

Killeen Independent School District
Pershing Park Elementary School
2022-2023



Mission Statement

Empower children to reach their highest potential by pursuing a lifelong passion for learning through a collaboration of home, school, and community.

Vision

Through the creation of innovative and rigorous lessons, we will inspire all students to achieve their personal best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

In the fall of 2021, Sugar Loaf Elementary and Pershing Park Elementary merged into the New Pershing Park, blending two longstanding community schools. The mascot underwent a redesign, and the campus is represented by the Puma. Pershing Park is one of five Spanish bilingual campuses in Killeen ISD. In order to facilitate communication with parents who speak limited English, a Spanish bilingual parent liaison is present on campus.

The enrollment for the 2021-22 school year was around 1,020 students. Due to the high population of economically disadvantaged students, we remain a Title I school serving 88% low-socioeconomic families. To meet the needs of our student population and provide targeted instruction, we have added an intervention team of four teachers and two aides.

Pershing Park Elementary offers a variety of activities to bridge the partnership between home, school, and the community to include field trips that offer real-world educational connections, various family nights, and extra-curricular clubs.

Student Demographics:

Data has been compiled to reflect the New Pershing Park population post union with Sugar Loaf. With 64.67% of the population identifying as at-risk, additional support and interventions will be needed to close the learning gaps. At-Risk interventionists have been allocated to us to support students during the intervention block.

Ethnicity Data from the 2021-22 School Year		
	New PPE	KISD
African American	27.02%	34.9%
Hispanic	52.44%	30.2%
White	9.66%	22.4%
American Indian	.24%	.6%
Asian	.61%	2.5%
Pacific Islander	1.47%	2.1%
Two or More Races	8.56%	7.3%

Ethnicity Data from 2021-22 School Year	PPE	KISD
At Risk	64.67%	51.6%
Bilingual/ESL	36%	10.4%
Economically Disadvantaged	88%	56.6%
Gifted & Talented	1.34%	3.2%
Mobility	25%	27.7%
Special Education	13.4%	11.7%

Attendance:

The attendance rate has continued to decline this school year to 90.79% from 91% during the face to face and virtual learning school year of 20-21.

Discipline:

Last school year we saw a decrease in discipline referrals from 205 to 74, due to virtual learning and fewer students on campus. With Pershing Park growing in size the 2021-22 school year, we saw an increase in office referrals to 441. Because of the need to address both the academic and social/emotional well-being of students, an At-Risk counselor is available as an additional support for students. Because students identified a need for strategies to deal with anxiety and with building relationships with others, the campus will focus on restorative practices in conjunction with Yoga Ed.

Staff Summary:

Highly qualified teachers meet in professional learning community meetings weekly to design lessons using the CFA 2.0 planning process and to analyze data using the CUA protocol. In addition, teachers participate in a Principal PLC meeting once per month. With the merger of the two schools, we will benefit from the insight and expertise of the Sugar Loaf teachers that are joining us. The staff data from 2019-20 reflects 14.2% beginning teachers, 39% in their 1st through 5th year, 13.7% in years 6-10% years, 19.5% are in their 11-20% years, and 13.5% have 20 plus years of experience.

Pershing Park Staff 2021-22	
PK	3 teachers, 2 PK aides, 2 bilingual teachers, 1 bilingual aide
KG	5 teachers, 2 KG aides, 3 bilingual teachers, 1 bilingual aide
1st	6 teachers, 3 bilingual teachers, 1 aide, 1 bilingual aide

Pershing Park Staff 2021-22	
2nd	6 teachers, 2 bilingual teachers, 1 bilingual aide, 1 aide
3rd	5 teachers, 3 bilingual teachers, 1 bilingual aide, 1 aide
4th	5 teachers, 3 bilingual teachers, 1 bilingual aide, 1 aide
5th	4 teachers, 2 bilingual teachers, 1 bilingual aide, 1 aide
PE	3 teachers
Music	3 teachers
Special Education	4 SPED teachers, 4 SPED aides, 2 BMU teachers, 4 BMU aides, 1 diagnostician, 1 speech pathologist, 1 speech therapist assistant.
Interventionists	1 reading specialist, 1 science lab teacher, 2 Interventionists, 2 ESL teachers, 2 RICA teachers, 2.5 intervention aide, 2 bilingual intervention aides
Library Services	1 librarian, 1 library aide
Counseling	3.5 counselors, 1 military family life counselor
Technology	1 technologist, 1 computer aide
Administration	1 principal, 3 assistant principals, 1 campus facilitator for special programs, 2 curriculum specialists, 4.5 secretaries, 1 media aide
Parenting	1 parent liaison (bilingual)
Health Services	1 nurse, 1 clinic aide
Custodial	3 day custodians

Demographics Strengths

The following strengths are identified in the area of demographics:

- Pershing Park has a diverse student population.
- Pershing Park has a Spanish bilingual parent liaison who gives support to the Spanish population, provides training to the pre-school age students, coordinates parent and community involvement and acts as a liaison between the Adopt-a-School Unit and Pershing Park.
- Grade levels meet in PLCs weekly to design instruction that is aligned with the rigor of the TEKS.

- Pershing Park will continue to have a second Campus Instructional Specialist in the 2022-23 school year to provide additional curriculum support to strengthen the instructional core and increase student achievement.
- Pershing Park will be adding a .5 counselor to meet the academic and social emotional needs of our students.
- An intervention team consists of a reading specialist, two At-Risk interventionists, and 4.5 intervention aides to provide targeted research-based interventions based on data from STAAR and universal screeners in grades K-5.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 64.67% of the student population is identified as At Risk and may require accelerated instruction and additional supports to perform satisfactorily on STAAR, master grade level TEKS, and/or be promoted to the next grade level.

Problem Statement 2: In the 2021 school year, the attendance rate has declined to 90.79 from 91% the previous year.

Problem Statement 3: During the 2021 school year, discipline referrals increased from 74 to 441.

Student Learning

Student Learning Summary

Trends were identified in an analysis of data, and there was a correlation between universal assessments (MAP) and STAAR.

The processes of instruction began with studying curriculum and planning instructional delivery in professional learning communities. Teachers used common assessments to respond to the needs of students. Interventions were held for 50 minutes 5 days each week in K-2 and for 60 minutes in 3rd-5th grades. Universal assessments and STAAR results for the end of the year in Math, Reading, and Science are as follows:

PK CIRCLE EOY Benchmark Report

Rapid Vocabulary- 77% On Track

Phonological Awareness- 63 % On Track

Math- 68%

The EOY benchmark indicates an area of weakness Onset-Rime with 57% of students needing support and in the area of math operations with 65% in need of additional support.

K-5TH MAP MATH EOY Data

Measures of Academic Progress (MAP) Mean RIT Score		
Math - EOY 2022		
	PPE	KISD
KG	158	157
1st	170	173
2nd	179	184
3rd	194	198
4th	204	209
5th	216	216

Percentages of Students At Meets or Above EOY Math

Kindergarten- 52%

1st Grade- 27%

2nd Grade- 27%

3rd Grade- 36%

4th Grade-42%

5th Grade-48%

3RD-5TH STAAR MATH

STAAR MATH 2022									
	Approaches			Meets			Masters		
	PPE	KISD	State	PPE	KISD	State	PPE	KISD	State
3rd Math	55%	66%	%	25%	34%	%	8%	14%	%
3rd Math Spanish	67%	62%	%	0%	17%	%	0%	3%	%
4th Math	46%	60%	%	19%	32%	%	9%	16%	%
4th Math Spanish	60%	43%	%	40%	6%	%	20%	0%	%
5th Math	72%	72%	%	37%	39%	%	16%	17%	%
5th Math Spanish	60%	56%		40%	17%		20%	6%	

K-5TH MAP Reading

Measures of Academic Progress (MAP) Mean RIT Score		
Reading - EOY 2022		
	PPE	KISD
KG	152	152
1st	164	168
2nd	176	183
3rd	190	195
4th	197	204
5th	207	211

Percentages of Students At Meets or Above EOY MAP Reading

Kindergarten- 45%

1st Grade- 28%

2nd Grade- 32%

3rd Grade- 39%

4th Grade- 36%

5th Grade- 42%

3RD-5TH STAAR READING

STAAR READING 2022									
	Approaches			Meets			Masters		
	PPE	KISD	State	PPE	KISD	State	PPE	KISD	State
3rd Reading	66%	73%	%	37%	44%	%	19%	23%	%
3rd Reading Spanish	50%	49%	%	33%	16%	%	17%	11%	%
4th Reading	55%	73%	%	29%	47%	%	15%	23%	%
4th Reading Spanish	100%	31%	%	100%	24%	%	60%	12%	%
5th Reading	69%	79%	%	39%	51%	%	22%	31%	%
5th Reading Spanish	67%	59%		33%	14%		33%	14%	

5TH STAAR SCIENCE

STAAR SCIENCE 2022									
	Approaches			Meets			Masters		
	PPE	KISD	State	PPE	KISD	State	PPE	KISD	State
5th Science	50%	55%	%	20%	25%	%	8%	9%	%
5th Science Spanish	60%	24%	%	20%	5%	%	0%	0%	%

STAAR Results by Subgroup

Grade 4 Reading	Approaches %	Meets %	Masters %
Economically Disadvantaged	55%	29%	15%
Black African American	46%	11%	4%
Hispanic	61%	32%	18%
Two or more races	39%	23%	0%
White	59%	41%	35%
Emergent Bilingual	53%	41%	35%
SPED Indicator	21%	4%	0%

Grade 4 Math	Approaches %	Meets %	Masters %
Economically Disadvantaged	48%	19%	9%
Black African American	21%	0%	0%
Hispanic	59%	27%	13%
Two or more races	23%	15%	8%
White	53%	29%	12%
Emergent Bilingual	14%	4%	0%
SPED Indicator	14%	4%	0%

Grade 3 Math	Approaches %	Meets %	Masters %
Economically Disadvantaged	66%	34%	14%
Black African American	57%	21%	34%
Hispanic	70%	39%	14%
Two or more races	68%	38%	17%
White	76%	46%	21%
Emergent Bilingual	70%	37%	18%

Grade 4 Reading	Approaches %	Meets %	Masters %
SPED Indicator	38%	12%	3%

Grade 3 Reading	Approaches %	Meets %	Masters %
Economically Disadvantaged	66%	37%	19%
Black African American	48%	67%	17%
Hispanic	80%	51%	23%
Two or more races	60%	10%	0%
White	71%	41%	18%
Emergent Bilingual	75%	46%	15%
SPED Indicator	42%	19%	0%

Grade 5 Science	Approaches %	Meets %	Masters %
Economically Disadvantaged	50%	20%	8%
Black African American	40%	17%	7%
Hispanic	48%	16%	5%
Two or more races	50%	17%	0%
White	71%	33%	19%
Emergent Bilingual	56%	20%	9%
SPED Indicator	32%	0%	0%

Grade 5 Math	Approaches %	Meets %	Masters %
Economically Disadvantaged	75%	37%	16%
Black African American	70%	23%	7%
Hispanic	77%	41%	21%
Two or more races	67%	33%	17%
White	67%	42%	14%
Emergent Bilingual	82%	58%	29%
SPED Indicator	27%	14%	0%

Grade 4 Reading	Approaches %	Meets %	Masters %
Grade 5 Reading	Approaches %	Meets %	Masters %
Economically Disadvantaged	72%	41%	23%
Black African American	60%	40%	20%
Hispanic	70%	40%	20%
Two or more races	83%	50%	33%
White	76%	43%	33%
Emergent Bilingual	80%	45%	23%
SPED Indicator	41%	14%	5%

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

As a result of COVID-19, KISD closed all campuses and district offices for the final nine-week grading period of the 19-20 school year. To support students through this time, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. Approximately 81.6% of our students participated in distance learning. There is a need to address the gaps in learning and the social-emotional impact stemming from the extended school closure. The campus will continue to work on closing the gaps during the 2022-23 school year through targeted intervention periods and after school tutoring. In an effort to address the social-emotional aspect of learning an additional .5 counselor has been added to the counseling team and the campus will focus on building relationships through restorative practices and providing strategies for anxiety and self-regulation through the Yoga Ed program.

Student Learning Strengths

All subpopulations grew on the 3rd grade math STAAR.

According to 2021 STAAR data, Reading scores increased by at least 7% across approaches, meets, and masters.

77% of students are on track in PK on rapid vocabulary development.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students have experienced gaps in learning as a result of the COVID-19, extended school closure, and distance learning.

Problem Statement 2: In 2021-22, the percentage of Pre-K students in need of support on the CIRCLE benchmark assessment for phonological awareness increased from 26% to 37% in need of support.

Problem Statement 3: According to the end of the EOY 21-22 data, 31% of students in grades K-5 scored at or above meets on the math MAP assessment.

Problem Statement 4: The 3-5 grade students scored below the district average on STAAR reading, 3rd 66%, 4th 55%, and 5th 69%.

Problem Statement 5: The 3-5 grade students scored below the district average on STAAR math, 3rd 55%, 4th 46%, 5th 72%.

Problem Statement 6: According to the end of the EOY 21-22 data, 37% of students in grades K-5 scored at or above meets on the reading MAP assessment.

Problem Statement 7: In 2021-22, 50% of tested 5th grade students did not meet the Approaches Grade Level standard on STAAR Science.

Problem Statement 8: In 2021-22, 34% of tested 3rd, 4th, and 5th grade SPED students scored at the approaches level on the STAAR Reading, Math, and Science assessments.

Problem Statement 9: In the 2021-22 school year, Pre-K students in need of support in math increased from 14% to 32% on the EOY CIRCLE assessment.

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

School Processes & Programs

School Processes & Programs Summary

School Organization:

Teachers at Pershing Park will meet twice a week to design Core lessons that engage students in rigorous levels of learning. During the professional learning community meetings (PLC), teachers will develop goals and targets based on the Instructional Focus Documents by utilizing the CFA 2.0 planning process and the CUA data protocol. Lessons will incorporate the Gradual Release of Responsibility Model and use varying degrees of Hess' Depth of Knowledge to align tasks to targets at rigorous levels. Universal, formative, and summative assessments will be analyzed to ensure classroom and individual needs are met. Due to the gaps created by the COVID pandemic, we have increased our interventionist staff to include one reading specialist, two intervention teachers, one science lab teacher, and 4.5 intervention aides. In addition to the intervention aides, we will continue to fund one aide per grade level for grades 1-5, to provide scaffolding and additional support for our low-performing sub-populations and at-risk students.

The MAP, Circle, F&P, and CUA assessments will be administered throughout the year and results will be used to plan targeted interventions for students. During walkthroughs and coaching walks, administrators identified that interventions were not being designed using available data from student assessments. Teachers will collaborate with the Principal, CIS, and APs during the monthly principal PLC to form intervention groups. We are receiving an additional assistant principal to support our staff. Students who do not respond to general interventions are referred to the Response to Intervention (RtI) Committee, which is a group of teachers, support staff, and administrators who meet to develop a more intensive plan of intervention. This committee will meet three times per month to continually monitor student progress. The RtI Committee may make referrals to special programs as needed.

The special education department at Pershing Park uses differentiated instruction and individualized plans to provide a variety of teaching models to deliver instruction to students in PreK-5th grades. We will have four SPED teachers to provide IEP support to students, as well as collaborate with classroom teachers on SPED strategies. In addition, four instructional aides in the special education department provide in-class support to students. The speech therapist uses a pullout program to provide services to students in speech.

Students identified as Bilingual are in classrooms with a certified bilingual teacher. KISD provides six bilingual aides for additional support. Students identified as English Language Learners receive reading instruction from a teacher certified in ESL and an ESL aide for support. During the 2021-22 school year, the bilingual framework was created. Support was provided to teachers to guide them through the implementation of the new framework, as well as, on integrating the ELPS. Students struggled with oral proficiency on TELPAS. Therefore, the campus has identified a need to provide additional supports in the areas of phonics, vocabulary, and ELPS integration in lesson planning to teachers to increase English proficiency of Emergent Bilingual students.

Students identified as Gifted and Talented are in classrooms of teachers holding GT certification. Pershing Park's Instructional Specialist pulls the GT students once a week to guide them through the Texas Performance Standards Project that is required by the state each year. All of the GT students at Pershing Park showcase their projects in the spring. However, Pershing Park is nearly 2% below the district in identifying students who qualify as gifted and talented. The campus will provide additional professional development opportunities to teachers to increase the identification of GT students.

Delivery of instruction is monitored through walkthroughs conducted by administrators, and feedback is provided through Eduphoria, the online appraisal system. Instructional practices are studied by campus administration during calibration walkthroughs. Results are shared with the campus and new goals and professional development are targeted to improve instruction. Principals from the consolidating campuses identified the following similar areas of need: continued refinement of the CFA 2.0 planning process, utilization of CUA protocol to provide targeted interventions and re-teaching critical TEKS during bridge days.

In order to attract and retain highly qualified staff, Pershing Park offers a variety of professional development opportunities.

Pershing Park teachers effectively integrate technology into daily instruction. There is an expectation that students and teachers have access to various forms of technology every day so that students will be prepared for the future. Laptops or iPads, desktops, the document camera and the projector are used daily for instruction. Pershing Park has a campus technology support specialist that provides support as needed to students and teachers. There is one computer lab that is used throughout the day. KISD provides a variety of professional development opportunities for teachers to learn innovative ways to integrate technology with instruction. Professional development opportunities will be provided at various times of the day to allow for more participation in the campus Tech 101 program. In support of new teachers, professional development sessions will be provided on campus by the CIS team. Topics will include IFD training, the unit planning process, phonics and vocabulary, implementation of various district resources, and classroom management.

Pershing Park staff members volunteer to host a variety of after-school clubs for students in 3rd-5th grades. There are more students who want to participate in after school clubs than there are clubs available; however, the nature and number of the clubs are dependent upon volunteer staff sponsors.

There are daily operations, routines and processes in place to ensure the effective operation of the school. We establish procedures to protect the safety and security of students and guests. KISD requires all volunteers to complete background checks before entry in hallways. Doors are kept locked throughout the day both inside and outside the building, and drop off and pickup areas are designated to minimize traffic before and after school.

School Processes & Programs Strengths

The following strengths are identified in the area of school processes and programs:

- Teachers are becoming more adept at incorporating the Gradual Release of Responsibility Model into lesson planning using the TEKS Resource System curriculum.
- Staff meets in PLCs weekly to study curriculum, learn strategies that challenge students, plan expert instruction, analyze assessments, and plan interventions for students.
- Processes are in place to ensure the safety of students under our care.
- Students in 3rd-5th grades are offered a variety of after school clubs to motivate them to come to school, maintain good behavior, and earn passing grades.
- All GT students present their TPSP projects to peers, staff and parents..

- There is a laptop cart or an iPad cart for each grade level, PK-5th, for use on that grade level throughout the day.
- The Intervention team provides targeted support to students during the intervention block in the master schedule.
- The RTI committee meets 3 times per month to review and monitor student progress with both academics and behavior.
- Training has been provided on the new bilingual framework.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The CUA protocol and universal screener data were not used to create skill focused groups for interventions.

Problem Statement 2: In the 2021 school year, Pershing Park had 1.34% GT students which was below the district average of 3.2%

Problem Statement 3: In 2021, the new bilingual framework was put into place causing a need for professional development on phonics, vocabulary, and ELPS integration in lesson planning.

Problem Statement 4: In 2021, students struggled with oral proficiency on TELPAS.

Perceptions

Perceptions Summary

Pershing Park supports Killeen ISD's mission to teach so that students learn to their maximum potential, and Pershing Park strives to exhibit the values KISD honors - teamwork, quality, integrity, caring attitude, maximum effort and innovation. We believe all children can learn, and acknowledge that parents share our commitment to educational success.

Communication

Parents can expect to learn of events through the school newsletter, school website, Connect Ed calls/emails/messages, monthly grade level newsletter, Facebook, and student agendas.

Parent and Family Involvement

Parents and family are invited to be involved through parent conferences, surveys, serving on the LPAC Committee, attending Site-Based Decision Making Committee meetings, volunteering at school or helping with events.

The Pershing Park parent liaison coordinates parent, volunteer, and community involvement as well as participation with our Adopt-a-School military unit. There are classes twice a week for "Little Pumas", or pre-school age children, to learn skills they will need in prekindergarten or kindergarten. Pershing Park is one of five elementary Spanish bilingual campuses. Thirty-six percent of the student population participates in the Bilingual or ESL program. Spanish or another language is the primary language spoken at home. Although we provide many resources in English and Spanish, as bilingual students begin to acquire English, parents who are not fluent English speakers struggle to support their child's language acquisition at home. Pershing Park offers Survival English Classes weekly to help parents acquire English to improve communication between home and school and give parents additional resources to help their children at home.

The Campus support staff will conduct parent sessions to provide opportunities for parents to learn new strategies and tools to support their student at home, as well as, gain a better understanding of the school curriculum.

Sessions to be included: Reading and Math content support, Anxiety and Social-Emotional Support, Nutritional School Lunches

Support for families

Counseling Support, Military Family Life Counseling, Parent Conferences, HARP services, Monthly Parent sessions, Parent Internet Safety Training, Communities in Schools

Support for students

Pershing Park has implemented a common set of student behavioral expectations for the classroom, the hallways, the cafeteria, and recess. Counselors meet with classes weekly and with small groups of students as needed which foster a mutual respect among students and staff. Expectations and consequences are sent home with parents at the beginning of the year and reviewed with students throughout the year. Restorative Practices will be implemented at Pershing Park in 2022-23 to promote positive school climate and culture. In order to support

the Restorative Practice methodologies, Yoga Ed will be implemented campus wide to promote self-regulation, calming techniques, and mindfulness to reduce anxiety. The campus will place emphasis on improving social skills, focus, and hand eye coordination through the addition of archery to the campus.

Academic and Social support for students

Red Ribbon Week, Fire Safety Week, Drug Awareness Week, College and Career Awareness, Character Traits, Semester Awards, 5th grade and Kindergarten end of year celebrations, Book Fair, Field/Water Day.

Family Events

Meet the Teacher- 1,174 Attendees

Fall Festival/Book Fair- 774 Attendees

Winter Literacy Night- 394 Attendees

Black History Month Performance- 309 Attendees

1st Semester Awards- 96 Attendees

STEM Night- 652 Attendees

Cinco de Mayo and Time Capsule- 796 Attendees

2nd Semester Awards- 116 Attendees

5th Grade Celebration/Kinder Graduation- 896 Attendees

Surveys

A school climate survey was completed and responses tallied and reviewed. 227 out of 1,030 individuals responded to the survey. The campus technologist sent out a parent survey to gather insight from parents and 36 individuals provided input. A teacher needs survey was provided to campus staff with 126 members of the staff being contacted and 40 completing the survey.

The survey suggests that students feel safe at school and that they have positive relationships with their teachers. The majority of students would like help with building friendships with other students and strategies and tools with interpersonal relationships. The staff identifies a campus culture of mutual respect with parents wanting to become more involved through increased communication and volunteer opportunities.

Perceptions Strengths

The following strengths are identified in the area of perception:

- PPES embodies a group of caring and committed staff members who celebrate student achievement and diversity.
- Family nights, English classes, parent training sessions, and Little Pumas encourage parent involvement on campus.
- Parents receive a monthly newsletter from both the school and the teacher, as well, as through various digital and print platforms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are seeking opportunities to engage in the school community and support their child's learning; parents of EB students are also seeking ways to support their child's acquisition of the English language.

Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

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 2022-2023 school year, student achievement in reading on campus, district, and state assessments will increase at approaches, meets, and masters by 8%.

Evaluation Data Sources: CIRCLE, MAP, CUA's, STAAR

Strategy 1 Details
<p>Strategy 1: To increase reading achievement, students will be provided TEKS-aligned instruction through Next Generation Balanced Literacy along with provided guided reading and through the use of online programs, such as, NewsELA, Reading A-Z, Brainpop , Science and Social Studies Weekly.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students who meet standards on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, Teachers</p> <p>Problem Statements: Student Learning 2, 4, 6</p> <p>Funding Sources: Web Access: Pebble Go, Newsela or similar ELAR based programs - 166 - State Comp Ed - 166.11.6299.OL.142.30.AR0 - \$8,165, Web Access: Brainpop or similar instructional support program - 211 - ESEA, Title I Part A - 211.11.6299.OL.142.30.000 - \$5,205</p>
Strategy 2 Details
<p>Strategy 2: Administrators and CIS will support teachers toward implementation of CFA 2.0 Unit Planning Process by regularly collaborating, observing, and coaching teachers in PLC's and individual conferences to ensure fidelity and rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students who meet standards on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 4, 6 - School Processes & Programs 1</p>

Strategy 3 Details

Strategy 3: Curriculum Instructional Specialists will provide training and professional development on research based instructional strategies and model exemplar lessons to strengthen core literacy instruction. The campus will fund 1.0 of a CIS to provide additional support to teachers.

Strategy's Expected Result/Impact: Increase in percentage of students who meet standards in reading on campus, district, and state assessments.

Staff Responsible for Monitoring: Principal, AP, CIS

TEA Priorities:

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

Problem Statements: Student Learning 2, 4, 6

Strategy 4 Details

Strategy 4: Additional paraprofessionals will be funded by the campus to provide small group instruction and targeted support in reading fluency and comprehension.

Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.

Staff Responsible for Monitoring: Teachers, CIS, AP, Principal

Problem Statements: Demographics 1

Funding Sources: Highly Qualified Aides to work in K-5th Grades - 211 - ESEA, Title I Part A - 211.11.6129.00.142.30.000 - \$129,736, Highly Qualified At Risk Aides to work in K-5th Grades - 166 - State Comp Ed - 166.11.6129.00.142.30.AR0 - \$41,330.50

Strategy 5 Details

Strategy 5: A Reading Specialist and two intervention aides will provide focused interventions based on student data in grades K-5.

Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.

Staff Responsible for Monitoring: Principal, AP, CIS

Problem Statements: Demographics 1

Funding Sources: Reading Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.142.30.000 - \$84,015

Strategy 6 Details

Strategy 6: Struggling students will be referred to Response to Intervention (RTI). Research-based interventions will be put into place to address the gaps in learning and will be monitored by the committee. Both online and small group interventions will be utilized as appropriate to meet the needs of each individual student.

Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.

Staff Responsible for Monitoring: RTI Committee, Teachers, AP, CIS, Principal

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Headphones, i-Pad cases, and cables for devices used for online interventions - 166 - State Comp Ed - 166.11.6399.00.142.30.AR0 - \$5,060, I-pads to implement online interventions - 166 - State Comp Ed - 166.11.6398.00.142.30.AR0 - \$15,925

Strategy 7 Details
<p>Strategy 7: The librarian will plan and provide lessons in the library based on grade level or class academic needs on the weekly flex day.</p> <p>Strategy's Expected Result/Impact: Increase percentage on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Problem Statements: Demographics 1</p>
Strategy 8 Details
<p>Strategy 8: Campus leadership will perform regular classroom walk-through observations to monitor fidelity of literacy instruction and Gradual Release of Responsibility.</p> <p>Strategy's Expected Result/Impact: Increase percentage on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: AP, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 4, 6</p>
Strategy 9 Details
<p>Strategy 9: Students in grades Kinder and 1st that struggle with word identification will increase word recognition skills through supplemental handwriting development.</p> <p>Strategy's Expected Result/Impact: Increase in letter formation skills, word recognition, and fine motor skills.</p> <p>Staff Responsible for Monitoring: Teacher, AP, Principal</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Learning Without Tears - 166 - State Comp Ed - 166.11.6399.00.142.30.AR0 - \$1,336.70</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 64.67% of the student population is identified as At Risk and may require accelerated instruction and additional supports to perform satisfactorily on STAAR, master grade level TEKS, and/or be promoted to the next grade level.</p>
Student Learning
<p>Problem Statement 1: All students have experienced gaps in learning as a result of the COVID-19, extended school closure, and distance learning.</p> <p>Problem Statement 2: In 2021-22, the percentage of Pre-K students in need of support on the CIRCLE benchmark assessment for phonological awareness increased from 26% to 37% in need of support.</p> <p>Problem Statement 4: The 3-5 grade students scored below the district average on STAAR reading, 3rd 66%, 4th 55%, and 5th 69%.</p> <p>Problem Statement 6: According to the end of the EOY 21-22 data, 37% of students in grades K-5 scored at or above meets on the reading MAP assessment.</p>

School Processes & Programs
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Problem Statement 1: The CUA protocol and universal screener data were not used to create skill focused groups for interventions.
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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 2022-2023 school year, student achievement in math on campus, district, and state assessments will increase at approaches, meets, and masters by 10%.

Evaluation Data Sources: CIRCLE, MAP, CUA's, STAAR

Strategy 1 Details
<p>Strategy 1: Teachers will collaborate with CIS and administrators in PLC's to plan high quality math lessons using the CFA 2.0 Planning Process.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: In PLC's, teachers will examine data using the CUA and PA data protocol to provide focused instruction and targeted interventions.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 3 Details
<p>Strategy 3: Math lessons will regularly incorporate hands-on activities to help students move from abstract to concrete. (Guided math, use of manipulatives. centers/stations, technology).</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 3, 5</p>
Strategy 4 Details
<p>Strategy 4: Fact fluency, number sense, and problem solving practice will be included in the daily math instruction block.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 3, 5</p> <p>Funding Sources: TEKS Aligned spiral review workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - \$17,888</p>

Strategy 5 Details
<p>Strategy 5: Additional support will be provided to At-Risk students by two interventionists after identifying needs in math that is based on formative and summative assessment data.</p> <p>Strategy's Expected Result/Impact: Increase percentage at meets on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: CIS, AP, Principal</p> <p>Problem Statements: Demographics 1</p>
Strategy 6 Details
<p>Strategy 6: Additional paraprofessionals will be funded and used to provide small group instruction and targeted support in math fluency, problem solving, and computation.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: AP, Principal</p> <p>Problem Statements: Demographics 1</p>
Strategy 7 Details
<p>Strategy 7: Struggling students will be referred to Response to Intervention (RTI). Interventions will be put into place to address the gaps in learning and monitored by the committee. (Imagine Math, Do the Math, AMI).</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments</p> <p>Staff Responsible for Monitoring: RTI Committee, Teacher, CIS, AP, Principal</p> <p>Problem Statements: Demographics 1</p>
Strategy 8 Details
<p>Strategy 8: Curriculum Instructional Specialists will provide training and professional development on research based instructional strategies and model exemplar lessons to strengthen math instruction. The campus will fund 1.0 of a CIS to provide additional support to teachers.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: CIS, AP, Principal</p> <p>Problem Statements: Student Learning 3, 5, 9</p> <p>Funding Sources: Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.142.30.000 - \$86,764</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 64.67% of the student population is identified as At Risk and may require accelerated instruction and additional supports to perform satisfactorily on STAAR, master grade level TEKS, and/or be promoted to the next grade level.</p>

Student Learning
Problem Statement 3: According to the end of the EOY 21-22 data, 31% of students in grades K-5 scored at or above meets on the math MAP assessment.
Problem Statement 5: The 3-5 grade students scored below the district average on STAAR math, 3rd 55%, 4th 46%, 5th 72%.
Problem Statement 9: In the 2021-22 school year, Pre-K students in need of support in math increased from 14% to 32% on the EOY CIRCLE assessment.
School Processes & Programs
Problem Statement 1: The CUA protocol and universal screener data were not used to create skill focused groups for interventions.

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 2022-2023 school year, student achievement in science on campus, district, and state assessments will increase at approaches, meets, and masters by 8%.

Evaluation Data Sources: MAP, CUA's, STAAR

Strategy 1 Details
<p>Strategy 1: Students in grades 2-5 attend science lab weekly for hands-on science instruction. The campus will fund a full-time Science lab teacher.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Science Lab Teacher, Classroom Teacher, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Science Lab Teacher 2nd-5th Grade - 211 - ESEA, Title I Part A - 211.11.6119.00.142.30.000 - \$81,180</p>
Strategy 2 Details
<p>Strategy 2: In PK-1st 80% of science instruction will be hands on investigations. Hands on investigations will be 50-60% of science instruction in grades 2-5.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: Demographics 1</p>
Strategy 3 Details
<p>Strategy 3: Grade level teachers will plan science instruction collaboratively using Backward Design and the DOK matrix. Higher level questioning and target/task alignment will be focused upon.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: School Processes & Programs 1</p>

Strategy 4 Details
<p>Strategy 4: Curriculum Instructional Specialists will provide training and professional development on research based instructional strategies and model exemplar lessons to strengthen science instruction. The CIS will work with teachers on integrating science into other content areas. The campus will fund full-time CIS to provide additional support to teachers.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: CIS,AP, Principal</p> <p>Problem Statements: Student Learning 7</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Over 64.67% of the student population is identified as At Risk and may require accelerated instruction and additional supports to perform satisfactorily on STAAR, master grade level TEKS, and/or be promoted to the next grade level.</p>
Student Learning
<p>Problem Statement 7: In 2021-22, 50% of tested 5th grade students did not meet the Approaches Grade Level standard on STAAR Science.</p>
School Processes & Programs
<p>Problem Statement 1: The CUA protocol and universal screener data were not used to create skill focused groups for interventions.</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 June 2023, low performing student groups (ELL, SpEd, African American, At-Risk, and Economically Disadvantaged) will increase at approaches, meets and masters by 10% on campus, district, and state assessments in STAAR tested content areas.

Evaluation Data Sources: Percentage increase on campus, district, and state assessments.

Strategy 1 Details
<p>Strategy 1: Targeted interventions will be provided to at-risk students by an intervention team of 3 intervention teachers and 4.5 intervention aides in reading and math. Two and a half additional intervention aides will be funded by the campus.(LLI, Do the Math, Imagine Literacy/Math, ARI/AMI)</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, CIS, Teacher</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Highly Qualified Aide- Intervention - 211 - ESEA, Title I Part A - 211.11.6129.00.142.30.000 - \$26,431, Instructional resources for reading and math intervention - 166 - State Comp Ed - 166.11.6399.00.142.30.AR0</p>
Strategy 2 Details
<p>Strategy 2: Targeted support for IEP goals will be provided to the Special Education student group through the use of research-based interventions in reading and math (Successmaker online adaptive learning program).</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 8</p>
Strategy 3 Details
<p>Strategy 3: Bilingual program teachers will provide Spanish language students with English Language Proficiency Standards and Sheltered Instruction Observation Protocol strategies to facilitate their transition to English while maintaining skills in their first language.</p> <p>Strategy's Expected Result/Impact: Percentage increase of campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 4</p> <p>Funding Sources: Spanish Workbooks - 165/BI0 - Bilingual - 165.11.6399.00.142.25.BI0 - \$10,000, Technology integration for language acquisition- Ipads - 165/BI0 - Bilingual - 165.11.6398.00.142.25.BI0 - \$7,892.15, Instructional supplies for bilingual students to include i-pad cases - 165/BI0 - Bilingual - 165.11.6399.00.142.25.BI0 - \$4,737.85</p>

Strategy 4 Details
<p>Strategy 4: An At- Risk counselor will provide academic, career, and social support and guidance to at-risk students.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Counselor, AP, Principal</p> <p>Problem Statements: Perceptions 2</p>
Strategy 5 Details
<p>Strategy 5: The ELL teachers will support ELL students in the language arts and instructional settings by collaborating with regular education and special education teachers to ensure vocabulary and literacy skills that are taught in small group will transfer to classwork. The ELL teachers will integrate technology that encourages English vocabulary development in real-world situations.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: School Processes & Programs 3, 4</p> <p>Funding Sources: Instructional resources to support literacy and vocabulary development to include the Language and vocabulary development - 165/ES0 - ELL - 165.11.6399.00.142.25.ES0 - \$4,453</p>
Strategy 6 Details
<p>Strategy 6: The Wilson Reading Program will be provided to dyslexia students through the Reading in the Content Area (RICA) Teachers.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: RICA Teacher, Classroom Teacher, AP, Principal</p> <p>Problem Statements: Student Learning 4, 6</p>
Strategy 7 Details
<p>Strategy 7: GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects as well as logic puzzles/brainteasers and STEM kits to foster the differentiation during stations and interventions.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: CIS, AP, Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instruction supplies for Project Based Learning - 177 - Gifted/Talented - 177.11.6399.00.142.21.000 - \$3,575</p>

Strategy 8 Details
<p>Strategy 8: After school tutoring will be available for At-Risk students to close the gaps in reading and math.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 4, 5</p>
Strategy 9 Details
<p>Strategy 9: Students will participate in field based instruction (FBI) that provides them real world hands-on experiences that will allow them to build background knowledge and make connections to classroom learning. Field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting. Where appropriate, learning experiences may be brought to the campus instead of having students travel out. The FBI provides an opportunity for students to use critical thinking and apply skills learned within the classroom.</p> <p>Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Fieldtrips: Innerspace Caverns, Cameron Park Zoo, Robinson Farms, Austin Aquarium, The Thinkery, Mayborn Museum, Dr. Pepper Museum, Pioneer Farms, CTC Planetarium - 166 - State Comp Ed - 166.11.6412.00.142.30.AR0 - \$16,172.80</p>

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Over 64.67% of the student population is identified as At Risk and may require accelerated instruction and additional supports to perform satisfactorily on STAAR, master grade level TEKS, and/or be promoted to the next grade level.</p>
Student Learning
<p>Problem Statement 1: All students have experienced gaps in learning as a result of the COVID-19, extended school closure, and distance learning.</p> <p>Problem Statement 2: In 2021-22, the percentage of Pre-K students in need of support on the CIRCLE benchmark assessment for phonological awareness increased from 26% to 37% in need of support.</p> <p>Problem Statement 4: The 3-5 grade students scored below the district average on STAAR reading, 3rd 66%, 4th 55%, and 5th 69%.</p> <p>Problem Statement 5: The 3-5 grade students scored below the district average on STAAR math, 3rd 55%, 4th 46%, 5th 72%.</p> <p>Problem Statement 6: According to the end of the EOY 21-22 data, 37% of students in grades K-5 scored at or above meets on the reading MAP assessment.</p> <p>Problem Statement 8: In 2021-22, 34% of tested 3rd, 4th, and 5th grade SPED students scored at the approaches level on the STAAR Reading, Math, and Science assessments.</p>
School Processes & Programs
<p>Problem Statement 3: In 2021, the new bilingual framework was put into place causing a need for professional development on phonics, vocabulary, and ELPS integration in lesson planning.</p> <p>Problem Statement 4: In 2021, students struggled with oral proficiency on TELPAS.</p>

Perceptions
Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

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

Performance Objective 5: By the end of 2022-2023 school year, through the consistent implementation of all Balanced Literacy components, 42% of all students (grades 3 - 5) will meet grade level standard on the Reading STAAR test to include the new writing components.

Evaluation Data Sources: MAP, CUA's, STAAR

Strategy 1 Details
Strategy 1: Classroom teachers will plan and deliver literacy instruction using Empowering Writers in grades K-5. Strategy's Expected Result/Impact: Percentage increase in campus, district, and state assessments. Staff Responsible for Monitoring: Teacher, CIS, AP, Principal Problem Statements: Student Learning 4
Strategy 2 Details
Strategy 2: Performance assessments and common unit assessments will be administered throughout the year to monitor progress and to guide instruction. Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments. Staff Responsible for Monitoring: Teachers, CIS, AP, Principal Problem Statements: School Processes & Programs 1
Strategy 3 Details
Strategy 3: Classroom teachers will utilize the Fountas and Pinnell word study kits in grades K-5 to increase academic vocabulary knowledge. Strategy's Expected Result/Impact: Increase in vocabulary knowledge Staff Responsible for Monitoring: Teachers, CIS, AP, Principal Problem Statements: Student Learning 4, 6
Strategy 4 Details
Strategy 4: Accountable talk strategies will be utilized with fidelity to increase student discourse and use of academic vocabulary. Strategy's Expected Result/Impact: Increase to 50% of instruction in the collaborative phase of the GRR and an increase in the rigor of the lesson through the use of student discourse. Staff Responsible for Monitoring: Teacher, CIS, AP, Principal Problem Statements: Student Learning 3, 6

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: According to the end of the EOY 21-22 data, 31% of students in grades K-5 scored at or above meets on the math MAP assessment.
Problem Statement 4: The 3-5 grade students scored below the district average on STAAR reading, 3rd 66%, 4th 55%,and 5th 69%.
Problem Statement 6: According to the end of the EOY 21-22 data, 37% of students in grades K-5 scored at or above meets on the reading MAP assessment.
School Processes & Programs
Problem Statement 1: The CUA protocol and universal screener data were not used to create skill focused groups for interventions.

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

Performance Objective 6: By the end of the 2022-2023 school year, students in grades K-5 will increase their phonological awareness in the areas of phonics, fluency, vocabulary and text comprehension by scoring at least a 70% on the EOY Fountas and Pinnell Word Study assessment .

Evaluation Data Sources: Fountas and Pinnell Word Study System Assessments

Strategy 1 Details
<p>Strategy 1: Teachers in K-2 and 3rd grade will receive training on the science of teaching reading (STR) through TRA ESC Region 12.</p> <p>Strategy's Expected Result/Impact: Increase in phonological awareness.</p> <p>Staff Responsible for Monitoring: Teacher, AP, CIS, Principal</p> <p>Problem Statements: Student Learning 2, 6</p>
Strategy 2 Details
<p>Strategy 2: Explicit and systematic lessons based on data to teach STR components will be used daily.</p> <p>Strategy's Expected Result/Impact: Increase in phonological awareness</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 2, 6</p>
Strategy 3 Details
<p>Strategy 3: A reading specialist will work with student and teachers to support STR literacy competencies.</p> <p>Strategy's Expected Result/Impact: Increase phonological awareness</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 2, 6</p>
Strategy 4 Details
<p>Strategy 4: Content area reading strategies to include, Marzano and Lead4ward will be used to develop academic vocabulary. The ELPS will be integrated into lessons with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase in use of academic vocabulary</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 2, 6</p>

Strategy 5 Details
<p>Strategy 5: The Fountas and Pinnell Phonics system will be used with fidelity in grades K-3 and the F&P Word study system 4th and 5th grade to increase phonological awareness and vocabulary development.</p> <p>Strategy's Expected Result/Impact: An increase in Vocabulary development on MAP assessments.</p> <p>Staff Responsible for Monitoring: Teacher, CIS, AP, Principal</p> <p>Problem Statements: Student Learning 3</p>
Strategy 6 Details
<p>Strategy 6: An ELD block will be incorporated into 3rd-5th bilingual classrooms daily.</p> <p>Strategy's Expected Result/Impact: Increase in phonics skills and reading achievement.</p> <p>Staff Responsible for Monitoring: Teachers, CIS, AP, Principal</p>

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 2: In 2021-22, the percentage of Pre-K students in need of support on the CIRCLE benchmark assessment for phonological awareness increased from 26% to 37% in need of support.</p> <p>Problem Statement 3: According to the end of the EOY 21-22 data, 31% of students in grades K-5 scored at or above meets on the math MAP assessment.</p> <p>Problem Statement 6: According to the end of the EOY 21-22 data, 37% of students in grades K-5 scored at or above meets on the reading MAP assessment.</p>

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 2023, 100% of professional staff members will participate in a variety of research-based professional development opportunities to support instruction in the classroom and align with the campus and district goals.

Evaluation Data Sources: Transcripts, workshop certificates, PD sign-in sheets

Strategy 1 Details
<p>Strategy 1: Teachers will work collaboratively in PLC's using the C.F.A 2.0 planning process and CUA data protocol to design effective lessons. Additional grade level planning opportunities will be provided each 9-week period for teachers to analyze state standards and to design content area lessons.</p> <p>Strategy's Expected Result/Impact: Collaborative planning will result in effective instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, SBDM</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Teacher Planning Days in PK-5 to design lessons. - 166 - State Comp Ed - 166.11.6116.00.142.30.AR0 - \$7,000</p>
Strategy 2 Details
<p>Strategy 2: Administrators will conduct coaching walk throughs, three times a year, to strengthen the instructional core.</p> <p>Strategy's Expected Result/Impact: The data collected will drive our professional development planning.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Problem Statements: Student Learning 2, 3, 4, 5, 6, 7, 8</p>
Strategy 3 Details
<p>Strategy 3: Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include dyslexia, 504, special education, ELL, and GT. (Phonics, Guided math, Intervention stations, F&P Mini-lessons, Empowering Writers, Comprehension Toolkit, Who's Doing the Work, Technology Integration)</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments.</p> <p>Staff Responsible for Monitoring: CIS, AP, Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Professional Development CAST Science Conference 2021, Lead4ward,TCEA - 166 - State Comp Ed - 166.13.6411.00.142.30.AR0 - \$7,510, Region 12 Professional Development Interventions and Stations in Reading - 166 - State Comp Ed - 166.13.6239.00.142.30.AR0 - \$3,750, Region 12 Professional Development Presenter and Workshop on Guided Math Strategies and Coaching - 166 - State Comp Ed - 166.13.6239.00.142.30.AR0 - \$3,750, Professional Development Bilingual Teachers, TABE Conference - 263 - ESEA, Title III Part A - 263.13.6399.LE.142.25.000 - \$3,500</p>

Strategy 4 Details
<p>Strategy 4: Teachers will participate in GT training called Identifying the Giftedness in Under Resourced Learners.</p> <p>Strategy's Expected Result/Impact: Identifying GT students</p> <p>Staff Responsible for Monitoring: CIS, AP, Principal</p> <p>Problem Statements: School Processes & Programs 2</p>
Strategy 5 Details
<p>Strategy 5: Teachers will participate in research-based professional development opportunities on the ELPS.</p> <p>Strategy's Expected Result/Impact: Vocabulary development, Increased listening and speaking scores on TELPAS.</p> <p>Staff Responsible for Monitoring: CIS, AP, Principal</p> <p>Problem Statements: School Processes & Programs 3, 4</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 64.67% of the student population is identified as At Risk and may require accelerated instruction and additional supports to perform satisfactorily on STAAR, master grade level TEKS, and/or be promoted to the next grade level.</p>
Student Learning
<p>Problem Statement 1: All students have experienced gaps in learning as a result of the COVID-19, extended school closure, and distance learning.</p> <p>Problem Statement 2: In 2021-22, the percentage of Pre-K students in need of support on the CIRCLE benchmark assessment for phonological awareness increased from 26% to 37% in need of support.</p> <p>Problem Statement 3: According to the end of the EOY 21-22 data, 31% of students in grades K-5 scored at or above meets on the math MAP assessment.</p> <p>Problem Statement 4: The 3-5 grade students scored below the district average on STAAR reading, 3rd 66%, 4th 55%, and 5th 69%.</p> <p>Problem Statement 5: The 3-5 grade students scored below the district average on STAAR math, 3rd 55%, 4th 46%, 5th 72%.</p> <p>Problem Statement 6: According to the end of the EOY 21-22 data, 37% of students in grades K-5 scored at or above meets on the reading MAP assessment.</p> <p>Problem Statement 7: In 2021-22, 50% of tested 5th grade students did not meet the Approaches Grade Level standard on STAAR Science.</p> <p>Problem Statement 8: In 2021-22, 34% of tested 3rd, 4th, and 5th grade SPED students scored at the approaches level on the STAAR Reading, Math, and Science assessments.</p>
School Processes & Programs
<p>Problem Statement 1: The CUA protocol and universal screener data were not used to create skill focused groups for interventions.</p> <p>Problem Statement 2: In the 2021 school year, Pershing Park had 1.34% GT students which was below the district average of 3.2%</p> <p>Problem Statement 3: In 2021, the new bilingual framework was put into place causing a need for professional development on phonics, vocabulary, and ELPS integration in lesson planning.</p> <p>Problem Statement 4: In 2021, students struggled with oral proficiency on TELPAS.</p>

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

Performance Objective 1: By June 2023, parent and community involvement will increase at campus sponsored events.

Evaluation Data Sources: Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs

Strategy 1 Details
<p>Strategy 1: Provide parents opportunities to participate in activities that enhance student achievement and attendance: Meet the Teacher, Open House, Nutrition Program, Parent conference opportunities, Parenting sessions, Digital Wellness session, Family Nights, Public meeting for input on Student Compacts and Written Parent and Family Engagement Policy, Effective Schools Project and Annual Title I Meeting. Communication with parents will be in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, Parent Liaison, SBDM</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parenting Books - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.142.24.PAR - \$800, Healthy Lunch items for school nutrition program with parents - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.142.24.PAR - \$500</p>
Strategy 2 Details
<p>Strategy 2: Host weekly sessions during the day for bilingual parents to attend for English Language acquisition and also parent training sessions specific to the needs of EB students.</p> <p>Strategy's Expected Result/Impact: Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, Parent Liaison, SBDM</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies for Parent and community Involvement Events ELL/EB - 263 - ESEA, Title III Part A - 263.61.6399.LE.142.25.000 - \$1,565, Snacks for Parent Meetings ELL/EB - 263 - ESEA, Title III Part A - 263.61.6499.LE.142.25.000 - \$500</p>

Strategy 3 Details

Strategy 3: Provide preschool children opportunities to learn readiness skills at weekly meetings of "Little Pumas".

Strategy's Expected Result/Impact: Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs

Staff Responsible for Monitoring: Principal, CIS, Parent Liaison, SBDM

Problem Statements: Perceptions 1, 2

Funding Sources: Supplies for Little Pumas - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.142.24.PAR - \$1,000, Parenting books - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.142.24.PAR - \$727, Snacks for Parenting and Little Pumas - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.142.24.PAR - \$750, Parent Liaison Training - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.142.24.PAR - \$1,200

Strategy 4 Details

Strategy 4: Parent training sessions will be offered to provide strategies for parents to support their student in the areas of academics, nutrition, and social-emotional tools.

Strategy's Expected Result/Impact: Partnership between home and school to improve academic growth.

Staff Responsible for Monitoring: Teachers, CIS, Counselors, AP, Principal

Problem Statements: Perceptions 1, 2

Funding Sources: Resources for Parenting Classes and Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.142.24.PAR - \$2,133

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parents are seeking opportunities to engage in the school community and support their child's learning; parents of EB students are also seeking ways to support their child's acquisition of the English language.

Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

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

Performance Objective 1: By June 2023, student code of conduct referrals will decrease by 5%.

Evaluation Data Sources: Percentage of change in SCOC referrals

Strategy 1 Details
<p>Strategy 1: Three full-time counselors and one .5 counselor will support students in crisis situations through individual and group discipline management programs. Counselors will provide training in school safety, drug awareness, and bullying.</p> <p>Strategy's Expected Result/Impact: Counselor log counts, Percentage of change in SCOC counts</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal, SBDM</p> <p>Problem Statements: Demographics 3 - Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: An At-risk counselor will provide academic, career, and social support and guidance to at-risk students.</p> <p>Strategy's Expected Result/Impact: Percentage increase on campus, district, and state assessments. A decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: Counselor, AP, Principal</p> <p>Problem Statements: Demographics 3 - Perceptions 2</p>
Strategy 3 Details
<p>Strategy 3: To promote physical and psychological well-being, students will participate in at least 135 minutes per week of physical activity .</p> <p>Strategy's Expected Result/Impact: Decrease stress and anxiety</p> <p>Staff Responsible for Monitoring: PE Teachers, AP, Principal</p>
Strategy 4 Details
<p>Strategy 4: To maintain a safe school environment, visitors will sign-in at the front office using the TPASS visitor Management System. Visitors will be required to wear the badge while on campus.</p> <p>Strategy's Expected Result/Impact: Ability to account for visitors on-campus.</p> <p>Staff Responsible for Monitoring: Secretaries, AP, Principal</p>

Strategy 5 Details
<p>Strategy 5: Restorative Practices will be implemented campus-wide. Admin., Support Staff, and Teachers will receive PD. The campus will review one new strategy at each staff meeting.</p> <p>Strategy's Expected Result/Impact: A decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Problem Statements: Demographics 3</p>
Strategy 6 Details
<p>Strategy 6: The campus will utilize the Yoga Ed. program campus-wide to support mindfulness, self-regulation skills, to promote physical and mental well-being.</p> <p>Strategy's Expected Result/Impact: A decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: Counselors APs Principal</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Web Access: Yoga Ed Program - 211 - ESEA, Title I Part A - 211.11.6299.OL.142.30.000 - \$5,335</p>
Strategy 7 Details
<p>Strategy 7: Students will be provided with the opportunity to interact socially with peers to build friendships, confidence while increasing academic skills in after school clubs, such as, archery, a news station, an instrumental club, choir, athletics, theater, and art.</p> <p>Strategy's Expected Result/Impact: Positive relationships between staff and students. Friendships amongst students. An increase in academic skills, such as writing and communication.</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Principal</p> <p>Problem Statements: Perceptions 2</p>
Strategy 8 Details
<p>Strategy 8: An incentive for perfect attendance will be implemented every nine weeks.</p> <p>Strategy's Expected Result/Impact: Improved attendance rate</p> <p>Staff Responsible for Monitoring: Teacher, AP, Principal</p> <p>Problem Statements: Demographics 3</p>

Strategy 9 Details

Strategy 9: The campus will provide a character education program and reward students who model these behaviors each month.
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Strategy's Expected Result/Impact: Decrease in Behavior referral

Staff Responsible for Monitoring: Counselors, Teachers, AP, Principal
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Problem Statements: Demographics 3 - Perceptions 2

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: During the 2021 school year, discipline referrals increased from 74 to 441.

Perceptions

Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.
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Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: By June 2023, 100% of the Performance Objectives/Strategies will be monitored by SBDM.

Evaluation Data Sources: Campus Improvement Plan Monitoring

Strategy 1 Details
<p>Strategy 1: SBDM will meet at least six times during the year to monitor strategies on the CIP and adjust items as necessary. The SBDM will ensure the CIP is aligned with the District's CIP and is structured to impact student achievement.</p> <p>Strategy's Expected Result/Impact: Campus Improvement Plan reviews online</p> <p>Staff Responsible for Monitoring: SBDM</p>

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

Performance Objective 2: By June 2023, Pershing Park ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring Logs; State and Local Assessment Data

Strategy 1 Details
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.142.30.000 - \$85,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.142.30.000 - \$25,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.142.30.000 - \$5,000, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.142.30.000 - \$14,402</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>