

Killeen Independent School District
Killeen Elementary School
2022-2023



Mission Statement

Guiding students on their educational journey while providing a positive, compassionate environment that develops a respectful and inclusive atmosphere.

Vision

Teaching young hearts and minds, so they can thrive.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Killeen Elementary School is one of the four brand new elementary schools in the Killeen Independent School District. The campus welcomed approximately 1,050 monolingual and bilingual students for the 2021-2022 school year.

The administration team of Killeen Elementary School consists of one principal, three assistant principals, three CISs (to include one bilingual CIS), one technologist, and two parent liaison positions (monolingual and bilingual). From the onset of the year, it was imperative to build a culture of love, instruction, and learning. Furthermore, the administration team was new to bilingual teachers, students, families, and the methodology of instruction which is why it was important to designate one of the Curriculum Instructional Specialists as a bilingual instructional specialist. They helped as the bridge between the bilingual and monolingual methods of instruction and learning.

Due to the high percentage of the low SES students that attend this campus, much of the school supplies are donated at the beginning of the year, and those supplies are not always sufficient to make it through the end of the year. Killeen Elementary School receives a plethora of clothing, coats, shoes, and food donations. Our theme throughout the community has been that the "building has changed, but the students who attend have not changed."

Killeen Elementary School will be comprised of students in pre-kindergarten through fifth grade. Our motto, "Every Learner...Educational Excellence," keeps the focus of the campus on the most important piece of our mission at Killeen Elementary School which is instruction, curriculum, and student learning.

There will be an increased emphasis on a reward system for positive behavior, punctuality, and attendance. It is the belief that if we address and incentivize positive behavior, being at school, and being to school on time, it will encourage the behaviors we want to continue seeing in all students.

Discipline

In looking at Killeen Elementary School's discipline data for the 2021-2022 school year, there were 1018 referrals written, 18% of which were from repeat offenders. The breakdown of referrals for the top three incident types include Assault (38.5%), Disruption (12.9%), and Defiance (10.6%). As we move into the 22-23 school year, we anticipate the need to reinforce our discipline plan while building new relationships with students and parents. The use of Restorative Practices will play a key role in addressing campus and classroom discipline management.

Attendance

Our average daily attendance rate was 90.2 for the 21-22 school year. There were over 12,000 unexcused absences. There were 11,631 tardies with some students having more than 100 tardies in a single school year.

Staff Ethnicity Breakdown

Staff Member by Ethnicity	Number	Percentage
White	54	44%
Hispanic	36	29%
Black	27	22%
Asian	0	0
Pacific-Islander	3	.02
2 or More	4	.03

Professional Staff Breakdown

Grade Level/Position	# of Teachers
Skills/ECSE Self Contained	4
Pre-Kindergarten	6
Kindergarten	9
1 st Grade	9
2 nd Grade	8
3 rd Grade	8
4 th Grade	7
5 th Grade	7
Physical Education	4
Music	2
Interventionists	2
SPED	2
Dyslexia	1.5
ESL	2

Student Breakdown by Ethnicity (out of 1,016 total student population)

Ethnicity	Count	Percentage
White	104	10.2%
Hispanic	475	46.75%
Black	322	31.69%
Asian	5	0.4%
Pacific Islander	104	10.23%
2+ Races	94	9.25%

Special Programs Count and Percentage (out of 1,016 total student population)

Federal Program	Count	Percentage
504	82	8%
At-Risk (state)	674	66.33%

Federal Program	Count	Percentage
Dyslexia	73	7.18%
Homeless	25	2.46%
Immigrant	4	0.3%
LEP/EL	289	28.4%
Bilingual	195	19.2%
Title I	1,016	100%
Free/Reduced	864	85%
TAG	7	0.6%
SPED	177	17.4%
Speech	123	12%
Military	119	11.7%

Student Retention

Grade Level	Didn't Earn Promotion	Recommended for Retention
KG	5	5
1 st	37	19
2 nd	47	17
3 rd	15	4
4 th	11	1
5 th	27	2

Demographics Strengths

*High-functioning leadership team with significant years of experience.

*Number of GT identified students have increased.

*All classroom teachers are highly qualified, certified teachers.

* None of the current staff members are on improvement plans.

*The staff has worked hard to incorporate restorative circles into their daily plan to build relationships with students and staff.

*There is a strong instructional focus; reaching all learners (bilingual and monolingual).

*All but two teachers at Killeen Elementary School have one or more years of experience. Multiple staff members have more than 15 years experience. Some staff members have

more than 30 years of experience in education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Killeen Elementary leadership team does not speak Spanish and has one year experience with exposure to bilingual programs at the elementary level. **Root Cause:** None of the new administration for Killeen Elementary has experience with these exceptional learners.

Problem Statement 2: Students do not often have the supplies needed to learn. **Root Cause:** Community donations of school supplies occur at the beginning of the year.

Problem Statement 3: There were 1018 discipline referrals written in 21-22. 38.5% of those referrals were for assault. **Root Cause:** As students returned to face-to-face instruction, it was clear that some students struggled returning to this learning environment. Many students had lost the ability to properly interact with others.

Problem Statement 4: Over 60% of the referrals written in 21-22 were for incidents involving assault, disruption and defiance. **Root Cause:** Due to virtual learning or extended time away from face-to-face instruction, some students lost the ability to properly interact with other students.

Problem Statement 5: There were over 12,000 unexcused absences and over 11,000 tardies reported for students in the 21-22 school year which caused students to miss valuable instructional time. **Root Cause:** Parents were still afraid of Covid which addresses the absences and there were no real consequences for tardies or for students being checked out early.

Student Learning

Student Learning Summary

When students were required to return to face-to-face instruction this school year, it became clear very early that there were significant learning gaps and missed opportunities for learning. As the year progressed, families were still concerned about Covid-19, and there were 12,000 unexcused absences reported for the 21-22 school year. The return to school after the summer break, and then the return after the Christmas break resulted in multiple teacher/staff and student absences.

Killeen Elementary School instituted a Tuesday block of time called Weekly WIN (What I Need) time to provide HB 4545 tutoring/remediation and learning extensions for students. There is a dedicated 60-minute time block each day devoted to a Daily WIN time where interventionists, ELL, SPED, and dyslexia teachers are pulling and working with students. KES also hired two exceptional, retired educators to focus on phonemic awareness with our 2nd graders, and the growth for those students was tracked, and they showed great growth. We plan on adding retired educators to work with additional grade levels this year.

There is a continued increase of focus on Tier 1 instruction, coaching and feedback, and building teacher efficacy. Furthermore, PLCs will be held weekly with all grade levels using district-created documents and processes. There will also be an emphasis on spiral instruction and planning based on TEKS identified in the CUA Protocol process. Since Killeen Elementary has hired a new Assistant Principal, we will work with Region 12 on a campus diagnostic opportunity that will include coaching and feedback to concentrate on walk-thru's and providing coaching and feedback that is actionable for teachers to implement.

There will be data meetings held every 9 weeks to discuss students' progress. Not only will there be discussions regarding students who are struggling, but there will be conversations about the differentiation of students who are excelling. We will be reviewing data from multiple sources (CUA, grades, MAP, attendance, discipline) and creating targeted plans for students.

Teachers and administrators will stay until 5:00 each Tuesday evening to plan with their grade level using a unit internalization form that is specific to grades K-2 and grades 3-5.

Teachers, administrators, and students will create processes to monitor progress and student growth. Students will be responsible for tracking their growth on MAP, STAAR, and CUA data.

Since the state-wide assessment for all STAAR and TELPAS tests are moving to a digital format, it will be imperative that students work on keyboarding skills daily. Furthermore, since the STAAR writing test has been replaced with an embedded reader-response model, students and teachers will have to continue working on that new state requirement.

Students who fail one or more core subjects for the year are invited to summer school and will receive HB 4545 tutoring. Promotion decisions are based on many factors including growth during the school year and summer school, previous retentions, SPED, LPAC, or 504 recommendations, and teacher recommendations.

State Assessment Data

In reference to the 2021-2022 STAAR, there was a decline in the percentage of students achieving "Meets Grade Level Standard" across all tested grade levels and subject areas compared to the 2018-2019 STAAR. Areas of significance include;

- ELL and bilingual students performed below their non-bilingual peers.
- At Risk students performed below their non-At Risk peers and the All Student group.
- The lowest percentages of students achieving the Meets Grade Level Standard occurred in 3rd grade reading and math and 5th grade science.

May 2022 STAAR Grade 3 Reading	Total Students	Approaches	Meets	Masters
Killeen EL	107	61.68%	27.10%	11.22%
Economic Disadvantage	91	63.74%	29.67%	12.09%
Asian	1	100%	0%	0%
Black/African American	41	53.66%	21.95%	4.88%
Hispanic	40	62.50%	30%	15%
Pacific Islander	1	100%	100%	0%
Two or More Races	9	88.89%	44.44%	22.22%
White	15	60%	20%	13.33%
Emergent Bilingual	25	64%	32%	4%
Special Ed Indicator	18	27.78%	5.56%	0%

May 2022 STAAR Grade 4 Reading	Total Students	Approaches	Meets	Masters
Killeen EL	125	59.20%	25.60%	11.20%
Economic Disadvantage	114	56.14%	24.56%	11.40%
American Indian/Alaskan Native	1	100%	0%	0%
Black/African American	43	46.51%	20.93%	9.30%
Hispanic	57	61.40%	24.56%	12.28%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	14	71.43%	42.86%	7.14%
White	9	77.78%	33.33%	22.22%
Currently Emergent Bilingual	28	64.29%	21.43%	14.29%
Second Year of Monitoring	1	100%	100%	0%
Special Ed Indicator	14	21.43%	0%	0%

May 2022 STAAR Grade 5 Reading	Total Students	Approaches	Meets	Masters
Killeen EL	121	64.46%	37.19%	18.18%
Economic Disadvantage	106	65.09%	37.74%	18.87%
Asian	1	0%	0%	0%
Black/African American	42	61.90%	30.95%	14.29%
Hispanic	57	64.91%	38.60%	17.54%
Native Hawaiian/Pacific Islander	2	50%	50%	50%

May 2022 STAAR Grade 5 Reading	Total Students	Approaches	Meets	Masters
Two or More Races	11	81.82%	54.55%	27.27%
White	8	62.50%	37.50%	25%
Currently Emergent Bilingual	37	64.86%	35.14%	13.51%
Second Year of Monitoring	2	100%	100%	100%
Special Ed Indicator	19	26.32%	10.53%	5.26%

May 2022 STAAR Spanish Grade 3 Reading	Total Students	Approaches	Meets	Masters
Killeen EL	15	40%	13.33%	13.33%
Economic Disadvantage	13	46.15%	15.38%	15.38%
Hispanic	12	33.33%	8.33%	8.33%
White	3	66.67%	33.33%	33.33%
Currently Emergent Bilingual	15	40%	13.33%	13.33%
Special Ed Indicator	3	33.33%	0%	0%

May 2022 STAAR Spanish Grade 4 Reading	Total Students	Approaches	Meets	Masters
Killeen EL	21	23.81%	19.05%	4.76%
Economic Disadvantage	20	25%	20%	5%
Hispanic	21	23.81%	19.05%	4.76%
Currently Emergent Bilingual	21	23.81%	19.05%	4.76%
Special Ed Indicator	7	14.29%	0%	0%

May 2022 STAAR Spanish Grade 5 Reading	Total Students	Approaches	Meets	Masters
Killeen EL	2	50%	0%	0%
Economic Disadvantage	2	50%	0%	0%
Hispanic	2	50%	0%	0%
Currently Emergent Bilingual	2	50%	0%	0%
Special Ed Indicator	1	0%	0%	0%

May 2022 STAAR Grade 3 Mathematics	Total Students	Approaches	Meets	Masters
Killeen EL	106	52.83%	19.81%	3.77%
Economic Disadvantage	90	58.89%	22.22%	4.44%
Asian	1	0%	0%	0%
Black/African American	40	57.50%	17.50%	2.50%
Hispanic	40	45%	22.50%	5%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	9	77.78%	22.22%	0%
White	15	46.67%	20%	6.67%
Currently Emergent Bilingual	25	52%	24%	4%
Special Ed Indicator	17	11.76%	0%	0%

May 2022 STAAR Grade 4 Mathematics	Total Students	Approaches	Meets	Masters
Killeen EL	127	48.03%	24.41%	13.39%
Economic Disadvantage	116	47.41%	25%	12.93%
American Indian/Alaskan Native	1	100%	100%	100%
Black/African American	43	34.88%	16.28%	6.98%
Hispanic	59	55.93%	27.12%	16.95%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	14	35.71%	28.57%	14.29%
White	9	66.67%	33.33%	11.11%
Currently Emergent Bilingual	30	73.33%	43.33%	26.67%
Second Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	14	0%	0%	0%

May 2022 STAAR Grade 5 Mathematics

	Total Students	Approaches	Meets	Masters
Killeen EL	120	56.67%	27.50%	5%
Economic Disadvantage	105	59.05%	28.57%	5.71%
Asian	1	0%	0%	0%
Black/African American	41	43.90%	14.63%	0%
Hispanic	57	64.91%	33.33%	10.53%

May 2022 STAAR Grade 5 Mathematics

	Total Students	Approaches	Meets	Masters
Native Hawaiian/Pacific Islander	2	50%	50%	0%
Two or More Races	11	72.73%	36.36%	0%
White	8	50%	37.50%	0%
Currently Emergent Bilingual	37	64.86%	35.14%	8.11%
Second Year of Monitoring	2	100%	100%	50%
Special Ed Indicator	19	15.79%	10.53%	5.26%

May 2022 STAAR Spanish Grade 3 Mathematics

	Total Students	Approaches	Meets	Masters
Killeen EL	15	53.33%	13.33%	0%
Economic Disadvantage	13	61.54%	15.38%	0%
Hispanic	12	41.67%	8.33%	0%
White	3	100%	33.33%	0%
Currently Emergent Bilingual	15	53.33%	13.33%	0%
Special Ed Indicator	3	66.67%	0%	0%

May 2022 STAAR Spanish Grade 4 Mathematics

	Total Students	Approaches	Meets	Masters
Killeen EL	19	47.37%	5.26%	0%
Economic Disadvantage	18	50%	5.56%	0%
Hispanic	19	47.37%	5.26%	0%
Currently Emergent Bilingual	19	47.37%	5.26%	0%
Special Ed Indicator	7	28.57%	0%	0%

May 2022 STAAR Spanish Grade 5 Mathematics

	Total Students	Approaches	Meets	Masters
Killeen EL	2	0%	0%	0%

May 2022 STAAR Spanish Grade 5 Mathematics

	Total Students	Approaches	Meets	Masters
Economic Disadvantage	2	0%	0%	0%
Hispanic	2	0%	0%	0%
Currently Emergent Bilingual	2	0%	0%	0%
Special Ed Indicator	1	0%	0%	0%

May 2022 STAAR Grade 5 Science

	Total Students	Approaches	Meets	Masters
Killeen EL	120	43.33%	11.67%	4.17%
Economic Disadvantage	105	45.71%	13.33%	4.76%
Asian	1	0%	0%	0%
Black/African American	41	34.15%	7.32%	0%
Hispanic	57	45.61%	15.79%	7.02%
Native Hawaiian/Pacific Islander	2	50%	50%	50%
Two or More Races	11	54.55%	0%	0%
White	8	62.50%	12.50%	0%
Currently Emergent Bilingual	37	43.24%	13.51%	5.41%
Second Year of Monitoring	2	100%	50%	0%
Special Ed Indicator	19	21.05%	5.26%	5.26%

May 2022 STAAR Spanish Grade 5 Science

	Total Students	Approaches	Meets	Masters
Killeen EL	2	0%	0%	0%
Economic Disadvantage	2	0%	0%	0%
Hispanic	2	0%	0%	0%
Currently Emergent Bilingual	2	0%	0%	0%
Special Ed Indicator	1	0%	0%	0%

MAP Data

Grade	BOY RIT	EOY RIT	District EOY RIT
Kindergarten			
Reading	134.2	150.9	154.8
Math	138.1	151.2	158.9
1st Grade			
Reading	148.6	165.5	168.5
Math	152.9	166.8	174.2
2nd Grade			
Reading	162.9	178.4	184.7
Math	165	181.5	184.8
3rd Grade			
Reading	179.6	186.5	196.0
Math	178.4	188.7	198.5
Science	181.7	186.6	195.6
4th Grade			
Reading	188.8	195.3	202.8
Math	192.1	201.2	208.3
Science	190	198.3	201.7
5th Grade			
Reading	195.8	199.8	210.1
Math	201	211.3	216.3
Science	192	201.8	208.6

Circle Testing End of Year Data

Measure	On Track	Needs Support
Rapid Letter Naming	67%	33%
Rapid Vocabulary	77%	23%
Phonological Awareness	80%	20%
Optional PA	64%	36%
Math	82%	18%
Optional Math	85%	15%
Social Emotional Behaviors	85%	15%

DYSLEXIA

As of 5/25/2022 Number of students currently receiving dyslexia services:

0 Kindergarten 0 in other programs

7 First Grade 1 Bilingual, 4 Special Education, 3 504

17 Second Grade 1 Bilingual, 2 ESL, 10 Special Education, 7 504,

15 Third Grade 1 Bilingual, 2 ESL, 7 Special Education, 7 504

18 Fourth Grade 1 Bilingual, 2 ESL, 5 Special Education, 14 504

16 Fifth Grade 1 Bilingual, 1 ESL, 4 Special Education, 12 504

73 Total

Number of students receiving dyslexia services throughout the year:

0 Kindergarten

10 First Grade + 1 parent refused services

19 Second Grade

20 Third Grade

19 Fourth Grade

22 Fifth Grade

90 Total

Number of students identified with dysgraphia

1 Fifth Grade

Student Learning Strengths

MAP Data

*Students who took the Spanish MAP Reading scored higher in comparison to the district on their end of year Average RIT.

*All reading percentages for 3rd, 4th, and 5th exceeded the district averages in those grade levels for approaching grade level.

Circle Data

*Showed our Pre-K students are on track.

*82% on track for math, with a 9 point increase from last year.

*80% on track for phonological awareness; 15 point increase from last year.

*77% on track for rapid vocabulary; 2 point increase from last year.

*67% on track for rapid letter naming; 19 point increase from last year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students have experienced gaps in learning as a result of the Covid-19 pandemic. **Root Cause:** Students were able to go between virtual and face-to-face learning without impunity. Students and teachers were out for extended periods due to close contact with Covid-19 or were quarantined for Covid-19. Furthermore, there was a loss of momentum in student learning due to the pandemic.

Problem Statement 2: The average scores of Bilingual students on state-mandated assessments were lower than those of their English-speaking peers. **Root Cause:** Students navigating between both languages between home and school can be difficult.

Problem Statement 3: The average percentage of students achieving Meets Grade Level on the STAAR reading assessment was lower than the district level in the Meets category. **Root Cause:** There was a lack of consistency in the collaborative and independent phases of GRR and students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.

Problem Statement 4: The average percentage of students achieving Meets Grade Level on the STAAR math assessment was lower than the district level. **Root Cause:** There was a lack of planning and follow-through on spiraling content and small guided math groups. Students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.

Problem Statement 5: The average percentage of students achieving Meets Grade Level on STAAR Science was lower than the district level. **Root Cause:** There was a lack of consistency in the collaborative and independent phases of GRR.

Problem Statement 6: Per report card data and teacher observation, students struggled to move from prompt writing to reader response writing type of questions. **Root Cause:** Since the state has changed the requirement for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Problem Statement 7: Per teacher observation, students are struggling with keyboarding since all state-mandated testing is moving to an on-line assessment. **Root Cause:** Students seem to be proficient in using an ipad for games and using finger touches, but need help in basic keyboarding.

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

Problem Statement 9: There is a need for intentional differentiation of instruction and progress monitoring for GT, EB, and At-risk Students to increase the percentage(s) of STAAR ratings in the "meets" category.

School Processes & Programs

School Processes & Programs Summary

Killeen Elementary School is fortunate to have a well-experienced faculty and staff. All staff at Killeen Elementary School is committed to all students being loved and supported while offering a rigorous learning opportunity.

Student successes are planned to be celebrated in a variety of ways. Students will be nominated by their classroom teacher for the character trait of the month. On a specific day of each month, students will be recognized. There will be semester award ceremonies in which students will be recognized for A, A/B, and B Honor Roll. Students will also be celebrated with "Positive" office referrals. Teachers will nominate a student for a positive referral, and students will be mentioned over morning announcements. There will be a Student Council/Jr. Exchange Club for third through fifth-grade students. Student Council/Jr. Exchange Club will serve as ambassadors when guests are in the building, participate in community service projects, and receive leadership training.

The staff and faculty of Killeen Elementary will continually meet to refine the processes and programs throughout the school year. There is a faculty meeting held once per month with campus faculty and staff. Once per month, there will be a "triage" meeting held on Tuesdays after school to discuss students in RTI, Dyslexia, 504, SPED, and ELL. The campus leadership team will meet every Friday morning with fidelity using an agenda and minutes will be kept. Lead teachers (1 per grade level) will be chosen by meeting a certain set of criteria. They will meet once per month with CISs to discuss district and campus curriculum challenges and/or changes.

Weekly PLC meetings will be held with all grade levels with the principal, assistant principal, CISs, and various interventionists present. This is a time when grade-level teams will look at data, rigor, CUA protocols, and progression charts and make instructional adjustments when needed.

Killeen Elementary School is proud to house one of the district's bilingual programs. Since the current administration of KES is still new in working with the bilingual staff and students, a bilingual CIS and a bilingual Parent Liaison will be instrumental in bridging the language and instructional barriers.

In order for teachers to ensure district-wide intervention criteria are met, teachers will have to allow students time on ipads and laptops. Also, Killeen Elementary will take all STAAR and CUA assessments online, so students will need time to practice using technology in order to be successful on those assessments. Furthermore, they will need to practice keyboarding to meet the online requirement of TELPAS and STAAR.

Beginning this school year, there will no longer be a dedicated writing STAAR test; but instead, students will write written responses to what they have read on STAAR tests in grades 3-5. As teachers transition away from composition writing to reader-response writing, there will be a learning curve in teacher instructional practices and student learning practices.

The safety of Killeen Elementary School is important to all stakeholders and as such, new processes will need to be created to keep safety a priority. The administration team has worked to create dismissal points for our walkers, bus riders, and parent pickup students. There has also been a plan created for entry into the building each day, tornado locations, and fire drills. The campus safety officer will ensure that drills are practiced each month with fidelity so that we remain compliant with the district's expectations. All employees are required to wear their identification badges, and visitors are required to check in the front office and wear a visible badge marked "visitor." Stop-the-Bleed kits will be in classrooms and there will be an identifier of which classrooms they will be located on the door of the classroom.

Communities in Schools is an important part of the fabric and culture of Killeen Elementary School. They assist the campus administration in working with students, parental outreach, and community building.

Killeen Elementary School is very fortunate to have multiple campus partnership, and one we are especially proud of is our mentorship program with the Omega Fraternity Group. They come and mentor some of our students, and it has made a huge difference in discipline referrals.

Curriculum and Instruction

Killeen Elementary School is committed to all students' academic achievement and excellence. The campus implements, with fidelity, the district's "3 Essentials +1" which include:

implementing standards-based curriculum, aligned instruction, monitoring and coaching the implementation and delivery of the standards-based aligned instruction through the Gradual Release of Responsibility Instructional Model, and leaders and teachers monitoring student progress and students monitoring their own progress. Furthermore, Killeen Elementary leaders and teachers follow the implementation of the district's Unit Planning Process, Unit Pacing Calendars, Unit Progression Charts, and the CUA Protocol. It is an expectation that all teachers follow the TEKS Resource System documents to insure a guaranteed viable curriculum. Teachers are also given multiple opportunities to attend district professional development. Students will be given the opportunity to create goals and then monitor their own progress. This year, we will be adding Unit Internalization planning documents so that teachers can speak to the standards of each unit.

Walk-throughs and coaching feedback opportunities will be given to teachers to improve instruction and increase student achievement. Administrators will calibrate coaching walks and feedback every 9 weeks and use the data to adjust instructional practices if needed. The campus will be funding an additional CIS to assist teachers with instruction, feedback, and coaching opportunities.

School Processes & Programs Strengths

- *All teachers and administrators will stay on Tuesday until 5:00 to plan using district-level resources.
- *Campus leadership and teachers will facilitate PLCs each Wednesday for all grade levels.
- *Availability of campus leadership to teachers, paraprofessionals, students, and parents before, during, and after school.
- *Transparency of leadership to teachers, paraprofessionals, students, and parents that create trusting valued relationships.
- *Campus leadership is strong in understanding and developing instruction, instructional documents, evidence collection, GRR, and RTI implementation.
- *Targeted and specific support of teachers at Killeen Elementary School.
- *Implemented a two-hour block of time each week to work on HB 4545 and extension activities with students.
- *Hiring of two expert retired teachers/district specialists to work with students.
- *Incorporate identified time in the master schedule for math talks/math problem-solving.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students need time to engage and practice with technology devices to become proficient in their use and to see them as tools for learning. **Root Cause:** Teachers are not using technology seamlessly with the alignment of TEKS.

Problem Statement 2: There is a lack of implementation of first-time, high-quality, engaging TEKS-based instruction using the gradual-release instructional model, visible thinking strategies, student-to-student discourse, and vocabulary building within all curricular areas taught. **Root Cause:** Teachers are relying on interventions more heavily than they are on strong, Tier 1 instruction.

Perceptions

Perceptions Summary

As one of the newest elementary schools in the district, Killeen Elementary School's demographics have not changed. The campus has worked hard to be inclusive of all students, their families, and staff members to create a culture of quality teaching and high student achievement.

School safety procedures have been developed to ensure the safety of students and staff throughout the day. Killeen Elementary has a well-thought-out plan for the arrival and dismissal of students and safety drills are practiced every month.

Killeen Elementary's counselors will conduct guidance lessons around various skills and concerns students encounter in the educational setting. The counselors focus on positive interactions with their peers, campus staff, students, and parents.

The implementation of Restorative Discipline/Practices will be an expectation of Killeen Elementary staff and students from the beginning of the school year. It will be the expectation that teachers will have a "morning circle" each day with students to get the day off to a good start. The campus will be implementing a PBIS system this year by acknowledging students and staff that are doing the right thing each day. With the system, when students earn a point, that point remains with them and cannot be taken away. We will be implementing a student of the month, a teacher of the month, and a staff member of the month based on "points" received. It is our hope to reduce the number of discipline referrals written, absences, and tardies.

With input from staff, students, parents, and community members, the campus re-wrote the vision and mission of Killeen Elementary School.

Killeen Elementary School created a parent survey for parents to provide input on the campus which was very favorable. Approximately 105 parents completed the survey. There were a few complaints, but overall, parents are pleased with what is happening at Killeen Elementary School. The areas where Killeen Elementary scored most favorable with parents were:

*The school environment is welcoming and friendly: 86% chose Strongly Agree/Agree

*My child/children like to attend Killeen Elementary School: 90%

* My child feels safe at Killeen Elementary: 96%

*Academic Expectations of children: 73%

Overwhelmingly, the area that scored least favorably by parents was parent/teacher communication. Parents would like to be more involved in what is happening at school. The survey indicated that 80% of parents like to be reached via email and 67% wanted to be notified by text messages. There is a plan to create more opportunities for parents to become more involved, and a plan to address more teacher-parent contact.

Killeen Elementary School is fortunate to be able to have two Parent Liaisons; one for monolingual and one for bilingual. Parent liaisons have the opportunity for unique relationships with students, parents, and community members which helps create opportunities for partnerships. With our expected demographics (both bilingual and monolingual), the Parent Liaisons will match families with the appropriate social services and/or community resources. They will spend time with families by reassuring them and explaining policies and procedures to ensure symbiotic relationships between the parents and the school. Each week, the parent liaisons will host families for an early literacy club for students not old enough to attend school and their parents. Killeen Elementary will continue to fund a parent liaison for the '22-'23 school year.

Killeen Elementary hopes that with the removal of the Covid-19 regulations, more opportunities will be available to involve the community and families in activities held on campus.

Perceptions Strengths

Killeen Elementary School has worked hard to create a positive culture and perception of our school, staff, and student learning, student learning expectations, community involvement, school safety, and parental engagement. There will be monthly SBDM meetings held which will include community, parental, and teacher involvement.

*Strong, positive social media presence.

*Killeen Elementary is committed to community involvement.

*We anticipate the following organizations will continue to support Killeen Elementary School for the '21-'22 school year:

-Killeen Food Care Center/S.H.A.C. (School Health Advisory Council)

*Available staff will participate in working at the local food care center and the HEB Feast of Sharing.

-Salas Realty Group-Killeen

-Exchange Club of Killeen

-Sunset Community Church

-Lions Club

-1-44 ADA Battalion 69th ADA Brigade, Fort Hood

-AKAs, Deltas, Sigmas, and Panhellenic Council

-First National Bank

-Killeen High School

-H.E.B

-Whitis Foundation

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The social-emotional well-being of staff, students, and their families have been negatively impacted due to COVID-19, and the extended period of social distancing regulations. This has impacted our ability to bring parents onto the campus for engagement opportunities.

Problem Statement 2: Parents want to feel more included in what is happening at school. Furthermore, they would like more communication with their child's teacher.

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 '22-'23 school year, the average STAAR reading scores from grades 3, 4, and 5 will be that 30% of students are at meets grade level.

Evaluation Data Sources: STAAR, MAP, Circle, F&P, and CUA data

Strategy 1 Details
<p>Strategy 1: Teachers will provide skills-based (i.e. phonemic awareness), and/or guided reading in grades K-5 on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR, F&P, CUA, and MAP data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Scholastic Story Works Resource Grades 1-5 - 166 - State Comp Ed - 166.11.6329.00.143.30.AR0 - \$5,800, Books for Guided Reading - 211 - ESEA, Title I Part A - 211.11.6329.00.143.30.000 - \$5,166, Bilingual Guided Reading Supplies - 165/BI0 - Bilingual - 165.11.6399.00.143.25.BI0 - \$2,083</p>
Strategy 2 Details
<p>Strategy 2: Teachers will utilize LLI for instruction during the intervention block with struggling readers. Instructional Aides will be used to provide LLI instruction during intervention blocks for K-5 grade levels.</p> <p>Strategy's Expected Result/Impact: By implementing daily LLI instruction/remediation, there will be an improvement in student growth/achievement evidenced by CUA, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Salary and Benefits for Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.143.30.000 - \$53,855, Salary and benefits for one instructional assistant - 166 - State Comp Ed - 166.11.6129.00.143.30.AR0 - \$23,857, One inch binders for data tracking for students - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$1,443</p>

Strategy 3 Details

Strategy 3: The campus will utilize online intervention tools and small group instruction to provide additional, targeted support for groups in need of assistance (SPED, Bilingual, African American, Hispanic, ELL, and Economically Disadvantaged) and allow differentiation for our Gifted/Talented students.

Strategy's Expected Result/Impact: Increase in student achievement as measured by state and district assessments.

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 3

Funding Sources: Temporary Employees for Small group Tutoring/Remediation - 166 - State Comp Ed - 166.11.6125.CA.143.30.AR0 - \$40,657, Instructional Supplies for Intervention and Tutoring - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$4,026, Ipads for students to complete interventions - 211 - ESEA, Title I Part A - 211.11.6398.00.143.30.000 - \$35,350, iPads for required interventions/small groups - 165/BIO - Bilingual - 165.11.6398.00.143.25.BIO - \$10,590, 6 LocknCharge Charging Stations - 211 - ESEA, Title I Part A - 211.11.6394.00.143.30.000 - \$5,000, 5 LocknCharge Joey Cart - 166 - State Comp Ed - 166.11.6394.00.143.30.AR0 - \$4,557, iPad Cases for student interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$9,820

Strategy 4 Details

Strategy 4: Staff members and administrators will travel to professional literacy conferences to support student achievement in literacy and support teachers in research-based instructional models for literacy.

Strategy's Expected Result/Impact: Conference attendance and evidence of implementation of ideas gained from conferences will increase student performance on assessments.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: School Processes & Programs 2

Funding Sources: Literacy Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$2,000, Literacy Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$4,000

Strategy 5 Details

Strategy 5: The Campus Instructional Specialist(s) will continually coach staff members in the implementation of CFA 2.0 and Guided Reading. All CISs will not only work with and coach teachers, but they will also be working with students during intervention times.

Strategy's Expected Result/Impact: Increased student performance on CUAs, MAP, and CUA data.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Funding Sources: Full-time Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.143.30.000 - \$94,957, Full-time Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.143.30.000 - \$80,165

Strategy 6 Details

Strategy 6: In order to increase achievement in reading and math comprehension, teachers will teach a daily GRR lesson using the CFA 2.0 design process in grades PK-5. There will be spiral instruction on TEKS not mastered by students in small group instruction and bridge days. Some of the small group instruction will be led by a campus-funded interventionist.

Strategy's Expected Result/Impact: Increased student performance on assessments as indicated on CUAs, MAP and STAAR.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 3, 4 - School Processes & Programs 2

Funding Sources: Brain Pop or similar resource to assist with collaborative and independent learning - 166 - State Comp Ed - 166.11.6299.OL.143.30.AR0 - \$4,000, Salary and Benefits for Campus Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.143.30.000 - \$80,884

Strategy 7 Details

Strategy 7: The administration team will monitor the fidelity of reading instruction by focusing on walk-throughs weekly and the implementation of collaborative and independent phases of GRR.

Strategy's Expected Result/Impact: Increased student achievement on CUAs, MAP, and STAAR. Furthermore, it will provide constructive feedback to teachers on improving instruction and the collaborative and independent phases of GRR.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 3

Strategy 8 Details

Strategy 8: ELL teachers will provide small group intervention lessons for ELL students that target vocabulary development and literacy skills.

Strategy's Expected Result/Impact: The result will be an increase in TELPAS, CUA, MAP, and STAAR ratings.

Staff Responsible for Monitoring: Administrators, ELL teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 3

Funding Sources: Reading Materials for ELL Literacy Development - 165/ES0 - ELL - 165.11.6329.00.143.25.ES0 - \$5,716, Brain Pop Spanish for EB students - 165/ES0 - ELL - 165.11.6299.OL.143.25.ES0 - \$1,000

Strategy 9 Details

Strategy 9: To increase reading achievement for at-risk students in PK-5 grades, teachers will provide intensive small group instruction that addresses learning gaps and supports the depth and rigor of the TEKS.

Strategy's Expected Result/Impact: Additional targeted support will be provided to increase the grade-level standard for CUA, MAP, and STAAR data.

Staff Responsible for Monitoring: Administrators, teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Student Learning 3

Funding Sources: Spiral review and practice materials such as Mentoring Minds Reading Grades 2, 3, 4, 5 English and Spanish - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$15,000, Spiral review and practice materials such as STAAR Master Reading Grades 3, 4, 5 (Monolingual and Bilingual) - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$10,000

Strategy 10 Details

Strategy 10: Teachers will provide cross-curricular instruction of social studies and science during literacy blocks of time and provide high-interest reading opportunities for students. This will increase reading stamina and build in content area vocabulary during literacy instruction.

Strategy's Expected Result/Impact: Teachers will be able to enhance literacy skills using social studies content to include reader response techniques.

Staff Responsible for Monitoring: Classroom teachers and Administrators

Problem Statements: Student Learning 3

Funding Sources: Social Studies/Science Weekly - 166 - State Comp Ed - 166.11.6329.00.143.30.AR0 - \$7,800

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: All students have experienced gaps in learning as a result of the Covid-19 pandemic. **Root Cause:** Students were able to go between virtual and face-to-face learning without impunity. Students and teachers were out for extended periods due to close contact with Covid-19 or were quarantined for Covid-19. Furthermore, there was a loss of momentum in student learning due to the pandemic.

Problem Statement 3: The average percentage of students achieving Meets Grade Level on the STAAR reading assessment was lower than the district level in the Meets category. **Root Cause:** There was a lack of consistency in the collaborative and independent phases of GRR and students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.

Problem Statement 4: The average percentage of students achieving Meets Grade Level on the STAAR math assessment was lower than the district level. **Root Cause:** There was a lack of planning and follow-through on spiraling content and small guided math groups. Students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.

School Processes & Programs

Problem Statement 2: There is a lack of implementation of first-time, high-quality, engaging TEKS-based instruction using the gradual-release instructional model, visible thinking strategies, student-to-student discourse, and vocabulary building within all curricular areas taught. **Root Cause:** Teachers are relying on interventions more heavily than they are on strong, Tier 1 instruction.

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 '22-'23 school year, all grade level teachers will build student capacity in written, reader-response in all content areas by embedding opportunities for students to respond to readings in Schoology. There will be scheduled responses that will be reviewed in PLC to identify strengths in those responses and areas of improvement in those responses.

Evaluation Data Sources: CUA data

Strategy 1 Details
<p>Strategy 1: Campus leadership will provide opportunities during PLCs to focus on discussion and planning around composition writing and typing, reader response, revising and editing as it pertains to a student's piece of writing.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in constructing short answer responses and revision and editing of a student's writing.</p> <p>Staff Responsible for Monitoring: Teacher, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>
Strategy 2 Details
<p>Strategy 2: Campus leadership will provide coaching and feedback to teachers on writing instruction and student writing samples using the Empowering Writers curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers will develop increased capacity to teach writing. Students will become more proficient in constructing short answer responses and revising and editing.</p> <p>Staff Responsible for Monitoring: Teacher, Administration, CIS</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>
Strategy 3 Details
<p>Strategy 3: Campus administrators will conduct walkthroughs to monitor the fidelity of the implementation of the writing curriculum Empowering Writers.</p> <p>Strategy's Expected Result/Impact: Student's will increase their ability to write compositions, prepare a reader response, and revise and edit a piece of writing.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p>

Strategy 4 Details

Strategy 4: Teachers will provide daily composition writing and daily revising and editing instruction in grades K-5 using Empowering Writers curriculum. Handwriting will be specifically taught to help improve legibility of student compositions. There will also be opportunities for students to participate in field-based learning that will provide the context in which to write.

Strategy's Expected Result/Impact: Students will become proficient in providing instruction that aligns to addressing a prompt or reader response.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Problem Statements: Student Learning 6

Funding Sources: 4th Grade Field Trip Bob Bullock - Student Entry Fees - 166 - State Comp Ed - 166.11.6412.00.143.30.AR0 - \$3,500, 4th Grade Field Trip Bob Bullock and State Capital - 166 - State Comp Ed - 166.11.6412.TR.143.30.AR0 - \$3,500

Strategy 5 Details

Strategy 5: Teachers will submit writing samples to be reviewed every 9 weeks by PLC and administrators.

Strategy's Expected Result/Impact: Student's compositions will improve with targeted instruction delivered by teachers.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 6

Strategy 6 Details

Strategy 6: Students will participate in online keyboarding training to develop the skills needed to effectively communicate in writing when using digital platforms.

Strategy's Expected Result/Impact: Students will develop automaticity and will have improved performance on constructed responses.

Staff Responsible for Monitoring: Administrators, teachers

Problem Statements: Student Learning 7

Funding Sources: Typing Program for PK-5 Graders - 211 - ESEA, Title I Part A - 211.11.6299.OL.143.30.000 - \$7,946

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 6: Per report card data and teacher observation, students struggled to move from prompt writing to reader response writing type of questions. **Root Cause:** Since the state has changed the requirement for students to write to a prompt versus writing about what they have read, students and teachers are making the shift on instruction and learning.

Problem Statement 7: Per teacher observation, students are struggling with keyboarding since all state-mandated testing is moving to an on-line assessment. **Root Cause:** Students seem to be proficient in using an iPad for games and using finger touches, but need help in basic keyboarding.

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 '22-'23 school year, the average STAAR math scores from grades 3, 4, and 5 will be that 30 % of students are at meets grade level.

Evaluation Data Sources: CUA Data, MAP data, and STAAR data

Strategy 1 Details
<p>Strategy 1: Teachers will teach a daily math lesson using all components of GRR to include the collaborative and independent phases in grades K-5 with spiraling TEKS not mastered on CUAs.</p> <p>Strategy's Expected Result/Impact: Improved CUA, MAP, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: STAAR Master Math Grades 3,4,5 (Monolingual and Bilingual) - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$9,000, Math Content Area Vocabulary Support for Bilingual Students - 165/BI0 - Bilingual - 165.11.6399.00.143.25.BI0 - \$2,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use guided math strategies daily in response to teacher monitoring instruction daily.</p> <p>Strategy's Expected Result/Impact: Students will be able to close gaps in math.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Guided Math Supplies/Resources - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$5,000</p>

Strategy 3 Details

<p>Strategy 3: In order to increase achievement in math, teachers will provide students with opportunities for critical thinking (problem of the day) and use math manipulatives for concrete instruction to introduce new concepts and spiral difficult concepts.</p>

Strategy's Expected Result/Impact: Students will be able to use strategies and concrete models to retain information learned in math.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

Problem Statements: Student Learning 4

Funding Sources: Spiral review and practice materials such as Mentoring Minds Math Grades 2-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$16,000,
Spiral review and practice materials such as Lone Star Math Grades 3-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$2,000

Performance Objective 3 Problem Statements:

Student Learning

<p>Problem Statement 4: The average percentage of students achieving Meets Grade Level on the STAAR math assessment was lower than the district level. Root Cause: There was a lack of planning and follow-through on spiraling content and small guided math groups. Students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.</p>
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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 4: By the end of the '22-'23 school year, the average STAAR science scores from grades 3, 4, and 5 will be that 30 % of students are at meets grade level.

Evaluation Data Sources: CUA data, MAP data, and STAAR data

Strategy 1 Details

Strategy 1: Students in grades K-4 will participate in hands-on science experiments a minimum of once per week. Fifth-grade students will participate in hands-on science experiments multiple times per week. Field-based instructional experiences in science will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Field-based instruction will include the following: zoos, museums, planetariums, and Inner Space Caverns.

Strategy's Expected Result/Impact: Students will be able to access the science curriculum easier and show increased scores on CUA, MAP, and STAAR assessments.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 5

Funding Sources: Entry Fees for Science-Based Field Trips - 166 - State Comp Ed - 166.11.6412.00.143.30.AR0 - \$7,000, Science-Based Field Trips - 166 - State Comp Ed - 166.11.6494.00.143.30.AR0 - \$7,000, Materials for hands on science experiments - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$5,000

Strategy 2 Details

Strategy 2: Teachers will provide the required number of minutes of science instruction in grades K-4.

Strategy's Expected Result/Impact: Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 5

Strategy 3 Details

Strategy 3: Teachers will teach a daily GRR lesson derived from the CFA 2.0 lesson design process in the 4th and 5th grade. Reteaching difficult concepts will be done during bridge days.

Strategy's Expected Result/Impact: Increased student achievement on CUAs, MAP, and STAAR assessments.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 5

Funding Sources: Spiral review and practice materials such as Mentoring Minds for Science grades 4 and 5 - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$8,000

Strategy 4 Details

Strategy 4: Teachers will spiral science TEKS from K-4 in 5th grade.

Strategy's Expected Result/Impact: Increased achievement on CUAs, MAP, and STAAR assessments.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 5

Funding Sources: Spiral review and practice materials such as STAAR Master Science Grade 5 - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$2,500

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 5: The average percentage of students achieving Meets Grade Level on STAAR Science was lower than the district level. **Root Cause:** There was a lack of consistency in the collaborative and independent phases of GRR.

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

Performance Objective 5: By June 2023, low performing student groups (ELL, SpEd, 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: MAP, CUA, and STAAR data

Strategy 1 Details
<p>Strategy 1: 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: Our bilingual students will be able to grow in their STARR and TELPAS scores by 10%.</p> <p>Staff Responsible for Monitoring: Principal, teachers, CISs</p> <p>Problem Statements: Student Learning 2</p>
Strategy 2 Details
<p>Strategy 2: 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 differentiation during stations and interventions.</p> <p>Strategy's Expected Result/Impact: There will be an increase in our GT student's growth from the beginning of the year to the end of the year.</p> <p>Staff Responsible for Monitoring: Teachers, CISs, Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies for TPSP Projects - 177 - Gifted/Talented - 177.11.6399.00.143.21.000 - \$1,650</p>
Strategy 3 Details
<p>Strategy 3: 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: Our SPED students will see an increase in growth on MAP, CUA, and STAAR data.</p> <p>Staff Responsible for Monitoring: Case Managers, Principals, Teachers</p> <p>Problem Statements: Student Learning 1</p>

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: All students have experienced gaps in learning as a result of the Covid-19 pandemic. Root Cause: Students were able to go between virtual and face-to-face learning without impunity. Students and teachers were out for extended periods due to close contact with Covid-19 or were quarantined for Covid-19. Furthermore, there was a loss of momentum in student learning due to the pandemic.</p>

Student Learning
Problem Statement 2: The average scores of Bilingual students on state-mandated assessments were lower than those of their English-speaking peers. Root Cause: Students navigating between both languages between home and school can be difficult.

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 '22-'23 school year, all professional staff members will participate in PLCs on campus and/or off-campus-based learning.

Evaluation Data Sources: Sign-in Sheets and Agendas

Strategy 1 Details
<p>Strategy 1: Teachers will participate in a 50 minute PLC each week. The focus of PLCs will be planning, CUA protocols, Data, and Professional Learning.</p> <p>Strategy's Expected Result/Impact: Building teacher efficacy and culture amongst grade levels.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: Special Education teachers will provide inclusion/resource support and attend grade-level PLCs every week. Self-Contained SPED teachers will also attend grade-level PLCs every week. Special Education teachers will customize student support based on IEP goals and students' needs in all cases, inclusion, resource, and self-contained.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on CUA, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</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: School Processes & Programs 2</p>
Strategy 3 Details
<p>Strategy 3: Administrative staff and teachers will attend Lead4Ward conferences. Upon return, the participants will share the learning with others and implement effective PLC practices.</p> <p>Strategy's Expected Result/Impact: Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrators, Students</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: School Processes & Programs 2</p> <p>Funding Sources: Lead4Ward-Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$5,000, Lead4Ward-Administrators - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$2,000</p>

Strategy 4 Details

Strategy 4: Administrative staff and teachers will attend the TEKS Resource Conference. Upon return, administrators and staff will share new learning with staff.

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

Staff Responsible for Monitoring: CIS, Administrators, Teacher Leaders

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

Funding Sources: TEKS Resource Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$3,000, TEKS Resource Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$10,000

Strategy 5 Details

Strategy 5: Since moving to a much larger campus and with the addition of a new Assistant Principal, we will be working with Region 12 on receiving a campus "diagnostic" and feedback on high leverage goals and processes if necessary.

Strategy's Expected Result/Impact: Increased efficacy in administrative leadership coupled with coaching and feedback for the administrative team.

Staff Responsible for Monitoring: Dr. Parker, Principal, Region 12

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 2

Funding Sources: Texas Instructional Leadership - 211 - ESEA, Title I Part A - 211.23.6239.00.143.30.000 - \$8,250

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: All students have experienced gaps in learning as a result of the Covid-19 pandemic. **Root Cause:** Students were able to go between virtual and face-to-face learning without impunity. Students and teachers were out for extended periods due to close contact with Covid-19 or were quarantined for Covid-19. Furthermore, there was a loss of momentum in student learning due to the pandemic.

School Processes & Programs

Problem Statement 2: There is a lack of implementation of first-time, high-quality, engaging TEKS-based instruction using the gradual-release instructional model, visible thinking strategies, student-to-student discourse, and vocabulary building within all curricular areas taught. **Root Cause:** Teachers are relying on interventions more heavily than they are on strong, Tier 1 instruction.

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

Performance Objective 1: Killeen Elementary School would like the participation of parents in school-sponsored parent involvement activities (volunteering, parent learning opportunities, student events) to increase by at least 20% at each event.

Evaluation Data Sources: Sign-in Sheets, Flyers, Surveys

Strategy 1 Details
<p>Strategy 1: The parent liaisons (both bilingual and monolingual) will conduct bi-monthly parental activities scheduled at different times of day with subjects related to parenting, STAAR, literacy, and a Wee-Readers program. Additionally, the parent liaison will ensure parents are informed and involved as per Title 1 requirements.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in parenting activities as measured by sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Parent Liaisons</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Salary and Benefits for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.143.30.000 - \$42,041, Resources for Parenting Classes and Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.143.24.PAR - \$3,500, Books for Wee Readers (Monolingual/Bilingual) - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.143.24.PAR - \$1,200, Access to parent engagement website for parent liaisons - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.OL.143.24.PAR - \$120</p>
Strategy 2 Details
<p>Strategy 2: Killeen Elementary will host an ELL Family Literacy Night to provide parents and families of ELL students with strategies to support Literacy.</p> <p>Strategy's Expected Result/Impact: Provide families with needed strategies to assist their children in literacy development.</p> <p>Staff Responsible for Monitoring: ELL teacher, Parent Liaisons, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Books for ELL Literacy Event - 263 - ESEA, Title III Part A - 263.61.6329.LE.143.25.000 - \$3,500, Refreshments for for ELL Literacy Event - 263 - ESEA, Title III Part A - 263.61.6499.LE.143.25.000 - \$895</p>

Strategy 3 Details
<p>Strategy 3: The campus will use the Blackboard Connect system and the school's Facebook page to alert parents to upcoming or important information/events.</p> <p>Strategy's Expected Result/Impact: This will help to keep parents up-to-date on the happenings at Killeen Elementary to increase engagement and to provide information.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>
Strategy 4 Details
<p>Strategy 4: Campus leadership will host parents and family members to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held bi-annually in the fall and early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus website, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a role in developing, reviewing/revising the Parent and Family Engagement Policy and the Home-School Compact.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>
Strategy 5 Details
<p>Strategy 5: Campus leadership will host the annual Title 1 meeting each fall, and it will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title 1 programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.</p> <p>Strategy's Expected Result/Impact: Parents and family members will have a better understanding of Title 1 and will provide feedback about Title 1 programs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>
Strategy 6 Details
<p>Strategy 6: Campus Leadership will host multiple parent engagement opportunities to support parents working with their student(s) regarding current academic and behavioral expectations (i.e. Literacy event, Math event, Science event, physical education, STAAR event, PK/Kinder guidelines/activities event, etc.).</p> <p>Strategy's Expected Result/Impact: To enhance the community and parental involvement of multiple stakeholders.</p> <p>Staff Responsible for Monitoring: Parent Liaisons, Principal, Committee Chairs</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Engagement Supplies for Parenting Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.143.24.PAR - \$3,990</p>

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Killeen Elementary leadership team does not speak Spanish and has one year experience with exposure to bilingual programs at the elementary level. Root Cause: None of the new administration for Killeen Elementary has experience with these exceptional learners.
Perceptions
Problem Statement 1: The social-emotional well-being of staff, students, and their families have been negatively impacted due to COVID-19, and the extended period of social distancing regulations. This has impacted our ability to bring parents onto the campus for engagement opportunities.

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: Campus administrators and teachers will continue to follow the campus discipline plan to maintain continuity among the principal and assistant principals when working on discipline referrals.

Evaluation Data Sources: Discipline Data

Strategy 1 Details
<p>Strategy 1: Campus administration will tabulate referral data each month to identify trends in student behavior.</p> <p>Strategy's Expected Result/Impact: By identifying behavior trends, administrators and counselors can work to mitigate them.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 3, 4</p>
Strategy 2 Details
<p>Strategy 2: The campus will hold monthly Campus Conduct Committee meetings each month.</p> <p>Strategy's Expected Result/Impact: This will allow teachers to have conversations regarding students and behavior and ways to overcome those behaviors to reduce referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Problem Statements: Demographics 3, 4</p>
Strategy 3 Details
<p>Strategy 3: SBDM will meet on the last Wednesday of each month to monitor the progress of CIP and review discipline data.</p> <p>Strategy's Expected Result/Impact: Campus stakeholders will be able to provide input to provide support in mitigating certain student behaviors.</p> <p>Staff Responsible for Monitoring: Administrators, SBDM members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>

Strategy 4 Details

Strategy 4: The campus will conduct on-campus PD and engage in a book study on Ruby Payne's work on Emotional Poverty (editions 1 and 2).

Strategy's Expected Result/Impact: Administrators, faculty, and staff will have a better understanding of the emotional effects of poverty in the students we teach each day.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 3, 4 - Student Learning 1 - Perceptions 1

Funding Sources: Dr. Ruby K. Payne On Campus Presentation - 211 - ESEA, Title I Part A - 211.13.6299.00.143.30.000 - \$16,300

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: There were 1018 discipline referrals written in 21-22. 38.5% of those referrals were for assault. **Root Cause:** As students returned to face-to-face instruction, it was clear that some students struggled returning to this learning environment. Many students had lost the ability to properly interact with others.

Problem Statement 4: Over 60% of the referrals written in 21-22 were for incidents involving assault, disruption and defiance. **Root Cause:** Due to virtual learning or extended time away from face-to-face instruction, some students lost the ability to properly interact with other students.

Student Learning

Problem Statement 1: All students have experienced gaps in learning as a result of the Covid-19 pandemic. **Root Cause:** Students were able to go between virtual and face-to-face learning without impunity. Students and teachers were out for extended periods due to close contact with Covid-19 or were quarantined for Covid-19. Furthermore, there was a loss of momentum in student learning due to the pandemic.

Perceptions

Problem Statement 1: The social-emotional well-being of staff, students, and their families have been negatively impacted due to COVID-19, and the extended period of social distancing regulations. This has impacted our ability to bring parents onto the campus for engagement opportunities.

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

Performance Objective 2: Killeen Elementary School will remain compliant in creating and maintaining a viable safety plan keeping all students and staff safe.

Evaluation Data Sources: Drill logs, classroom inventories, agendas, sign-in sheets, lesson plans

Strategy 1 Details
<p>Strategy 1: The campus DEAC representative will conduct informative, monthly Campus Employee Advocacy Committee Meetings.</p> <p>Strategy's Expected Result/Impact: This will ensure that staff feels they have a voice on campus and with the district.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: The campus will maintain crisis kits in each classroom with an updated copy of a class roster and crisis plan.</p> <p>Strategy's Expected Result/Impact: This will keep students and staff safe in the event of a safety situation.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: All members of the campus crisis team will receive annual CPI training.</p> <p>Strategy's Expected Result/Impact: Staff and students are kept abreast of the latest CPI techniques.</p> <p>Staff Responsible for Monitoring: Assistant Principal, CPI Members</p> <p>Problem Statements: Demographics 3, 4</p>
Strategy 4 Details
<p>Strategy 4: The PE staff will ensure that all students will actively participate in the Presidential Fitness Program. Furthermore, the PE staff will continue to increase student learning by collaboratively planning with grade-level teachers and attending the TAPHERD conference.</p> <p>Strategy's Expected Result/Impact: Increased fitness as documented by students, staff, and parents.</p> <p>Staff Responsible for Monitoring: Administrators, PE Teachers</p> <p>Problem Statements: Student Learning 3, 4, 5</p> <p>Funding Sources: TAPHERD Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$1,500</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: There were 1018 discipline referrals written in 21-22. 38.5% of those referrals were for assault. Root Cause: As students returned to face-to-face instruction, it was clear that some students struggled returning to this learning environment. Many students had lost the ability to properly interact with others.</p> <p>Problem Statement 4: Over 60% of the referrals written in 21-22 were for incidents involving assault, disruption and defiance. Root Cause: Due to virtual learning or extended time away from face-to-face instruction, some students lost the ability to properly interact with other students.</p>
Student Learning
<p>Problem Statement 3: The average percentage of students achieving Meets Grade Level on the STAAR reading assessment was lower than the district level in the Meets category. Root Cause: There was a lack of consistency in the collaborative and independent phases of GRR and students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.</p> <p>Problem Statement 4: The average percentage of students achieving Meets Grade Level on the STAAR math assessment was lower than the district level. Root Cause: There was a lack of planning and follow-through on spiraling content and small guided math groups. Students experienced severe learning gaps as a result of the loss of instruction/virtual learning during the pandemic.</p> <p>Problem Statement 5: The average percentage of students achieving Meets Grade Level on STAAR Science was lower than the district level. Root Cause: There was a lack of consistency in the collaborative and independent phases of GRR.</p>
Perceptions
<p>Problem Statement 1: The social-emotional well-being of staff, students, and their families have been negatively impacted due to COVID-19, and the extended period of social distancing regulations. This has impacted our ability to bring parents onto the campus for engagement opportunities.</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 3: Killeen Elementary School will implement a PBIS system to encourage positive behavior recognition, school attendance, and being on time for school with 100% fidelity.

Evaluation Data Sources: Point management system, administrators, PBIS committee

Strategy 1 Details
<p>Strategy 1: Killeen Elementary will utilize an accountability system for students and staff to keep track of monthly "points" for acknowledgments and recognition. Students will earn tangible rewards with "points" to participate in being recognized and celebrated monthly/end of 9-weeks. KES will also highlight staff that is recognized and do monthly acknowledgments/celebrations of their efforts.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline incidents.</p> <p>Staff Responsible for Monitoring: Administrators; PBIS Teachers</p> <p>Problem Statements: Demographics 3, 4, 5</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: There were 1018 discipline referrals written in 21-22. 38.5% of those referrals were for assault. Root Cause: As students returned to face-to-face instruction, it was clear that some students struggled returning to this learning environment. Many students had lost the ability to properly interact with others.</p> <p>Problem Statement 4: Over 60% of the referrals written in 21-22 were for incidents involving assault, disruption and defiance. Root Cause: Due to virtual learning or extended time away from face-to-face instruction, some students lost the ability to properly interact with other students.</p> <p>Problem Statement 5: There were over 12,000 unexcused absences and over 11,000 tardies reported for students in the 21-22 school year which caused students to miss valuable instructional time. Root Cause: Parents were still afraid of Covid which addresses the absences and there were no real consequences for tardies or for students being checked out early.</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 4: Killeen Elementary School will implement Restorative Practices with fidelity and reduce the number of discipline incidents on campus by 10%.

Evaluation Data Sources: Discipline referrals, teacher observations

Strategy 1 Details
<p>Strategy 1: Teachers will use resources to provide meaningful "Circle" time each day to build a sense of community in classrooms and to mitigate potential discipline occurrences. Teachers will provide restorative practice's "Treatment Agreement" .</p> <p>Strategy's Expected Result/Impact: Students will develop a sense of community which will (hopefully) enhance positive student-to-student interactions.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Administrators</p> <p>Problem Statements: Demographics 3, 4 - Perceptions 1</p> <p>Funding Sources: Pre-Referral Intervention Manual - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$1,200</p>
Strategy 2 Details
<p>Strategy 2: Killeen Elementary School counselors will provide guidance lessons to all students and restorative practice coaching to all staff.</p> <p>Strategy's Expected Result/Impact: 100% implementation across the campus Reduce number of discipline incidents</p> <p>Staff Responsible for Monitoring: Administration; Counselors</p> <p>Problem Statements: Demographics 3, 4</p>
Strategy 3 Details
<p>Strategy 3: The campus will implement Restorative Discipline/Practices to include Respect Agreements. Campus staff will follow a tiered campus-wide discipline plan.</p> <p>Strategy's Expected Result/Impact: Students will learn strategies to help deal with frustrations which result in fewer classroom disruptions and written referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom teachers</p> <p>Problem Statements: Demographics 3, 4</p> <p>Funding Sources: Pre-Referral Intervention Manuals - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$2,000</p>

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: There were 1018 discipline referrals written in 21-22. 38.5% of those referrals were for assault. **Root Cause:** As students returned to face-to-face instruction, it was clear that some students struggled returning to this learning environment. Many students had lost the ability to properly interact with others.

Problem Statement 4: Over 60% of the referrals written in 21-22 were for incidents involving assault, disruption and defiance. **Root Cause:** Due to virtual learning or extended time away from face-to-face instruction, some students lost the ability to properly interact with other students.

Perceptions

Problem Statement 1: The social-emotional well-being of staff, students, and their families have been negatively impacted due to COVID-19, and the extended period of social distancing regulations. This has impacted our ability to bring parents onto the campus for engagement opportunities.

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

Performance Objective 1: By the end of May 2023, all data related to the management of resources will reflect 100% compliance with all state, federal, and local requirements.

Evaluation Data Sources: Financial and budgetary reports, student learning reports

Strategy 1 Details
<p>Strategy 1: Teachers and interventionists, including Dyslexia, SPED, and ELL teachers, will work to identify and respond to the needs of students in the areas of Literacy and Math. Small group and online interventions will be used as appropriate. Dyslexia intervention will be provided to students identified for dyslexia.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement for students receiving interventions that can be measured.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: The campus will establish community resources to provide students with the necessary tools to engage in completing classroom expectations and to limit distractions from learning as a result of students searching for missing supplies.</p> <p>Strategy's Expected Result/Impact: Increase time on tasks and reduce classroom behavior issues.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Community in Schools, Parent Liaisons</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Instructional Supplies for Community Resources - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$3,000</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Students do not often have the supplies needed to learn. Root Cause: Community donations of school supplies occur at the beginning of the year.</p>
School Processes & Programs
<p>Problem Statement 2: There is a lack of implementation of first-time, high-quality, engaging TEKS-based instruction using the gradual-release instructional model, visible thinking strategies, student-to-student discourse, and vocabulary building within all curricular areas taught. Root Cause: Teachers are relying on interventions more heavily than they are on strong, Tier 1 instruction.</p>

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

Performance Objective 2: By June 2023, Killeen 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 8</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.143.30.000 - \$120,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.143.30.000 - \$25,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.143.30.000 - \$5,000, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$10,342</p>

Performance Objective 2 Problem Statements:

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