Killeen Independent School District

Dr. Joseph A. Fowler Elementary School

2023-2024

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Joseph A. Fowler Elementary will begin its 10th year of service in our community, supporting students in PK to 5th grade. The 22-23 school enrollment peaked at 809 for Fowler and 42 for DAEP. For the 23-24 school year, Fowler's projected enrollment is 778. Our average class size meets the 1:22 state and district standards for PreK-4th and 1:26 for 5th grade.

Student demographics included approximately 20 EE, 76 PreK, 109 Kindergarten, 116 1st graders, 136 2nd graders, 107 3rd graders, 125 4th graders, and 118 5th graders. The campus included 60.2% economically disadvantaged, 10.5% special education, and 11.1% English learners. Enrollment by race/ethnicity - 33.33% African American, 30.73% Hispanic, 16.11% White, 0.62% American Indian, 1.73% Asian, 4.09% Pacific Islander, and 13.38% Two or More races.

During the 22-23 school year, professional development was designed by the campus instructional specialist and the leadership team to provide instructional support to our new and veteran teachers on various topics such as Guided Reading and Highly Effective Math Strategies. During the 23-24 school year, Fowler will continue to work on the task and target alignment, success criteria that are in direct correlation to the learning target, continued implementation of the gradual release model, data to guide instruction, and interventions to meet the needs of all students. Professional development will center on student taking charge of their learning. Additional professional development will be created based on the needs of the campus.

Staff for 23-24 school year:

During the 22-23 school year, Fowler welcomed the ECSC program with two classes of 3/4 year old children. Our professional staff meets all TEA certification requirements, and our highly qualified aides have a minimum of 2 years of college to work with our students. Additional allocations being added for the 23-24 school year will include a .5 dyslexia teacher and a .5 ELL teacher.

Administration	1 principal, 2 assistant principals, 1 DAEP assistant principal, 1 district hearing officer, 1 campus instructional specialist, 1 campus technologist, 1 campus facilitator
Counselors	2 campus counselors, 1 DAEP counselor, and 1 SCE counselor
Intervention	1 SCE interventionist
Library	1 Librarian, 1 aide
Title I/SCE Aides (Intervention Support)	6

Administration	1 principal, 2 assistant principals, 1 DAEP assistant principal, 1 district hearing officer, 1 campus instructional specialist, 1 campus technologist, 1 campus facilitator
Instructional Aides	3
Music	2 teachers
PE	3.5 teachers
Special Education	2 Campus, 1 Self Contained, 1 DAEP, 2 ECSC
RICA	1.5 teacher
ELL	1.5 teacher, 1 aide
PK 4	5 teachers, 2 aides
Kinder	5 teachers, 1 DAEP, 2 aides
1st Grade	6 teachers, 1 DAEP, 2 aides
2nd Grade	6 teachers, 1 DAEP, 2 aides
3rd Grade	6 teachers, 1 DAEP, 2 aides
4th Grade	6 teachers, 1 DAEP, 2 aides
5th Grade	5 teachers, 1 DAEP, 2 aides

Elementary DAEP:

A disciplinary alternative education program (DAEP) established conformance with Texas Education Code (TEC), §37.008, and this section is defined as an educational and self-discipline alternative instructional program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. Currently, Fowler houses the elementary DAEP program for KISD. Students are assigned to DAEP from other elementary campuses across the district. The assignment can range from 30-60 successful days in the program. The program is designed to work with students on their social-emotional learning through small-group counseling. Students come to DAEP with disparities in their learning due to behaviors impacting their learning on their home campus. The DAEP program works to close learning gaps while teaching students strategies on how to self-regulate their behavior.

Discipline Summary:

For the 22-23 school year, there were 668 office referrals for multiple reasons. 224 were for assaults, 106 were for disruption, 61 for defiance and 52 for school bus violations. StThe staff will continue to work on strategies from Restorative Practices to teach students about social expectations in a school setting and how to self-regulate their behavior. In addition, during the 23-24 school year, the counselors will work with students in our new student calming room to provide emotional support while teaching students strategies on how to self-regulate their behavior.

Additional professional development will be provided to the staff on tools on how to deescalate behaviors, who to call for assistance, what to have in their calm down sections in their classrooms and what to do when students are in those calm down areas.

Demographics Strengths

∗ We are a diverse campus which brings a rich culture to our environment.

* All of our teachers are highly qualified.

* Strong mentor program to support new teachers.

* PLC's held to review data, discuss best practices in the classroom, collaborate on lesson planning, and plan interventions for students who are not meeting standards.

* Professional development is designed by needs of campus and wants of staff to help reach campus goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There were 668 discipline referrals with 224 coded for assault, 106 coded as disruption, and 61 as defiance during the 22-23 school year.   **Root Cause:** Staff struggle to continuously implement effective classroom management and Restorative Practices.

Problem Statement 2: As a Title I campus with a high percentage of at-risk students, our educators must create lessons that meet the depth and complexity of the standards and fill in gaps so fewer students are behind.   **Root Cause:** Learning loss and gaps were created due to the pandemic. Students do not have the foundational support which allows them to begin school on grade level and impedes their ability to keep up with the curriculum demand.

Problem Statement 3: Students come to DAEP at different places in the curriculum and at times with large learning gaps.   **Root Cause:** Students may have learning gaps due to behaviors that impacted their learning while at their home campus.

Student Learning

Student Learning Summary

Fowler Elementary School met the standard for the 21-22, earning an "A" accountability rating from the State. STAAR data for the 22-23 school year has not been released. Data received from the 22-23 MAP universal screenings will be used to provide information on student achievement.

2022-2023 STAAR Data Overview

Reading:

	Approaches	Meets	Masters
Fowler 3rd Grade	76%	45%	15%
District	75.0%	44.94%	14.95%
Fowler 4th Grade	83%	44%	24%
District	78.02%	42.36%	16.1%
Fowler 5th Grade	75%	40%	14%
District	79.84%	51.27	21.73%

Math:

	Approaches	Meets	Masters
Fowler 3rd Grade	64%	38%	15%
District	70.45%	37.65%	14.23%
Fowler 4th Grade	82%	54%	31%
District	63.34%	37.37%	15.35%
Fowler 5th Grade	75%	35%	14%

	Approaches	Meets	Masters
District	75.94%	42.37%	14.45%

Science:

	Approaches	Meets	Masters
Fowler 5th Grade	69%	32%	13%
District	56.99%	24.08%	8.1%

During the 22-23 school year, the STAAR test was given to all students and was completed 100% online. The STAAR data shows that continued work is needed with our Economically Disadvantaged, ESL, At-Risk, and Special Education students as they are under-performing in reading and math. These students will receive small group, targeted interventions to meet their needs during the 23-24 school year.

Reading (Meets Standards):

	Economically Disadvantaged	ESL	SPED	At-Risk	Gifted and Talented
Fowler 3rd Grade	44%	29%	0%	16%	N/A
Fowler 4th Grade	39%	38%	6%	14%	100%
Fowler 5th Grade	38%	31%	0%	24%	100%

Math (Meets Standards):

	Economically Disadvantaged	ESL	SPED	At-Risk	Gifted and Talented
Fowler 3rd Grade	35%	29%	9%	18%	N/A
Fowler 4th Grade	51%	38%	6%	28%	100%
Fowler 5th Grade	33%	54%	0%	24%	100%

Assessment Overview

Pre-Kindergarten Circle Data:

	EOY Math	Rapid Vocabulary	Rapid Letter Naming	Phonological Awareness
Fowler	84%	72%	85%	83%
District	86%	75%	81%	79%

Kindergarten MAP:

	BOY	EOY
Math	**142.7 - Campus** 141.2 - District 139.56 - Grade Level Norm	**159.1 - Campus** 157.5 - District 157.11 - Grade Level Norm
Reading	137.7 - Campus 138.6 - District 137.7 - Grade Level Norm	**153.5 - Campus** 152.7 - District 153.09 - Grade Level Norm

First Grade MAP:

	BOY	EOY
Math	159.7 - Campus 158.3 - District 160.05 - Grade Level Norm	**177.0 - Campus** 173.9 - District 176.40 - Grade Level Norm

	BOY	EOY
Reading	155.2 - Campus	170.6 - Campus
	154.1 - District	167.3 - District
	155.93 - Grade Level Norm	171.40 - Grade Level Norm

Second Grade MAP:

	BOY	EOY	Approaches	Meets	Masters
Math	174.1 - Campus	189.1 - Campus	41.1%	21.0%	4.8%
	171.5 - District	186.9 - District			
	175.04 - Grade Level Norm	189.42 - Grade Level Norm			
Reading	171.8 - Campus	**185.9 - Campus**	35.5%	20.2%	15.3%
	170.2 - District	185.6 - District			
	172.35 - Grade Level Norm	185.57 - Grade Level Norm			

Third Grade MAP:

	BOY	EOY	Approaches	Meets	Masters
Math	185.5 - Campus	200.8 - Campus	20.0%	24.8%	15.2%
	186 - District	200.2 - District			
	188.48 - Grade Level Norm	201.08 - Grade Level Norm			
Reading	184.8 - Campus	197.0 - Campus	35.2%	20.0%	16.2%
	186 - District	196.6 - District			
	186.62 - Grade Level Norm	197.12 - Grade Level Norm			

Fourth Grade MAP:

	BOY	EOY	Approaches	Meets	Masters
Math	**202.2** - Campus 198.7 - District 199.55 - Grade Level Norm	**213.9** - Campus 209.4 - District 210.51 - Grade Level Norm	28.3%	26.0%	15.0%
Reading	**199.7** - Campus 196.8 - District 196.67 - Grade Level Norm	**206.9** - Campus 205 - District 204.83 - Grade Level Norm	33.9%	18.9%	20.5%

Fifth Grade MAP:

	BOY	BOY	Approaches	Meets	Masters
Math	**211.8** - Campus 208.7 - District 209.13 - Grade Level Norm	218.2 - Campus 216.2 - District 218.75 - Grade Level Norm	40.5%	24.3%	11.7%
Reading	**206.5** - Campus 204.7 - District 204.48 - Grade Level Norm	210.6 - Campus 210.8 - District 210.98 - Grade Level Norm	27.9%	25.2%	16.2%

Gifted and Talented:

* 30 students were identified at Fowler Elementary

* 21 out of 30 GT students made a year's growth in reading and math. (MAP Data)

* 3.7% of Fowler's student population is GT, which is comparable to the district average.

Student Learning Strengths

Reading and Math Strengths - Circle, MAP, and STAAR:

* PK4 - Rapid Vocabulary increased 39% from the BOY to EOY

* Kindergarten - At least one year of growth from BOY to EOY in all math skills (16.4 points) and reading skills (15.8 points).

* 1st Grade - At least one year of growth from BOY to EOY in all math skills (17.3points) and reading skills (15.4 points).

* 2nd Grade - At least one year of growth from BOY to EOY in all math skills (15 points) and reading skills (14.1 points).

* 3rd Grade - At least one year of growth from BOY to EOY in all math skills (15.3 points), reading skills (12.2 points) and science skills (10.7 points).

* 4th Grade - At least one year of growth from BOY to EOY in all math skills (11.7 points), reading skills (7.2 points) and science skills (6.3 points).

* 5th Grade - Growth from BOY to EOY in all math skills (6.4 points), reading skills (4.1 points) and science skills (6.5 points).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fowler has less than 51% of students at the meets level on Math STAAR in 3rd, 4th, and 5th grade. Fowler is below the national RIT score average on Math MAP in 2nd, 3rd, and 5th grade. **Root Cause:** Teachers need to build mathematical understandings beyond basic skill level so students can apply skills in multiple step problems required for mastery.

Problem Statement 2: Fowler has less than 45% of students at the meets level on Reading STAAR in 3rd, 4th, and 5th grade. Fowler is below the national RIT score average on Reading MAP in 1st, 3rd, and 5th. **Root Cause:** Teachers need to build a strong foundation of balanced literacy components to build support in all grade levels.

Problem Statement 3: Less than 32% of 5th grade students achieved at the meets grade level standard on the Science STAAR test. **Root Cause:** Teachers need to build a strong foundational level of Science knowledge in all grade levels.

Problem Statement 4: Students reading ability is not at the lexile level of the STAAR test in reading and science. **Root Cause:** Academic vocabulary has not been consistently supported and applied across all content areas.

Problem Statement 5: Our Special Education and economically disadvantaged students are scoring lower at the meets category than students in the all student category data on MAP/STAAR. **Root Cause:** Teachers need to build academic vocabulary and literacy & math concepts across the content areas.

Problem Statement 6: Emergent bilingual students scored below the all student group on the meets grade level standard for 3rd, 4th, and 5th grade reading STAAR and for 3rd and 4th on the math STAAR. **Root Cause:** Additional instruction is needed to build academic vocabulary, comprehension, and oral & written communication to address the individual needs of our EB students.

Problem Statement 7: Our GT students are not making a year's worth of growth in all content areas as seen by the EOY MAP scores. In addition, they are not meeting the mastery levels on STAAR tested content. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for our GT students in the classroom across multiple subject areas.

Problem Statement 8: Analysis of student writing samples indicates that students are not skilled digital communicators as needed for the constructed responses on the online STAAR assessments that require proficiency in keyboarding skills. **Root Cause:** Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms.

Problem Statement 9: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Due to the pacing of the academic calendar, students need additional time to practice and master skills taught during the regular instructional day.

School Processes & Programs

School Processes & Programs Summary

All professionals at Fowler meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. We maintain this qualified staff by hiring the best-qualified teachers and staff through an interview committee process. New teachers are supported at the campus level by an assigned mentor, and experienced teachers are assigned a buddy. All Fowler teachers and staff have opportunities to build capacity and leadership by becoming a chair or co-chair of a campus academic committee, membership in the Site-Based Decision Making team, Campus Conduct Committee, Campus Employee Advocacy Committee with the expectation to close the gap between the achievement of our student groups in the areas of math, reading, science, and writing. Meetings are held after school or during Professional Learning Communities during the day. Staff development funds are set aside for district-provided training, including P.E. teachers, Music teachers, and Librarian. Teachers and staff are expected to bring back information from any training to present to their grade level or the whole staff on professional development days. District-level experts are also available upon request for any campus needing extra support with curriculum and to support the new teacher or professional. We support teachers with their growth by having them set goals and working with them to achieve their goals. We also send teachers to conferences.

We work hard to honor staff members on the campus and meet their needs by providing support in the classroom with discipline, curriculum, and administrative support. The campus culture is built around the team, and we work to support each other like a family to keep the best of the best. We do team-building activities throughout the year. and work on maintaining staff by recognizing their talents and strengths.

To provide the best resources for teachers to use with students and teach at the level of RIGOR necessary for staff, technology support along with F/P apps and iPads are provided. Campus book study materials, technology training, and planning time are provided for teachers. During planning times, exchange of times for teachers to observe each other and grow during the school day. This will provide opportunities for vertical team instruction.

Tutoring is offered after school for children who are in need as identified by MAP, teacher data, and RtI.

Intervention time was designed for students needing additional instruction. Teachers provided tutorials and/or enrichment for all students during the day according to the campus master schedule. The highly qualified instructional aides assist during intervention time as well. After-school tutoring was an option for struggling students.

We provide our EB students the ability to check out iPads and books to build language and reading. Parents checked out iPads and books to support reading and math for EB students and families at home.

-Technology is integrated into classrooms with 1:1 ratio of students to devices.

The goals for the campus and district are linked by our common, guaranteed, and viable curriculum and the LEARN Model: Lead with the Curriculum, Expert Instructional Delivery, Assessments Ongoing, and Respond to Needs. The delivery of instruction using our gradual release model helps build students who use academic knowledge and build independent learners who can show their knowledge and explain it. Walkthroughs and coaching walks have demonstrated that additional work is needed in the areas of target/task alignment, all components of the GRR, visible thinking strategies, and building vocabulary with the students to help with reading comprehension.

Professional Learning Communities (PLC) are used to maintain high standards for all students while growing staff to meet student needs. It is also a time when teachers can share with each other their best practices.

School Processes & Programs Strengths

- Mentor programs at the district and campus-level provide good support for experienced and inexperienced teachers. The CIS supports new teachers in consistently implementing the curriculum in all classrooms.

- Additional support is provided to waiver teachers through the newly created Bulldog University, an after school group, that addresses timely topics that new teachers might need more assistance within their jobs.

-Match professionals with district-provided training

-Our district and campus also provide many free professional development opportunities for the teachers which will count toward their continuing education hours

-We provide peer observations for growing staff in all areas and to try new things with support in their rooms.

-Using the Front line interview process helped us hire quality teachers and professional staff.

-We encourage our para-professionals to work on degrees and offer support internally for them to become teachers. Our teachers are encouraged to go back to school to obtain their master's or doctorate degrees.

-We provide planning days to build peer interaction, observe others, and plan with depth and complexity.

-We provide ipads to assess data quickly and determine intervention groups to save time for teachers and give the students the best of our time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implementation of high quality, engaging, first-time TEKS-based instruction using the gradual release model, visible thinking strategies, and building vocabulary within all curricular areas is lacking. **Root Cause:** Planning lacks clarity of standards and aligned success criteria to provide the best instruction the first time.

Problem Statement 2: The social-emotional and behavioral issues of students continues to negatively impact their overall success in school. **Root Cause:** Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

Perceptions

Perceptions Summary

The administrative staff and teachers of this campus were able to establish and maintain high expectations for the students and teachers so that all could see the growth of our students. Our mission is to provide a quality education in a safe, positive, and nurturing environment for students. The daily schedules for students and staff were planned. The office staff recorded all student tardies and automated calls were made to let parents know their child was not in attendance at 9:30. The assistant principals called families whose students were tardy at incremental times to ensure that all students continually learn and have access to an education. The Fowler Student Handbook was given to families and is on-line for reference as needed to our community.

Community meetings are held to elicit feedback on the campus plan, Title I elements, the Home-School compact, and academic meetings that help with bridging communication. Connect-Ed phone calls, emails, and texts are set to help with communication as well. The SBDM is used to review the campus plan, set goals for our campus, and look for effective ways to impact student learning and growth. The SBDM meetings are announced and the dates are all set consistently for the year to be the fourth Monday of every month.

Students are coming to school with many more social and emotional issues that interfere with their learning. The continued implementation of Restorative Practices on campus strives to build stronger relationships with students and staff. The counselors will provide classes on social and emotional wellness. Training is provided to staff to address the varied needs of students and to help reduce the loss of instructional time. T-TESS Domain 3 addresses the classroom learning environment while Dimension 2 focuses on managing student behavior. Additional support is provided to all staff to help determine appropriate steps to address behavior. Through Restorative Practice strategies and the continued implementation of the short referral form for the 23-24 school year, the staff will reduce misbehavior and office referrals.

For the school year 22-23, there were parent evenings in which the community was invited to participate. This included Fall Festival, Spring Fling, and the Glow Run. Additionally, there were parent/teacher conferences held in October. Parents noted in their feedback that they enjoyed these evenings because they were able to meet other parents in the neighborhood.

Parent conferences are still our best time to get information to parents to review, see data and check out our technology. Monthly newsletters go home with information about activities completed and upcoming. Connect Ed phone calls, emails, and texts have been a major form of

communication with parents this year.

Perceptions Strengths

Our strengths have been teamwork, flexibility, and building a positive culture for all to learn. Our Vision is to teach the right things the right way all day long so that students value themselves and the contributions they will make as confident and successful individuals.

The campus administration team, composed of the principal, four assistant principals, campus instructional specialists, a campus technologist,

and three counselors, helped with decision-making when problems occurred or when there was a need to establish a newly revised plan for success. The staff, SBDM, and community input are used to develop the school context and organization. Our teamwork is our enduring strength. In this tenth year, due to the continued teamwork of our staff, from custodians to administration, we will provide the best instruction for all students at all times. The school employees, community, children, and parents provide feedback to make changes as we continually strive to create a safe and rigorous learning environment for all children we serve each day.

Advance notification with a newsletter and Connect Ed message is given for opportunities for families to join us in all activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With the exception of parent-teacher conferences and festivals, our highest level of parent participation is at celebratory events as opposed to events focused on academic development. **Root Cause:** Without multiple varied types of communications and notifications from the campus and classroom teachers, families are less likely to attend events offered

Goals

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

Performance Objective 1: By the end of the 2023-2024 school year there will be a 10% increase in scores on STAAR Reading at "Meets Grade Level" or above. MAP reading data for K-5th will be above state and district averages. Circle reading will be above district averages in all categories for the 23-24 school year.

High Priority

Evaluation Data Sources: STAAR Reading Data
MAP Reading Data
Circle Reading Data
District CUA Reading Data

Strategy 1 Details
Strategy 1: Students will improve mastery of reading and writing skills through the usage of the Writable program. This program supports research-based practices and instructional models to meet the needs of 3rd-5th grade students to demonstrate academic achievement across all content areas. This program specifically supports instruction on short and extended constructive responses. writing rubrics, and TEKS specific reading passages that are aligned to the STAAR.
Strategy's Expected Result/Impact: Increase student achievement on yearly assessments, universal screeners, and STAAR. Student progress will be monitored through regularly schedule universal screeners and unit assessments.
Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Teachers
Problem Statements: Student Learning 4, 8
Funding Sources: Writable - Online Program - 166 - State Comp Ed - 166.11.6299.OL.139.30.AR0 - $3,000

Strategy 2 Details

Strategy 2: Students use different online programs to build vocabulary and knowledge guided by the instruction in class. These programs, including iStation, are able to meet the students where they are at and create a path to grow them. This is especially helpful for those students who are in special education or at-risk. These online programs can also be accessed at home so parents can be part of their child's learning and build an understanding of the expectation for their child to be successful in reading and writing.

Strategy's Expected Result/Impact: Brain Pop, Pebble Go, and Reading Eggs (Edmentum) will improve vocabulary and reading levels as demonstrated in MAP data.

Staff Responsible for Monitoring: Principal
Assistant Principals
CIS
Special Education Teachers
Classroom Teachers

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 4, 5

Funding Sources: Reading Eggs(Edmentum); Pebble Go or similar resource for supplemental reading instruction - 166 - State Comp Ed - 166.11.6299.OL.139.30.AR0 - $14,500, Brain Pop or similar resource to support instruction and vocabulary development - 211 - ESEA, Title I Part A - 211.11.6299.OL.139.30.000 - $3,600

Strategy 3 Details

Strategy 3: Students will improve mastery of reading skills by engaging in challenging Lexile leveled materials presented in multiple formats, including digital. Motivational Mentoring Minds Reading, magazines, and similar resources will be used to support mastery of reading within the content areas. Students will use these materials that are rigorous to practice during interventions, small group, and after school tutoring.

Strategy's Expected Result/Impact: This strategy will give students materials to apply learned vocabulary with rigorous reading that can be scaffolded by teachers, peers, and tutors.

Staff Responsible for Monitoring: Principal
Assistance Principal
CIS
Classroom Teachers

Problem Statements: Student Learning 2, 4

Funding Sources: Challenging Lexile leveled materials to support reading, including Mentoring Minds Reading or similar resource - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - $5,000, Scholastic Magazines - 166 - State Comp Ed - 166.11.6329.00.139.30.AR0 - $8,000

Strategy 4 Details

Strategy 4: Students will improve mastery of content through rigorous lessons supplemented by STAAR Master consumables. Teachers will spiral previously learned strategies and strength concepts through these reviews.

    Strategy's Expected Result/Impact: Increase student achievement on yearly assessments, universal screeners, and STAAR. Student progress will be monitored through regularly schedule universal screeners and unit assessments.

    Staff Responsible for Monitoring: Principal
Assistant Principal
CIS
Classroom Teacher

    Problem Statements: Student Learning 2, 4
    Funding Sources: STAAR Master Consumables to be utilized during classroom instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.139.30.000 - $21,695

Strategy 5 Details

Strategy 5: Teachers will include Balanced Literacy components including Small Group Reading in their plans for Reading Instruction. Teachers will utilize weekly Comprehension Toolkit lessons, F&P Interactive Read Alouds, F& P Shared Reading (PK-3rd) Resources, and Benchmark Phonics to improve reading comprehension.

    Strategy's Expected Result/Impact: Improved Reading Scores

    Staff Responsible for Monitoring: Principal
AP's
CIS
Teachers

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Fowler has less than 45% of students at the meets level on Reading STAAR in 3rd, 4th, and 5th grade. Fowler is below the national RIT score average on Reading MAP in 1st, 3rd, and 5th.   **Root Cause**: Teachers need to build a strong foundation of balanced literacy components to build support in all grade levels.

Problem Statement 4: Students reading ability is not at the lexile level of the STAAR test in reading and science.   **Root Cause**: Academic vocabulary has not been consistently supported and applied across all content areas.

Problem Statement 5: Our Special Education and economically disadvantaged students are scoring lower at the meets category than students in the all student category data on MAP/STAAR.   **Root Cause**: Teachers need to build academic vocabulary and literacy & math concepts across the content areas.

Problem Statement 8: Analysis of student writing samples indicates that students are not skilled digital communicators as needed for the constructed responses on the online STAAR assessments that require proficiency in keyboarding skills.   **Root Cause**: Students need increased opportunities to clearly communicate their ideas in both verbal and written formats, including using digital platforms.

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, there will be a 10% increase in scores on STAAR Math at "Meets Grade Level" or above. MAP math data for K-5th grade will be above state and district averages. Circle math will be above district averages in all categories for the 23-24 school year.

High Priority

Evaluation Data Sources: STAAR Math Data
MAP Math Data
Circle Math Data
District CUA Math Data

Strategy 1 Details
Strategy 1: Students will improve mastery of math skills by engaging in challenging materials presented in multiple formats, to include digital. Motivational Mentoring Minds Math are used to support mastery of math content. Students will use these materials that are rigorous to practice and apply content math that is learned.
Strategy's Expected Result/Impact: This strategy will give students materials to apply rigorous math that can be scaffolded by teachers, peers, and tutors.
Staff Responsible for Monitoring: Principal Assistant Principal CIS Classroom Teachers
Problem Statements: Student Learning 1
Funding Sources: Challenging materials to support math, including Mentoring Minds Math or similar resource - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - $5,000

Strategy 2 Details
Strategy 2: Teachers will provide additional targeted support to their students in math through the use of small group instruction (guided math) and implement high-impact strategies (collaboration, GRR, Accountable Talk) that promote rigor to increase academic achievement on computation, fact fluency, and problem solving. Spiraling of those TEKS will continue throughout the year so that mastery is not lost through the use of Lone Star Math.
Strategy's Expected Result/Impact: Student mastery of math TEKS.
Staff Responsible for Monitoring: Teacher, CIS, AP, Principal
Problem Statements: Demographics 2 - Student Learning 1

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: As a Title I campus with a high percentage of at-risk students, our educators must create lessons that meet the depth and complexity of the standards and fill in gaps so fewer students are behind. **Root Cause**: Learning loss and gaps were created due to the pandemic. Students do not have the foundational support which allows them to begin school on grade level and impedes their ability to keep up with the curriculum demand.

Student Learning

Problem Statement 1: Fowler has less than 51% of students at the meets level on Math STAAR in 3rd, 4th, and 5th grade. Fowler is below the national RIT score average on Math MAP in 2nd, 3rd, and 5th grade.   **Root Cause**: Teachers need to build mathematical understandings beyond basic skill level so students can apply skills in multiple step problems required for mastery.

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, there will be a 5% increase in scores on STAAR Science at "Meets Grade Level" or above. MAP Science data for 3rd-5th grade will be above state and district averages.

High Priority

Evaluation Data Sources: STAAR Science Data
MAP Science Data (3rd-5th)

Strategy 1 Details
Strategy 1: Students use an online program to build science knowledge guided by the instruction in class. The Stem Scopes program will address academic vocabulary in Science.

Strategy's Expected Result/Impact: Stem Scopes will improve Science knowledge and vocabulary as demonstrated by 5th Grade Science scores in STAAR.
    Staff Responsible for Monitoring: Principal
Assistant Principal
CIS
Classroom Teachers K-5th
 	
    Problem Statements: Student Learning 3, 4
    Funding Sources: Stem Scopes or similar resource (Science online program) - 211 - ESEA, Title I Part A - 211.11.6299.OL.139.30.000 - $4,676

Strategy 2 Details
Strategy 2: Students will improve mastery of science skills by engaging in challenging activities presented in multiple formats, to include digital. Motivational Mentoring Minds Science are used to support mastery of science within the content area. Students will use these materials that are rigorous to practice and apply content vocabulary that is learned.

Strategy's Expected Result/Impact: This strategy will give students materials to apply learned vocabulary with rigorous reading that can be scaffolded by teachers, peers, and tutors.
    Staff Responsible for Monitoring: CIS
Classroom Teacher
Principal
 	
    TEA Priorities:
Build a foundation of reading and math
    Problem Statements: Student Learning 3
    Funding Sources: Challenging materials to support science, including Mentoring Minds Science or similar resource - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - $5,000

Strategy 3 Details

Strategy 3: A Science Lab teacher will provide weekly "hands-on" science lab experiments to support what is being taught in the classroom. The lab will include real-world experiences to make connections to the content being taught. Science lab supplies will be needed to conduct hands-on experiments and for students to analyze, record, and utilize information learned.

    Strategy's Expected Result/Impact: 5th Grade Science Scores will increase and Science MAP will increase for 3rd-5th grades.

    Staff Responsible for Monitoring: Principal
Assistant Principal
CIS
Classroom Teachers
Science Lab Teacher

    Problem Statements: Student Learning 3

    Funding Sources: Science Lab Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.139.30.000 - $71,893, Science Lab Supplies - folders, journals, crayons, pencils, scissors, glue - 211 - ESEA, Title I Part A - 211.11.6399.00.139.30.000 - $10,000

Strategy 4 Details

Strategy 4: Through field based inquiry, students will have the opportunity to take skills learned in the classroom and apply them in a new setting. Supplemental field trips will be taken to locations that teach or reinforce concepts and skills that are difficult to replicate in the classroom setting.

    Strategy's Expected Result/Impact: Continued learning of skills through enhanced field-based instruction.

    Staff Responsible for Monitoring: Principal
Assistant Principals
CIS
Teachers

    Problem Statements: Demographics 2

    Funding Sources: Transportation for Approved Field Trips - 166 - State Comp Ed - 166.11.6494.00.139.30.AR0 - $8,381

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: As a Title I campus with a high percentage of at-risk students, our educators must create lessons that meet the depth and complexity of the standards and fill in gaps so fewer students are behind.   **Root Cause**: Learning loss and gaps were created due to the pandemic. Students do not have the foundational support which allows them to begin school on grade level and impedes their ability to keep up with the curriculum demand.

Student Learning

Problem Statement 3: Less than 32% of 5th grade students achieved at the meets grade level standard on the Science STAAR test.   **Root Cause**: Teachers need to build a strong foundational level of Science knowledge in all grade levels.

Problem Statement 4: Students reading ability is not at the lexile level of the STAAR test in reading and science.   **Root Cause**: Academic vocabulary has not been consistently supported and applied across all content areas.

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, all students, to include those identified as At Risk, 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: STAAR Data
MAP Data
District CUA Data

Strategy 1 Details
Strategy 1: EB students will obtain at a minimum proficiency or better in reading, writing and math. Teachers will use the English Language Proficiency Standards (ELPS) to create and deliver research-based instruction and intervention. Students will engage with materials that will assist with acquiring the English language. Supplies include consumable workbooks and ESL Skill Makers that specifically assists with Listening, Speaking, Reading, and Writing (Answer Blocks).
Strategy's Expected Result/Impact: Students reading will improve and their reading level, MAP RIT, and Reading STAAR will show growth.
Staff Responsible for Monitoring: Principal; Assistant Principals; CIS; ELL Teacher; Classroom Teacher
TEA Priorities: Build a foundation of reading and math
Problem Statements: Student Learning 6
Funding Sources: Reading materials for ESL Instruction and Intervention - 165/ES0 - ELL - 165.11.6329.00.139.25.ES0 - $2,000, Instructional Supplies for ESL Instruction and Intervention - 165/ES0 - ELL - 165.11.6399.00.139.25.ES0 - $2,410

Strategy 2 Details
Strategy 2: Provide instruction to gifted students both in their area of giftedness and in areas for which they are not identified as gifted. CIS will hold weekly meetings with GT students to provide instruction and support for project-based learning. Students will utilize the color printer to create visual representations of their annual TPSP project. Students will have their needs met through a special TAG project in ART through art school and field-based instruction.
Strategy's Expected Result/Impact: Students will create a project that ties in math, reading, and science to increase their mastery on the STAAR test.
Staff Responsible for Monitoring: CIS, Principal
Problem Statements: Student Learning 7
Funding Sources: Field Based Instruction for GT Students - 177 - Gifted/Talented - 177.11.6494.00.139.21.000 - $2,000, Field trip Entrance Fees for GT Students - 177 - Gifted/Talented - 177.11.6412.00.139.21.000 - $600, GT Instructional Supplies - 177 - Gifted/Talented - 177.11.6399.00.139.21.000 - $2,350, Color Printer for GT Projects - 177 - Gifted/Talented - 177.11.6398.00.139.21.000 - $1,650

Strategy 3 Details

Strategy 3: Retired teachers will be hired to provide interventions and help with reading and math during the school day for students.
Specialized intervention will be provided for special education students and other students below the 40th percentile on MAP.

> **Strategy's Expected Result/Impact:** Increase student achievement on yearly summative assessments, universal screeners and STAAR. Student progress will be monitored through regularly scheduled universal screens and unit assessments.
> **Staff Responsible for Monitoring:** Principal, Assistant Principal,
> Campus Instructional Specialist,
> Teachers
>
> **Problem Statements:** Demographics 2 - Student Learning 5
> **Funding Sources:** Temp Employees Pay for retired teachers to tutor students - 211 - ESEA, Title I Part A - 211.11.6125.CA.139.30.000 - $20,000, Instructional resources for interventions - 166 - State Comp Ed - 166.11.6399.00.139.30.AR0 - $8,067

Strategy 4 Details

Strategy 4: During the 23-24 school year, students who are at-risk for failure in reading or math receive small group interventions to close the gaps. Instructional aides will support small group reading and math instruction for students below grade level in 1st-5th grades. These highly qualified aides are trained during the year with phonics, guided reading strategies, and math strategies to support students in closing the gaps.

> **Strategy's Expected Result/Impact:** Data of students served by the aide to include reading levels, TEKS based assessments from small group reading & math groups, MAP, and STAAR.
> **Staff Responsible for Monitoring:** Principal; Assistant Principals; Classroom Teachers; CIS; SCE Interventionist
>
> **Problem Statements:** Demographics 2
> **Funding Sources:** Highly Qualified Aides for 1-5th Grade Intervention - 211 - ESEA, Title I Part A - 211.11.6129.00.139.30.000 - $133,586, SCE Aide Interventionist - 166 - State Comp Ed - 166.11.6129.00.139.30.AR0 - $19,787

Strategy 5 Details

Strategy 5: Teachers and aides will provide tutoring after school to help close achievement gaps. Healthy snacks will be provided to students who attend the after school tutoring.

> **Strategy's Expected Result/Impact:** Data of students served by the aide to include reading levels, TEKS based assessments from small group reading & math groups, MAP, and STAAR.
> **Staff Responsible for Monitoring:** Principal; Assistant Principals; Classroom Teachers; CIS; SCE Interventionist
>
> **Problem Statements:** Demographics 2 - Student Learning 9
> **Funding Sources:** Healthy Snacks for After school Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.139.30.000 - $10,000

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: As a Title I campus with a high percentage of at-risk students, our educators must create lessons that meet the depth and complexity of the standards and fill in gaps so fewer students are behind.   **Root Cause**: Learning loss and gaps were created due to the pandemic. Students do not have the foundational support which allows them to begin school on grade level and impedes their ability to keep up with the curriculum demand.

Student Learning
Problem Statement 5: Our Special Education and economically disadvantaged students are scoring lower at the meets category than students in the all student category data on MAP/STAAR.   **Root Cause**: Teachers need to build academic vocabulary and literacy & math concepts across the content areas.
Problem Statement 6: Emergent bilingual students scored below the all student group on the meets grade level standard for 3rd, 4th, and 5th grade reading STAAR and for 3rd and 4th on the math STAAR.   **Root Cause**: Additional instruction is needed to build academic vocabulary, comprehension, and oral & written communication to address the individual needs of our EB students.
Problem Statement 7: Our GT students are not making a year's worth of growth in all content areas as seen by the EOY MAP scores. In addition, they are not meeting the mastery levels on STAAR tested content.   **Root Cause**: Teachers struggle to provide differentiation and enrichment opportunities for our GT students in the classroom across multiple subject areas.
Problem Statement 9: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause**: Due to the pacing of the academic calendar, students need additional time to practice and master skills taught during the regular instructional day.

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

Performance Objective 5: 75% of the students enrolled in the Elementary DAEP program during the 23-24 school year will be passing math, reading, and science.

    Evaluation Data Sources: Progress reports, report cards, CUA data, MAP data

Strategy 1 Details
Strategy 1: Elementary DAEP staff will work with students on closing gaps in their learning through small group interventions while in the program. These interventions will target core subjects. Instructional resources such as manipulatives, hands-on games, and reading materials will be needed. Students who have demonstrated positive behaviors will able to work for small incentives.
Strategy's Expected Result/Impact: Improvement in student achievement.
Staff Responsible for Monitoring: Elementary DAEP staff
Problem Statements: Demographics 3
Funding Sources: Instructional Supplies and small incentives - 166 - SCE Elementary Alternative Campus - 166.xx.xxxx.xx.139.xx.xxx - $2,500

Strategy 2 Details
Strategy 2: Students will be provided instruction on digital platforms to increase their keyboarding skills which are used for district and state assessments. Students are not skilled in digital communications as needed for constructed responses on their online assessments.
Strategy's Expected Result/Impact: Mastery of TEKS in all content areas. Keyboarding skills will improve.
Staff Responsible for Monitoring: Elementary DAEP staff Principal
Problem Statements: Demographics 3
Funding Sources: iPads and cases - 166 - SCE Elementary Alternative Campus - 166.xx.xxxx.xx.139.xx.xxx - $4,500

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Students come to DAEP at different places in the curriculum and at times with large learning gaps.　**Root Cause**: Students may have learning gaps due to behaviors that impacted their learning while at their home campus.

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

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

High Priority

Evaluation Data Sources: Teachers will sign in for each after school PD and or PLC attended.

Strategy 1 Details
Strategy 1: The campus will have opportunities to attend professional development in the district or at a conference to develop highly effective instructional strategies to impact student achievement in reading, math, science, and writing. Teachers will discuss strategies and learn collaboratively to increase our instructional core. On-campus PD will be conducted with presenters from Get Your Teach On "The Mini-Experience" during in-service to work on grade level specific strategies for reading & math content and student engagement. Additional book work will be done in PLC's utilizing the Teaching Students to Drive Their Learning Playbook by Fisher, Frey, and Hattie.
Strategy's Expected Result/Impact: Attendees will be able to focus on strategies that impact both planning, classroom instruction, and student achievement.
Staff Responsible for Monitoring: Principal Assistant Principals CIS Classroom Teachers
Problem Statements: School Processes & Programs 1
Funding Sources: Materials for professional development in reading, math, science, and writing - 211 - ESEA, Title I Part A - 211.13.6399.00.139.30.000 - $5,000, Get Your Teach On Campus Presentation - 211 - ESEA, Title I Part A - 211.13.6299.00.139.30.000 - $25,000, Books for extended professional learning in PLCs - 211 - ESEA, Title I Part A - 211.13.6329.00.139.30.000 - $1,000

Strategy 2 Details
Strategy 2: Teachers will participate in PLCs to build their capacity to meet the students' needs and to review data and monitor red-line TEKS. We will also plan extended PLC times to plan on more focused instruction and interventions. As part of their PLC planning, teachers will utilize the visual curriculum awareness tool that is aligned to the TEKS. The tool will specifically allow teachers to understand vertical and horizontal alignment for the state standards.
Strategy's Expected Result/Impact: Students will grow in academics due to teacher planning.
Staff Responsible for Monitoring: Principal CIS Assistant Principals
TEA Priorities: Build a foundation of reading and math
Problem Statements: School Processes & Programs 1
Funding Sources: Answer Blocks for teacher planning - 211 - ESEA, Title I Part A - 211.11.6399.00.139.30.000 - $11,000

Strategy 3 Details
Strategy 3: Instructional planning days will be scheduled for classroom teachers to study district and state curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teacher will plan for common formative and summative assessments to guide future instruction and drive the intervention process.

Strategy's Expected Result/Impact: The expected impact is increased teacher clarity and student achievement.
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 CIS
 	
     Problem Statements: School Processes & Programs 1
     Funding Sources: Substitutes for Instructional Planning Days - 166 - State Comp Ed - 166.11.6116.00.139.30.AR0 - $8,000

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Implementation of high quality, engaging, first-time TEKS-based instruction using the gradual release model, visible thinking strategies, and building vocabulary within all curricular areas is lacking.   **Root Cause**: Planning lacks clarity of standards and aligned success criteria to provide the best instruction the first time.

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

Performance Objective 1: Parent involvement will increase by 5% in the 23-24 school year. This will be done through parent conferences, parent awareness meetings, and family and community nights.

Evaluation Data Sources: This will be documented through sign-in sheets and surveys.

Strategy 1 Details
Strategy 1: Provide evening learning events for parents: Academic Nights provide children a chance to strengthen their academic skills. We will continue to use Monthly Newsletters, Connect Ed calls, SBDM, Public Forum, Home School Compact, and Parent Conferences to keep parents informed and connected to the school.
Strategy's Expected Result/Impact: The impact will be parents, students, and teachers have a shared vision for the learning.
Staff Responsible for Monitoring: Academic Night Committees, teachers, Principal, Assistant Principals, CIS
Problem Statements: Perceptions 1
Funding Sources: Light snacks for Family Events/Classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.139.24.PAR - $1,000, Instructional Supplies for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.139.24.PAR - $1,536

Strategy 2 Details
Strategy 2: Provide parents of English Learners with information and training session(s) on strategies for supporting language acquisition, literacy skills, and content area vocabulary development.
Strategy's Expected Result/Impact: Increase in parent engagement Increase in student achievement
Staff Responsible for Monitoring: ESL teacher Admin team
Problem Statements: Student Learning 6
Funding Sources: Resources for ELL Parent Engagement - 263 - ESEA, Title III Part A - 263.61.6399.LE.139.25.000 - $945

Strategy 3 Details
Strategy 3: 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: Admin team
Problem Statements: Perceptions 1

Strategy 4 Details

Strategy 4: 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 a 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: More parents and family members will be able to attend meetings.

    Staff Responsible for Monitoring: Admin team

    Problem Statements: Perceptions 1

Strategy 5 Details

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

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

    Staff Responsible for Monitoring: Counselors
Principal
Assistant Principal
CIS

    Problem Statements: Perceptions 1

    Funding Sources: Little Bulldog Instructional Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.139.24.PAR - $500, Little Bulldog Snacks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.139.24.PAR - $500

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 6: Emergent bilingual students scored below the all student group on the meets grade level standard for 3rd, 4th, and 5th grade reading STAAR and for 3rd and 4th on the math STAAR.   **Root Cause**: Additional instruction is needed to build academic vocabulary, comprehension, and oral & written communication to address the individual needs of our EB students.

Perceptions

Problem Statement 1: With the exception of parent-teacher conferences and festivals, our highest level of parent participation is at celebratory events as opposed to events focused on academic development.   **Root Cause**: Without multiple varied types of communications and notifications from the campus and classroom teachers, families are less likely to attend events offered

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: Create a safe, secure environment to educate our students on bullying, violence prevention, and conflict resolution.

High Priority

Evaluation Data Sources: Discipline Referrals
Counselor Reports
Safety Documentation

Strategy 1 Details
Strategy 1: For safety, any adult entering the school will be required to show a valid ID for entrance and use the school check-in system. Students who travel on campus will utilize the Buddy System in grades PK - 2nd. Require all staff to send any student to the clinic with a completed clinic pass upon student request or student evidence of need (when in doubt, staff will send student to the clinic). Follow procedures for playground, cafeteria, and hallway. Expect staff to wear ID badges at all times. All staff will work toward a safe environment for students and staff while providing a positive environment for growth.
Strategy's Expected Result/Impact: Locking security door schedule, ID check, signage, clinic passes, and observing buddy system.
Staff Responsible for Monitoring: All Fowler staff

Strategy 2 Details
Strategy 2: School Counselors will provide guidance lessons for students to promote positive behavior and leadership traits, character education, and increase the awareness of school safety in areas of anti-bullying. Students will be able to earn prizes from the Counselor Store for exhibiting positive behavior.
Strategy's Expected Result/Impact: The expected impact is an increase in positive student behaviors and peer relationships. Additionally, to reduce discipline referrals.
Staff Responsible for Monitoring: Counselors Assistant Principals Principal
Problem Statements: Demographics 1 - School Processes & Programs 2
Funding Sources: Small incentives (such as pencils, erasers, stickers) for displaying positive behavior - 211 - ESEA, Title I Part A - 211.31.6399.00.139.30.000 - $2,000

Strategy 3 Details
Strategy 3: The campus will utilize the Bully Reporting system, discipline referrals, and reports from staff to prevent, respond to, and prevent bullying.
Strategy's Expected Result/Impact: To encourage students to share concerns with an adult.
Staff Responsible for Monitoring: Principal Assistant Principal Counselors Classroom Teachers
Problem Statements: Demographics 1 - School Processes & Programs 2

Strategy 4 Details

Strategy 4: The Campus Conduct Committee will review discipline referrals each month. They will create informal plans to assist with student behaviors. Additional support will be provided to the teacher with help in utilizing Restorative Practices in their room. Specific locations will be created in each room where the students will be able to go and utilize calm down tubs to help reduce anxiety and improve their social and emotional interactions in the classroom.

Strategy's Expected Result/Impact: Teachers and staff will implement restorative practices and offer student conflict resolution opportunities. Decrease in discipline referrals and increase in student achievement.

Staff Responsible for Monitoring: All Fowler Staff

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 2

Funding Sources: Calm Down Tubs - Restorative Practice - 211 - ESEA, Title I Part A - 211.31.6399.00.139.30.000 - $1,000

Strategy 5 Details

Strategy 5: Elementary DAEP will incorporate the Live School positive behavior tracking system.

Strategy's Expected Result/Impact: Help students attending DAEP with their social-emotional learning through this behavior management system. Reframing their mindset with positive interactions. In addition, Live school is also the communication tool to keep parents informed.

Staff Responsible for Monitoring: Elementary DAEP personal.

Problem Statements: Demographics 3

Funding Sources: Live School Communication Tool - 166 - SCE Elementary Alternative Campus - 166.xx.xxxx.xx.139.xx.xxx - $3,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There were 668 discipline referrals with 224 coded for assault, 106 coded as disruption, and 61 as defiance during the 22-23 school year. **Root Cause**: Staff struggle to continuously implement effective classroom management and Restorative Practices.

Problem Statement 3: Students come to DAEP at different places in the curriculum and at times with large learning gaps. **Root Cause**: Students may have learning gaps due to behaviors that impacted their learning while at their home campus.

School Processes & Programs

Problem Statement 2: The social-emotional and behavioral issues of students continues to negatively impact their overall success in school. **Root Cause**: Teachers need additional support and resources to address the challenging social, emotional and behavioral needs of students.

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

Performance Objective 2: By June 2024, we will increase health awareness by promoting student participation in daily physical activity.

    Evaluation Data Sources: Increase student health through daily exercise.

Strategy 1 Details
Strategy 1: Students will participate in moderate or vigorous physical activity for at least 30 minutes daily throughout the school year as part of the district's physical education curriculum or through structured activity during the campuses daily recess. Students in grades 3rd-5th will participate in the Fitness Gram.
Strategy's Expected Result/Impact: Increase student health through daily exercise. Fitness Gram Reporting   **Staff Responsible for Monitoring:** PE and classroom teachers

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

Performance Objective 1: By June 2024, Fowler ES will effectively manage resources, and operations 100% of the time so that learning time is maximized and all local, state, and federal requirements are met or exceeded.

    Evaluation Data Sources: Tutoring logs; Local, state, federal requirement monitoring findings.

Strategy 1 Details

Strategy 1: The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.
    Strategy's Expected Result/Impact: The expected impact is improved alignment of expenditures.
    Staff Responsible for Monitoring: Principal
Principal Secretary
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices. The campus will conduct monthly emergency operations and drills.
    Strategy's Expected Result/Impact: Promote a safe and secure school environment.
    Staff Responsible for Monitoring: Principal
Assistant Principals
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: The leadership team will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.
    Strategy's Expected Result/Impact: The expected impact is improved systems and the use of resources.
    Staff Responsible for Monitoring: Leadership Team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Donna Hardy	Principal
Classroom Teacher	Sydney Daskalakis	PK4 Teacher
Classroom Teacher	Aubrianna Jeffers	Kindergarten Teacher
Classroom Teacher	Marcey Gaitan	1st Grade Teacher
Classroom Teacher	Keyshawn Johnson	2nd Grade Teacher
Classroom Teacher	Annie Gibson	3rd Grade Teacher
Classroom Teacher	Susan Ridgway	4th Grade Teacher
Classroom Teacher	Tammy Tucker	5th Grade Teacher
Classroom Teacher	Jane Hanley	SPED Teacher
Business Representative	Khaled Matahen	Business Representative
Community Representative	Dondi Homan	Community Member
District-level Professional	Dana Johnson	District-Level Professional
Parent	Jesica Fields	Parent
Parent	Denise Schmidt	Parent
Paraprofessional	Edwina Culp	Paraprofessional (Title I)
Paraprofessional	Madison Di Lorenzo	Paraprofessional (Title I)
Campus Administrator	Tobi Hamilton	Other School Leader (Title I)
Campus Administrator	Tonya Rawls	Other School Leader (Title I)
Campus Administrator	Melanie Jones	Administrator (Title I)
Campus Administrator	Dimikki Finley	Counselor