

**Killeen Independent School District
Oveta Culp Hobby Elementary School
2021-2022 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Oveta Culp Hobby Elementary is a Title I school located in the Comanche III military housing area of Fort Hood. During the 2020-2021 school year, Hobby was recognized as a Purple Star Designated campus and will begin its 17th year of service in our community. We are privileged to serve students about 627 students and families. Our campus comprises PreK3, PreK3 Bilingual, ECSE, ECSE Castle and grades PreK-4 through 3rd grade. Hobby is one of six elementary schools on the post and one of two Killeen ISD schools that only serve students up to third grade. Our fourth and fifth-grade students attend Meadows Elementary, located on Fort Hood. Our students are proudly known as the PATRIOTS!

Ethnicity	2020-2021	2019-2020
Hispanic	32.53%	29.26%
Indian	.16%	0.69%
Asian	2.56%	1.92%
Black	20.03%	21.84%
Pacific Islander	1.60%	1.24%
White	34.78%	36.81%
Two or more races	8.33%	8.24%

Demographics summary ethnic distribution indicates that the white student population is the largest group with 34.78% followed by 32.53% Hispanic, 20.03% Black or African American, 2.56% Asian, 8.33% Two or More Races, 1.60% Pacific Islander, and .16% American Indian. The percentage of students eligible for free/reduced meals is 54.44%, which decreases the 75% reported during the 2019-2020 school year. At-risk students make up 30.21% of our population and our homeless rate is .16%. There is a wide variety of federal programs and services available to support our students.

Program Demographics:

Program	2020-2021	2019-2020
Sect.504	5.61%	5.49%
Dyslexia	4.01%	0%
ELL	5.77%	6.87%
Bilingual	0.64%	0.82%
Denial	0.32%	0.14%

Program	2020-2021	2019-2020
ESL	4.81%	5.91%
GT	1.76%	3.02%
SPED	16.67%	13.60%
No Setting	6.73%	5.49%
Main Stream	2.40%	2.2%
Resource	3.53%	2.47%
Self-Cont.	3.69%	0.82%
Speech	15.38%	11.54%
Homebound	0.00%	0.00%

The rich cultural diversity of our school is a direct reflection of the diversity of Killeen ISD. Our students have lived and traveled throughout the world, and their worldly knowledge is a strength in daily classroom discussions. Parent conferences are scheduled throughout the year to discuss student progress. In addition, hobby is home to three Early Childhood Special Education Classrooms (ECSE/ECSE Castle) Classrooms. These self-contained special education classrooms offer all our students an opportunity to collaborate and grow as a community of learners.

Attendance Summary

Grade Level	EE	PK3	PK4	Kindergarten	First Grade	Second Grade	Third Grade
Enrollment	30	65	124	132	102	91	80

During the 2020-2021 school year, our total peak enrollment was 640 students, with 88% in-person and 12% online. According to the most recently published information, our attendance rate is 89%. Our PATRIOTS love coming to school each day, and we love having them.

We have a high number of military-affiliated students at Hobby. Our active-duty enrollment is 96.79%, and our "civilian on post" enrollment is 8.65%. Most Hobby students live in military family housing with one or more parents on active duty. Deployments and TDY assignments frequently create single-parent homes. The mobility rate at Hobby is consistently in the 32.1%, which is above the district and state ranges and is likely due to the military community we serve. We pride ourselves in our diverse student body, which makes us a melting pot.

Discipline Summary

There were 153 discipline incidents for the 2020-2021 school year compared to the 374 referrals from the previous full school year. Most of the referrals were for "Disruption." Hobby has a school behavioral specialist who works in conjunction with the two counselors and the Military Family Life Consultant to mitigate disruptive behaviors. The school behavioral health specialist position was part-time at the beginning of the year. To continue our work with our students, teachers will be working on strategies from Restorative Practices focusing on building relationships.

Staff Quality Summary

The total staff for the 2021-2022 school year will consist of 105 professional and auxiliary staff. Oveta Culp Hobby Elementary has one principal and three assistant principals. We continue to have one instructional specialist and a technologist to support students and staff's curriculum and instructional needs. All teachers meet Texas Education Agency certification requirements, while all paraprofessional staff members meet the highly qualified requirements of the Every Student Succeeds Act. In addition, an at-risk teacher and counselor were added to provide intervention support for student growth.

We place a high priority on recruiting and hiring teachers with a passion for working with students. Teachers new to Killeen ISD learn about the district during New Teacher Induction. Campus mentors are provided to support new teachers to Killeen ISD throughout the year in all areas. This year, we will continue our monthly New Teacher Meetings covering various topics, such as effective instructional strategies, classroom management techniques, and practical information needed for continued success. We encourage teachers to learn from one another. This is accomplished by allowing teachers to observe in other classrooms or attend weekly planning meetings to share ideas for lessons that will meet the needs of our diverse student population. A Campus Instructional Specialist and support staff will lead professional development sessions monthly to train teachers on instructional strategies, assist with data analysis, discuss professional literature, and share ideas for effective instruction. Building staff morale is recognized as a critical component in retaining high-quality staff at Hobby. Special treats and recognition are provided throughout the year to show appreciation and reward outstanding workplace effort. Personal notes are written to provide feedback.

Fort Hood provides our Military Family Life Consultant and a School Behavior Health Worker. Hobby also has a bilingual parent liaison who coordinates our volunteer program and teaches a weekly Hobby Tots class. Hobby also partners with a military Adopt-a-School unit, 2/227th Aviation ACB. Our unit supports school-wide academic family nights; they come read to students, help with book fairs, and assist with community events.

PPCD/CASTLE	Three teachers, six aides	Special Programs Facilitator	One facilitator
Prekindergarten3/Bil PK3	Five teachers, four aides	Math/Reading Intervention	1 At-Risk teacher/1 teacher
Prekindergarten4	Six teachers, three aides	ESL	One teacher

PPCD/CASTLE	Three teachers, six aides	Special Programs Facilitator	One facilitator
Kindergarten	Six teachers, two aides	SPED	Two teachers, two aides
First Grade	Six teachers, one aide	Dyslexia	.5 teacher
Second Grade	Five teachers, one aide	Music	Two teachers

PPCD/CASTLE	Three teachers, six aides	Special Programs Facilitator	One facilitator
Third Grade	Five teachers, one aide	PE	Two coaches
Counselor	1.5 counselors	Bilingual Parent Liaison	1 Liaison

Demographics Strengths

Data analysis revealed the following demographic strengths:

- First-year teachers have an experienced mentor teacher and teachers new to the campus are assigned a buddy teacher.
- 100% of the teaching staff is
- Grade level planning meetings strengthen instruction through the alignment of the curriculum, lesson planning/instruction, and assessment
- Our community is diverse, which strengthens our culture. In addition, the children are from many parts of the world, which builds strengths in the experiences they bring to share in the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We struggle to keep newly hired staff abreast of highly effective instructional strategies as existing staff members. **Root Cause:** 16.5% of the teachers are beginning teachers.

Problem Statement 2 (Prioritized): There were 153 discipline referrals (68 coded as "Disruption") during the 2020-2021 school year as compared to the 374 discipline referrals from the last full school year. **Root Cause:** Staff struggle to continuously implement effective classroom management. Behavior supports and training are needed to help teachers build relationships and manage behaviors at the classroom level.

Student Learning

Student Learning Summary

Student Learning Summary

Our school was not rated in 2019 - 2020 due to the state accountability waiver for COVID-19. School ratings for the 2020-2021 school year have been paused due to the state accountability waiver for COVID-19, and the data will be used to provide critical information regarding student achievement. With a focus on Tier 1 instruction, continued refinement of our remediation, after-school tutoring, and PRIDE Time, coupled with the implementation of coaching walks and PLCs, we provided targeted skills-based small group instruction to help close gaps.

The data from our **2020-2021 STAAR DATA Overview**

Reading All Students:

2020-2021	Approaches	Meets	Masters
Hobby	68.83%	42.86%	8.18% [SC1]
District	66.48%	35.04%	15.9%

The 2020-2021 3rd graders showed a 7% increase in reading scores when comparing the campus data to district data. [\[SC2\]](#)

Math All Students:

2020-2021	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
Hobby	58.44%	16.88%	9.09%
District	61.1%	24.59%	9.91%

The 2020-2021 3rd graders showed a 7% decrease in meets in math when comparing the campus data to district data. [\[SC3\]](#)

Demographics STAAR Reading Report (Meets Grade Level)										
2020-2021	Special Education	Economically Disadvantaged	American Indian/Alaskan Native	Asian	Black/African American	Hispanic	Pacific Islander	Two or More Races	White	LEP
Hobby	11.11%	44.44%	100%	**	35.29%	38.46%	**	0%	57.14%	33.33%
Demographics STAAR Math Report (Meets Grade Level)										
2020-2021	Special Education	Economically Disadvantaged	American Indian/Alaskan Native	Asian	Black/African American	Hispanic	Pacific Islander	Two or More Races	White	LEP
Hobby	0%	18.52%	100%	0%	0%	19.23%	100%	0%	21.43%	16.67%

2020-2021 STAAR [\[SC4\]](#) data continues to reveal that special education and EL students score below all other student groups in all tested areas: reading and math.

Assessment Overview of Primary Grade Levels

Pre-Kindergarten

Circle Data Overview 2020-2021		
Comparison Data	2019-2020	2020-2021
Proficient in Rapid Letter Naming	85%	86%
Proficient in Phonological Awareness	82%	77%
Proficient in Listening	81%	76%
Proficient in Rote Counting	73%	74%
Proficient in Number Discrimination	89%	88%
Proficient in Operations	56%	53%

	Hobby Spring RIT	District Spring RIT
Kinder		
Math Spring RIT	162.0	158.9
Math Winter RIT	156.4	154.1
Math Fall RIT	148.4	147.6
Reading Spring RIT	155.4	154.8
Reading Winter RIT	151.6	151.0
Reading Fall RIT	143.4	145.2
1st Grade		
Math Spring RIT	173.2	174.2
Math Winter RIT	166.4	168.1
Math Fall RIT	158.4	160.4
Reading Spring RIT	177.5	168.5
Reading Winter RIT	175.7	163.8
Reading Fall RIT	176.8	156.6
2nd Grade		
Math Spring RIT	185.2	184.7

	Hobby Spring RIT	District Spring RIT
Math Winter RIT	180.5	180.9
Math Fall RIT	173.4	173.3
Reading Spring RIT	185.9	184.7
Reading Winter RIT	180.0	180.9
Reading Fall RIT	173.3	173.3
3rd Grade		
Math Spring RIT	196.1	198.5
Math Winter RIT	191.4	195.3
Math Fall RIT	187.5	188.2
Reading Spring RIT	196.9	196.0
Reading Winter RIT	194.7	193.9
Reading Fall RIT	190.0	189.4

Gifted and Talented Education

- 11 students were identified at Oveta Culp Hobby Elementary
- 7 out of 17 GT students made a year's growth in reading, while 5 out of 17 made a year's growth in math (MAP data), and there were no results for 1 student. 1.76% of Hobby's student population is G/T, which is below the district and state average.

A comparison of the STAAR scores between the campus and the district reveals that the Meets and Masters levels on reading are a strength for Hobby, and in math, we were below the district average. We will continue to use Imagine Learning, rigorous instruction aligned to TEKS. Working on vocabulary and phonics will help our students in PK3-third grade with reading and writing. To meet the needs of our students, our Title I aides, district interventionists, campus interventionists, ELL teachers will push into classrooms for intense small group instruction for all other grades. These highly qualified professionals will serve students during our intervention time, built into the master schedule.

Teachers will have planning time and PLCs to prepare well-designed lessons for interventions and acceleration. The campus CIS will work with the interventions and design professional development opportunities for our aides and provide effective ways to "push in" to classes for instruction in all areas. We also use the Title I funds for a teacher interventionist to work with our at-risk students according to MAP, teacher recommendations, F&P data, classroom grades, and STAAR data.

Student Learning Strengths

Reading and Math Strengths-MAP, Circle, and STAAR

- 100% of GT students scored "Meets Grade Level" on both the reading and math STAAR assessment

- PK3- Rapid Letter Naming increased 18 percentage points from the BOY to the EOY
- Kindergarten Computations and Algebraic Relationships increased from Winter to Spring by 6.3
- 1st-grade MAP Multiple Genres; Author's Purpose and Craft was within the KISD average
- 2nd grade met projected reading growth for MAP
- 3rd-grade STAAR Reading "Meets" was above KISD average

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of third-grade students reaching the approaches level of STAAR Reading 68.83%, with only 42.86% at meets and 8.18% mastery. **Root Cause:** Planning and implementing rigorous lessons with target and task alignment through the gradual release of responsibility and balanced literacy were not consistent. Students reading ability is not at the Lexile level of the STAAR test in reading.

Problem Statement 2 (Prioritized): The percentage of third-grade students reaching the approaches level of STAAR Math 58.44%, with only 16.88% at meets and 9.09% mastery. **Root Cause:** Teachers need mathematical understanding beyond basic skill level to apply skills in multiple-step problems required for mastery. The disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations.

Problem Statement 3 (Prioritized): 40-66% of Kindergarten through third-grade students did not meet projected growth in reading as measured by MAP. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Problem Statement 4 (Prioritized): 50-62% of kindergarten through third-grade students did not meet projected growth in math as measured by MAP. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Problem Statement 5 (Prioritized): 23% percent of prekindergarten students need support with rapid vocabulary and 28% of prekindergarten students need support with rapid letter naming as indicated on the EOY CIRCLE universal screener. **Root Cause:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. All phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

Problem Statement 6 (Prioritized): 14% of PK students did not meet proficiency on CIRCLE Math. **Root Cause:** Academic vocabulary has not been consistently supported and applied across all content areas. All phases of the gradual release of responsibility and guided math were not implemented consistently or with fidelity.

Problem Statement 7 (Prioritized): 100% of third-grade GT students met the "Meets Grade Level" on STAAR math and reading, with 0% at meets and mastery. **Root Cause:** Lack of extended learning opportunities to challenge our GT students.

Problem Statement 8 (Prioritized): 33.33% of ELL students were at the "Meets Grade Level" on STAAR Reading and 16.67% ELL students were at "Meets Grade Level" on STAAR Math. **Root Cause:** Academic vocabulary across content areas has not been consistent, and Sheltered English instructional strategies are not taught with fidelity.

Problem Statement 9 (Prioritized): Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need to have access to effective training resources in order to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas.

Problem Statement 10 (Prioritized): There are significant performance gaps between the highest performing student groups and the lowest-performing student groups when reviewing sub-populations. Students receiving special education and EL services are underperforming in comparison to students not served by these programs. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

The goals for Oveta Culp Hobby and the district are linked by our common, guaranteed, and viable curriculum and vision that teachers teach so that students learn to their maximum potential. Hobby ES has the following instructional programs and processes in place: Response to Intervention (RtI), Special Education, English as a Second Language (ESL), Section 504/Dyslexia, RTI, Gifted & Talented (GT), and during school interventions (PRIDE Time). Oveta Culp Hobby is one of six elementary schools in Killeen ISD that offer a prekindergarten 3 program and is the only campus to serve a bilingual prekindergarten 3 program.

The TEKs and Guidelines drive the curriculum and instruction at Hobby Elementary. District pacing calendars, scope and sequence, unit plans, and TRS documents. Some critical components of the district curriculum include District Curriculum Assessments, campus common assessments, balanced literacy, including resources such as the Pearson, Fountas, and Pinnell, and Empowering Writers. Pre-Kindergarten 4 through 3rd grades use a screener to help determine student growth over the course of a school year; Circle Progress Monitoring, MAP, Dream Box, Imagine Math, Imagine Literacy, LLI, and Fountas and Pinnell. Campus benchmarks and STAAR are focus areas in 3rd grade. Kindergarten through 3rd grades all use Fountas and Pinnell to assess the student's reading level throughout the year. Additionally, English Language Proficiency Standards (ELPS) are embedded within lessons for ELLs; and IEP goals are embedded within lessons for SPED students. Hobby was one of the first schools in Killeen ISD to utilize the co-teach model of instruction between inclusion and SPED teachers. Students with learning gaps receive small group intervention from the accelerated reading and/or math instructional aides in kindergarten through third grade. Additionally, KISD provides an at-risk counselor and at-risk teacher to support student achievement and fill learning gaps.

Our Response to Intervention (RTI) collaborative process is in place to ensure that all student needs are met. Our campus has a built-in 60-minute learning block to reinforce, enrich, and reteach skills based on individual needs. The Tiered process established by RTI identifies these customized interventions. RTI collaborative meetings are facilitated by the RTI coordinator, administrators, and classroom teachers.

Teachers have a weekly common planning time to build peer interaction, observe others, and plan with depth and complexity. Weekly professional learning communities for all classroom teachers to support district initiative, campus instructional goals, and data-driven action planning. Teachers plan collaboratively and utilize common formative and summative assessments, in addition to the district Common Unit Assessments, to gather data to drive instruction. Math problem solving occurs daily during math instruction; however, professional development regarding guided math is ongoing. Additional training will be provided this year to support teachers with guided math concepts. Hobby will continue to ensure that all phases of the Gradual Release of Responsibility (GRRR) model align with the balanced literacy model for reading/language arts/writing instruction, with a strong emphasis on phonics instruction. Balanced literacy and all phases of GRR were not implemented with fidelity in all classrooms. There are new teachers on grade levels for the 2020-2021 school year that have not had balanced literacy concepts or GRR training. More professional development and planning time will be needed to ensure the curriculum is implemented and instruction is aligned.

Teachers are supported by coaching walks, walkthroughs, PLCs, and professional development. The academic support team supports students. Academic achievement is the result of specific, intentional plans of action. Coaching walks and walkthroughs occur throughout the year to gather data to improve our instructional practices. Modeling, coaching, and targeted professional development from the Campus Instructional Specialist are often provided on campus. Our district and campus provide free professional development opportunities such as Fountas and Pinnell Guided Reading and Benchmark assessment, Empowering Writers, Comprehension at the Core, the balanced literacy and GRR, and quarterly curriculum study sessions, which will count towards their continuing education hours.

Our goal is to hire highly qualified, certified teachers who are a great fit for our positive culture. In recruiting, supporting, and retaining personnel, the following supports are in place: mentor programs at the district and campus-level provide good support for experienced and inexperienced teachers. The Curriculum Instructional Specialist (CIS) supports new teachers to implement the curriculum in all classrooms consistently. The campus technologist (CTSS), interventionist, and grade-level leaders. Furthermore, through classroom coaching walks and walkthroughs, teachers are provided feedback regarding areas of growth.

The principal and two assistant principals provide administrative support. The leadership team works together to support instruction, discipline, special programs, and professional growth. The leadership team is comprised of principals, counselors, librarians, and technologists. The team meets weekly to plan. An additional instruction-focused meeting occurs between the principals and the curriculum instructional specialist.

The goal is to minimize the number of students referred to the office for undesired behaviors. There has been significant improvement regarding the number of discipline referrals during the 2020-2021 school year was 153, which is a decrease from the 374 discipline referrals during the 2019-2020 school year. With the number of referrals during the

2020-21 school year, a greater focus will be placed on Social Emotional Learning for our students. The entire district will be trained in Restorative Practices focusing on building relationships to address our students and staff's social and emotional needs. Our ultimate goal is to help our students and staff become more in tune with regulating their feeling, actions, and emotions.

Hobby has processes for school safety and security, including staff and student ID Badges, Smart Check for visitors, monthly RAMP checks, campus discipline (ISS/OSS/DAEP), attendance/truancy, conducting safety drills, and parent and community communication. There is also a transition plan for school arrival and dismissal regarding walkers, car riders, bus riders, and breakfast and lunch. To provide behavior support, a behavior continuum was created. The counselors, school behavioral health, and Military Family Life Consultant support behavior initiatives at Hobby.

School Processes & Programs Strengths

Data analysis revealed the following school processes and program strengths:

- Hobby is one of six elementary schools in KISD with a prekindergarten 3 program.
- Hobby is the only school in KISD with a bilingual prekindergarten 3 program.
- There is strong support through the intervention teachers, the CIS and CTSS, mentor program, administrative staff, and grade-level leaders.
- No cost professional development opportunities are available through the campus and district.
- Teachers plan collaboratively and utilize common formative and summative assessments to gather data to drive instruction.
- PRIDE intervention time takes place with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction,

and building vocabulary within all curricular areas is lacking. **Root Cause:** Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.

Problem Statement 2 (Prioritized): Guided math instruction was inconsistently provided across grade levels. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

Problem Statement 3 (Prioritized): Teachers struggle to use technology with the alignment of TEKS seamlessly. **Root Cause:** Lack of teacher knowledge of integration and resources to support core content areas.

Perceptions

Perceptions Summary

Parents, teachers, and students at Hobby Elementary take pride in their school and work to create an environment where families feel they are entering a positive and productive school community. The perception of Hobby Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Hobby Elementary's focus goes far beyond STAAR scores. Our goals align with the district vision, and we are committed to keeping students at the center of all actions and decisions. As a result, learning is of paramount importance! We work hard to ensure that instructional time is protected.

The administrative staff and teachers at Hobby were able to establish and maintain high expectations for students and teachers to see the growth of our students. We strive to meet the needs of the whole child. Our office staff is friendly and welcomes each visitor, student, and staff member that enters our building. A hugs and kisses station is set up at both entrances, door greeters welcome students each morning, and the principal greets all students, parents, and visitors at the front door. We strive to be "visible and accessible" to our community. Telephone calls were made to parents regarding tardies and absences using the automated service or assistant principals and office staff. The Hobby Student Handbook was provided to families and is available online for reference as needed by our community. The Facebook and web-page are continuously updated to keep our community abreast regarding what is happening on campus. Advance notification with a monthly newsletter is given for opportunities for families to join us in all activities.

As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in local education. Involving our community in our school is important. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. Hobby has a full-time bilingual parent liaison that supports parent/community involvement, the Hobby Tot Program for 2-3-year-olds who are not enrolled in school, and parent volunteers. The position was vacant for approximately four months, which created some gaps in the consistency of our Hobby Tot classes and volunteer hours. Due to COVID-19 restrictions, events were held virtually this year once the position was filled in January. Our counselors supported our Purple Star Designation requirements, coordinated with our SLO, and the adopt a unit to support campus initiatives.

Community surveys to elicit feedback on the campus plan, Title I elements, the Home School Compact, and parent conferences helped bridge the communication gap. In addition, mass Communication calls, the campus Facebook and web-page, phone calls, and emails helped with communication. The SBDM is used to review the campus plan, set goals for the campus, and look for effective ways to impact student learning. The SBDM meeting was announced, and the dates are all set consistently on the 4th Wednesday of every month.

Perceptions Strengths

Data analysis revealed the following demographic strengths:

- Hobby has an active Facebook page with 49 reviews and a 4.9 out of 5 stars rating
- Administrators are visible and accessible to parents and the community
- Hosted Family Nights

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was an absence of parenting classes and/or remote engagement (academic, child behavior, support resources) during the 2020-2021 school year. **Root Cause:** Virtual meetings were held instead of face-to-face meetings during the 2020-2021 school year due to COVID-19 guidelines and restrictions.

Problem Statement 2 (Prioritized): The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.

Priority Problem Statements

Problem Statement 1: Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking.

Root Cause 1: Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of third-grade students reaching the approaches level of STAAR Reading 68.83%, with only 42.86% at meets and 8.18% mastery.

Root Cause 2: Planning and implementing rigorous lessons with target and task alignment through the gradual release of responsibility and balanced literacy were not consistent. Students reading ability is not at the Lexile level of the STAAR test in reading.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 40-66% of Kindergarten through third-grade students did not meet projected growth in reading as measured by MAP.

Root Cause 3: Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Guided math instruction was inconsistently provided across grade levels.

Root Cause 4: Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: 23% percent of prekindergarten students need support with rapid vocabulary and 28% of prekindergarten students need support with rapid letter naming as indicated on the EOY CIRCLE universal screener.

Root Cause 6: Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. All phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

Problem Statement 6 Areas: Student Learning

Problem Statement 8: The percentage of third-grade students reaching the approaches level of STAAR Math 58.44%, with only 16.88% at meets and 9.09% mastery.

Root Cause 8: Teachers need mathematical understanding beyond basic skill level to apply skills in multiple-step problems required for mastery. The disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations.

Problem Statement 8 Areas: Student Learning

Problem Statement 10: 50-62% of kindergarten through third-grade students did not meet projected growth in math as measured by MAP.

Root Cause 10: Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Problem Statement 10 Areas: Student Learning

Problem Statement 14: Teachers struggle to use technology with the alignment of TEKS seamlessly.

Root Cause 14: Lack of teacher knowledge of integration and resources to support core content areas.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There was an absence of parenting classes and/or remote engagement (academic, child behavior, support resources) during the 2020-2021 school year.

Root Cause 15: Virtual meetings were held instead of face-to-face meetings during the 2020-2021 school year due to COVID-19 guidelines and restrictions.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: We struggle to keep newly hired staff abreast of highly effective instructional strategies as existing staff members.

Root Cause 16: 16.5% of the teachers are beginning teachers.

Problem Statement 16 Areas: Demographics

Problem Statement 17: There were 153 discipline referrals (68 coded as "Disruption") during the 2020-2021 school year as compared to the 374 discipline referrals from the last full school year.

Root Cause 17: Staff struggle to continuously implement effective classroom management. Behavior supports and training are needed to help teachers build relationships and manage behaviors at the classroom level.

Problem Statement 17 Areas: Demographics

Problem Statement 18: 14% of PK students did not meet proficiency on CIRCLE Math.

Root Cause 18: Academic vocabulary has not been consistently supported and applied across all content areas. All phases of the gradual release of responsibility and guided math were not implemented consistently or with fidelity.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: 100% of third-grade GT students met the "Meets Grade Level" on STAAR math and reading, with 0% at meets and mastery.

Root Cause 19: Lack of extended learning opportunities to challenge our GT students.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: 33.33% of ELL students were at the "Meets Grade Level" on STAAR Reading and 16.67% ELL students were at "Meets Grade Level" on STAAR Math.

Root Cause 20: Academic vocabulary across content areas has not been consistent, and Sheltered English instructional strategies are not taught with fidelity.

Problem Statement 20 Areas: Student Learning

Problem Statement 21: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal.

Root Cause 21: Teachers need to have access to effective training resources in order to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: There are significant performance gaps between the highest performing student groups and the lowest-performing student groups when reviewing sub-populations. Students receiving special education and EL services are underperforming in comparison to students not served by these programs.

Root Cause 22: Teachers struggle to review and disaggregate the data based on TEKS.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures.

Root Cause 23: Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.

Problem Statement 23 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By the end of the 2021-2022 school year, STAAR performance will demonstrate a 3% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Reading, MAP reading data for kindergarten through third grade will be above national and district averages, and CIRCLE reading data will show improvement in all categories from the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading Data

MAPS Reading Data

Circle Reading Data

District CUA Reading Data

Strategy 1 Details		Reviews			
Strategy 1: The campus will implement student reading practices, in small groups, on computers and mobile devices with hundreds of leveled books to encourage reading skills and reading comprehension through Raz Kids, Scholastic News (1st Grade, My Big World PK3/4), Let's Find Out (K), Story Works (3) and Studies Weekly (2). Strategy's Expected Result/Impact: The expected impact will be increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 5 Funding Sources: Reading Materials to Include Magazines - 211 - ESEA, Title I Part A - 211.11.6329.00.132.30.000 - \$3,500		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: The campus will use data from teacher-created common assessments, district CUAs, and Universal Screeners to monitor and identify specific areas of improvement in reading. Strategy's Expected Result/Impact: The expected impact will be increased student achievement in all core areas. Staff Responsible for Monitoring: Principal Campus Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To support differentiation and activate background knowledge connected to the grade-specific curriculum. All students, including ELL and SPED students, will improve English language vocabulary while increasing their vocabulary abilities through balanced literacy strategies, sheltered instructional practices, F&P Phonics, and literacy resource material. Teachers will help students connect vocabulary used in written work, as demonstrated in their writing journals.</p> <p>Strategy's Expected Result/Impact: The expected impact will be the students' vocabulary will improve, and their STAAR, F&P, and MAP RIT will show growth.</p> <p>Staff Responsible for Monitoring: Principal, ELL teacher, SPED teacher, CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 5</p> <p>Funding Sources: Instructional materials to build content area vocabulary and language acquisition for EL students. - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will use different online programs to build vocabulary and knowledge guided by the instruction in class. These online programs can also be accessed at home so parents can be part of their child's learning and build an understanding of the expectation for their child to be successful in reading and writing.</p> <p>Strategy's Expected Result/Impact: The expected impact will be Brain Bop Jr., Brain Pop Espanol, Pebble Go, will improve vocabulary and reading levels as demonstrated in MAP.</p> <p>Staff Responsible for Monitoring: Principal Teachers CTTS CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 5 - School Processes & Programs 3</p> <p>Funding Sources: PebbleGo Subscription - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$1,000, BrainPop Subscription Bundle - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Increase student achievement with at-risk students in 1st-3rd grades by utilizing Title I teachers and aides to supplement instruction with extended day and/or extended learning time tutorials. These highly qualified aides are trained during the year with F&P phonics, guided reading strategies, and math strategies to support students in closing the gaps. Strategy's Expected Result/Impact: The expected impact will be increased student achievement. Staff Responsible for Monitoring: Principal CIS Title 1 Teacher Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1, 2, 3, 4, 5 Funding Sources: Title I Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.132.30.000 - \$24,898, SCE Aide - 166 - State Comp Ed - 166.11.6129.00.132.30.AR0 - \$28,722, Title 1 Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.132.30.000 - \$68,320, SCE Aide - 166 - State Comp Ed - 166.11.6129.00.132.30.AR0 - \$25,268	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: A .5 CIS will work with teachers to build instructional strength in reading, writing, and science. They will work with aides to plan intervention lessons. Strategy's Expected Result/Impact: The expected impact is that that the CIS effectiveness for helping teachers grow and increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.132.30.000 - \$35,794	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Students will improve mastery of reading by engaging in challenging leveled materials presented in multiple formats, including digital. Motivational Mentoring Minds (Think Up!) reading, LoneStar, and Fountas and Pinnell are used to support mastery within the content areas. Students will use these rigorous materials to practice and apply the content vocabulary learned and improve reading skills and comprehension. Strategy's Expected Result/Impact: These materials will give students materials to apply learned vocabulary with rigorous reading that can be scaffold by teachers. Staff Responsible for Monitoring: Principal CIS Classroom Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4 Funding Sources: Mentoring Minds Reading Workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$2,000, LoneStar Reading Workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers will monitor student reading levels so that guided reading instruction can be adjusted according to student need. The F&P and online license will be used to gather data on how students are performing. Strategy's Expected Result/Impact: The grouping of students across grade level sections will happen quickly. Students' data will be monitored routinely. Students show growth and can explain their growth and know what they need to do to grow. Staff Responsible for Monitoring: Principal Teacher CTSS CIS Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 1, 3, 5 Funding Sources: F&P Online Benchmark - 166 - State Comp Ed - 166.31.6299.OL.132.30.AR0 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We struggle to keep newly hired staff abreast of highly effective instructional strategies as existing staff members. Root Cause: 16.5% of the teachers are beginning teachers.

Student Learning

Problem Statement 1: The percentage of third-grade students reaching the approaches level of STAAR Reading 68.83%, with only 42.86% at meets and 8.18% mastery. **Root Cause:** Planning and implementing rigorous lessons with target and task alignment through the gradual release of responsibility and balanced literacy were not consistent. Students reading ability is not at the Lexile level of the STAAR test in reading.

Problem Statement 2: The percentage of third-grade students reaching the approaches level of STAAR Math 58.44%, with only 16.88% at meets and 9.09% mastery. **Root Cause:** Teachers need mathematical understanding beyond basic skill level to apply skills in multiple-step problems required for mastery. The disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations.

Problem Statement 3: 40-66% of Kindergarten through third-grade students did not meet projected growth in reading as measured by MAP. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Problem Statement 4: 50-62% of kindergarten through third-grade students did not meet projected growth in math as measured by MAP. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Problem Statement 5: 23% percent of prekindergarten students need support with rapid vocabulary and 28% of prekindergarten students need support with rapid letter naming as indicated on the EOY CIRCLE universal screener. **Root Cause:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. All phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

School Processes & Programs

Problem Statement 1: Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking. **Root Cause:** Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.

Problem Statement 2: Guided math instruction was inconsistently provided across grade levels. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly. **Root Cause:** Lack of teacher knowledge of integration and resources to support core content areas.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By June 2022, STAAR performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Math; MAP math data for kindergarten through third grade will be above national and district averages. CIRCLE math data will show improvement in all categories from the 2020-2021 school year.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend professional development on campus to develop highly effective instructional strategies to impact student achievement in math. Throughout the school year, best practice strategies for teaching math, deepening understanding of mathematical concepts necessary to teach to the depth and complexity required by the standards, and building the capacity for all teachers, thereby impacting student growth.</p> <p>Strategy's Expected Result/Impact: The expected impact is increased teacher clarity and student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 2, 3</p> <p>Funding Sources: Materials for MATH professional development - 211 - ESEA, Title I Part A - 211.13.6399.00.132.30.000 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide PD to help improve math problem-solving skills, math fluency, and support the implementation of math small group instruction and collaborative groups through the use of hands-on learning materials to include those that support Guided Math.</p> <p>Strategy's Expected Result/Impact: The expected impact is increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialist AMI Teacher/Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 2</p> <p>Funding Sources: Math Instructional Materials for Supporting and Implementing PD - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use data from teacher-created common assessments, district CUAs, and progress monitoring to identify specific areas of improvement in math. These areas will be addressed using guided math and academic vocabulary for all students. CIRCLE data will be used to monitor and assess PK students. Strategy's Expected Result/Impact: The expected impact is increased student achievement. Staff Responsible for Monitoring: Principal Campus Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will improve mastery of math skills by engaging in challenging materials presented in multiple formats, including. Mentoring Minds Math and LoneStar are used to support mastery of math content for kindergarten through third grades. Students will use these materials that are rigorous to practice and apply the content math is learned. Strategy's Expected Result/Impact: Students will use the materials to apply learned vocabulary with rigorous reading that can be scaffold by teachers. Staff Responsible for Monitoring: Principal CIS Teachers Interventionist Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 4 - School Processes & Programs 2 Funding Sources: Mentoring Minds Math Workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$2,000, LoneStar Math - Online Resources - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: During the 2021-2022 school year, students who are at-risk for math will show growth on the MAP test to close the gaps. Instructional aides will support small-group math instruction for students below grade level in 1st-3rd grades. These highly qualified aides are trained during the year with guided math strategies and math strategies to support students in closing the gaps. Strategy's Expected Result/Impact: Data of students served by the highly qualified aides (F&P levels will show growth for all that were served). Data from Imagine Math and small group interventions. Staff Responsible for Monitoring: Principal CIS Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The percentage of third-grade students reaching the approaches level of STAAR Math 58.44%, with only 16.88% at meets and 9.09% mastery. Root Cause: Teachers need mathematical understanding beyond basic skill level to apply skills in multiple-step problems required for mastery. The disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations.</p> <p>Problem Statement 4: 50-62% of kindergarten through third-grade students did not meet projected growth in math as measured by MAP. Root Cause: Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.</p>
School Processes & Programs
<p>Problem Statement 2: Guided math instruction was inconsistently provided across grade levels. Root Cause: Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.</p> <p>Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly. Root Cause: Lack of teacher knowledge of integration and resources to support core content areas.</p>

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: Throughout the 2021-2022 school year, all student population's academic progress in reading and math will be monitored, and the Response to Intervention (RTI) framework will be implemented with fidelity. Proactive data-driven decision-making will provide timely information about students to improve student learning and performance in all core content areas. Academic progress in reading and math on STAAR as well as Reading, Math and Science on CUA's and Universal Screeners will show 5% improvement from the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS, STAAR Data, CUAs, Universal Screeners

Strategy 1 Details	Reviews			
Strategy 1: The campus will utilize a master schedule with a set intervention time to provide additional small-group instruction using appropriately leveled materials and manipulatives to address the specific needs of struggling students. Strategy's Expected Result/Impact: The expected impact is increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 9, 10 - School Processes & Programs 1 Funding Sources: Paper and planning materials for small group intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$500, Additional ELL specific instructional materials for small group interventions for ELL students - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$150, Instructional materials for small group interventions for bilingual students - 165/BI0 - Bilingual - 165.11.6399.00.132.25.BI0 - \$146	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will continue the use of the RTI process to improve the referral process and provide support to students in need. Strategy's Expected Result/Impact: The expected impact is increased student achievement. Staff Responsible for Monitoring: RtI Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 9 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The campus will support district interventions for all students, such as Vizzle, Imagine Math, and Imagine Literacy, to fill learning gaps of struggling PK4-3rd grade students during the campus-wide daily intervention under the supervision of a grade level interventionist or teacher. Strategy's Expected Result/Impact: The expected impact is increased student achievement and improved STAAR scores and CIRCLE Data. Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist ECSE Castle/ECSE Teachers Title I Schoolwide Elements: 2.4 Problem Statements: School Processes & Programs 3 Funding Sources: Headphone for Intervention - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$447	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Instructional planning time will be scheduled for classroom teachers to study district and state curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teachers will plan for common formative and summative assessments to guide future instruction and drive the intervention process. Strategy's Expected Result/Impact: The expected impact is increased teacher clarity and student achievement. Staff Responsible for Monitoring: Principal CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 Funding Sources: Planning Day Substitutes for classroom teachers - 211 - ESEA, Title I Part A - 211.11.6116.00.132.30.000 - \$5,800	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will improve mastery of science skills by engaging in challenging materials presented in multiple formats, including digital. Mentoring Minds Science and LoneStar will support mastery of science within the content area and build vocabulary for all students in kindergarten through third grade.</p> <p>Strategy's Expected Result/Impact: Students will use the materials to apply learned vocabulary with rigorous reading that can be scaffold by teachers.</p> <p>Staff Responsible for Monitoring: Principal CIS Teachers Interventionist Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: LoneStar Science - Online Resources - 166 - State Comp Ed - 166.11.6299.OL.132.30.AR0 - \$1,000, Mentoring Minds Science Workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Teachers will plan using the English Language Proficiency Standards (ELPS) and provide opportunities for students to utilize academic vocabulary and concepts in Listening, Speaking, Reading, and Writing.</p> <p>Strategy's Expected Result/Impact: The expected impact is increased foundational skills and vocabulary in reading in math for our ELL students.</p> <p>Staff Responsible for Monitoring: Principal CIS ELL Teacher Teacher</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 8, 10</p> <p>Funding Sources: Resources for ELL Students to Build Academic Vocabulary - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$1,194, PD for ELL Teacher/TELPAS - 165/ES0 - ELL - 165.13.6299.00.132.25.ES0 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: The campus will provide a common and consistent way to track skills-based data for students in PK3-1st grade. Through the implementation of ESGI, teachers will track data and guide instruction to support student achievement in core content areas. Strategy's Expected Result/Impact: Teachers will have a common data tool used to guide instruction, identify students, and improve student achievement. Informs instruction with real-time student data. Staff Responsible for Monitoring: Principal Assistant Principals CIS Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3, 4, 5 Funding Sources: ESGI - 211 - ESEA, Title I Part A - 211.11.6299.OL.132.30.000 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Gifted students will be provided supplemental instruction in both their area of giftedness and in areas for which they are not identified as gifted. Teachers will provide instructional materials to support GT students with GT interventions, enrichment, project-based learning, and projects for TSTP. Strategy's Expected Result/Impact: Improved STAAR scores and completed TPSP projects Staff Responsible for Monitoring: GT Coordinator CIS Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The percentage of third-grade students reaching the approaches level of STAAR Reading 68.83%, with only 42.86% at meets and 8.18% mastery. Root Cause: Planning and implementing rigorous lessons with target and task alignment through the gradual release of responsibility and balanced literacy were not consistent. Students reading ability is not at the Lexile level of the STAAR test in reading.
Problem Statement 2: The percentage of third-grade students reaching the approaches level of STAAR Math 58.44%, with only 16.88% at meets and 9.09% mastery. Root Cause: Teachers need mathematical understanding beyond basic skill level to apply skills in multiple-step problems required for mastery. The disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations.
Problem Statement 3: 40-66% of Kindergarten through third-grade students did not meet projected growth in reading as measured by MAP. Root Cause: Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.
Problem Statement 4: 50-62% of kindergarten through third-grade students did not meet projected growth in math as measured by MAP. Root Cause: Teachers struggle to review and disaggregate the data based on TEKS and use the data to inform instruction.

Student Learning

Problem Statement 5: 23% percent of prekindergarten students need support with rapid vocabulary and 28% of prekindergarten students need support with rapid letter naming as indicated on the EOY CIRCLE universal screener. **Root Cause:** Academic vocabulary and letter recognition has not been consistently supported and applied across all content areas. All phases of the gradual release of responsibility incorporating all components of balanced literacy were not implemented consistently or with fidelity.

Problem Statement 8: 33.33% of ELL students were at the "Meets Grade Level" on STAAR Reading and 16.67% ELL students were at "Meets Grade Level" on STAAR Math. **Root Cause:** Academic vocabulary across content areas has not been consistent, and Sheltered English instructional strategies are not taught with fidelity.

Problem Statement 9: Based on data from the last 2 years, student growth across all core content areas (Reading, Writing, Science, and Math) has been minimal. **Root Cause:** Teachers need to have access to effective training resources in order to be better prepared to meet the various needs of all learners and all ethnic groups in the core content areas.

Problem Statement 10: There are significant performance gaps between the highest performing student groups and the lowest-performing student groups when reviewing sub-populations. Students receiving special education and EL services are underperforming in comparison to students not served by these programs. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS.

School Processes & Programs

Problem Statement 1: Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking. **Root Cause:** Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction.

Problem Statement 2: Guided math instruction was inconsistently provided across grade levels. **Root Cause:** Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction.

Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly. **Root Cause:** Lack of teacher knowledge of integration and resources to support core content areas.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.





Performance Objective 1: By June 2022, 100% of teachers will participate in professional learning at the campus and district levels to increase rigor and alignment for all students. Teachers will attend professional development on campus or at the district level to develop highly effective instructional strategies to impact student achievement in reading.

Targeted or ESF High Priority

Evaluation Data Sources: Teachers will sign in when attending professional development, new teacher meetings, Mentor/Protege meetings, and PLCs.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in weekly PLCs to build capacity around meeting student needs and reviewing data. They will monitor instruction of priority standards and guidelines. Strategy's Expected Result/Impact: The expected impact will be teacher development and increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Title I Schoolwide Elements: 2.5 Problem Statements: School Processes & Programs 1, 2, 3		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Increase the retention rate of highly qualified teachers by providing support through opportunities for collaboration and discussions intended to share and learn best instructional practices. All new teachers are assigned a mentor. Teachers receiving support have opportunities to collaborate and work together on various tasks. There is planning between new staff and mentor/team leader teachers to ensure correct strategies are taught, assessment analyzes, and the planning process developed and utilized. Strategy's Expected Result/Impact: The expected impact will include increased retention of staff. Staff Responsible for Monitoring: Principal Curriculum Instructional Specialist Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2, 3		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers and administrators will have opportunities to attend staff development to gain focus, clarity, and depth of instructional strategies/practices in reading, math, writing, and science. Teachers will then return to the campus and share new ideas and instructional practices with the appropriate staff using the trainer of trainers model. Strategy's Expected Result/Impact: Teachers will be able to focus on strategies to take back to their classrooms that will impact planning and student achievement. Staff Responsible for Monitoring: Administrators CIS Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 1, 2		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We struggle to keep newly hired staff abreast of highly effective instructional strategies as existing staff members. Root Cause: 16.5% of the teachers are beginning teachers.
School Processes & Programs
Problem Statement 1: Implementation of high-quality, engaging, first-time TEKS-based instruction using the gradual release model, balanced literacy instruction, and building vocabulary within all curricular areas is lacking. Root Cause: Planning lacks clarity of standards (target/task alignment): BL and GRR phases, and aligned success criteria to provide rigorous instruction. Problem Statement 2: Guided math instruction was inconsistently provided across grade levels. Root Cause: Lack of clarity regarding the math TEKS coupled with using student data to guide instruction and implementation of guided math instruction. Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly. Root Cause: Lack of teacher knowledge of integration and resources to support core content areas.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: Family and community involvement will increase by 5% in the 2021-2022 school year in participation in the educational process through family nights, parent conferences, and community partnerships.

Evaluation Data Sources: Volunteer hours and parent and family engagement sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: The childhood literacy program, Hobby Tots, will offer interventions and exposure to school for non-school-aged military children each week. Strategy's Expected Result/Impact: The expected impact is to provide early childhood education and positive community relationships. Staff Responsible for Monitoring: Principal Parent Liaison Title I Schoolwide Elements: 2.5, 3.2 Problem Statements: Perceptions 1 Funding Sources: Food for Hobby Tots - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$300, Travel costs for Parent Liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.132.24.PAR - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will host volunteer orientation sessions that will be held throughout the school year to increase the number of parents engaged in volunteer opportunities. Strategy's Expected Result/Impact: The expected impact is increased volunteer participation and family involvement. Staff Responsible for Monitoring: Principal Parent Liaison Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The campus will recognize the academic success and growth of students through programs such as semester academic awards. Strategy's Expected Result/Impact: The expected impact is increased student achievement and attendance. Staff Responsible for Monitoring: Counselors Assistant Principals Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 10 Funding Sources: Minimal Cost Awards for students - 211 - ESEA, Title I Part A - 211.11.6498.00.132.30.000 - \$200		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: The campus will provide parent and family engagement opportunities by hosting family nights, Site-Based Decision-Making Meetings, parent education classes. Parents will be invited to review and revise the Parent and Family Engagement Policy and the Home-School Compact. Strategy's Expected Result/Impact: Increased family and parent participation and feedback and increase family engagement. Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialist Parent Liaison Counselors MFLC Title I Schoolwide Elements: 2.5, 3.1, 3.2 Problem Statements: Perceptions 1, 2 Funding Sources: Instructional materials to support family events and parent meetings/training - 211 - ESEA, Title I Part A - 211.61.6399.00.132.30.000 - \$1,118, Refreshments/Miscellaneous expenses for family nights and parent meetings/training - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$734		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Monthly newsletters, Facebook, connect-Ed calls, parent conferences, communication folders will keep parents informed and connected to the school. Strategy's Expected Result/Impact: The expected impact is to increase communication between home and school. Staff Responsible for Monitoring: Principal Counselor Librarian Parent Liaison Grade Level Leaders Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The campus will provide parents of English Learners with information and training on strategies for supporting language acquisition, literacy skills, and content area vocabulary development. Strategy's Expected Result/Impact: The expected impact is increased home/school communication & support for ESL parents. Staff Responsible for Monitoring: Principal ESL Teacher Parent Liaison Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 1 Funding Sources: Food for ELL Parent Night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$500, Materials and resources for ESL Parent night - 263 - ESEA, Title III Part A - 263.61.6399.LE.132.25.000 - \$750	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The annual Title 1 meeting will be held each fall and spring and offered at various times and dates. Strategy's Expected Result/Impact: The expected impact is increased parental participation in activities required by federal law. Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 10: There are significant performance gaps between the highest performing student groups and the lowest-performing student groups when reviewing sub-populations. Students receiving special education and EL services are underperforming in comparison to students not served by these programs. **Root Cause:** Teachers struggle to review and disaggregate the data based on TEKS.

Perceptions

Problem Statement 1: There was an absence of parenting classes and/or remote engagement (academic, child behavior, support resources) during the 2020-2021 school year. **Root Cause:** Virtual meetings were held instead of face-to-face meetings during the 2020-2021 school year due to COVID-19 guidelines and restrictions.

Problem Statement 2: The culture and the climate of the school are currently being reshaped and redesigned, due to new staff and leadership, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** Due to transfers, retirements, and resignations systems are being put in place to impact student achievement.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: During the 2021-2022 school year, 100% of staff will monitor efficient and effective management of resources and operations to provide a safe, healthy, secure, and orderly environment for students, staff, and visitors at all times.

Evaluation Data Sources: Discipline Referral Data
EOY Safety Documentation

Strategy 1 Details	Reviews			
Strategy 1: Staff will attend the district and campus professional development that focuses on building relationships and effective classroom management strategies to include restorative discipline practices. Strategy's Expected Result/Impact: A school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors will be key in creating a positive school environment. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement an online Bullying Reporting system to prevent, identify, respond to, and report bullying. (HB 1942)(TEC 11.252) 100% of incidents will be reported using the Bully Reporter and monitored via student referrals. Strategy's Expected Result/Impact: Discipline and behavior processes will be utilized with students that demonstrate behaviors negatively contributing to the school climate and learning environment. Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: School Counselors will provide guidance lessons for students to promote positive behavior and leadership traits, character education, and increase the awareness of school safety in areas of anti-bullying. Strategy's Expected Result/Impact: The expected impact is an increase in positive student behaviors and	Formative			Summative
	Nov	Jan	Mar	June

peer relationships. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 2				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There were 153 discipline referrals (68 coded as "Disruption") during the 2020-2021 school year as compared to the 374 discipline referrals from the last full school year. Root Cause: Staff struggle to continuously implement effective classroom management. Behavior supports and training are needed to help teachers build relationships and manage behaviors at the classroom level.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: By June 2022, we will increase health awareness by promoting student participation in daily physical activity.





Evaluation Data Sources: Increase student health through daily exercise

Strategy 1 Details	Reviews			
Strategy 1: Students enrolled in grades prekindergarten through third grades will participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. Students in third grade will participate in Fitness Gram. Strategy's Expected Result/Impact: Increase student health through daily exercise and Fitness Gram Report Staff Responsible for Monitoring: Principal PE Teachers Classroom Teacher Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.





Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details	Reviews			
Strategy 1: The campus will continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses. Strategy's Expected Result/Impact: The expected impact is improved alignment of expenditures. Staff Responsible for Monitoring: Principal Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff will complete annual required online staff development on blood-borne pathogens, Stop the Bleed, sexual harassment, bullying, suicide prevention, cybersecurity, and reporting child abuse to ensure state/federal compliance and a safe, secure learning environment for all students. Strategy's Expected Result/Impact: The expected impact is compliance with federal, state, and local laws and policies. 100% of staff will be trained in all required areas. Staff Responsible for Monitoring: Principal Assistant Principal HR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: To build a safe and secure learning environment, all stakeholders will have an awareness of appropriate health and safety practices. The campus will conduct monthly emergency operations and drills. Strategy's Expected Result/Impact: The expected impact is that School safety and federal requirements are met. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The leadership will conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff. Strategy's Expected Result/Impact: The expected impact is improved systems and the use of resources. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details	Reviews			
Strategy 1: During the school year, teachers will be given the opportunity to participate and share in technology strategies that they are currently effective in utilizing within their classrooms. The campus tech will continue to support ever-emerging technologies to enable efficient, effective, meaningful teaching, learning, research, and communication. Strategy's Expected Result/Impact: The expected impact will be increased use of technology in instruction resulting in higher levels of student engagement and increased student achievement. 100% of staff will have access to this professional development. Staff Responsible for Monitoring: Campus Technologist Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The librarian will continue to monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards. Strategy's Expected Result/Impact: The expected impact is an increased resource in place for teachers and students to use. Staff Responsible for Monitoring: Campus Librarian Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus leadership will continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement. Strategy's Expected Result/Impact: The expected impact is the increased use of innovative technologies for teaching and learning. Staff Responsible for Monitoring: Campus Technologist Campus Librarian Title I Schoolwide Elements: 2.5 Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers struggle to use technology with the alignment of TEKS seamlessly. Root Cause: Lack of teacher knowledge of integration and resources to support core content areas.

State Compensatory

Budget for Oveta Culp Hobby Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Oveta Culp Hobby Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crystal Cruz-Rodriguez	Aide PCN 21735	1
Vidal De Jesus, Glorimar	Aide PCN 22090	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joeleen Santiago	CIS PCN 24315	Curriculum and Teacher Support	.5
Konstance Lewis	Aide PCN 24334	3rd grade Interventionist	1.0
Lilian Paularena	Teacher PCN 21324	Interventionist	1.0