of mouth, by paraprofessionals earning their teaching certificates, through our website, job fairs and through parents and volunteers wanting to work at Skipcha.
- New teachers are assigned a mentor/buddy to help develop rigorous lessons and get feedback from the Campus Instructional Specialist and their grade level team.
- New teachers receive support from the leadership team and the Campus Instructional Specialist.
- Teachers and staff are given leadership opportunities, such as mentoring, serving on SBDM, participating in leadership teams, teaching peers on campus and at the district level, and serving as grade level leaders.
- Teachers collaborate to create lesson plans.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Research shows economically disadvantaged students experience gaps in academic achievement. Economically disadvantaged students comprise 35.7% of the student population at Skipcha

Student Learning

Student Learning Summary

As a result of COVID-19 KISD closed all campus and district offices for the final nine-week grading period of the 2019-2020 school year. We returned to in-person learning in August of 2020. Approximately 79% of all students were learning in person by the end of the 2020-2021 school year. During the 2021-2022 school year, all students returned to in-person instruction. The campus addressed the gaps in learning and the social-emotional impact stemming from the extended school closure. In the 2022-2023, Skipcha will continue to address any gaps in learning through targeted, small group, school day tutoring and meet the social-emotional needs of our students.

Skipcha Elementary School "met standard" in all of the 2018-2019 Texas Accountability System Domains, earning a "B" accountability rating from the State. For 2019-2021 and 2021-2022, the state provided no rating due to the declared State of Disaster related to the COVID-19 pandemic. For the 2021-2022 school year, Skipcha earned an "A" accountability rating from the State.

Accountability standards have been changed by Texas Education Association for the 2022-2023 school year.

STAAR assessment results for the 2022-2023 school year are as follows:

2023	Reading					Math					Science			
Grade	% Did not meet	% Approaches	% Meets	% Masters		% Did not meet	% Approaches	% Meets	% Masters		% Did not meet	% Approaches	% Meets	% Masters
3	17	83	53	16		19	81	53	22					
4	14	86	55	21		23	77	49	24					
5	18	82	64	31		21	79	50	20		40	60	30	13

The data suggests that students struggled on the ELA STAAR when answering questions related to writing standards. Out of the 15 questions students scored the worst on, 8 addressed the writing standards.

Additionally, Skipcha participates in MAP universal screenings for K-5 students. Below are the results for reading and math from the end of year 2019-2023 for all grades tested.

As indicated in the table below, Skipcha's average reading RIT for end of year 2023 is above the national average for kindergarten and grades 2-5 and at or below the national average for grades 1.

Reading End of Year Mean RIT Data:

Reading MAP	Skipcha 2019 Mean RIT	Nat'l 2019 Mean RIT	Skipcha 2020 Mean RIT	Nat'l 2020 Mean RIT	Skipcha 2021 Mean RIT	Nat'l 2021 Mean RIT	Skipcha 2022 Mean RIT	Nat'l 2022 Mean RIT	Skipcha 2023 Mean RIT	
KG	159.0	158.1	Not tested/COVID closure		153.2	153.1	154.4	153.1	155.0	
1	179.4	177.5	Not tested/COVID closure		169.7	171.4	171.1	171.4	169.3	
2	189.0	188.7	Not tested/COVID closure		185.3	185.6	184.8	185.6	188.8	
3	200.8	198.6	Not tested/COVID closure		199.0	197.1	201.0	197.1	200.4	
4	206.1	205.9	Not tested/COVID closure		209.5	204.8	208.2	204.8	209.4	
5	214.5	211.8	Not tested/COVID closure		214.5	211.0	216.3	211.0	214.8	

As indicated in the table below, Skipcha's average math RIT for end of year 2023 is above the national average for kindergarten and grades 3-5 and at or below the national average for grades 1-2.

Math Mean RIT Data:

Math MAP	Skipcha 2019 Mean RIT	Nat'l 2019 Mean RIT	Skipcha 2020 Mean RIT	Nat'l 2020 Mean RIT	Skipcha 2021 Mean RIT	Nat'l 2021 Mean RIT	Skipcha 2022 Mean RIT	Nat'l 2022 Mean RIT	Skipcha 2023 Mean RIT	Nat'l 2023 Mean RIT
KG	162.2	159.1	Not tested/COVID closure		158.1	157.1	158.3	157.1	159.8	157.1
1	186.7	180.8	Not tested/COVID closure		176.2	176.4	175.8	176.4	175.2	196.1
2	190.4	192.1	Not tested/COVID closure		184.5	189.4	185.6	189.4	188.3	189.1
3	207.8	203.4	Not tested/COVID closure		201.9	201.1	204.7	201.1	203.5	201.1
4	216.8	213.5	Not tested/COVID closure		214.5	210.5	216.3	210.5	212.8	210.1
5	224.7	221.4	Not tested/COVID closure		221.0	218.7	222.0	218.7	219.7	218.1

Below is a table comparing the one-year 2022 MAP growth of Skipcha students compared to students nationally. In reading, Skipcha students in grades 2-5 are growing at a rate at or above similar students nationally. In math, Skipcha students in grades KG and 2-4 are growing at a rate at or above similar students nationally. In science, Skipcha students in all grades tested are growing at a rate at or above similar students nationally. Therefore, during the 2023-2024 school year, our areas of focus will be in annual growth in reading MAP for kindergarten and first grades and annual growth in first and fifth grades for math.

Grade Level	Math MAPS observed v. projected growth Skipcha/National	Reading MAPS observed v. projected growth Skipcha/National	Science MAPS observed v. projected growth Skipcha/National
PK	not MAP tested	not MAP tested	not MAP tested
Kinder	16.0/16.9	15.0/16.1	not MAP tested
1	16.0/16.3	13.0/15.5	not MAP tested
2	14.0/14.4	14.0/13.3	not MAP tested
3	17.0/12.6	11.0/10.3	8.0/7.5
4	11.0/11.2	9.0/7.9	7.0/6.3
5	8.0/9.9	7.0/6.3	7.0/5.8

Skipcha students taking the MAP assessment in grades 3-5 performed above the state and district average. However, there is still room for improvement. For spring 2023, the median percentile for third grade was 67% and the median percentile for fourth and fifth grades was 75%.

Important Notes:

During the 2019-2020 school year, the Governor of Texas cancelled all state testing because of the COVID-19 closures statewide. Students did not test at all.

During the 2020-2021 school year, state testing was given to students attending in-person learning. Students who learned virtually had the option to participate in state testing in-person. Many of those virtual students did not participate in state testing. Because of the effects of COVID on the education system, testing completed during the 2020-2021 school year was not used by the state to determine accountability ratings. Additionally, the 2020-2021 school year was the first time students at Skipcha took the state assessments online. Skipcha students

performed better than the district average on all state testing for meeting grade-level standards for STAAR in 2023. However, economically disadvantaged students at Skipcha did not perform better than the district average on meeting grade-level standards for STAAR in 2022-2023. For that reason, targeted interventions were offered and monitored during the 2022-2023 school year.

During the 2022-2023 school year, English Language Learners (ELL) did not perform as well as the average Skipcha student on the STAAR reading assessments. 53% of ELL learners scored at the meets level on STAAR reading but 57% of the average student scored at the meets level. Skipcha continues to provide interventions to improve English language development for our English Language Learners.

Historical review for 2019 targeted support analysis for the Texas Closing the Gaps Data report for Domain III revealed we needed to pay particular attention to Skipcha's economically disadvantaged student population, our Hispanic student population and our Asian student population. Students in these subgroups were not making adequate grade-level progress and received small-group, targeted interventions to meet their needs. In the 2021-2022, Skipcha closed these gaps and met the state's expectations, earning a distinction for closing the gaps.

Student Learning Strengths

- Skipcha's average reading RIT for end of year 2023 is above the national average for kindergarten and grades 2-5.
- As indicated in the table below, Skipcha's average math RIT for end of year 2023 is above the national average for kindergarten and grades 3-5.
- Skipcha's average STAAR results for meeting grade-level standard were above the district average on all tests in 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The 2023 end of year reading RIT (MAP Universal Screening) for students in grade 1 are at or below the national average.

Problem Statement 2: Skipcha's average math RIT (MAP Universal Screening) for end of year 2023 for students in grades 1-2 are at or below the national average.

Problem Statement 3: Students in grades 3-5 did not perform better than the state average on all state standards tested on the STAAR ELA.

Problem Statement 4: An analysis of raw data from the 2023 STAAR reflects that 8 of the 15 questions on which students scored the lowest on grades 3-5 STAAR were related to writing standards. **Root Cause:** Students have not been adequately prepared to write well-crafted, brief or extended responses after reading one or more texts during an online assessment.

Problem Statement 5: On the 2023 reading STAAR, English Language Learners performed lower than the average of all Skipcha students who tested.

Problem Statement 6: On the spring 2023 MAP, the median percentile for third grade science was 67% and the median percentile for fourth and fifth grades was 75%.

Problem Statement 7: Due to past school closure related to COVID and absences related to COVID, students continue to show learning gaps.

Problem Statement 8: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

Our school provides students a safe and positive environment in which to learn and grow. Our school follows the expectations outlined in our district's Student Code of Conduct as well as the guidelines in our student handbook. Skipcha has several incentive plans to help promote and celebrate our students, including character recognition lunches and academic awards/attendance assemblies. All teachers have been trained in restorative practices.

In 2019-2020, Skipcha became a Title I campus and will continue to receive Title I funding in the 2023-2024 school year. We serve students PK-5 and have two self-contained Special Education classes. Our annual Title I meeting is held in September every school year. This meeting is offered at flexible times and dates that are convenient to parents. All parents and family members are invited to attend. We want everyone to know about Title I and how we use these funds to ensure students are successful. Skipcha's written Parent and Family Engagement Policy is reviewed at this meeting and provided to parents. The Home-School Compact is signed by administrators, teachers, parents and students during annual parent/teacher conferences. This Improvement Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this act, violence prevention programs and nutrition programs. In addition to receiving Title I funding, Skipcha receives State Compensatory Education (SCE) Allotment and funds specifically designed to be utilized to support English Language Learners and Gifted and Talented students.

Teachers work collaboratively in Professional Learning Community (PLC) groups regularly to discuss instructional strategies, intervention plans, and review data to inform their next steps. Decision makers in the school come from a variety of mixed groups such as grade level teams, mentors, the leadership team, and SBDM. PLCs are guided by purposeful agendas that are provided in advance to teachers.

Our counselors survey students and teachers annually to determine specific needs from year to year. Guidance lessons are planned around the needs of students. Students can be referred to the counselor for additional help in anger management, conflict resolution, deployment-related needs, social skills, and bullying. Counselors take an active role in connecting with parents about issues that may arise and providing additional resources. Students in the upper grades (2-5) always have the opportunity to turn in a self-referral to a counselor if they would like to seek help about something that they do not wish to share with any other adult. Skipcha has an at-risk counselor specifically hired to work with at-risk students. Skipcha also has a Military Family Life counselor on campus to assist dependents of active-duty military members. Skipcha provides a schoolwide tiered model to prevent and address problem behaviors and intervene early to help students in need. Programs are coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.

Teachers use a variety of best practices when instructing students at our school; however, all are supported through the use of TEKS Resource System (TEKS). In grades 2-5, common unit assessments are given in math, Reading and Language Arts (RLA), and science. Teachers discuss results following these assessments in order to benefit from collective teacher efficacy and guide instructional practices and determine necessary interventions. Data reveals students struggle to comprehend text across all content areas. For reading, we utilize the framework of next generation balanced literacy. In writing, we use Empowering Writers and common rubrics to identify strengths and weaknesses in student work in order to drive our instruction. We support students identified in programs such as ELL, SPED, speech, 504, Dyslexia, and GT. We follow an Rtl model when intervening for students in need. Several interventions are used, including Fountas & Pinnell Leveled Literacy Intervention

and Hand2Mind math. We provide a variety of enrichment opportunities during the school day for all students as well as additional enrichment for GT identified students. Teachers are challenged to provide differentiation for both struggling and high achieving students. We encourage our teachers to obtain GT certification and many teachers are GT certified. New teachers to the campus learn methods to address the unique needs of GT students.

The Gradual release of responsibility (GRR) model has been introduced on campus as the norm and expectation for all subjects. Teachers plan lessons ensuring inclusion of the GRR phases. The GRR model is addressed in professional development and during professional learning communities. We will continue training teachers and monitoring during classroom observations to ensure the GRR model is being followed with fidelity. Skipcha will have a renewed emphasis on training teachers on accountable talk and talk moves and monitoring for increased student collaboration.

Planning and design of lessons are made in preparation for and awareness of opportunities for college and career readiness. Additionally, strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs are reviewed with teachers during professional learning communities.

ST MATH and Imagine Math are math supplements that all K-5 students may participate in during the school year to help with problem solving and computation in math. Imagine Literacy is a reading supplement that all K-5 students may participate in during the school year to help fill reading gaps.

Students meet the state requirement for physical education by state-certified physical education teachers. Students participate in Fitnessgram as required by state/district guidelines. Students receive regular music education by certified music teachers. Additionally, students in grades 3-5 receive instruction in piano. Students receive regular instruction in technology also.

With state and district testing now online testing modalities, keyboarding skills has become a need for students.

In 2019, Skipcha was recognized as a Common Sense School and has continued to receive this designation each year since then Common Sense Schools are committed to deep implementation of the Common Sense Digital Citizenship Curriculum. Earning the Common Sense School badge is a symbol of Skipcha's dedication to helping students think critically and use technology responsibly to learn, create, and participate.

Beginning in 2020 and for each school year since then, Skipcha received a Purple Star designation. Purple Star designation is awarded by the Texas Education Agency to schools who excel at meeting the needs of military families.

100% of the faculty and staff at Skipcha Elementary School meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. According to the TAPR for 2021-2022, our staff met the following criteria: Beginning Teachers = 8%, 1-5 Years Experience = 39%, 6-10 Years Experience = 25.9%, 11-20 Years Experience = 21.5%, Over 20 Years Experience = 5.6%. We have a highly mobile faculty with many young teachers and military spouses.

During professional development days throughout the school year, teachers have the opportunity to build capacity and collaborate with others with learning that supports the campus and district goals. Throughout the year, new teacher meetings are held regularly to help new staff understand campus and district goals as well as provide training for campus expectations instructionally. Teachers and administrators work

collaboratively to use district-approved RtI interventions and supplemental resources to help students in areas of identified needs. A structured PLC schedule provides more time to collaborate about the curriculum, instruction, and student needs.

There are many opportunities for student to participate in activities outside the regular school day. For example, Skipcha sponsors a student council, student2student, science olympiad club, choir and drone club. Additionally, there are scheduled events throughout the year to involve families in our campus.

Historically, Skipcha has had an active PTO. However, parent involvement has decreased greatly in recent years. Improving parental involvement and volunteer opportunities for parents will be a focus during the 2023 - 2024 school year. Parents and community members are invited to participate in our Site-based Decision-Making team.

Skipcha has processes in place for checks and balances to ensure prudent financial decision are being made. The principal and financial secretary meet regularly to review campus spending and the principal approves all spending. Monthly reviews of all campus income and spending are reviewed by the principal.

School Processes & Programs Strengths

- School counselors provide regularly scheduled lessons on bullying prevention, friendship, conflict resolution and other social skills.
- Additional enrichment activities are provided for GT students.
- The majority of teachers are GT certified.
- Teachers and administrators work collaboratively during PLCs for continuous improvement of instruction.
- Teachers are trained in restorative practices.
- Students are celebrated during character recognition lunches and during semester awards ceremonies.
- Students have opportunities to participate in Student Council, Student 2 Student and other enrichment activities and clubs.
- Students in grades 3-5 participate in piano lessons in our piano lab on a rotating basis.
- Skipcha is recognized as a Common Sense school.
- Skipcha is recognized as a Purple Star school

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students struggle to interact at high cognitive levels using accountable talk and talk moves.

Problem Statement 2: PLCs and planning days have not been focused on the Gradual Release of Responsibility model with fidelity.

Problem Statement 3: Students struggle to understand how to comprehend text in reading, math and science.

Problem Statement 4: Skipcha met the expectations of district financial audit with no remarkable findings. There is a need to continue the processes and programs that enable us to meet this high standard.

Problem Statement 5: Teachers are challenged to provide differentiation for struggling learners, English Language Learners, and high achieving GT students.

Problem Statement 6: With state and district testing moving to more online testing modalities, keyboarding skills have become a need for students.

Perceptions

Perceptions Summary

Parents and community play an active role at Skipcha Elementary. Parents and community members participate in Skipcha's Site Based Decision Making Committee. Skipcha resolves to support our military families. Various programs are available to our students of military families. The Adopt-A-School military unit, 1-227th Aviation Regiment, 1st Cavalry Division, provides volunteer services during school wide events. Skipcha's PTO provides support and coordinates activities at Skipcha throughout the year. PTO utilizes fundraising money to support the school by funding technology needs and funding all school field trips. Although many parents participate in school, there are some who may not yet know how to participate effectively in their child's school.

Volunteers provide hours of support to our teachers by working with students in the classroom, helping prepare materials and projects for student use, helping at the book fairs, as well as chaperoning field trips. In 2022, Skipcha launched a WatchDOGS program to allow fathers the opportunity to participate in their child's school day and contribute to the success of our school. The program has been a great success.

A school Facebook page is used to communicate via social media. A monthly newsletter provides information to parents as well. We provide mass communication emails to parents to let parents know when there are important events and to notify them of student absences. Parents can monitor student academic progress through the online grade book once an account is established.

Some students today come to school with multiple social, emotional and anxiety concerns that can interfere with instruction. Our counselors provide classes on social and emotional wellness to our students and families. Training is provided to teachers on methods to address student needs to reduce the impact on instruction. T-TESS Domain 3 addresses the classroom learning environment with Dimension 2 focusing on managing student behavior. As a result of introducing restorative practices in 2018-2019 campus-wide, the number of office referrals decreased over 70% in the past five years. Restorative practices will continue in the 2023-2024 school year.

Perceptions Strengths

- Active PTO.
- Active Adopt-A-Unit.
- WatchDOGS program for dads.
- Community and business involvement.
- Good social media presence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Working parents sometimes find it difficult to volunteer.

Problem Statement 2: Some students and families struggle to meet the academic requirements as a result of the COVID-19 pandemic.

Problem Statement 3: 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.

Problem Statement 4: Historically, Skipcha has had an active PTO. However, parent involvement has decreased greatly in recent years. Improving parental involvement and volunteer opportunities for parents needs to be a focus this year.

Goals

Revised/Approved: June 19, 2023

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

Performance Objective 1: By the end of the 2023-2024 school year, through expert instructional delivery, differentiation and interventions, the average student growth in Reading in grades K-5 will meet or exceed the national average on MAP.

Evaluation Data Sources: MAP data
CUA data

Strategy 1 Details

Strategy 1: To increase reading achievement, teachers will provide intensive reading instruction and small group intervention to at-risk or other students struggling to learn how to read. Targeted support will be provided to students who were unsuccessful on the reading STAAR assessment and subgroups identified as needing intervention.

Strategy's Expected Result/Impact: STAAR score/growth improvement
MAP score/growth improvement

Staff Responsible for Monitoring: Principal, CIS, Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Funding Sources: Instructional aides for students in grades K-5 - 211 - ESEA, Title I Part A - 211.11.6129.00.136.30.000 - \$99,466, Instructional Aide for students in K-5 - 2 - 166 - State Comp Ed - 166.11.6129.00.136.30.AR0 - \$45,591, STAAR reading preparation and practice books for GL 3-5 - 166 - State Comp Ed - 166.11.6399.00.136.30.AR0 - \$2,500, NewsELA campus subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.136.30.000 - \$10,085, Tutors for school daytime small groups - 211 - ESEA, Title I Part A - 211.11.6125.CA.136.30.000 - \$4,900

Strategy 2 Details

Strategy 2: During PLCs and professional development, the CISs along with the principal will work with teachers to learn how to implement the Science of Teaching Reading methods and Next Generation Balanced Literacy methods.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

TELPAS individual improvement

Staff Responsible for Monitoring: Principal, CIS, AP

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Funding Sources: Campus Instructional Specialist - 1.0 allocation - 211 - ESEA, Title I Part A - 211.13.6119.00.136.30.000 - \$79,307, Subs for planning Days for teachers - 166 - State Comp Ed - 166.11.6116.00.136.30.AR0 - \$6,217

Strategy 3 Details

Strategy 3: To increase reading achievement for ELL students, the ELL teacher will work collaboratively with grade level teachers to design lessons that use technology and focus on scaffolding high leverage TEKS and incorporation of ELPS to help ELL students comprehend grade level texts using a next generation balanced literacy model to strengthen and expand vocabulary. The teacher will work in small groups in and out of the classroom using the balanced literacy model.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

TELPAS individual improvement

Staff Responsible for Monitoring: ELL teacher, CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5

Strategy 4 Details

Strategy 4: The campus will ensure running records are completed with fidelity, used to guide instructional groupings for small group reading and reviewed during PLC meetings.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

F&P tracking sheets show improvement

Staff Responsible for Monitoring: Principal, CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3, 7

Strategy 5 Details

Strategy 5: Campus leadership will perform regular classroom walk-through observations to monitor fidelity of literacy instruction and Gradual Release of Responsibility.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Strategy 6 Details

Strategy 6: The campus will host a parent literacy engagement events to improve the school/family relationship and provide parents with tools to help their children at home.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 5

Funding Sources: Snacks for parent literacy events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.136.24.PAR - \$500, Books to read during PK and KG grade VIP event - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.136.24.PAR - \$1,000

Strategy 7 Details

Strategy 7: Teachers and students will track data from MAP and CIRCLE, informal assessments, interventions, and reading records. Students will track their own progress. Teachers will track to create groups of at-risk students in order to integrate instruction with authentic reading and writing so students learn how to apply literacy skills and strategies. Through collaborative PLC time, we will discuss improvements and concerns and refocus instruction based on findings.

Strategy's Expected Result/Impact: CIRCLE growth

MAP growth

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Funding Sources: Student tracking binders for grades K-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.136.30.000 - \$2,200

Strategy 8 Details

Strategy 8: Teachers will plan for common assessments (CUAs) using a backward design model and continue to review data following common assessments to refine reading and writing instruction and determine necessary interventions.

Strategy's Expected Result/Impact: STAAR

MAP

CUA

Staff Responsible for Monitoring: Principal, CIS, AP

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3, 4

Strategy 9 Details

Strategy 9: Teachers in grades K-1 will attend training to use decodable books more effectively.

Strategy's Expected Result/Impact: Students will become better readers. MAP scores will increase.

Staff Responsible for Monitoring: Principal

CIS

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Funding Sources: Subs for training on using decodable books - 211 - ESEA, Title I Part A - 211.11.6116.00.136.30.000 - \$1,900

Strategy 10 Details

Strategy 10: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.

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

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 8

Funding Sources: Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.136.30.000 - \$500, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.136.30.000 - \$200

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The 2023 end of year reading RIT (MAP Universal Screening) for students in grade 1 are at or below the national average.

Problem Statement 3: Students in grades 3-5 did not perform better than the state average on all state standards tested on the STAAR ELA.

Problem Statement 4: An analysis of raw data from the 2023 STAAR reflects that 8 of the 15 questions on which students scored the lowest on grades 3-5 STAAR were related to writing standards. **Root Cause:** Students have not been adequately prepared to write well-crafted, brief or extended responses after reading one or more texts during an online assessment.

Problem Statement 5: On the 2023 reading STAAR, English Language Learners performed lower than the average of all Skipcha students who tested.

Problem Statement 7: Due to past school closure related to COVID and absences related to COVID, students continue to show learning gaps.

Problem Statement 8: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

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

Performance Objective 2: By the end of the 2023-2024 school year, through expert instructional delivery, differentiation and targeted improvement interventions, students in grades 3-5 will score above the state average on all Writing standards tested on STAAR.

Evaluation Data Sources: STAAR
MAP
Curriculum Unit Assessment data

Strategy 1 Details
<p>Strategy 1: Teachers will differentiate writing instruction for student subgroups (ELL, GT, SPED and 504) by providing scaffolded support.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement</p> <p>Staff Responsible for Monitoring: Principal, CIS, ELL teacher, GT certified teachers, resource/inclusion SPED teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>
Strategy 2 Details
<p>Strategy 2: Campus leadership will monitor writing instruction during PLC meetings for all grade-levels.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>

Strategy 3 Details

Strategy 3: Teachers will utilize a systemic program for students in grades K-4 for writing instruction that targets revising and editing instruction.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal, APs, CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 4, 7

Strategy 4 Details

Strategy 4: Teachers will incorporate reading and writing for K-2, ensuring students write about what they read to encourage the correlation between reading and writing.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

Staff Responsible for Monitoring: Principal,

AP

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 4, 7

Funding Sources: Writing coaching for K-2 - 166 - State Comp Ed - 166.13.6299.00.136.30.AR0 - \$10,325, Subs for teachers learning writing instruction - 211 - ESEA, Title I Part A - 211.11.6116.00.136.30.000 - \$3,500

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Students in grades 3-5 did not perform better than the state average on all state standards tested on the STAAR ELA.

Problem Statement 4: An analysis of raw data from the 2023 STAAR reflects that 8 of the 15 questions on which students scored the lowest on grades 3-5 STAAR were related to writing standards. **Root Cause:** Students have not been adequately prepared to write well-crafted, brief or extended responses after reading one or more texts during an online assessment.

Problem Statement 7: Due to past school closure related to COVID and absences related to COVID, students continue to show learning gaps.

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

Performance Objective 3: By the end of the 2023 - 2024 school year, through expert instructional delivery, differentiation and interventions, the average student growth in Math in grades K-5 will meet or exceed the national average on MAP.

Evaluation Data Sources: MAP data

Strategy 1 Details
<p>Strategy 1: During PLCs, teachers will learn instructional methods to improve classroom instruction in mathematics. Teachers will incorporate technological resources to engage students in authentic learning.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 7</p> <p>Funding Sources: Generation Genius Subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.136.30.000 - \$1,850</p>
Strategy 2 Details
<p>Strategy 2: The campus will host parent a math engagement night to improve the school/family relationship and provide parents with tools to help their child at home.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Snacks for families attending math night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.136.24.PAR - \$500</p>

Strategy 3 Details

Strategy 3: The campus will provide intensive small-group instruction to at-risk students who need additional help in math. Additional Target Support will be provided to Asian students in order to increase the percentage of students meeting the grade level standard in STAAR math.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal, CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Funding Sources: Intervention - STAAR Masters/Countdown to STAAR (3rd) math (3-5) - 166 - State Comp Ed - 166.11.6399.00.136.30.AR0 - \$2,500

Strategy 4 Details

Strategy 4: Teachers will plan for common assessments (CUAs) using a backward design model and continue to review data following common assessments to refine math instruction and determine necessary interventions.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Student Learning 2

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Skipcha's average math RIT (MAP Universal Screening) for end of year 2023 for students in grades 1-2 are at or below the national average.

Problem Statement 7: Due to past school closure related to COVID and absences related to COVID, students continue to show learning gaps.

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

Performance Objective 4: By the end of the 2023 - 2024 school year, through expert instructional delivery, differentiation and interventions, the median achievement percentile for MAP Science will grow to 85% for grades 3-5.

Evaluation Data Sources: MAP data
CUA data

Strategy 1 Details
<p>Strategy 1: Fifth grade ELAR teachers of At Risk students will incorporate science-related texts into the fifth grade ELAR lessons.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3, 6</p> <p>Funding Sources: STAAR Masters Science (5th grade) - 166 - State Comp Ed - 166.11.6399.00.136.30.AR0 - \$700</p>
Strategy 2 Details
<p>Strategy 2: Teachers will make it a weekly practice to train students to regularly use science content-related vocabulary in the classroom.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Flocabulary campus subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.136.30.000 - \$3,300</p>

Strategy 3 Details

Strategy 3: During PLCs, teachers will learn instructional strategies to help students commit science vocabulary to long-term memory.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal, CIS

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 6, 7

Strategy 4 Details

Strategy 4: Teachers will provide regular, hands-on learning experiences in grades K-5. The learning will be shared with parents through a family science night.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal

CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 6

Funding Sources: Supplies for family science event - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.136.24.PAR - \$228, Light snacks for family science event - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.136.24.PAR - \$500

Strategy 5 Details

Strategy 5: Students in grades K-5 will participate in regular science instruction each week. Students who are qualified as GT will receive enrichment academic learning activities.

Strategy's Expected Result/Impact: STAAR improvement

MAP growth

CUA performance improvement

Staff Responsible for Monitoring: Principal

APs

CIS

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 6

Funding Sources: Field trip/STEM activities for GT students - transportation - 177 - Gifted/Talented - 177.11.6494.00.136.21.000 - \$2,500, Tap Tap Art/Math bus visit for GT students - 177 - Gifted/Talented - 177.11.6299.00.136.21.000 - \$500

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Students in grades 3-5 did not perform better than the state average on all state standards tested on the STAAR ELA.

Problem Statement 6: On the spring 2023 MAP, the median percentile for third grade science was 67% and the median percentile for fourth and fifth grades was 75%.

Problem Statement 7: Due to past school closure related to COVID and absences related to COVID, students continue to show learning gaps.

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 the end of the 2023-2024 school year, students in grades 3-5 will surpass the state average for all tested standards on STAAR ELA assessment.

Evaluation Data Sources: STAAR

Strategy 1 Details
<p>Strategy 1: Students and teachers in grades 2-5 will practice online RLA assessments to be prepared for the online STAAR.</p> <p>Strategy's Expected Result/Impact: Students will outperform the state average for ELA standards</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: Online writing/RLA resource for teachers and students GL2-5 - 211 - ESEA, Title I Part A - 211.11.6299.OL.136.30.000 - \$13,440</p>
Strategy 2 Details
<p>Strategy 2: To increase reading achievement for all students, teachers will work collaboratively to design lessons that incorporate technology and focus on scaffolding high leverage TEKS to help students comprehend grade-level texts using a next-generation balanced literacy model to strengthen and expand vocabulary, fluency, and comprehension. Students will work in small groups with teachers and/or instructional assistants using the next-generation balanced literacy model.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores Improved MAP growth</p> <p>Staff Responsible for Monitoring: Principal CIS Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2023 end of year reading RIT (MAP Universal Screening) for students in grade 1 are at or below the national average.</p>

Student Learning
Problem Statement 3: Students in grades 3-5 did not perform better than the state average on all state standards tested on the STAAR ELA.
School Processes & Programs
Problem Statement 5: Teachers are challenged to provide differentiation for struggling learners, English Language Learners, and high achieving GT students.

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

Performance Objective 1: By June 2024, 100% of classroom teachers will participate in regularly scheduled PLCs as well as planning days with the goal of increasing the alignment, depth, and rigor of instruction and implementing a more focused use of instructional time and materials.

Evaluation Data Sources: STAAR data

MAP data

PLC agendas

Eduphoria

Strategy 1 Details
<p>Strategy 1: The campus will help improve the level of teacher knowledge including differentiation for the ELL and gifted and talented student through professional development and during PLC meetings.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth TELPAS individual improvement</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 5</p> <p>Funding Sources: Subs for teachers learning to meet the needs of ELL students - 165/ES0 - ELL - 165.11.6116.00.136.25.ES0 - \$200, Teachers attendance at TAGT conference - 177 - Gifted/Talented - 177.13.6411.00.136.21.000 - \$7,000, PD for teachers - differentiation for ELL learner - teacher travel 4 teachers - 165/ES0 - ELL - 165.13.6411.00.136.25.ES0 - \$4,000, PD for admin - differentiation for ELL learner - 263 - ESEA, Title III Part A - 263.23.6411.LE.136.25.000 - \$850, GT Project supplies - 177 - Gifted/Talented - 177.11.6399.00.136.21.000 - \$1,000</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2023 end of year reading RIT (MAP Universal Screening) for students in grade 1 are at or below the national average.</p> <p>Problem Statement 3: Students in grades 3-5 did not perform better than the state average on all state standards tested on the STAAR ELA.</p> <p>Problem Statement 5: On the 2023 reading STAAR, English Language Learners performed lower than the average of all Skipcha students who tested.</p>

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

Performance Objective 1: By June 2024, at least 80% of the total parent population will participate in school activities.

Evaluation Data Sources: Teacher survey, monthly parent volunteer logs, sign in sheets, calendar of dates for events

Strategy 1 Details
<p>Strategy 1: The campus will host parent orientation, Title I information meetings and curriculum nights to provide specific grade level information/expectations</p> <p>Strategy's Expected Result/Impact: 80% of parents will participate</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>
Strategy 2 Details
<p>Strategy 2: The campus will provide volunteer training and Home Access training to parents.</p> <p>Strategy's Expected Result/Impact: Number of volunteer hours will increase</p> <p>Staff Responsible for Monitoring: Secretary, CIT</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 4</p>
Strategy 3 Details
<p>Strategy 3: The campus will keep campus website and social media up to date.</p> <p>Strategy's Expected Result/Impact: Website reflects accurate information. Visits to website increase.</p> <p>Staff Responsible for Monitoring: CIT</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3, 4</p>

Strategy 4 Details
<p>Strategy 4: The campus will host 3 ELL workshops during the year for parents of ELL students. Parents will learn about available resources and methods they can use at home to help their children.</p> <p>Strategy's Expected Result/Impact: STAAR improvement MAP growth CUA performance improvement TELPAS growth</p> <p>Staff Responsible for Monitoring: Principal ELL teacher CIS</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - Perceptions 4</p> <p>Funding Sources: Light snacks for parents and families - 263 - ESEA, Title III Part A - 263.61.6499.LE.136.25.000 - \$50</p>
Strategy 5 Details
<p>Strategy 5: The campus will continue the development of its Equity Leadership team made up of teachers and administrators to review processes and procedures on campus to determine how we can better meet the needs of all students, including ELL students in the development of the English language.</p> <p>Strategy's Expected Result/Impact: Parent survey will reflect improved equity for all stakeholders and students</p> <p>Staff Responsible for Monitoring: Principal CIS ELL teacher</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 2, 4</p>

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Research shows economically disadvantaged students experience gaps in academic achievement. Economically disadvantaged students comprise 35.7% of the student population at Skipcha
Student Learning
Problem Statement 5: On the 2023 reading STAAR, English Language Learners performed lower than the average of all Skipcha students who tested.
Perceptions
Problem Statement 1: Working parents sometimes find it difficult to volunteer.
Problem Statement 2: Some students and families struggle to meet the academic requirements as a result of the COVID-19 pandemic.

Perceptions

Problem Statement 3: 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.

Problem Statement 4: Historically, Skipcha has had an active PTO. However, parent involvement has decreased greatly in recent years. Improving parental involvement and volunteer opportunities for parents needs to be a focus this year.

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

Performance Objective 1: By the end of the 2023-2024 school year, Skipcha will have performed all safety drills in compliance with district expectations and federal/state law.

Evaluation Data Sources: Documentation of safety drills

Strategy 1 Details
<p>Strategy 1: Campus will participate in monthly/quarterly safety drills as required by the district.</p> <p>Strategy's Expected Result/Impact: Students will be prepared and campus will meet district expectations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 2: By the end of the 2023-2024 school year, all staff will incorporate training learned at the beginning of the year to improve student social-emotional health, especially related to trauma, by focusing on restorative practices.

Evaluation Data Sources: Office referrals
Participation in family events

Strategy 1 Details
<p>Strategy 1: Students will be regularly recognized for excellent behavior, positive character traits, and academic success.</p> <p>Strategy's Expected Result/Impact: Number of office referrals with decrease</p> <p>Staff Responsible for Monitoring: Counselors, CIT</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2, 3</p>
Strategy 2 Details
<p>Strategy 2: Counselors will provide whole class, small group and/or individualized guidance lessons regarding building character, preventing bullying, trauma, COVID-19 related trauma and promoting safe student interactions</p> <p>Strategy's Expected Result/Impact: Number of office referrals will decrease</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 3</p>

Strategy 3 Details

Strategy 3: The counselors will provide social skills lunch groups for students

Strategy's Expected Result/Impact: Student and teacher surveys will reflect improved student/teacher experiences

Staff Responsible for Monitoring: Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Perceptions 2, 3

Strategy 4 Details

Strategy 4: The campus will promote and support the self-referral process for students to anonymously report acts of bullying

Strategy's Expected Result/Impact: Student and teacher surveys will reflect improved student/teacher experiences

Staff Responsible for Monitoring: Counselors, APs

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 2, 3

Strategy 5 Details

Strategy 5: To ensure student safety, all teachers and staff will receive training on Restorative Practices and trauma-informed practices throughout the year and are expected to provide evidence of the practice in the classroom.

Strategy's Expected Result/Impact: Reduced Office referrals

Staff Responsible for Monitoring: Principal, Counselors

ESF Levers:

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

Problem Statements: Perceptions 3

Funding Sources: Dan St Romain Year long PD for 12 teachers - Cultivating Character in Kids - early childhood Restorative Practices - 211 - ESEA, Title I Part A - 211.13.6299.00.136.30.000 - \$3,200

Strategy 6 Details
<p>Strategy 6: The campus will implement and monitor individualized student behavior plans</p> <p>Strategy's Expected Result/Impact: Number of office referrals will decrease</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>
Strategy 7 Details
<p>Strategy 7: Students will be taught calm-down techniques and self control strategies in counselor led guidance lessons. Teachers will support and encourage the use of these strategies across all campus settings.</p> <p>Strategy's Expected Result/Impact: Number of office referrals will decrease</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 3</p> <p>Funding Sources: Calm down tools - 166 - State Comp Ed - 166.11.6399.00.136.30.AR0 - \$1,000</p>
Strategy 8 Details
<p>Strategy 8: Students in grades 2-5 will be introduced to tracking their own levels of engagement.</p> <p>Strategy's Expected Result/Impact: Reduced office referrals Grade improvement Student improved resiliency</p> <p>Staff Responsible for Monitoring: Principal CIS Teachers</p> <p>Funding Sources: magnets for each class tracking chart - 211 - ESEA, Title I Part A - 211.11.6399.00.136.30.000 - \$100</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Working parents sometimes find it difficult to volunteer.</p> <p>Problem Statement 2: Some students and families struggle to meet the academic requirements as a result of the COVID-19 pandemic.</p> <p>Problem Statement 3: The social-emotional well-being of staff, students and families has been negatively impacted as a result of COVID-19 and extended periods of social distancing.</p>

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

Performance Objective 1: By June 2024, Skipcha will effectively manage resources and operations 100% of the time so that student and staff learning are maximized.

Evaluation Data Sources: Financial Audit reflects minimal errors
Student ability to use technology improves

Strategy 1 Details
<p>Strategy 1: Through monthly scheduled SBDM meetings, the campus will provide a transparent view of campus goals and funding issues by being stakeholders in creating and monitoring campus goals and the allocation of campus funds. This includes monitoring discipline referrals and adjusting the CIP as needed.</p> <p>Strategy's Expected Result/Impact: SBDM agendas and minutes</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1, 2, 4</p>
Strategy 2 Details
<p>Strategy 2: The campus will develop and follow a checks and balances process to ensure efficient and accurate accountability of campus activity fund procedures.</p> <p>Strategy's Expected Result/Impact: Audit</p> <p>Staff Responsible for Monitoring: Principal, Financial Secretary</p> <p>Problem Statements: School Processes & Programs 4</p>
Strategy 3 Details
<p>Strategy 3: SBDM evaluates the effectiveness of the campus decision-making policies, procedures, and staff development activities to ensure that they are effectively structured to positively impact student achievement.</p> <p>Strategy's Expected Result/Impact: All decision-making policies, procedures and staff development activities will be found to effectively and positively impact student achievement.</p> <p>Staff Responsible for Monitoring: SBDM</p> <p>Problem Statements: School Processes & Programs 4 - Perceptions 4</p>

Strategy 4 Details

Strategy 4: Students will participate in online keyboarding skills training to develop automaticity, thus allowing students to focus on communicating their thoughts instead of finding letters on a keyboard.

Strategy's Expected Result/Impact: Lack of keyboard skills will not interfere with student success when online testing.

Staff Responsible for Monitoring: CTSS

CIS

Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 6

Funding Sources: Keyboarding program online subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.136.30.000 - \$1,600

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 4: Skipcha met the expectations of district financial audit with no remarkable findings. There is a need to continue the processes and programs that enable us to meet this high standard.

Problem Statement 6: With state and district testing moving to more online testing modalities, keyboarding skills have become a need for students.

Perceptions

Problem Statement 1: Working parents sometimes find it difficult to volunteer.

Problem Statement 2: Some students and families struggle to meet the academic requirements as a result of the COVID-19 pandemic.

Problem Statement 4: Historically, Skipcha has had an active PTO. However, parent involvement has decreased greatly in recent years. Improving parental involvement and volunteer opportunities for parents needs to be a focus this year.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Classroom Teacher	April Walls	PK4 Teacher
Classroom Teacher	Britta Cleve-Ball	Kindergarten Teacher
Classroom Teacher	joann galinsky	1st Grade Teacher
Classroom Teacher	Sarina Trevino	2nd Grade Teacher
Classroom Teacher	Stephanie Jeter	3rd Grade Teacher
Classroom Teacher	skylar martin	4th Grade Teacher
Classroom Teacher	Theta Stalvey	5th Grade Teacher
Community Representative	Kathryn Rediske	Community Member
District-level Professional	Diana Davidson	District-Level Professional
Parent	Carol Haun	Parent
Parent	Jonathon Ross	Parent
Paraprofessional	Pearl Ferguson	Paraprofessional (Title I)
Paraprofessional	Kimberly Reed	Paraprofessional (Title I)
Campus Instructional Assistant	Chelsy Rainwater	Other Appropriate Personnel (Title I)
Campus Instructional Assistant	Rikki Harper	Other School Leader (Title I)
Administrator	Gloria Mays	Other School Leader (Title I)
Administrator	Audrey Walter	Assistant Principal
Administrator/Chair	Jane Apodaca	Principal
At-risk Counselor	Sarah Rice	Specialized Instructional Support (Title I)
Classroom Teacher	Shannon Gallinger	Music Teacher
Classroom Teacher	Neely Tracy	Dyslexia teacher
Classroom Teacher	Susan Miller	Special Education Teacher