

**Killeen Independent School District**

**Killeen Elementary School**

**2023-2024**



# **Mission Statement**

**Guiding students on their educational journeys 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 newer elementary schools in the Killeen Independent School District. The campus welcomed approximately 1,150 monolingual and bilingual students for the 2022-2023 school year.

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

Due to the high percentage of 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 is 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 2022-2023 school year, there were 1159 referrals written which was an increase from the 2021-2022 school year at 1,018 referrals written. The breakdown of referrals for the top three incident types includes Assault (26%), Disruption (18%), and Defiance (18%). 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 22-23 school year. There were 11,794 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	51	41%

Staff Member by Ethnicity	Number	Percentage
Hispanic	45	36%
Black	24	19%
Asian	0	0
Pacific-Islander	2	2%
2 or More	3	2%

#### Professional Staff Breakdown

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

#### Student Breakdown by Ethnicity (out of 1,146 total student population)

Ethnicity	Count	Percentage
White	109	9.5%
Hispanic	537	46.9%
Black	365	31.8%
Asian	8	0.7%
Pacific Islander	10	0.9%

Ethnicity	Count	Percentage
2+ Races	107	9.3%

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

Federal Program	Count	Percentage
504	69	6%
At-Risk (state)	749	65%
Dyslexia	75	6.5%
Homeless	44	4%
Immigrant	3	0.3%
LEP/EL	331	29%
Bilingual	209	18%
Title I	1141	100%
Free/Reduced	800	70%
TAG	11	1%
SPED	241	21%
Speech	164	14%
Military	76	7%

#### Student Retention

Grade Level	Didn't Earn Promotion	Recommended for Retention
KG	0	0
1 <sup>st</sup>	37	22/ 6 SPED
2 <sup>nd</sup>	31	20/ 8 SPED
3 <sup>rd</sup>	17	2/ 0 SPED
4 <sup>th</sup>	8	8/ 2 SPED
5 <sup>th</sup>	6	3/ 0 SPED

#### 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 (there were no waiver teachers and only two brand new 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).
- \*Multiple staff members have more than 15 years of experience. Some staff members have more than 30 years of experience in education.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 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 2:** There were 1159 discipline referrals written in 22-23. 38.5% of those referrals were for assault and this was an increase from the prior year by 12%. **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 3:** There were 11,794 unexcused absences and over 11,000 tardies reported for students in the 22-23 school year which caused students to miss valuable instructional time. **Root Cause:** COVID continues to impact the way people view times and schedules.

**Problem Statement 4:** The Emergent Bilingual population continues to grow, including the number of students in grades 2-5 that have little to no English proficiency. **Root Cause:** Due to the growth of the area, we are seeing many students from different countries.

# Student Learning

## Student Learning Summary

Killeen Elementary School instituted a Tuesday block of time called Weekly WIN (What I Need) time to provide HB 1416 tutoring/remediation and learning extensions for students. There was a dedicated 60-minute time block each day devoted to a Daily WIN time where interventionists, ELL, SPED, and dyslexia teachers were 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.

There will be data meetings held every 5 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 moved 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. 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

-The campus did better in reading than in math.

-We still need to focus on science instruction and science spiraling.

-We have not been given our sub-populations information.

## PRELIMINARY STAAR DATA MAY 2023

Grade Level	Subject	Approach	Meets	Masters
3	Reading	29%	25%	6%
3	Math	36%	16%	4%



Grade Level	Subject	Approach	Meets	Masters
4	Reading	43%	15%	9%
4	Math	27%	16%	8%
5	Reading	37%	23%	5%
5	Math	36%	18%	9%
5	Science	39%	6%	4%

May 2023 STAAR Grade 3 Reading	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Asian				
Black/African American				
Hispanic				
Pacific Islander				
Two or More Races				
White				
Emergent Bilingual				
Special Ed Indicator				

May 2023 STAAR Grade 4 Reading	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
American Indian/Alaskan Native				
Black/African American				
Hispanic				
Native Hawaiian/Pacific Islander				
Two or More Races				
White				
Currently Emergent Bilingual				
Second Year of Monitoring				
Special Ed Indicator				

May 2023 STAAR Grade 5 Reading	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Asian				
Black/African American				
Hispanic				
Native Hawaiian/Pacific Islander				
Two or More Races				
White				
Currently Emergent Bilingual				
Second Year of Monitoring				
Special Ed Indicator				

May 2023 STAAR Spanish Grade 3 Reading	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
White				
Currently Emergent Bilingual				
Special Ed Indicator				

May 2023 STAAR Spanish Grade 4 Reading	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
Currently Emergent Bilingual				
Special Ed Indicator				

May 2023 STAAR Spanish Grade 5 Reading	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
Currently Emergent Bilingual				
Special Ed Indicator				

<b>May 2023 STAAR Grade 3 Mathematics</b>	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Killeen EL				
Economic Disadvantage				
Asian				
Black/African American				
Hispanic				
Native Hawaiian/Pacific Islander				
Two or More Races				
White				
Currently Emergent Bilingual				
Special Ed Indicator				

<b>May 2023 STAAR Grade 4 Mathematics</b>	<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Killeen EL				
Economic Disadvantage				
American Indian/Alaskan Native				
Black/African American				
Hispanic				
Native Hawaiian/Pacific Islander				
Two or More Races				
White				
Currently Emergent Bilingual				
Second Year of Monitoring				
Special Ed Indicator				

	May 2023 STAAR Grade 5 Mathematics			
	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Asian				
Black/African American				
Hispanic				
Native Hawaiian/Pacific Islander				
Two or More Races				
White				
Currently Emergent Bilingual				
Second Year of Monitoring				
Special Ed Indicator				

	May 2023 STAAR Spanish Grade 3 Mathematics			
	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
White				
Currently Emergent Bilingual				
Special Ed Indicator				

	May 2023 STAAR Spanish Grade 4 Mathematics			
	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
Currently Emergent Bilingual				
Special Ed Indicator				

	May 2023 STAAR Spanish Grade 5 Mathematics			
	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
Currently Emergent Bilingual				
Special Ed Indicator				

	May 2023 STAAR Grade 5 Science			
	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Asian				
Black/African American				
Hispanic				
Native Hawaiian/Pacific Islander				
Two or More Races				

	May 2023 STAAR Grade 5 Science			
	Total Students	Approaches	Meets	Masters
White				
Currently Emergent Bilingual				
Second Year of Monitoring				
Special Ed Indicator				

	May 2023 STAAR Spanish Grade 5 Science			
	Total Students	Approaches	Meets	Masters
Killeen EL				
Economic Disadvantage				
Hispanic				
Currently Emergent Bilingual				
Special Ed Indicator				

#### MAP Data

Grade	BOY RIT	EOY RIT	District EOY RIT
<b>Kindergarten</b>			
Reading	135.4	150.2	152.7
Math	136.8	154.9	157.7
<b>1<sup>st</sup> Grade</b>			
Reading	148.2	161.1	167.3
Math	152.2	166.1	173.9
<b>2nd Grade</b>			
Reading	164.8	178.8	185.6
Math	167.6	183	186.9
<b>3<sup>rd</sup> Grade</b>			
Reading	180.9	189.7	196.6

Grade	BOY RIT	EOY RIT	District EOY RIT
Math	181.9	194	200.2
Science	185.3	192	197.3
<b>4th Grade</b>			
Reading	190.6	200.2	205
Math	193.9	204.9	209.4
Science	193.5	200.3	203.6
<b>5th Grade</b>			
Reading	197.8	205.8	210.8
Math	204.2	211.2	216.2
Science	198.5	205.7	210.3

### Circle Testing End of Year Data

Measure	On Track	Needs Support
Rapid Letter Naming	65%	35%
Rapid Vocabulary	70%	30%
Phonological Awareness	60%	40%
Optional PA	61%	39%
Math	73%	27%
Optional Math	67%	33%
Social Emotional Behaviors	79%	21%

### DYSLEXIA

As of 5/25/2023: 75 dyslexia students, 17 students met expected growth and 12 students are new.

0 Kindergarten

7 First Grade

15 Second Grade

23 Third Grade

14 Fourth Grade

16 Fifth



## Student Learning Strengths

### MAP Data

- \*Most of the grade levels (averaged) are on grade level in reading.
- \*Two of the grade levels (averaged) are on grade level in math while others are very close.

### 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:** Some students in various grade levels are still trying to recover from learning loss due to the shutdowns of school during COVID-19. **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 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 of instruction in the collaborative and independent phases of GRR. Furthermore, there was a lack of consistency in teaching phonics in grades K-3.

**Problem Statement 3:** 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.

**Problem Statement 4:** 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. Furthermore, there was a lack of spiraling science content.

**Problem Statement 5:** 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 6:** 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 7:** There is a need to extend learning opportunities during the school day and beyond the school day to address the needs of struggling students, the lack of opportunities for students, and those experiencing learning gaps. **Root Cause:** Our students do not often have the experiences or opportunities for experiences beyond what happens at school.

**Problem Statement 8:** 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.

**Problem Statement 3:** Due to an increase in monitoring and changes in policy from TEA and KISD, the staff at KES need additional time, tools, and resources to meet the safety regulations.

# Perceptions

## Perceptions Summary

As one of the newer 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 has complied with all of the recent district and state requirements regarding safety, and this campus passed the TEA safety audit.

Killeen Elementary School recently participated in the Qualtrics Survey the district held and here were our findings from staff, students, and parents.

### Staff Strengths:

\*I feel supported by my principal/supervisor. 91%

\*I clearly understand what is expected of me. 89%

\*My principal/supervisor is accessible. 89%

### Staff Areas of Work:

\*My evaluator provides me with the feedback I need. 83%

\*I receive information from the district in a timely manner. 80%

\*I have the resources I need to do my job effectively. 76%

### Student Strengths:

\*In my school, adults believe I can learn. 97%

\*The adults in my school care about me. 92%

\*I can talk to a teacher or adult at this campus about anything. 90%

### Student Areas of Work:

\* The adults in my school greet me by name every day. 81%

\*It is easy to talk to the teachers at this school. 84%

### Parent Strengths:

\*Teachers at this school set expectations that are realistic. 93%

\*Teachers at this school provide a nurturing environment. 93%

## **Parent Areas of Work:**

\*The school provides quality programs for Talented and Gifted. 76%

\*The school provides quality programs for Special Needs students. 72%

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. Furthermore, this year, counselors will be responsible for reviewing discipline data to help formulate plans to mitigate discipline at KES.

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 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.

## **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 '22-23 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:** There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

# 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 '23-'24 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><b>Strategy 1:</b> Teachers will provide skills-based (i.e. phonemic awareness), and/or small group instruction in grades K-5 on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR, F&amp;P, CUA, and MAP data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Bilingual Guided Reading Supplies - 165/BI0 - Bilingual - 165.11.6399.00.143.25.BI0 - \$1,705</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> By implementing daily LLI instruction/remediation, there will be an improvement in student growth/achievement evidenced by CUA, MAP, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Salary and Benefits for Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.143.30.000 - \$50,000, Salary and benefits for one instructional assistant - 166 - State Comp Ed - 166.11.6129.00.143.30.AR0 - \$23,765, One inch binders for data tracking for students - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$1,000</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). Specifically, all EB students are required to have a certain amount of time spent accessing the Summit K-12 for which they need technology.

**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:** School Processes & Programs 2

**Funding Sources:** Temporary Employees for Small group Tutoring/Remediation - 166 - State Comp Ed - 166.11.6125.CA.143.30.AR0 - \$25,000, Instructional Supplies for Reading Intervention and Tutoring - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$5,235, Ipads for students to complete interventions-EB students completing required minutes of Summit K-12. - 211 - ESEA, Title I Part A - 211.11.6398.00.143.30.000 - \$44,150, iPads for EB specific interventions/small group instruction - 165/BI0 - Bilingual - 165.11.6398.00.143.25.BI0 - \$10,590, Ipad cases, headphones, consumables or supplies needed for student interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$9,300, Headphones, consumables or supplies needed for student interventions in Reading - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$8,772, Scholastic Storyworks Grades 1-5 - 166 - State Comp Ed - 166.11.6329.00.143.30.AR0 - \$10,800

### 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-Elevate - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$3,000, Literacy Conference-Elevate - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$13,050

### Strategy 5 Details

**Strategy 5:** The Campus Instructional Specialist(s) will continually coach staff members in the implementation of CFA 2.0 and small group instruction. 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:** School Processes & Programs 2

**Funding Sources:** Full-time Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.143.30.000 - \$95,500, Full-time Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.143.30.000 - \$83,665

### 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. 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:** 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 - \$3,500, Salary and Benefits for Campus Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.143.30.000 - \$84,161

### 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 to include district-prioritized instructional strategies.

**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:** School Processes & Programs 2

#### Strategy 8 Details

**Strategy 8:** ELL teachers will provide small group intervention lessons for Emergent Bilingual 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:** Demographics 4

**Funding Sources:** Reading Materials for ELL Literacy Development - 165/ES0 - ELL - 165.11.6329.00.143.25.ES0 - \$6,280, Brain Pop Spanish for EB students - 165/ES0 - ELL - 165.11.6299.00.143.25.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. This will include (but not be limited to) phonics instruction, small-group learning, and constructed responses for grades K-5.

**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:** School Processes & Programs 2

**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 - \$9,837, 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 - \$6,700, Region 12 Training. Coaching, Support in Phonics, Constructed Response, and small groups. - 166 - State Comp Ed - 166.13.6239.00.143.30.ARO - \$12,000

#### 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:** School Processes & Programs 2

**Funding Sources:** High Interest Reading Materials including cross curricular topics linked to science and social studies - 211 - ESEA, Title I Part A - 211.11.6329.00.143.30.000 - \$13,365

#### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 4:** The Emergent Bilingual population continues to grow, including the number of students in grades 2-5 that have little to no English proficiency. **Root Cause:** Due to the growth of the area, we are seeing many students from different countries.

### Student Learning

**Problem Statement 2:** 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 of instruction in the collaborative and independent phases of GRR. Furthermore, there was a lack of consistency in teaching phonics in grades K-3.

### 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 '23-'24 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 where 70% of students in each grade level are able to score at least a two on a constructed response.

**Evaluation Data Sources:** CUA data

Strategy 1 Details
<p><b>Strategy 1:</b> Campus leadership will provide opportunities during PLCs to focus on discussion and planning around composition writing and provide campus professional development involving reader response, revising, and editing as it pertains to a student's piece of writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more proficient in constructing short answer responses and revision and editing of a student's writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 5</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Campus leadership will provide coaching and feedback to teachers on writing instruction and student writing samples using the Empowering Writers curriculum and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop increased capacity to teach writing. Students will become more proficient in constructing short answer responses and revising and editing.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administration, CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Resources to work with students for Tier 1 writing instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$5,000</p>

Strategy 3 Details
<p><b>Strategy 3:</b> Campus administrators will conduct walkthroughs to monitor the fidelity of the implementation of the writing curriculum Empowering Writers and The Writing Academy resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will increase their ability to write compositions, prepare a reader response, and revise and edit a piece of writing.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 5</p>
Strategy 4 Details
<p><b>Strategy 4:</b> There will also be opportunities for students to participate in field-based learning that will provide the context in which to write.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become proficient in providing instruction that aligns to addressing a prompt or reader response.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrators</p> <p><b>Problem Statements:</b> Student Learning 5, 6</p> <p><b>Funding Sources:</b> 4th Grade Field Trip Bob Bullock and State Capital - 166 - State Comp Ed - 166.11.6412.TR.143.30.AR0 - \$6,000, 4th Grade Field Trip Bob Bullock - Student Entry Fees - 166 - State Comp Ed - 166.11.6412.00.143.30.AR0 - \$2,500</p>
Strategy 5 Details
<p><b>Strategy 5:</b> Teachers will submit writing samples to be reviewed after CUAs by the PLC and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's compositions will improve with targeted instruction delivered by teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 5</p>
Strategy 6 Details
<p><b>Strategy 6:</b> Students will participate in online keyboarding training to develop the skills needed to effectively communicate in writing when using digital platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop automaticity and will have improved performance on constructed responses.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Typing Program for PK-5 Graders - 211 - ESEA, Title I Part A - 211.11.6299.OL.143.30.000 - \$8,000</p>

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 5:** 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 6:** 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 '23-'24 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved CUA, MAP, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Math Content Area Vocabulary Support for Bilingual Students - 165/BI0 - Bilingual - 165.11.6399.00.143.25.BI0 - \$1,705, Spiral Review and practice materials such as 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</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will use guided math strategies daily in response to teacher monitoring instruction daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to close gaps in math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Attend Guided Math Training/Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$1,000, Attend Guided Math Training/Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$6,400, On Campus Lead4Ward Math Training - 211 - ESEA, Title I Part A - 211.13.6299.00.143.30.000 - \$24,313</p>



### Strategy 3 Details

**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.

**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:** School Processes & Programs 2

**Funding Sources:** Materials for problem solving and critical thinking to include student workbooks such as Mentoring Minds Math Grades 2-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$16,000

### Performance Objective 3 Problem Statements:

#### 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 4:** By the end of the '23-'24 school year, the average 5th grade Science STAAR will be that 20% of students are at "Meets" grade level.

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

Strategy 1 Details
<p><b>Strategy 1:</b> 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. There will be a calendar posted for teachers to use and notated on the lesson plans for the use of the science lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to access the science curriculum easier and show increased scores on CUA, MAP, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> Entry Fees for Science-Based Field Trips - 166 - State Comp Ed - 166.11.6412.00.143.30.AR0 - \$6,000, Science-Based Field Trips - 166 - State Comp Ed - 166.11.6494.00.143.30.AR0 - \$11,000, Materials for hands on science experiments - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$5,000, Lone Star Science Grades 4th and 5th - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$5,178</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will provide the required number of minutes of science instruction in grades K-5. This will be monitored by doing walk-throughs during science blocks and CUA data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on science assessments and students will be prepared for 5th-grade science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>

### 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.

**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:** School Processes & Programs 2

**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 - \$2,500

### Strategy 4 Details

**Strategy 4:** 5th-grade teachers will spiral science TEKS from grades K-4. An audit will be done of important grade-level science concepts so that each grade level will teach high-frequency concepts in order to support 5th-grade students.

**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:** School Processes & Programs 2

**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 - \$18,000

### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 7:** There is a need to extend learning opportunities during the school day and beyond the school day to address the needs of struggling students, the lack of opportunities for students, and those experiencing learning gaps. **Root Cause:** Our students do not often have the experiences or opportunities for experiences beyond what happens at school.

#### 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 5:** By June 2024, 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><b>Strategy 1:</b> Bilingual program teachers will provide Spanish language students with English Language Proficiency Standards and content-based language instructional strategies to facilitate their transition to English while maintaining skills in their first language</p> <p><b>Strategy's Expected Result/Impact:</b> Our bilingual students will be able to grow in their STARR and TELPAS scores by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, CISs</p> <p><b>Problem Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> Privacy boards for students to use during TELPAS and TELPAS practice - 165/BI0 - Bilingual - 165.11.6399.00.143.25.BI0 - \$560</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, CISs, Principal</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> Supplies for TPSP Projects - 177 - Gifted/Talented - 177.11.6399.00.143.21.000 - \$1,375</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Our SPED students will see an increase in growth on MAP, CUA, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Case Managers, Principals, Teachers</p> <p><b>Problem Statements:</b> Student Learning 7</p>

**Performance Objective 5 Problem Statements:**

### Demographics

**Problem Statement 4:** The Emergent Bilingual population continues to grow, including the number of students in grades 2-5 that have little to no English proficiency. **Root Cause:** Due to the growth of the area, we are seeing many students from different countries.

### Student Learning

**Problem Statement 7:** There is a need to extend learning opportunities during the school day and beyond the school day to address the needs of struggling students, the lack of opportunities for students, and those experiencing learning gaps. **Root Cause:** Our students do not often have the experiences or opportunities for experiences beyond what happens at school.

**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 '23-'24 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Building teacher efficacy and culture amongst grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement on CUA, MAP, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Administrative staff and teachers will attend Lead4Ward conferences (to include the Rocking Review). Upon return, the participants will share the learning with others and implement effective PLC practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Students</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Lead4Ward-Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$12,000, Lead4Ward-Administrators - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$5,000</p>

Strategy 4 Details
<p><b>Strategy 4:</b> Administrative staff and teachers will attend the TEKS Resource Conference. Upon return, administrators and staff will share new learning with staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction will lead to higher student achievement on CUA, MAP, and STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Administrators, Teacher Leaders</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> 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</p>

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers are relying on interventions more heavily than they are on strong, Tier 1 instruction.</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:** 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased parent participation in parenting activities as measured by sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Parent Liaisons</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Salary and Benefits for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.143.30.000 - \$42,809, Access to parent engagement website for parent liaisons - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.OL.143.24.PAR - \$120, Resources for Parenting Classes and Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.143.24.PAR - \$1,000, Refreshments for Parent Involvement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.143.24.PAR - \$2,500, Books for Wee Readers (Monolingual/Bilingual) - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.143.24.PAR - \$1,304</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Killeen Elementary will host an ELL Family Literacy Night to provide parents and families of ELL students with strategies to support Literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide families with needed strategies to assist their children in literacy development.</p> <p><b>Staff Responsible for Monitoring:</b> ELL teacher, Parent Liaisons, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Books for ELL Literacy Event - 263 - ESEA, Title III Part A - 263.61.6329.LE.143.25.000 - \$3,000, Refreshments for for ELL Literacy Event - 263 - ESEA, Title III Part A - 263.61.6499.LE.143.25.000 - \$1,680</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> This will help to keep parents up-to-date on the happenings at Killeen Elementary to increase engagement and to provide information.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Perceptions 1</p>



#### Strategy 4 Details

**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 posted on the campus website and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.

**Strategy's Expected Result/Impact:**

Parents and family members will have a role in developing, reviewing/revising the Parent and Family Engagement Policy and the Home-School Compact.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Perceptions 1

#### Strategy 5 Details

**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.

**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.

**Staff Responsible for Monitoring:** Principal

#### Strategy 6 Details

**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.).

**Strategy's Expected Result/Impact:** To enhance the community and parental involvement of multiple stakeholders.

**Staff Responsible for Monitoring:** Parent Liaisons, Principal, Committee Chairs

**Problem Statements:** Perceptions 1

**Funding Sources:** Parent Engagement Supplies for Parenting Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.143.24.PAR - \$1,500

#### Performance Objective 1 Problem Statements:

#### Perceptions

**Problem Statement 1:** There is a need to support parents in understanding the challenging state academic standards and to provide meaningful opportunities to engage with the school as partners in the education of their child. **Root Cause:** Parents want to be involved but do not always know how. The pandemic continues to impact the social-emotional well being of staff, parents, and students.

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

**Performance Objective 1:** Campus administrators and teachers will continue to follow the campus discipline plan and Restorative Practices daily to maintain continuity amongst principal and assistant principals and decrease discipline referrals by 15%.

**Evaluation Data Sources:** Discipline Data

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

Strategy 4 Details
<p><b>Strategy 4:</b> 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) to be led by counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators, faculty, and staff will have a better understanding of the emotional effects of poverty in the students we teach each day.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 2</p>
Strategy 5 Details
<p><b>Strategy 5:</b> 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 and students will create (together) a "Treatment Agreement" to be followed and referenced daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a sense of community which will (hopefully) enhance positive student-to-student interactions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Administrators</p> <p><b>Problem Statements:</b> Demographics 2</p>
Strategy 6 Details
<p><b>Strategy 6:</b> Counselors will provide guidance lessons monthly to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce number of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators</p> <p><b>Problem Statements:</b> Demographics 2</p>

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There were 1159 discipline referrals written in 22-23. 38.5% of those referrals were for assault and this was an increase from the prior year by 12%. <b>Root Cause:</b> 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>

**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><b>Strategy 1:</b> The campus DEAC representative will conduct informative, monthly Campus Employee Advocacy Committee Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure that staff feels they have a voice on campus and with the district.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The campus will maintain crisis kits in each classroom with an updated copy of a class roster and crisis plan.</p> <p><b>Strategy's Expected Result/Impact:</b> This will keep students and staff safe in the event of a safety situation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>
Strategy 3 Details
<p><b>Strategy 3:</b> All members of the campus crisis team will receive annual CPI training.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students are kept abreast of the latest CPI techniques.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, CPI Members</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>
Strategy 4 Details
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased fitness as documented by students, staff, and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, PE Teachers</p> <p><b>Problem Statements:</b> Student Learning 7</p>

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 7:</b> There is a need to extend learning opportunities during the school day and beyond the school day to address the needs of struggling students, the lack of opportunities for students, and those experiencing learning gaps. <b>Root Cause:</b> Our students do not often have the experiences or opportunities for experiences beyond what happens at school.
School Processes & Programs
<b>Problem Statement 3:</b> Due to an increase in monitoring and and changes in policy from TEA and KISD, the staff at KES need additional time, tools, and resources to meet the safety regulations.

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Reduction in discipline incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; PBIS Teachers</p> <p><b>Problem Statements:</b> Demographics 2</p>

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There were 1159 discipline referrals written in 22-23. 38.5% of those referrals were for assault and this was an increase from the prior year by 12%. <b>Root Cause:</b> 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>

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement for students receiving interventions that can be measured.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Nutritional Snacks and Drinks 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 - \$15,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase time on tasks and reduce classroom behavior issues.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Community in Schools, Parent Liaisons</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Supplies for Community Resources - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$1,500</p>

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students do not often have the supplies needed to learn. <b>Root Cause:</b> Community donations of school supplies occur at the beginning of the year.</p>
Student Learning
<p><b>Problem Statement 1:</b> Some students in various grade levels are still trying to recover from learning loss due to the shutdowns of school during COVID-19. <b>Root Cause:</b> 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>



# 2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator	Tamara Thornhill	Principal
Classroom Teacher	Mindy Nabours	PK4 Teacher
Classroom Teacher	Laura Taylor	Kindergarten Teacher
Classroom Teacher	Laura Neal	1st Grade Teacher
Classroom Teacher	Sarah Simmons	2nd Grade Teacher
Classroom Teacher	Gabriella Gonzalez	3rd Grade Teacher
Classroom Teacher	Jessica Hill	4th Grade Teacher
Classroom Teacher	Michele Golaboff	5th Grade Teacher
Classroom Teacher	Jillian O'Leary	SPED Teacher
Business Representative	Vicky Donohue	Business Representative
Community Representative	Raymond Cockrell	Community Member
District-level Professional	Taina Northington	District-Level Professional
Parent	Christy Liles	Parent
Parent	x x	Parent
Paraprofessional	Delores Breaux	Paraprofessional (Title I)
Paraprofessional	Tiffany Arrambide	Paraprofessional (Title I)
Non-classroom Professional	Jennifer Clark	Technologist
Administrator	Kimberly McDowell	Campus Instructional Specialist
Administrator	Debbi Barkley	Assistant Principal
Administrator	Myra Campos	Counselor
Community Representative	Les Williams	Community Representative
Paraprofessional	Cynthia Ross	Paraprofessional
Administrator	Gladys Martinez	CIS
Administrator	Alice Anderson	CIS
Administrator	Angelica Rodriguez	CIS
Administrator	Jenny Schoel	Assistant Principal
Administrator	Kym Van Bibber	Assistant Principal
Administrator	Sabrina Barto	Counselor

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ayonna Johnson	Counselor
Non-classroom Professional	Raychel Trevino	Librarian
Paraprofessional	Wayne Moore	Parent Liaison
Paraprofessional	Laura Cervantes	Parent Liaison