

Killeen Independent School District

Maude Moore Wood Elementary

2023-2024



Mission Statement

Through continuous reflection and refinement, we will ensure that all students are challenged and engaged in a rigorous curriculum and provided with learning opportunities in a safe and nurturing environment that will prepare our students for the future.

Vision

Ignite a passion for learning so that students become lifelong learners and contributing members of the community.

Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 9 |
| School Processes & Programs | 17 |
| Perceptions | 22 |
| Goals | 25 |
| Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students. | 25 |
| Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care. | 36 |
| Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community. | 39 |
| 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. | 41 |
| Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities. | 44 |
| 2023-2024 SBDM & Title I Stakeholders (ES) | 47 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students:

Maude Moore Wood Elementary opened in August of 2019. It serves approximately 700 students in grades PK-5th. The school is located in a rapidly growing community in the south part of Killeen. Our student population transitioned due to rezoning in the 2020-2021 school year. Approximately 30% of the student body is military connected which results in a very mobile student population. Maude Moore Wood Elementary is passionate about providing support to our military community. The diverse student body of Maude Moore Wood is represented in the table below.

Campus Demographics

| | |
|-------------------------|-------------|
| Hispanic | 29% |
| Indian | .6% |
| Asian | 3.9% |
| Black | 29% |
| Pacific Islander | 2% |
| White | 25% |
| 2 or more races | 12% |
| Male | 53% |
| Female | 47% |
| 504 | 10% |
| At-Risk | 42% |
| Dyslexia | 6% |

| | |
|-----------------------------------|------------|
| Hispanic | 29% |
| Homeless | .1% |
| LEP | 7% |
| Economically disadvantaged | 85% |
| GT | 2% |
| SPED | 19% |
| Military | 30% |

Staff:

The professional staff at Maude Moore Wood Elementary meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Maude Moore Wood Elementary staff members have a wide range of experience.

Teachers by years of experience:

- Beginning Teachers 2.4%
- 1-5 Years Experience 16.3%
- 6-10 Years Experience 29.2%
- 11-20 Years Experience 32.2%
- Over 20 Years Experience 15.1%
- Over 30 Years Experience 4.9%

For the 2023-2024 school year, Maude Moore Wood Elementary will have the following allocations:

| | Staff |
|---------------------|--------------|
| Pre-K | 3 |
| Kindergarten | 4 |

| | Staff |
|----------------------------------|-------|
| 1st Grade | 5 |
| 2nd Grade | 5 |
| 3rd Grade | 5 |
| 4th Grade | 5 |
| 5th Grade | 5 |
| Music | 2 |
| PE | 2.5 |
| ESL | 1.5 |
| Sped | 9 |
| Dyslexia | 1.5 |
| Instructional Assistants | 26 |
| Instructional Specialists | 2 |
| Counselors | 3 |
| Campus Tech | 1 |
| 504/SPED Facilitator | 1 |
| Administrators | 3 |

The faculty and staff represent a wide range of demographics, have a strong work ethic, and are eager and excited to provide exceptional instructional experiences to meet the needs of all learners.

Parents and Community:

Maude Moore Wood Elementary sits in a growing neighborhood of newer, moderately priced homes.

The community surrounding Maude Moore Wood is comprised of hardworking families with a strong sense of pride and support for the military families who are a part of the community.

School Environment:

- **Discipline-** There were 439 total office referrals for the 2022-2023 school year. We utilize a school sensory room, counselors, and restorative practices to encourage positive behavior and teach social-emotional self-regulation strategies. These strategies proactively maximize instructional time.
 - Number of referrals for students currently enrolled per grade level are as follows:
 - PK- 73
 - Kinder- 61
 - 1st- 47
 - 2nd- 24
 - 3rd- 21
 - 4th- 71
 - 5th- 68
- **Daily Average Attendance- 92%**

Demographics Strengths

The demographic strengths of Maude Moore Wood Elementary include:

- Wood Elementary has a very diverse student population.
- Students bring diverse multi-cultural experiences to our school.
- Students at Wood Elementary actively participate in fostering social skills with students of special needs, as the school provides services for 5 self-contained classes.

The staff quality at Maude Moore Wood Elementary exhibits the following strengths:

- All staff members are highly qualified.

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

The community of Maude Moore Wood Elementary exhibits the following strengths:

- Parents are eager to support their children's academic success.
- Parents of Wood Elementary have many opportunities to participate in various academic and social events.
- The families of Wood Elementary represent a wide range of demographics which provides our students with various multicultural learning experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There were 439 office referrals with 14% repeat offenders.

Student Learning

Student Learning Summary

Kindergarten through 5th-grade students take the Measures of Academic Performance assessment (MAP) at the beginning, middle, and end of the year. The MAP assessment is a norm-referenced measure. The following table shows the percentage of students that met or exceeded the average score.

2022-2023 MAP Achievement Summary:

| | 2021-2022 | | | | 2022-2023 | | | |
|-------------|-----------------|---------------|------------------|--------------------|-----------------|---------------|------------------|--------------------|
| EOY Math | Campus Mean RIT | District Mean | Grade-Level Mean | % At or Above Mean | Campus Mean RIT | District Mean | Grade-Level Mean | % At or Above Mean |
| Kinder | 155.7 | 157 | 157.1 | 45% | 162.4 | 157.7 | 157.1 | 68% |
| 1st | 174.3 | 173.3 | 176.4 | 46% | 181.8 | 173.9 | 176.4 | 67% |
| 2nd | 184.1 | 184 | 189.4 | 42% | 192.5 | 186.9 | 189.4 | 60% |
| 3rd | 207.2 | 197.9 | 201.1 | 74% | 209.6 | 200.2 | 201.1 | 86% |
| 4th | 210.2 | 209.4 | 210.5 | 49% | 215.6 | 209.4 | 210.5 | 78% |
| 5th | 217.8 | 215.9 | 218.7 | 50% | 220 | 216.2 | 218.7 | 61% |
| | | | | | | | | |
| | 2021-2022 | | | | 2022-2023 | | | |
| EOY Reading | Campus Mean RIT | District Mean | Grade-Level Mean | % At or Above Mean | Campus Mean RIT | District Mean | Grade-Level Mean | % At or Above Mean |
| Kinder | 151.7 | 151.9 | 153.1 | 42% | 158.5 | 152.7 | 153.1 | 67% |
| 1st | 168.9 | 167.5 | 171.4 | 46% | 172.1 | 167.3 | 171.4 | 52% |
| 2nd | 181.3 | 182.6 | 185.6 | 46% | 191.4 | 185.6 | 185.6 | 66% |
| 3rd | 203.6 | 194.5 | 197.1 | 67% | 202.7 | 196.6 | 197.1 | 68% |
| 4th | 203.6 | 204 | 204.8 | 55% | 208.2 | 205 | 204.8 | 65% |
| 5th | 212.1 | 210.2 | 211 | 62% | 212.6 | 210.8 | 211 | 66% |
| | | | | | | | | |
| | 2021-2022 | | | | 2022-2023 | | | |

| | 2021-2022 | | | | 2022-2023 | | | |
|-------------|-----------------|---------------|------------------|--------------------|-----------------|---------------|------------------|--------------------|
| EOY Science | Campus Mean RIT | District Mean | Grade-Level Mean | % At or Above Mean | Campus Mean RIT | District Mean | Grade-Level Mean | % At or Above Mean |
| 3rd | 200.3 | 194.3 | 195.9 | 70% | 201.9 | 197.3 | 195.9 | 77% |
| 4th | 202.7 | 201.4 | 201.2 | 54% | 208.1 | 203.6 | 201.2 | 80% |
| 5th | 209.2 | 208.6 | 206.2 | 65% | 212.4 | 210.3 | 206.2 | 73% |

2022-2023 MAP Growth Summary:

| Reading | Projected Growth | Observed Growth in RIT Score | Met or Exceeded |
|---------|------------------|------------------------------|-----------------|
| Kinder | 15.8 | 17 | Yes |
| 1st | 15.7 | 15 | No |
| 2nd | 13.2 | 19 | Yes |
| 3rd | 10.3 | 14 | Yes |
| 4th | 7.8 | 6 | No |
| 5th | 6.4 | 6 | No |

| Math | Projected Growth | Observed Growth in RIT Score | Met or Exceeded |
|--------|------------------|------------------------------|-----------------|
| Kinder | 16.7 | 17 | Yes |
| 1st | 16.3 | 19 | Yes |
| 2nd | 14.4 | 17 | Yes |
| 3rd | 12.7 | 21 | Yes |
| 4th | 11.4 | 11 | No |
| 5th | 9.9 | 8 | No |

| Science | Projected Growth | Observed Growth in RIT Score | Met or Exceeded |
|---------|------------------|------------------------------|-----------------|
| 3rd | 7.6 | 10 | Yes |
| 4th | 6.3 | 6 | No |
| 5th | 5.9 | 8 | Yes |

STAAR Results from Spring 2023:

| Reading | Approaches | Meets | Masters |
|--------------|------------|-------|---------|
| 3rd- MM | 84% | 63% | 31% |
| 3rd-District | 76% | 45% | 15% |
| 4th-MM | 90% | 52% | 27% |
| 4th-District | 78% | 42% | 16% |
| 5th-MM | 82% | 53% | 24% |
| 5th-District | 80% | 51% | 22% |
| | | | |
| Math | Approaches | Meets | Masters |
| 3rd- MM | 86% | 62% | 28% |
| 3rd-District | 71% | 38% | 14% |
| 4th-MM | 80% | 53% | 30% |
| 4th-District | 64% | 37% | 15% |
| 5th- MM | 87% | 51% | 11% |
| 5th-District | 76% | 42% | 14% |
| | | | |
| Science | Approaches | Meets | Masters |
| 5th-MM | 61% | 25% | 5% |
| 5th District | 57% | 24% | 8% |

| Reading | 3rd | | | 4th | | | 5th | | |
|--------------------|------------|-------|---------|------------|-------|---------|------------|-------|---------|
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Econ-Disadvantaged | 75% | 50% | 17% | 78% | 11% | 0% | 75% | 42% | 13% |
| Asian | 100% | 80% | 40% | 100% | 100% | 67% | 100% | 25% | 0% |
| African-American | 79% | 54% | 36% | 95% | 35% | 10% | 81% | 38% | 19% |
| Hispanic | 91% | 66% | 28% | 85% | 48% | 22% | 68% | 55% | 18% |

| Reading | 3rd | | | 4th | | | 5th | | |
|------------------------------------|------------|-------|---------|------------|-------|---------|------------|-------|---------|
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Native HI/PI | 67% | 33% | 0% | 100% | 67% | 33% | 100% | 50% | 0% |
| American Indian/ Alaskan Native | | | | 100% | 100% | 0% | 100% | 0% | 0% |
| Two/More Races | 86% | 71% | 36% | 83% | 58% | 33% | 81% | 56% | 25% |
| White | 82% | 73% | 41% | 93% | 62% | 34% | 91% | 73% | 41% |
| Emergent Bilingual | 100% | 100% | 40% | 63% | 50% | 38% | 88% | 38% | 0% |
| SPED | 52% | 30% | 0% | 62% | 8% | 0% | 35% | 18% | 6% |

| Math | 3rd | | | 4th | | | 5th | | |
|------------------------------------|------------|-------|---------|------------|-------|---------|------------|-------|---------|
| | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| Econ-Disadvantaged | 92% | 42% | 8% | 78% | 33% | 11% | 83% | 33% | 13% |
| Asian | 100% | 100% | 60% | 100% | 100% | 50% | 100% | 50% | 0% |
| African-American | 86% | 54% | 14% | 95% | 50% | 15% | 88% | 31% | 0% |
| Hispanic | 91% | 63% | 25% | 81% | 44% | 26% | 77% | 59% | 0% |
| American Indian/ Alaskan Native | | | | 100% | 100% | 100% | 0% | 0% | 0% |
| Native Hawaiian/PI | 100% | 0% | 0% | 100% | 67% | 67% | 100% | 0% | 0% |
| Two/More Races | 93% | 86% | 43% | 75% | 58% | 25% | 88% | 50% | 6% |
| White | 86% | 77% | 41% | 93% | 62% | 41% | 95% | 73% | 41% |
| Emergent Bilingual | 100% | 80% | 40% | 88% | 50% | 25% | 88% | 50% | 0% |
| SPED | 65% | 39% | 4% | 54% | 23% | 15% | 71% | 24% | 0% |

| Science | 5th | | |
|--------------------|------------|-------|---------|
| | Approaches | Meets | Masters |
| Econ-Disadvantaged | 50% | 17% | 4% |
| Asian | 50% | 0% | 0% |
| African-American | 56% | 16% | 0% |
| Hispanic | 64% | 23% | 0% |
| Native Hawaiian/PI | 0% | 0% | 0% |
| Two/More Races | 63% | 19% | 0% |
| White | 68% | 46% | 23% |
| Emergent Bilingual | 50% | 13% | 0% |

| Science | 5th | | |
|---------|------------|-------|---------|
| | Approaches | Meets | Masters |
| SPED | 24% | 6% | 0% |

| Growth Status (Academic Growth) | | | | | | | | | | | | | | | | |
|---------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|----------------------------|----------------------|---------------------|---------------|-------------------|-----------|-----------------|
| Subject | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or more Races | Econ Disadv | EL (Current and Monitored) | Special Ed (Current) | Special Ed (Former) | Cont Enrolled | Non-Cont Enrolled | Total Met | Total Evaluated |
| Reading Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | |
| Reading Growth Score | 78% | 80% | 77% | 74% | - | 67% | 50% | 86% | 77% | 80% | 71% | 100% | 84% | 67% | | |
| | 117.0 | 37.0 | 31.5 | 24.5 | - | 4.0 | 1.0 | 19.0 | 111.5 | 12.0 | 22.0 | 2.0 | 82.0 | 35.0 | - | - |
| | 150 | 46 | 41 | 33 | 0 | 6 | 2 | 22 | 144 | 15 | 31 | 2 | 98 | 52 | | |
| Met Performance Target | Yes | Yes | Yes | Yes | No | No | No | No | Yes | No | Yes | No | Yes | Yes | 8 | |
| Met Minimum Size | Yes | Yes | Yes | Yes | No | No | No | No | Yes | No | Yes | No | Yes | Yes | | 8 |
| Mathematics Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | |
| Mathematics Growth Score | 64% | 61% | 63% | 65% | - | 42% | - | 80% | 65% | 63% | 55% | 25% | 62% | 66% | | |
| | 95.5 | 28.0 | 26.0 | 21.5 | - | 2.5 | 0.0 | 17.5 | 94.0 | 9.5 | 17.0 | 0.5 | 61.0 | 34.5 | - | - |
| | 150 | 46 | 41 | 33 | 0 | 6 | 2 | 22 | 144 | 15 | 31 | 2 | 98 | 52 | | |
| Met Performance Target | No | No | No | No | No | No | No | No | No | No | No | No | No | No | 0 | |
| Met Minimum Size | Yes | Yes | Yes | Yes | No | No | No | No | Yes | No | Yes | No | Yes | Yes | | 8 |
| | | | | | | | | | | | | | | | 8 | 16 |

| Growth Status (Academic Growth) | |
|--|----|
| Student Growth Component Score (Indicators Met ÷ Indicators Evaluated) | 50 |

| GT Performance on STAAR | Masters Level on Math | Masters Level on Reading | Masters Level on Science |
|-------------------------|-----------------------|--------------------------|--------------------------|
| 3rd | 100% | 100% | |
| 4th | 100% | 100% | |
| 5th | 50% | 100% | 33% |

Pre-K CIRCLE assessment:

| | 2021-2022 | | | 2022-2023 | | |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | BOY-On Track | MOY-On Track | EOY-On Track | BOY-On Track | MOY-On Track | EOY-On Track |
| Rapid Letter Naming | 47% | 67% | 72% | 58% | 80% | 88% |
| Rapid Vocabulary | 50% | 64% | 72% | 49% | 70% | 65% |
| Phonological Awareness | | | | | | |
| Syllabication | 3% | 45% | 48% | 15% | 66% | 81% |
| Onset-Rime | 9% | 31% | 41% | 13% | 30% | 53% |
| Alliteration | 0% | 14% | 78% | 2% | 23% | 49% |
| Rhyming I | 9% | 29% | 41% | 15% | 27% | 61% |
| Overall Measure | 80% | 74% | 59% | 56% | 86% | 82% |
| Optional PA | | | | | | |
| Listening | 17% | 48% | 65% | 42% | 52% | 63% |
| Words in a Sentence | 11% | 12% | 37% | 24% | 52% | 67% |
| Rhyming II | 11% | 24% | 43% | 15% | 30% | 67% |
| Overall Measure | 89% | 69% | 70% | 85% | 82% | 86% |
| | | | | | | |

| | 2021-2022 | | | 2022-2023 | | |
|-----------------------------|-----------|-----|-----|-----------|------|-----|
| Math | | | | | | |
| Rote Counting | 23% | 45% | 73% | 18% | 61% | 77% |
| Shape Naming | 54% | 81% | 85% | 51% | 88% | 89% |
| Number Discrimination | 54% | 76% | 76% | 67% | 86% | 91% |
| Number Naming | 51% | 60% | 74% | 53% | 86% | 95% |
| Shape Discrimination | 51% | 79% | 89% | 53% | 84% | 93% |
| Counting Sets | 40% | 60% | 72% | 44% | 82% | 79% |
| Operations | 17% | 36% | 49% | 18% | 41% | 67% |
| Overall Measure | 71% | 83% | 89% | 82% | 95% | 88% |
| | | | | | | |
| Early Writing Skills | 94% | 68% | 80% | 96% | 100% | 95% |

Student Learning Strengths

The following strengths have been identified for the 2022-2023 school year:

MAP Data from Fall of 2022 to Spring 2023:

- The percentage of students at or above grade level mean on MAP increased for reading, math and science
- The percentage of students at or above grade level mean increased by 10% or more on Math MAP across all grade levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.

Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.

Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.

Problem Statement 4: For Emergent Bilingual students, 0% of 3rd graders, 50% of 4th graders, and 62% of 5th graders did not meet grade level standards on the STAAR Reading assessment.

Problem Statement 5: 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.

Problem Statement 6: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers.

Problem Statement 7: 50% of GT 5th grade students did not meet mastery on STAAR Mathematics and 77% of GT 5th grades students did not meet mastery on STAAR science assessment.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Community:

The goals for the campus are directly aligned to district goals, and it is our commitment to "live out" the values of our district -- teamwork, quality, integrity, caring attitude, maximum effort, and innovation. Grade level Professional Learning Communities (PLCs) occur on a weekly basis. Each PLC meets for 60 minutes.

The focus is to study the curriculum, align our work with the PLC Planning Process, work collaboratively to desegregate data from CUAs and universal screeners, plan instruction throughout the Gradual Release of Responsibility Model, and participate in learning from Coaching Walks. In addition, PLCs focus on teaching and learning with an emphasis on tracking and monitoring student progress.

Curriculum and Instruction:

Wood Elementary uses the TEKS Resource System (TRS) provided by the district. TRS is aligned with state standards and 21st-century learning skills. It is the expectation that all teachers implement the curriculum; however, the rigor of instruction currently does not fully align with the state standards. This continues to be evident both in our student achievement data, as well as walk-through data. A priority for the 2022-2023 school year was to continue to implement the curriculum with fidelity to include the following resources: IFDs, Lead4Ward resources, District Pacing Guides, CUAs, Unit Mapping (Backwards Design), Next Generation Balanced Literacy, F&P Literacy Resources, Comprehension Toolkit, academic vocabulary, intentional interventions, Empowering Writers strategies, Math Model Drawing, Lone Star Math and curriculum study sessions. As a result of improving the alignment of instruction to the content specificity and cognitive level of the standards, it is our expectation that our student achievement data will continue to improve.

Student achievement is measured through the use of CUA assessments, STAAR, MAP universal screeners, and CIRCLE assessments. The assessment results, both formative and summative, combined with the study of our curriculum documents and state standards, drive the instruction and the decisions at Maude Moore Wood. Based on the assessment results, we determine which standards we need to spiral and/or reteach and which students are in need of RtI Intervention. Clear success criteria for performance assessments are needed in order to determine the validity of the results and ensure that appropriate interventions are provided when needed.

Interventions:

Our master schedule includes a specific non-negotiable time set aside during the school day for interventions for all students by grade level. This year, we will continue to implement the strategies addressed in our intentional interventions to assist in meeting the needs of ALL

students in order to increase achievement.

Maude Moore Wood Elementary uses district-provided, research-based interventions including Leveled Literacy Interventions and standards-based small group support. .

RtI is implemented school-wide. When a teacher has concerns regarding a student, behavioral or academic, an RtI meeting is called to identify interventions or different strategies to use with the child. Interventions are successful when used with fidelity. In 2023-2024 all grade levels will have tracking folders to help students monitor their growth.

In addition, Maude Moore Wood Elementary has the following instructional programs to meet the needs of all students. These programs include the Gifted and Talented Program, English Language Learners, Dyslexia, and the Skills/ECSE programs. Students who qualify for Special Education are provided services through an inclusion model consisting of co-teaching support.

Professional Development and Leadership:

The district provides year-round professional development at no cost to all teachers. This support helps to build the professional capacity of all teachers. Periodic walkthroughs and data from coaching walks are used to gather information about the implementation of professional development topics.

Teachers are appraised using the T-TESS system. Walkthroughs, observations, and data are used to determine the effectiveness and provide timely feedback to teachers. Through a collaborative process, teachers have the opportunity to provide input regarding areas of improvement. Performance data is used to guide conversations with teachers regarding future professional development opportunities. Teachers in need of a Professional Intervention Plan are provided with specific learning opportunities to help improve performance.

Teachers at Maude Moore Wood Elementary are afforded a variety of opportunities to serve in leadership capacities. Some of these opportunities include District Conduct Committee representative, District Employee Advocacy Committee representative, SBDM representative, and grade level leader. In addition, Maude Moore Wood Elementary teacher leaders frequently provide professional learning during PLCs and after-school meetings. The district also provides ongoing professional development sessions, and many Wood Elementary teachers take advantage of these learning opportunities. In addition, our campus instructional specialists provide support for all teachers by facilitating a deep study of the curriculum through Unit Mapping that focuses on improving teaching and learning.

Campus-based committees include Reading, Math, Science, Campus Conduct, and SBDM. It is the purpose of these committees to align the curriculum and campus instruction vertically so that we have continuity with student learning across the campus. This helps to ensure students receive expert instruction in every classroom, for every student, every day. The SBDM Committee will meet a minimum of six times during the school year.

Maude Moore Wood Elementary is grounded by a strong student-centered focus. Our teaching and learning practices are derived from the belief that all students can learn at high levels. Collaborative, site-based decision-making is a priority and includes a team of administrators,

teachers, and community members. Our SBDM Committee meets regularly to review and evaluate the campus improvement plan and approve the expenditures of our resources.

As a result of the student-centered focus on teaching and learning, the daily schedule continues to maximize the amount of time spent on instruction. The schedule ensures that we are able to care for all the needs of all our students by offering breakfast and lunch, providing small group instruction, and counseling to support home/school connections.

The leadership team meets every week to address campus needs. Shared decision-making is facilitated regarding future professional development based on a variety of data.

Communications with staff members is done through emails, weekly staff newsletter, periodic staff meetings, and an open-door policy. Parent communication is consistently handled through phone calls, conferences, weekly take home folder (Thursday Folder), Connect-ed messages, campus web page, campus Facebook page, and newsletters.

Teacher Induction and Mentoring:

The district has an excellent mentoring program for all new teachers. Teachers are assigned a mentor and/or buddy and complete certain requirements mandated by the district and campus. New teachers meet monthly with the Campus Instructional Specialists to provide additional support to address questions, concerns, or learning needs.

Technology:

Maude Moore Wood Elementary uses technology applications in a variety of capacities such as Imagine Reading and Math, BrainPop, BrainPop Jr., RAZ-Kids reading programs, and research and presentation opportunities. There is a need to ensure the consistent use of technology to enhance teaching and learning.

The instructional program is enhanced by teachers through the integration of technology. Each classroom has access to iPads, interactive projectors, and 2 computer labs.

At Maude Moore Wood Elementary, it is the expectation that technology is integrated daily into lessons and used routinely by all staff and students. Technology will support teachers and students in all phases of education. District and campus goals will be supported in the following manner:

1. Provide teachers with technology resources to prepare rigorous lessons for expert instructional delivery
2. Participate in district initiatives-life cycle deployment, career and college readiness, and Digital Citizenship through Common Sense Learning
3. Staff Training

4. Implement and support research-based, integrated technology systems and solutions
5. Ensure access to reliable and well-supported technology that meets 21st Century expectations
6. Provide resources needed for the daily utilization of technology
7. Teach instructional lessons to help deepen student and teacher knowledge of current software applications

Discipline:

The Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies. The RtI committee discusses and supports positive behavior interventions for students with recurring behavior challenges. The counselors will share strategies from Restorative Practices with teachers of the younger grades.

Good behavior incentives will be provided to students who are role models of meeting all campus behavioral expectations.

School Processes & Programs Strengths**The Professional Learning Community**

- Full-day planning sessions are provided for each grade level.
- Collaborative learning and planning through weekly PLCs.
- Maude Moore Wood Elementary has an effective PLC structure to help develop teachers and improve the instructional core.
- Common planning through the use of unit mapping.

Curriculum and Instruction:

- A guaranteed and viable curriculum will be used to plan instruction.
- Common assessments are given according to the district pacing calendar to monitor student progress, make necessary adjustments, and are then used to meet the needs of all students.
- A block of time is set aside for interventions during the day to include the utilization of intervention teacher and intervention instructional assistants.
- A master schedule designed to maximize instruction that includes blocks of time for ELAR and math instruction.

Interventions:

- RtI is facilitated using the district's flow chart to ensure fidelity in meeting the needs of students.
- Built-in intervention block of 60 minutes that provides the appropriate instructional support for all students.

Professional Development and Leadership:

- CIS and Mentor teachers will routinely meet with new teachers to offer support as needed.
- An excellent mentoring and buddy program that supports and grows new teachers.
- Staff participates in ongoing, research-based professional learning opportunities provided by our district and campus.

Technology:

- The library has 20 computers used for research.
- Each classroom has access to iPads used to enhance instruction.
- Each teacher has a district-issued laptop.
- All classrooms have a document camera and an interactive projector.
- Maude Moore Wood Elementary has a poster maker to enhance classroom instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to establish clear and consistent success criteria for all assessments.

Problem Statement 2: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students.

Problem Statement 3: Coaching Walk Data demonstrates a need to increase the amount of collaborative and independent tasks that are aligned to the rigor of the standards.

Problem Statement 4: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks.

Perceptions

Perceptions Summary

Family and Community Engagement:

At Maude Moore Wood Elementary, we welcome support from all stakeholders. Parental involvement is recognized and valued as a means to increase student achievement. We provide several opportunities for parents and community members to participate in the instructional program such as an open house, family nights, awards assemblies, and the Freedom Walk to name a few. Our Adopt-a-School soldiers support many of these events. We received the Partnership of the Year award for our support and partnering with the 1st Calvary Division Artillery in 2021-2022. Also, Maude Moore Wood Elementary will provide non-school-age children the opportunity to attend our Little Warriors Club where our future Warriors are provided opportunities to acclimate to the school environment. The Little Warrior Club will be coordinated by our library.

We value communication with our parents and community. School communication is provided in both English and Spanish. Parent notes are sent home every Thursday, as well as a monthly Parent Newsletter to provide information about upcoming events and activities. In addition, Maude Moore Wood Elementary publishes information on our school website, the marquee, ConnectEd messages, and our Facebook page.

Parents, staff members, and community members serve on the Site-Based Decision Making Committee (SBDM). The membership of SBDM represents the ethnic and socio-economic make-up of the community.

School Culture and Climate:

Maude Moore Wood Elementary School is an innovative campus that is committed to increasing student learning by fostering a culture of life-long learners.

The structures, schedules, and processes are in place to build and maintain a collaborative work environment where the collective capacity of all stakeholders is celebrated.

Parent survey results Spring 2023 revealed that parents would like increased information on the learning happening in the classrooms and ways to support the learning at home.

Student safety is our #1 priority. Safety procedures such as fire drills, tornado drills, evacuation drills, and shelter-in-place drills are conducted to promote the safety and well-being of all our students and staff. We consistently practice safety drills to ensure student and staff preparedness in all situations. Teachers are highly encouraged to practice with their class on safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. In addition, our school has safety measures that require visitors to sign in at the office

first before being allowed access to the rest of the school. Our school also has the SMART Check-In system to identify any registered sex offenders trying to enter the school. All visitors must present a current state-issued ID/Driver's license to be swiped in the SMART Check-In system.

To build a culture of camaraderie and celebration, Maude Moore Wood Elementary staff members participate in various activities. An example is our Employee of the Month which is also recognized on the campus marquee and school web page. Other school-wide programs designed to develop a spirit of community include:

Grade Level Musical Performances

Student Council

Plants/flowers for staff members & family during hospitalization or loss

Staff Christmas Party

Staff Surveys

Academic Awards Assemblies

Teacher Appreciation Week

Parenting classes

Partnership with Adopt-a-School

Choir Performances

Daily recognition of staff/student birthdays

Perceptions Strengths

The strengths of Maude Moore Wood Elementary's family and community involvement are listed below:

- Maude Moore Wood Elementary uses a variety of methods to communicate with parents such as the campus website, various teacher websites, Thursday Folders containing school-wide information, parent/teacher conferences, ConnectEd messages, and our Facebook page.
- Little Warrior Club for non-school age children
- Community involvement events

The following are strengths of the Maude Moore Wood Elementary culture and climate:

- Translators are provided to parents for all academic meetings and conferences
- Welcoming environment

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase communication about learning standards and strategies to help students at home.

Problem Statement 2: Parent survey results show that there is a need for communication of learning goals and strategies to help their students succeed.

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, Maude Moore Wood's math scores for students who have met grade level standard will increase by 5%.

Evaluation Data Sources: Formative assessments including CUAs. Summative Assessments including MAP and STAAR.

| Strategy 1 Details |
|---|
| <p>Strategy 1: The campus will implement small group guided math to deepen student understanding of math standards. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review.</p> <p>Strategy's Expected Result/Impact: Improved math achievement</p> <p>Staff Responsible for Monitoring: Admin. CISs Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Rigorous TEKS aligned spiral review materials and related math resources - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$9,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: Teachers will incorporate spiraling problem-solving and critical thinking in daily math instruction.</p> <p>Strategy's Expected Result/Impact: Increased achievement in math for all students.</p> <p>Staff Responsible for Monitoring: Admin. CISs Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p> <p>Funding Sources: Rigorous TEKS aligned spiral review materials and related resources for problem solving practice - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$10,921</p> |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment. |
| School Processes & Programs |
| Problem Statement 1: There is a need to establish clear and consistent success criteria for all assessments. Problem Statement 3: Coaching Walk Data demonstrates a need to increase the amount of collaborative and independent tasks that are aligned to the rigor of the standards. |

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

Performance Objective 2: By the end of the 2023-2024 school year, Maude Moore Wood's science scores for students who have met grade level standard will increase by 10%.

Evaluation Data Sources: Formative assessments including CUAs. Summative Assessments including MAP and STAAR.

| Strategy 1 Details |
|---|
| <p>Strategy 1: The campus will incorporate weekly hands on science investigations (documented in lesson plans) and emphasize content area vocabulary. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review. Students will record the lab investigations in their science journals.</p> <p>Strategy's Expected Result/Impact: Increased achievement on science formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Admin. CISs Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 3</p> <p>Funding Sources: Rigorous TEKS aligned spiral review for at risk students materials - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$4,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: Students will participate in field-based instruction particularly in the area of science. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Increased achievement on science formative, summative, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Admin. CISs Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: School Buses for Field-Based Experiences - 166 - State Comp Ed - 166.11.6494.00.141.30.AR0 - \$11,500</p> |

Strategy 3 Details

Strategy 3: BrainPop and Brain Pop Jr will be utilized to provide a supplemental visual and interactive learning experience to support student understanding in science. Quizzes will be used to check for understanding and differentiate instruction.

Strategy's Expected Result/Impact: Increased student achievement on grade level assessments

Staff Responsible for Monitoring: Admin

CISs

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Funding Sources: BrainPop and BrainPop Jr Schoolwide Licenses - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - \$3,500

Strategy 4 Details

Strategy 4: Students will utilize journals to document scientific investigations and discoveries. Journal artifacts will be shared during PLC.

Strategy's Expected Result/Impact: Increased achievement on science formative/summative and STAAR assessments.

Staff Responsible for Monitoring: Admin

CIS

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.

Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.

Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.

School Processes & Programs

Problem Statement 1: There is a need to establish clear and consistent success criteria for all assessments.

| |
|--|
| School Processes & Programs |
|--|

| |
|--|
| Problem Statement 3: Coaching Walk Data demonstrates a need to increase the amount of collaborative and independent tasks that are aligned to the rigor of the standards. |
|--|

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

Performance Objective 3: By the end of the 2023-2024 school year, Maude Moore Wood's ELA scores for students who have met grade level standard will increase by 10%.

Evaluation Data Sources: Formative assessments including CUAs. Summative Assessments including MAP and STAAR.

| Strategy 1 Details |
|---|
| <p>Strategy 1: The campus will implement small group reading instruction to deepen student understanding of reading and writing standards. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review.</p> <p>Strategy's Expected Result/Impact: Increased in performance on formative/summative and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Admin. CISs Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 1, 3</p> <p>Funding Sources: Rigorous TEKS aligned spiral review for at risk students reading materials - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$9,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: Pre-K and Kindergarten teachers will utilize ESGI-Education Software for Guiding Instruction of reading skills which will allow them to target and differentiate the TEKS and Guidelines based on students' needs.</p> <p>Strategy's Expected Result/Impact: Increased MAP Reading average RIT Score by 10 points. Increased CIRCLE reading average.</p> <p>Staff Responsible for Monitoring: Admin CIS Teachers</p> <p>Problem Statements: Student Learning 2, 4, 6 - School Processes & Programs 2</p> <p>Funding Sources: Education software to target needs of students - 211 - ESEA, Title I Part A - 211.31.6299.OL.141.30.000 - \$1,000</p> |

Strategy 3 Details

Strategy 3: The campus will utilize RAZ-Kids online program and Pebble Go Online Program to access digital leveled books and the opportunity to research and explore a variety of topics.

Strategy's Expected Result/Impact: Increased MAP Reading average RIT Score by 10 points.

Staff Responsible for Monitoring: Admin

CIS

Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 4, 6

Strategy 4 Details

Strategy 4: The ELL teacher will work in small groups and collaborate with the classroom teacher using supplemental texts and hands on materials to support vocabulary and background knowledge to increase achievement of ELL students.

Strategy's Expected Result/Impact: Increased achievement of ELL students.

Staff Responsible for Monitoring: ELL teacher

Classroom Teacher

Admin.

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 4, 6

Funding Sources: Instructional resources for EL students - 165/ES0 - ELL - 165.11.6399.00.141.25.ES0 - \$2,730

Strategy 5 Details

Strategy 5: At-risk students' vocabulary development in content area literacy will be enhanced with the online instructional support of videos, notecards, and interactive quizzes to check understanding.

Strategy's Expected Result/Impact: Increased reading achievement and increased content area vocabulary to increase math, science and social students achievement.

Staff Responsible for Monitoring: Admin.

CISs

Teachers

TEA Priorities:

Build a foundation of reading and math

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

Funding Sources: Flocabulary Online Campus Subscription - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - \$3,188

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.</p> <p>Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.</p> <p>Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.</p> <p>Problem Statement 4: For Emergent Bilingual students, 0% of 3rd graders, 50% of 4th graders, and 62% of 5th graders did not meet grade level standards on the STAAR Reading assessment.</p> <p>Problem Statement 6: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: There is a need to establish clear and consistent success criteria for all assessments.</p> <p>Problem Statement 2: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students.</p> <p>Problem Statement 3: Coaching Walk Data demonstrates a need to increase the amount of collaborative and independent tasks that are aligned to the rigor of the standards.</p> |

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

Performance Objective 4: By the end of the 2023-2024 school year, all students to include students in special programs will achieve expected growth on the end of year test for reading, writing, math and science for their respective grade levels.

Evaluation Data Sources: The performance of students participating in the GT, ESL, SPED and At Risk program as measured by MAP and CIRCLE.

| Strategy 1 Details |
|---|
| <p>Strategy 1: Instructional assistants and interventionists will provide instructional support in all 4 core subjects through small group interventions. An additional allocation for a Campus Instructional Specialist will monitor student progress and support teachers and students to address student academic needs.</p> <p>Strategy's Expected Result/Impact: Continuous progress monitoring indicating improved student achievement in all content areas.</p> <p>Staff Responsible for Monitoring: Teachers, Admin Team, CISs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 2</p> <p>Funding Sources: Instructional Assistant - 166 - State Comp Ed - 166.11.6129.00.141.30.AR0 - \$16,724, Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.141.30.000 - \$42,680, Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.11.6119.00.141.30.000 - \$70,000, Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.141.30.000 - \$7,960</p> |
| Strategy 2 Details |
| <p>Strategy 2: At Risk, ELL and other special populations will receive supplemental instruction using TEKS aligned resources.</p> <p>Strategy's Expected Result/Impact: Increased achievement on formative and summative assessments including Circle, MAP and STAAR.</p> <p>Staff Responsible for Monitoring: ESL Teacher Classroom Teacher Interventionist CISs Admin.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 6</p> |

Strategy 3 Details

Strategy 3: Teachers of ELL students will provide a parenting information event about how to help children academically at home.

Strategy's Expected Result/Impact: Increased achievement of EL students in all content areas.

Staff Responsible for Monitoring: Admin.

EL teacher

Problem Statements: Student Learning 4, 6 - Perceptions 1

Funding Sources: Refreshments for ELL Parenting Night - 263 - ESEA, Title III Part A - 263.61.6499.LE.141.25.000 - \$155, Instructional supplies for ELL parents - 263 - ESEA, Title III Part A - 263.61.6399.LE.141.25.000 - \$430

Strategy 4 Details

Strategy 4: Teachers will utilize project based learning including the TPSP projects to differentiate learning for Gifted and Talented students.

Strategy's Expected Result/Impact: Increased achievement and critical thinking skills for all GT students.

Staff Responsible for Monitoring: Admin.

CISs

Librarian

Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 7

Funding Sources: Instructional Supplies for TPSP - 177 - Gifted/Talented - 177.11.6399.00.141.21.000 - \$2,400, Transportation for GT Field Based Learning Experiences - 177 - Gifted/Talented - 177.11.6494.00.141.21.000 - \$2,000

Strategy 5 Details

Strategy 5: An After School Learning Academy will be established to provide tutoring and instructional support to support struggling students.

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

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

Funding Sources: Nutritious snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.141.30.000 - \$1,000, Instructional supplies for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$2,000

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.

Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.

Student Learning

Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.

Problem Statement 4: For Emergent Bilingual students, 0% of 3rd graders, 50% of 4th graders, and 62% of 5th graders did not meet grade level standards on the STAAR Reading assessment.

Problem Statement 5: 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.

Problem Statement 6: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers.

Problem Statement 7: 50% of GT 5th grade students did not meet mastery on STAAR Mathematics and 77% of GT 5th grades students did not meet mastery on STAAR science assessment.

School Processes & Programs

Problem Statement 2: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students.

Perceptions

Problem Statement 1: There is a need to increase communication about learning standards and strategies to help students at home.

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: During the 2023-2024 school year, 100% of the instructional staff will engage in PLC work and professional development that aligns with the district's momentum plan.

Evaluation Data Sources: Learn Transcripts, Staff sign-sheets and agendas

| Strategy 1 Details |
|--|
| <p>Strategy 1: Campus leadership will attend conferences or workshops, both in and out of district, to build our leadership capacity in the areas of coaching, literacy, math, and science.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as a result of new learning among campus leadership.</p> <p>Staff Responsible for Monitoring: Admin staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: Admin professional development focused on coaching teachers and supporting core instruction - 211 - ESEA, Title I Part A - 211.23.6411.00.141.30.000 - \$15,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: Teachers will attend conferences, both in and out of district, that will increase student achievement and are based on student needs in reading, writing, math, and science to include ESL teachers and special education staff.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of the professional development</p> <p>Staff Responsible for Monitoring: Admin and SBDM</p> <p>Problem Statements: Student Learning 1, 2, 3, 6</p> <p>Funding Sources: Teacher professional development to support core content area instruction - 211 - ESEA, Title I Part A - 211.13.6411.00.141.30.000 - \$15,839</p> |

Strategy 3 Details

Strategy 3: The CISs and admin team will meet with new teachers monthly to provide on-going support and professional development as needed in the area of writing, science, math and reading comprehension

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

Increased retention of new teachers.

Staff Responsible for Monitoring: CISs

Admin

Problem Statements: Student Learning 1, 2, 3

Strategy 4 Details

Strategy 4: Teachers will participate in PLC that will include a focus for increasing the depth and complexity of rigor in the classroom using unit mapping, the GRR Model, and Next Generation Balanced Literacy with an additional focus addressing research based instructional strategies in order to address the learning needs of At-Risk, economically disadvantaged, and special education student populations.

Strategy's Expected Result/Impact: Decreased number of students identified as At-Risk.

Decreased number of students identified as special needs.

Increased student performance in all content areas as evidenced by common assessments for all grades.

Decreased number of students in need of Response-to Intervention (RTI).

Staff Responsible for Monitoring: Teachers

Admin Team

Problem Statements: Student Learning 1, 2, 3

Strategy 5 Details

Strategy 5: Teachers will increase awareness of the characteristics of gifted and talented students by meeting twice each semester to collaborate on strategies to enrich the curriculum to meet the needs of gifted learners and address the required TPSP.

Strategy's Expected Result/Impact: Increased achievement of gifted and high achieving students

Staff Responsible for Monitoring: CISs

GT Coordinator

GT Teachers

Problem Statements: Student Learning 7

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.

Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.

Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.

Problem Statement 6: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers.

Problem Statement 7: 50% of GT 5th grade students did not meet mastery on STAAR Mathematics and 77% of GT 5th grades students did not meet mastery on STAAR science assessment.

School Processes & Programs

Problem Statement 4: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks.

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 2023, at least 85% of our families and students will have participated in a school-sponsored parent involvement event or activity.

Evaluation Data Sources: Parent survey will reflect improved participation and feedback

| Strategy 1 Details |
|---|
| <p>Strategy 1: MM Wood will provide community participation programs such as physical education wellness and choir nights. Parenting sessions will be provided to include curriculum parent academies, Little Warriors, STAAR informational sessions, parent outreach and training activities.</p> <p>Strategy's Expected Result/Impact: Increased parent knowledge of standards, test taking strategies, and STAAR expectations will result in increased student achievement for all learners. Students will develop strong early literacy skills prior to entering school as a result of Little Warriors.</p> <p>Staff Responsible for Monitoring: Admin staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 1</p> <p>Funding Sources: Resources for Parent Training Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.141.24.PAR - \$1,744, Refreshment for parent training activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.141.24.PAR - \$400</p> |
| Strategy 2 Details |
| <p>Strategy 2: MM Wood teachers will use folders, email, and teacher parent conferences to communicate with parents weekly.</p> <p>Strategy's Expected Result/Impact: Increased communication between home and school</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1</p> |
| Strategy 3 Details |
| <p>Strategy 3: The campus will encourage parents to volunteer at the school during our Title I meeting with parents in October to include addressing the parent and family engagement policy and our home-school compact through various forms of communication.</p> <p>Strategy's Expected Result/Impact: An increased number of parent volunteers</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Perceptions 1</p> |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.</p> <p>Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.</p> <p>Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.</p> |
| Perceptions |
| <p>Problem Statement 1: There is a need to increase communication about learning standards and strategies to help students at home.</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 1: During the 2023-2024 school year, we will promote a safe and inviting environment that is conducive to student success by implementing behavior strategies from Restorative Discipline to reduce office referrals by 20 percent.

Evaluation Data Sources: Student and Parent surveys, number of referrals, PEIMS report

| Strategy 1 Details |
|---|
| <p>Strategy 1: In order to ensure the continuation of the education process, MM Wood will provide an area for on-campus learning for students who disrupt the learning environment or violate classroom, campus, and/or district behavioral expectations. Incentives will be rewarded to students weekly for demonstrating positive behavior.</p> <p>Strategy's Expected Result/Impact: Fewer than 200 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 250 referrals.</p> <p>Staff Responsible for Monitoring: Admin staff ISS Instructional Assistant</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Low cost incentives for positive student behavior - 211 - ESEA, Title I Part A - 211.11.6498.00.141.30.000 - \$4,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: MM Wood will provide a student survey to get feedback from students on campus life in regards to respect, citizenship, and belonging.</p> <p>Strategy's Expected Result/Impact: Fewer than 100 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 150 referrals.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Demographics 1</p> |
| Strategy 3 Details |
| <p>Strategy 3: MM Wood will implement the Killeen Independent School District's Counseling Curriculum to address the new law requirements for prevention, identification, response to, and reporting of bullying.</p> <p>Strategy's Expected Result/Impact: Fewer than 10 bullying incidents reported</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Demographics 1</p> |

| Strategy 4 Details |
|--|
| <p>Strategy 4: Students will have opportunities to participate in school leadership roles to help promote safety and model appropriate behaviors.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students feeling safe, welcomed, and involved on the end of year survey.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselor</p> <p>Problem Statements: Demographics 1</p> |
| Strategy 5 Details |
| <p>Strategy 5: The campus will provide student code of conduct cards for Pre Kindergarten-5th grade.</p> <p>Strategy's Expected Result/Impact: Fewer than 100 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 150 referrals.</p> <p>Staff Responsible for Monitoring: Admin staff</p> <p>Problem Statements: Demographics 1</p> |
| Strategy 6 Details |
| <p>Strategy 6: Students will be recognized for exemplifying character of the month traits. Staff members will continue to recognize all students for academic performance and grades through certificates and awards. Persistent effort and growth will be recognized through Golden Pencil nominations.</p> <p>Strategy's Expected Result/Impact: Increased number of students nominated to participate in character of the month.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Golden Pencils - 211 - ESEA, Title I Part A - 211.11.6498.00.141.30.000 - \$500</p> |
| Strategy 7 Details |
| <p>Strategy 7: Teachers will develop and submit a classroom management, including treatment agreements and other restorative practices that will be shared with students and families.</p> <p>Strategy's Expected Result/Impact: Decreased number of students referred to the office for discipline.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Counselors AP Principal</p> <p>Problem Statements: Demographics 1</p> |

Performance Objective 1 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: There were 439 office referrals with 14% repeat offenders. |
| Student Learning |
| Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment. Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment. Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment. |

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

Performance Objective 1: During the 2023-2024 school year, we will effectively manage 100% of resources and operations to maximize student and staff learning.

Evaluation Data Sources: Tutoring and Intervention Logs; Master Schedule; SBDM, staff and parent surveys

| Strategy 1 Details |
|---|
| <p>Strategy 1: The principal will conduct weekly meetings and training within the leadership team.</p> <p>Strategy's Expected Result/Impact: Increased student achievement due to effective collaboration, Increased capacity of faculty members.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 4</p> |
| Strategy 2 Details |
| <p>Strategy 2: Working closely, the principal and principal's secretary will be good stewards of the fiscal management of resources.</p> <p>Strategy's Expected Result/Impact: Successful audit</p> <p>Staff Responsible for Monitoring: Principal and Principal's Secretary</p> <p>Problem Statements: School Processes & Programs 4</p> |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 4: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks.</p> |

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

Performance Objective 2: During the 2023-2024 school year, the master schedule will ensure protected instructional time and will provide teachers adequate time for collaboration, studying the curriculum, and planning for instruction and interventions.

Evaluation Data Sources: Circle, MAP Assessments and STAAR achievement data, as well as RtI documentation.

| Strategy 1 Details |
|---|
| <p>Strategy 1: MM Wood teachers and administrators will consistently and collectively analyze data through Eduphoria, IStation, and other assessments to provide differentiated, targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: 85% of all students in grades Prek through 5th grade will be developed or advanced on universal screeners, scoring met expectations or advanced on STAAR, and 75% of students will have reached a year's growth.</p> <p>Staff Responsible for Monitoring: Principal CISs</p> <p>Problem Statements: School Processes & Programs 1, 3, 4</p> <p>Funding Sources: Printers for printing data and small group instruction strategies - 211 - ESEA, Title I Part A - 211.11.6398.00.141.30.000 - \$4,000</p> |
| Strategy 2 Details |
| <p>Strategy 2: MM Wood teachers will participate in a planning day each semester to work as a team to review upcoming standards in the IFDs, prepare lessons and tasks for tight alignment of standards, disaggregate data, and plan for common assessments.</p> <p>Strategy's Expected Result/Impact: 80% of all students in grades Prek through 5th grade will be developed or advanced on universal screeners, scoring met expectations or advanced on STAAR, and 75% of students will have reached a year's growth.</p> <p>Staff Responsible for Monitoring: Principal CISs</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3</p> <p>Funding Sources: Substitutes for Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.141.30.000 - \$6,000</p> |
| Strategy 3 Details |
| <p>Strategy 3: Teachers will implement the RtI process with fidelity to monitor student progress and growth.</p> <p>Strategy's Expected Result/Impact: To identify students in need of additional services through intervention, 504 or special education .</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: 75% of students did not meet grade level standard on the STAAR Science assessment. Students are missing foundational science vocabulary and content knowledge. 4th grade did not meet growth goals on MAP science assessment.</p> <p>Problem Statement 2: 37% of 3rd graders, 48% of 4th graders, and 47% of 5th graders did not meet grade level standards on STAAR reading assessment. 1st, 4th and 5th grade did not meet growth goals on MAP reading assessment.</p> <p>Problem Statement 3: 38% of 3rd graders, 47% of 4th graders, and 49% of 5th graders did not meet grade level standards on STAAR math assessment. 4th and 5th did not meet their growth goal on MAP math assessment.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: There is a need to establish clear and consistent success criteria for all assessments.</p> <p>Problem Statement 2: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students.</p> <p>Problem Statement 3: Coaching Walk Data demonstrates a need to increase the amount of collaborative and independent tasks that are aligned to the rigor of the standards.</p> <p>Problem Statement 4: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks.</p> |

2023-2024 SBDM & Title I Stakeholders (ES)

| Committee Role | Name | Position |
|-----------------------------|----------------------------|---|
| Administrator | Amber Dibble | Principal |
| Classroom Teacher | Amber Condrey | PK4 Teacher |
| Classroom Teacher | Heather Cox | Kindergarten Teacher |
| Classroom Teacher | Estella Gomez | 1st Grade Teacher |
| Classroom Teacher | Teresa Barlow | 2nd Grade Teacher |
| Classroom Teacher | Taylor Reyes | 3rd Grade Teacher |
| Classroom Teacher | Charlotte Pernell | 4th Grade Teacher |
| Classroom Teacher | Jessica Bright | 5th Grade Teacher |
| Classroom Teacher | Elizabeth Biggs | SPED Teacher |
| Business Representative | Alyssa Moore | Business Representative |
| Community Representative | Andrea Maddox | Community Member |
| District-level Professional | Jsanean Mark | District-Level Professional |
| Parent | Mallory Pope | Parent |
| Parent | Myrthalina Rivera-Baxter | Parent |
| Paraprofessional | Mark Lee | Paraprofessional (Title I) |
| Paraprofessional | Yahlizbeth Rivera Gonzalez | Paraprofessional (Title I) |
| Administrator | Manuel Pedroza | Other Appropriate Personnel (Title I) |
| Administrator | Kristi Spiller | Other School Leader (Title I) |
| Administrator | Jessica Cisneros | Other School Leader (Title I) |
| Administrator | Evelyn Joseph | Specialized Instructional Support (Title I) |
| Classroom Teacher | Amanda Deleon | 3rd Grade Teacher |