

Killeen Independent School District
Trimmier Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Trimmier Elementary opened in the fall of 1998. We celebrate diversity and successes within our Trimmier family. Trimmier is one of five bilingual campuses. Trimmier has had the bilingual program since the 2014-2015 school year. Our total student population for the 2021-2022 school year was 812 with an average daily attendance rate of 91.13%.

Demographic Summary:

Students

Ethnic Breakdown of Trimmier Elementary Students	
African American	18.67%
Hispanic	64.64%
White	8.63%
American Indian	.42%
Asian	1.27%
Pacific Islander	1.56%
Two or More Races	4.81%

Special Populations of Trimmier Elementary Students	
Economically Disadvantaged	84.44%
LEP	44.98%
Dyslexia	4.53%
Military	18.39%
Foster	1.4%
Homeless	1.1%
Immigrant	.28%
At-Risk	59.83%
Bilingual/ESL Education	49.5%
GT	1.84%

Special Populations of Trimmier Elementary Students	
Special Education	13.30%
Mobility	17.9%

Special Education	13.30%
Mobility	17.9%

Staff

Trimmier Staff Experience Categories	
Beginning Teachers	6.7%
1-5 Years Experience	34.1%
6-10 Years Experience	21.3%
11-20 Years Experience	27.6%
Over 20 Years Experience	10.3%

Trimmier Elementary implements a variety of activities to ensure that our partnership with parents and the community are strong. Our parent liaison works with our staff to plan weekly and monthly family and community involvement activities. Next year we plan to focus on the communication for events and activities in a timely manner. Our parent liaison will need to continue to reach out to bilingual and non-bilingual parents. Through SBDM, Trimmier facilitates, encourages and considers input from stakeholders

We have several new teachers and teachers with less than 5 years of teaching experience. We find that some teachers lack pedagogical knowledge of balanced literacy, the implementation of reading and writing workshop models, the new math standards and science TEKS. As we learn together in PLCs teachers lack implementation knowledge and struggle with transferring professional development into practice. This was evident in walk-throughs, PLCs and individual teacher dialogues with administrators. We also found that some teachers had difficulties analyzing standards and planning integrated lessons. This was caused by having limited time to plan as a team. More time will be provided for teachers to analyze and plan lessons during PLCs, grade level planning time during the day and after school.

Demographics Strengths

- Trimmier hosts a bilingual program.
- We are adequately staffed to serve both monolingual and bilingual students.
- Trimmier student population is diverse.
- Students who qualify participate in either the Bilingual or ESL program.
- New teachers are assigned a mentor or buddy teacher to support the successful development of their expertise.
- Teachers collaborate to create lesson plans.
- Paraprofessionals are encouraged to continue their education and pursue a teaching certification.
- Leadership opportunities available to our staff includes, being a mentor to new teachers, serving on the SBDM, participating in leadership teams and various campus committees, presenting professional development at the campus and district levels, and serving as a grade level leader.
- Our Campus Instructional Specialists provides additional support for teachers in instruction, lesson planning, mentoring, classroom management, and professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance rate in 2021-2022 declined to 91.3%.

Problem Statement 2 (Prioritized): Due to COVID there was little to no parent involvement.

Problem Statement 3 (Prioritized): There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.

Student Learning

Student Learning Summary

Trimmier 5 year STAAR Summary

Grade 3 Reading STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	93	66.67%	25.81%	11.83%
2019	87	67.82%	37.93%	20.69%
2020	---	---	---	---
2021	48	68.75%	31.25%	6.25%
2022	101	73.27%	37.62%	21.78%
	District	73.00%	44.00%	24.00%

Grade 4 Reading STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	85	63.53	37.65	12.94
2019	92	65.22	33.7	14.13
2020	---	---	---	---
2021	64	45.31	20.31	6.25
2022	104	65.38	25.96	10.58
	District	73	47	23

Grade 5 Reading STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	97	80.41	46.39	10.31
2019	83	77.11	40.96	21.69
2020	---	---	---	---
2021	82	67.07	40.24	19.51
2022	91	78.02	46.15	26.37
	District	78	51	31

Grade 5 Science STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	96	75	33.33	12.5
2019	84	78.57	46.43	21.43

Grade 3 Math STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	95	68.42	36.84	16.84
2019	89	80.9	44.94	17.98
2020	---	---	---	---
2021	52	65.38	13.46	5.77
2022	111	62.16	29.73	10.81
	District	66	33	14

Grade 4 Math STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	85	82.35	43.53	27.06
2019	94	65.96	40.43	25.53
2020	---	---	---	---
2021	78	38.46	20.51	10.26
2022	104	52.88	20.19	8.65
	District	60	31	16

Grade 5 Math STAAR: 2018-2022

Spring of	Students Tested	Approaches	Meets	Masters
2018	98	83.67	52.04	23.47
2019	84	90.48	61.9	33.33
2020	---	---	---	---
2021	84	66.67	36.9	13.1
2022	94	69.15	28.72	15.96
	District	72	39	17

Trimmier 5 year STAAR Summary

2020	---	---	---	---
2021	83	53.01	16.87	4.82
2022	91	41.76	14.29	4.4
	District	55	25	9

May 2022 STAAR Grade 3 Mathematics Preliminary							
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	
Trimmier EL	111	1410	62.16%	29.73%	10.81%	05/10/22	
Economic Disadvantage	102	1409	63.73%	29.41%	10.78%	05/10/22	
American Indian/Alaskan Native	1	1525	100%	100%	0%	05/10/22	
Asian	3	1364	66.67%	0%	0%	05/10/22	
Black/African American	22	1321	40.91%	4.55%	0%	05/10/22	
Hispanic	72	1451	69.44%	38.89%	16.67%	05/10/22	
Native Hawaiian/Pacific Islander	1	1458	100%	0%	0%	05/10/22	
Two or More Races	4	1317	50%	25%	0%	05/10/22	
White	8	1328	50%	25%	0%	05/10/22	
Currently Emergent Bilingual	63	1435	68.25%	34.92%	15.87%	05/10/22	
Special Ed Indicator	17	1316	29.41%	11.76%	5.88%	05/10/22	

An analysis of student achievement by content area and grade indicates that overall student achievement at the Approaches level is below the district average in reading, math, and science.

Trimmier Elementary works hard to meet our district's mission of teaching so that all students learn to their maximum potential; therefore, we want to increase the number of students who reach the Meets and Master level of achievement.

The special education student group continues to achieved at lower levels than other student groups across all grade levels and core subject areas. Reading, math and science achievement for all student groups is a point of concern. The ESL student groups achieved at higher levels in 5th grade math, reading and science. However, a look at individual results revealed that 70% of EL students did not meet the meets standard on their respective STAAR assessments.

The strength is in the area of fifth grade math. Continued focus on grades three through five in the areas of math, reading and science across sub-groups, special education and at-risk students. A focus on bilingual reading for grades 3 and 5.

The following information shows the end of year MAP Growth Summary Report for 2020-2021 and 2021-2022 school year.

	2021		2022	
Grade Level	Reading	Math	Reading	Math
Kindergarten	18%	40%	59%	51%
1st Grade	18%	46%	50%	61%
2nd Grade	40%	36%	52%	51%
3rd Grade	33%	45%	49%	69%
4th Grade	51%	43%	64%	51%
5th Grade	48%	27%	61%	70%

The overall average of the MAP growth summary in reading was 55% and the overall growth in math was 59% for 2021-2022 school year. Overall 20% of students growth increase from the 2020-2021 school year to the 2021-2022 school year.

Trimmier Elementary School uses the district curriculum, which is tightly aligned to the state standards and 21st century learning skills. The TEKS Resource System curriculum is used for grades kindergarten through fifth grade. Curriculum lessons are written in lesson plans each week as a guide for what is to be taught. Lesson plans are aligned with the TEKS-TRS Year at a Glance document.

In addition to our goal of providing expert classroom instruction for all students, interventions provide strategic differentiated instruction for identified students. An hour long intervention time is set aside every day for students of all levels. Using aggregated assessment data, students are put into flexible groups with students achieving at similar levels in the areas of math or reading for intense academic intervention. If a student continues to struggle despite the more individualized instructional delivery and suggestions and feedback given by their grade level, a teacher will bring a student to a Response to Intervention (RTI) committee meeting for further suggestions and targeted goals. The students are then progress monitored weekly to determine their progress and provide information on the effectiveness of the instruction and modify if necessary.

Students are formally assessed three times a year using district-adopted assessments to track their progress in the areas of math and reading. These assessments are administered in September, January and May. Pre-K students are assessed on their early literacy and early math development using the CIRCLE assessment. Kindergarten through 5th grade teachers use the Measures of Academic Progress (MAP), a computer based adaptive assessment, to identify and track their students' reading and math development. This assessment also tracks growth both during the year and from grade to grade. The Fountas and Pinnell Benchmark assessment is also used in Kindergarten through 5th grade to determine reading levels for planning instruction. Students are also assessed using the district curriculum unit assessments each nine weeks.

All of the assessment programs mentioned above provide immediate data for effective instruction. The MAP assessment is correlated directly to our TEKS and identifies students' strengths and weaknesses. The teachers are able to use the aggregated reports to identify patterns and address deficits in the curriculum as well as plan for individual, group and class activities based on the students' performance and progress.

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

Student Learning Strengths

Student achievement is the focus of all our work at Trimmier Elementary. The following areas are identified as strengths in student achievement:

The MAP course indicated that students growth increased in the upper grades, 2nd-5th grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On average, 40% of the students did not make a years growth according to the MAP reading assessment. **Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

Problem Statement 2 (Prioritized): On average, 40% of the students did not make a years growth according to the MAP math assessment.

Problem Statement 3 (Prioritized): 58% of the students did not meet the minimum required standard on the science STAAR test.

Problem Statement 4 (Prioritized): Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.

Problem Statement 5 (Prioritized): 70% of EL students did not meet minimum standard on their respective STAAR assessment.

Problem Statement 6 (Prioritized): In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

Problem Statement 7 (Prioritized): All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.

Problem Statement 8 (Prioritized): Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.

Problem Statement 9 (Prioritized): Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.

Problem Statement 10 (Prioritized): There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing

learning gaps as a result of the COVID-19 pandemic.

Problem Statement 11 (Prioritized): Trimmier students scored below the district average in reading math and science STAAR in the meets category.

Problem Statement 12 (Prioritized): The special education student group continues to achieved at lower levels than other student groups across all grade levels and core subject areas.

School Processes & Programs

School Processes & Programs Summary

As a school-wide Title 1 campus, 100% of our faculty and staff meet state certification requirements. In addition to Title 1 funds, we also receive State Compensatory Education funds. Title I funds are used to fund four intervention aides to provide academic support for our students and teachers. State Compensatory Education funds are used to fund three instructional aides to support students and teachers during the intervention process.

Trimmier recruited 5 teachers for the 2022-2023 school year. We have 4 teachers on a waiver. We lost the ECSE program and gained the BMU program. We currently have one BMU teacher vacancy.

Our leadership team includes the principal, two assistant principals, one campus facilitator, two CISs, three counselors, a technologist and a librarian.

As a result of COVID-19, KISD closed all campuses and district offices for the final nine-week grading period of the 19-20 school year. To support students through this time, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. Approximately 60 % of our students regularly participated in distance learning. There is a need to address the gaps in learning and the social-emotional impact stemming from the extended school closure.

Trimmier has a strong mentoring program for teachers new to the profession. They are supported by a campus mentor, administrators, and CIS staff, and district personnel. The CIS staff meet with the new teachers once a month to provide support and do a "pulse check" to see how they are coming along. We also provide support for teachers who are new to Trimmier and those who have teaching experience but are new to the district. These teachers are assigned a "buddy" to help guide them through the "KISD and Trimmier Way".

Teachers are given support to learn and grow. They are given opportunities to observe other teachers, attend professional development sessions in the area(s) of needed growth, and to read/research strategies that work in the classroom.

Professional development is provided for all teachers and instructional aides. This year, professional development opportunities were provided during the beginning of the year and early-out days. Teachers also participated in professional learning communities during the school day every two weeks. Other professional development opportunities were available after school and outside of the school district. Professional development is planned based on individual teacher needs as well as campus and student need. Staff is required to share their learning with others during grade level meetings, in-services, PLCs, and after-school meetings. There is also an expectation that the new learning is implemented and measured for success.

Trimmier will continue to provide teachers with professional development on strategic lesson design. Teachers in grades pre-kindergarten through fifth will be given one strategic planning day per semester for "instruction under construction" to support planning and expert delivery of instruction. Professional development will also be provided to align with the district's problem of practice focusing on the framework for the Gradual Release of Responsibility Model, New Generation Balanced Literacy and Co-teaching. Teachers will continue to focus on grade level standards to support the planning of lessons.

Professional development highlighted in our campus momentum plan:

- Better Learning through Structured Teaching (Fisher & Frey)
- Developing Assessment Capable Visible Learners (Frey, Hattie & Fisher)
- Reading Strategies Book (Serravallo)
- Co-Teaching- A How-To Guide: Guidelines for Co-Teaching in Texas
- Restorative Discipline
- Who's Doing the Work (Burkins & Yaris)
- ELPS training

All campus goals are aligned with the district goals. Campus strategies support campus and district goals and objectives.

Professional learning communities provide the structure for job-embedded professional development and collaboration. The PLCs are re-organized by grade levels and departments. to ensure the 3 Essentials are addressed. During PLCs, teachers and leaders will learn and discuss: (1) Implementing standards-based aligned instruction. (2) Monitor and coaching the implementation through the GRR model. (3) Will monitor progress and students will monitor their own progress. Teachers will look at data trends and allow the student data to drive their instruction. Teachers view data from common assessments and district assessments. Teachers track and monitor student progress every week. Teachers will also conduct protocols in looking at student work, looking at the curriculum and planning lessons together.

The context and organization of Trimmier Elementary School is defined by our commitment to our students and their academic success. The daily schedule plays a big role in the efficiency of the organization and the protection of instructional time. We want to ensure we protect instructional time by reducing the number of classroom interruptions. Examples: interruptions by visitors, staff members, intercom announcements.

Trimmier operates on a master schedule that is created around the co-teaching schedule for the next school year. The schedule maximizes the amount of time spent on instruction for all core subject areas. Music, PE, intervention time, lunch, ST Math and PLCs are built into the master schedule. Teachers are tasked to schedule ST Math, computer lab, science lab, and library time into their schedule to support the core subject areas. The maximum amount of instructional time is spent on language arts and math.

The master schedule also has an hour block for intervention support for students in grades 1-5. Systematic and explicit instruction is not provided among all teachers during interventions for all students at all levels. Teachers need additional professional development and build their capacity to carry out intervention plans for students. Some teachers do not use the available resources to provide intense instructions for all students. Teachers will have an opportunity to become familiar with all resources in the classroom as well as through our campus libraries.

The following committees provide shared leadership responsibilities among the faculty and staff of Trimmier:

- Site-Based Decision Making Committee: The SBDM Committee includes one parent, one business member, teachers, and support staff. Trimmier is in search of a community member who can support SBDM as a community member. This committee makes decisions for increasing student achievement in the core subject areas. Other areas of focus are budget, staffing, curriculum, staff development needs, and school organization. SBDM meetings are on every third or fourth Tuesday of the month.

- Campus Advocacy Committee: The Advocacy Committee is an elected committee which meets once a month. Questions concerning district, campus, students, and staff are submitted for discussion and sent to the district level DEAC, if necessary.
- Campus Student Conduct Committee: This committee consists of staff members who have volunteered to serve. The committee meets once a month. Committee members view and track student office referrals as well as the discipline process. Brainstorming sessions are focused on reducing the number of office referrals each nine weeks.
- Safety Committee: The members on this committee are also volunteers who meet once a month to discuss campus safety and safety procedures. They also discuss suggestions given for improvement in campus drills and other safety issues.
- Vertical teams for reading, math and science. These committees give opportunity for grade levels to discuss HOT spots and areas of concern we see throughout the campus. This gives time for teachers to discuss TEKS that are a common struggle for students and plan interventions. Parent nights are also part of the committee requirements.
- Hospitality Committee: This committee includes representatives from each department/grade level of the school. The committee collects funds and plans for staff activities to promote the morale of the staff.
-

Additional committees are created for special planning of events such as Hispanic Heritage Month, United Way Campaign activities.

Decisions are made according to student needs based on a variety of data such as attendance, assessment, and discipline. However, the decisions made are approved by the principal.

Trimmier will continue to support our gifted and talented students by giving them opportunities to complete a Texas Performance Standards Project within the GT program. Trimmier have approximately 14 students participating in the GT program.

Pre-K students attend a full day program. Our Pre-K students struggle with routines and procedures in addition to academics. Some students have never been in an educational setting before. Therefore, there is a lack of exposure in social settings and getting used to structure within a classroom. Students have a difficult time following rules and expectations. Evidence is shown through office referrals and frequent visits to classrooms by administrators.

School Processes & Programs Strengths

The stability and tenure of our staff is a definite strength.

- We have had success in growing our instructional aides to become teachers at Trimmier. They are already familiar with our staff and students and how we operate at Trimmier.
- All teachers and instructional aides are highly qualified and meet the standard for a Title I campus

Trimmier participates in shared decision making through the Campus Site-Based Committee.

- Several planning committees are in place throughout the year for planning specific events.
- Teachers are invited to sit on interviews and participate in the hiring process.

The strengths of the curriculum, instruction, and assessment at Trimmier Elementary are the following:

- Teachers are given time to plan lessons from the curriculum. Teachers plan after school one day a week as a grade level team.
- Their instruction is aligned to TEKS Resource System.
- Teachers use common assessments as well as the end of unit assessments and district assessments.
- Teachers are given time during grade level meetings and PLCs to go over assessment data and plan for next steps to improve student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students).

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

Problem Statement 3 (Prioritized): Some of our current ipads do not meet the state assessment requirement to meet the needs to test online. Technology updates are needed to update outdated ipads as needed.

Perceptions

Perceptions Summary

Trimmier Elementary is defined by our student-centered and family-oriented philosophy. The strengths of Trimmier's culture and climate all tie to our focus on students and our appreciation of the faculty and staff. Trimmier has a family style atmosphere. We maintain this through the following:

Trimmier has a Hospitality Committee which provides pizza to those members who were ill and hospitalized overnight once they are released to come home. A card and a plant are given to staff members for bereavement of immediate family members when they return. The committee organizes farewell potlucks for staff members who are leaving Trimmier. Small tokens are purchased throughout the year for recognition and morale building. Cupcakes are given out at monthly faculty meetings to celebrate birthdays. The committee also plans retirement receptions and the staff holiday party.

The number of office referrals for discipline has increased over the last year with 364 referrals processed for the 2021-22 school year. We have a campus-wide discipline management plan. The plan is posted in the hallways, classrooms, and cafeteria. The three basic rules/expectations are: Be Respectful, Be Responsible, Be Safe. Students are disciplined in a positive way in order to change negative behavior and assist students in making good choices. We incorporate strategies the learnings from Restorative practices trainings. More counseling guidance lessons are incorporated to address discipline issues. Counselors need to be readily available in assisting students in specific situations when they actually occur.

Most of our discipline concerns have been classroom disruptions, defiance, insubordination, and persistent misconduct. We solicit the help of our counselors to teach classroom guidance lessons to address these issues.

The counselors include character traits in her comprehensive guidance program such as Respect, Self-Control, Responsibility, Empathy, Teamwork, Problem Solving, Integrity, Perseverance and Honesty. Students are recognized each month for exhibiting the trait for the month with a special lunch time with the counselors.

A Climate Survey was conducted through SBDM committee members representing the grade levels to reveal the overall moral has increased for the 2020-2021 school year.

We will continue to look at ways to promote respect for diversity, such as building relationships with students and their families throughout the year. Carving a time during the day for students participate in morning meetings. We will participate in Restorative Practices to build relationships and form treatment agreements.

Perceptions Strengths

Trimmier welcomes visitors and encourages parents to be involved in their child's education. Families are informed and encouraged to attend family events, both during the school day and in the evenings. Monthly newsletters are sent out to inform parents of all events that happen on campus. Teachers also meet with parents for conferences before the end of the first semester.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Trimmier had 364 office referrals for the 2021-2022 school year. This represents a significant increase over the previous school year.

Problem Statement 2 (Prioritized): Students have had a lack of outdoor learning opportunities.

Problem Statement 3 (Prioritized): Students are not exposed to playing instruments due to age of equipment and teachers are unable to address all standards.

Priority Problem Statements

Problem Statement 9: Our attendance rate in 2021-2022 declined to 91.3%.

Root Cause 9:

Problem Statement 9 Areas: Demographics

Problem Statement 19: On average, 40% of the students did not make a years growth according to the MAP reading assessment.

Root Cause 19: Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

Problem Statement 19 Areas: Student Learning

Problem Statement 5: Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students).

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Trimmier had 364 office referrals for the 2021-2022 school year. This represents a significant increase over the previous school year.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Problem Statement 1: Due to COVID there was little to no parent involvement.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 20: On average, 40% of the students did not make a years growth according to the MAP math assessment.

Root Cause 20:

Problem Statement 20 Areas: Student Learning

Problem Statement 11: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Root Cause 11:

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 14: Students have had a lack of outdoor learning opportunities.

Root Cause 14:

Problem Statement 14 Areas: Perceptions

Problem Statement 16: There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.

Root Cause 16:

Problem Statement 16 Areas: Demographics

Problem Statement 2: 58% of the students did not meet the minimum required standard on the science STAAR test.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Some of our current ipads do not meet the state assessment requirement to meet the needs to test online. Technology updates are needed to update outdated ipads as needed.

Root Cause 7:

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 15: Students are not exposed to playing instruments due to age of equipment and teachers are unable to address all standards.

Root Cause 15:

Problem Statement 15 Areas: Perceptions

Problem Statement 3: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 70% of EL students did not meet minimum standard on their respective STAAR assessment.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 8: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

Root Cause 8:

Problem Statement 8 Areas: Student Learning

Problem Statement 10: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.

Root Cause 10:

Problem Statement 10 Areas: Student Learning

Problem Statement 12: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.

Root Cause 12:

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.

Root Cause 13:

Problem Statement 13 Areas: Student Learning

Problem Statement 17: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

Root Cause 17:

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Trimmier students scored below the district average in reading math and science STAAR in the meets catagory.

Root Cause 18:

Problem Statement 18 Areas: Student Learning

Problem Statement 21: The special education student group continues to achieved at lower levels than other student groups across all grade levels and core subject areas.

Root Cause 21:

Problem Statement 21 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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 rates of progress between groups
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

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: According to the MAP growth summary report, the percentage of students in EACH grade level (K-5) that show at least a year of growth in reading and math will increase by 3% by the end of the 2022-23 school year. The EOY Circle data will increase by 3% in the area of phonemic awareness and math by the end of the 2022-23 school year.

Evaluation Data Sources: CIRCLE, and MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the unit planning process to plan engaging and rigorous experiences, according to grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Teachers will prepare rigorous and engaging lessons based on desegregated data and according to state standards.</p> <p>Staff Responsible for Monitoring: Principal and CIS</p> <p>Problem Statements: Student Learning 1, 2, 4, 6</p> <p>Funding Sources: Subs for planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Systematic targeted interventions will be provided by intervention aides.</p> <p>Strategy's Expected Result/Impact: Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 7, 8, 9</p> <p>Funding Sources: Salary and Benefits - Instructional Aide - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - \$22,602, Instructional Supplies for Targeted Interventions - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$4,414</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: An additional CIS will support teachers in the instructional process to help teachers plan, analyze data and model lesson delivery.</p> <p>Strategy's Expected Result/Impact: The CIS will work with teachers to increase their knowledge and awareness of pedagogical delivery, best practices, and effective use of instructional resources on campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 11 - School Processes & Programs 1</p> <p>Funding Sources: Salary for a 1.0 campus instructional specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.127.30.000 - \$74,477</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A bilingual aide will provide additional support to our 1st grade and 2nd grade students by providing additional small group interventions and student inclusion support.</p> <p>Strategy's Expected Result/Impact: The percentage of students who master each skill as assessed on MAP will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal and CISs</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: Instructional aide to work with bilingual 1st grade students - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - \$26,246</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects as well as logic puzzles/brain teasers and STEM kits to foster the differentiation during stations and interventions.</p> <p>Strategy's Expected Result/Impact: GT students that make a year's worth of growth as measured by MAP will increase by 3%.</p> <p>Staff Responsible for Monitoring: Admin, CISs</p> <p>Problem Statements: Student Learning 11</p> <p>Funding Sources: Instructional Supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.127.21.000 - \$2,000, Books for Gt students - 177 - Gifted/Talented - 177.11.6329.00.127.21.000 - \$1,575</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: An additional certified teacher will be hired as an interventionist to work with 3rd, 4th and 5th grade teachers and students. The interventionist will help with guided math and reading groups as well as provide additional support to students during intervention times.</p> <p>Strategy's Expected Result/Impact: Students will make a years worth of growth as measured by MAP will increase by 3%</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>Problem Statements: Student Learning 11</p> <p>Funding Sources: Certified Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.127.30.000 - \$38,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: On average, 40% of the students did not make a years growth according to the MAP reading assessment. Root Cause: Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.</p> <p>Problem Statement 2: On average, 40% of the students did not make a years growth according to the MAP math assessment.</p> <p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p> <p>Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.</p> <p>Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.</p> <p>Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.</p> <p>Problem Statement 7: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.</p> <p>Problem Statement 8: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.</p> <p>Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</p> <p>Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.</p>
School Processes & Programs
<p>Problem Statement 1: Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students).</p>

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 May 2023, 50% of the LEP cohort groups moving from one grade level to another will progress so that the number of students who raise their English proficiency by one proficiency level will increase by 3% .

Evaluation Data Sources: Telpas Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Sessions will be offered for parents of ELL students about how to help their children academically at home. There will be a library of take home materials that can be checked out by parents to support LEP students at home and involve parents in the learning process.</p> <p>Strategy's Expected Result/Impact: The materials that students can check out will support LEP students' learning and parental academic involvement at home.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: Parent/student check out materials for home activities - 263 - ESEA, Title III Part A - 263.61.6399.LE.127.25.000 - \$1,000, Parent/student check out reading materials for home activities - 263 - ESEA, Title III Part A - 263.61.6329.LE.127.25.000 - \$2,000, Instructional supplies for parenting sessions - 263 - ESEA, Title III Part A - 263.61.6399.LE.127.25.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers of ELL/Bilingual students will design lessons and activities that address the ELPS in addition to TEK based comprehension and vocabulary skills across content areas.</p> <p>Strategy's Expected Result/Impact: Students will have a more accurate conceptual understanding of the content specific vocabulary and be able to comprehend at deeper levels to include cognitively rigorous comprehension.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CISs</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: Spanish reading materials for balance literacy - 263 - ESEA, Title III Part A - 263.11.6329.LE.127.25.000 - \$2,555</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.

Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.





Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.

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

Performance Objective 3: At least 40% of students will meet grade level standards in the new revising and editing portion of the reading test by the end of the 2022-23 school year.

Evaluation Data Sources: CUA's & STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Empowering Writers to enhance student writing. Strategy's Expected Result/Impact: Increase the quality of student writing. Staff Responsible for Monitoring: Admin and CISs</p> <p>Problem Statements: Student Learning 3, 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the writers workshop approach in their ELAR block and across the curriculum. Strategy's Expected Result/Impact: Students will become more proficient in the writing process. Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: Handwriting workbookss PreK- grade 1 students - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$2,000, PD for Handwriting - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in grades pre-k 2nd grade will utilize explicit phonics instructions to teach conventions in order to enhance student writing. Strategy's Expected Result/Impact: Increase the quality of student writing. Staff Responsible for Monitoring: Admin. and CISs</p> <p>Problem Statements: Student Learning 9, 11 Funding Sources: Espanol Books for writing instruction - 165/BIO - Bilingual - 165.13.6329.00.127.25.BIO - \$2,000, Espanol Books for writing instruction - 165/ES0 - ELL - 165.13.6329.00.127.25.ES0 - \$1,034</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will have the opportunity to attend a phonics centered PD to increase student reading levels</p> <p>Strategy's Expected Result/Impact: Teachers will leave with strategies to effectively teach authentic grammar instruction.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 9, 11</p> <p>Funding Sources: Professional Development for Bilingual Teachers - 165/BI0 - Bilingual - 165.13.6411.00.127.25.BI0 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize the Unit learning progression design process to plan lessons.</p> <p>Strategy's Expected Result/Impact: Increase in quality of lesson plans.</p> <p>Staff Responsible for Monitoring: Admin. CISs</p> <p>Problem Statements: Student Learning 3, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p>
<p>Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</p>
<p>Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.</p>

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

Performance Objective 4: STAAR Math scores will increase from 44% at approaches in 2021-2022 to 70% in 2022-2023.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Systematic targeted interventions will be provided by interventionist.</p> <p>Strategy's Expected Result/Impact: Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Problem Statements: Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Consistent use of CUA data protocol will be utilized to monitor student growth in math for all grade levels. The data will be posted in ONE Drive for all stake holders to have access and data will be used to drive instruction.</p> <p>Strategy's Expected Result/Impact: Students will make a years growth as measured by MAP.</p> <p>Staff Responsible for Monitoring: Principal and CISs</p> <p>Problem Statements: Student Learning 7, 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use the GRR model when designing their lessons. Guided math will be implemented and will be evident in their schedules, lesson plans and instruction throughout the year.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CISs</p> <p>Problem Statements: Student Learning 7, 8, 9, 10, 11</p> <p>Funding Sources: Instructional supplies to support Guided Math - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$3,000, math workbooks for grades 2-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$3,000, Professional Development: Guided Math Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$4,000, STAAR practice materials - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$3,000, math workbooks for grades 2-5 online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$2,000, Instructional supplies to support guided math for bilingual students - 165/BIO - Bilingual - 165.11.6399.00.127.25.BIO - \$3,167</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize the Teach Transform instructional resource by Lead4Ward during guided math, small group tutoring and interventions.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.</p> <p>Staff Responsible for Monitoring: Admin, CISs</p> <p>Problem Statements: Student Learning 11</p> <p>Funding Sources: Purchase the Teach Transform Instructional resource by Lead4ward - 166 - State Comp Ed - 166.11.6399.00.127.30.ARO - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will teach problem solving strategies and spiral review of math concepts during their math block.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.</p> <p>Staff Responsible for Monitoring: Admin, CISs</p> <p>Problem Statements: Student Learning 3, 4, 6, 7, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p> <p>Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.</p> <p>Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.</p> <p>Problem Statement 7: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.</p> <p>Problem Statement 8: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.</p> <p>Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</p> <p>Problem Statement 10: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p> <p>Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.</p>





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

Performance Objective 5: STAAR Reading scores will increase from 55% approaches in 2021-2022 to 70% in 2022-2023.

Evaluation Data Sources: CUA's, STAAR & MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Next Generation Balanced Literacy Framework when designing their lessons throughout the school year.</p> <p>The book Who's Doing the Work will be a resource.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment, will increase by 3%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CISs</p> <p>Problem Statements: Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Systematic targeted interventions will be provided by interventionist and aides. The same will work in the area of math.</p> <p>Strategy's Expected Result/Impact: Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Problem Statements: Student Learning 3, 11</p> <p>Funding Sources: Salary and Benefits for 4 intervention Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - \$105,984, Instructional supplies to support reading intervention - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$10,000, Instructional supplies to support reading intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Additional targeted support will be provided to struggling students through after school tutoring in order to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Students who receive additional targeted instruction will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to peers.</p> <p>Staff Responsible for Monitoring: Admin and CISs</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7, 10, 11</p> <p>Funding Sources: Instructional supplies to support reading tutoring for ELL students - 165/ES0 - ELL - 165.11.6399.00.127.25.ES0 - \$1,000, Books for use during tutoring of at-risk students - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A data wall in One Drive will be utilized to monitor student growth in reading for all grade levels and projected proficiency in grades 2-5.</p> <p>Strategy's Expected Result/Impact: Students will make a years growth as measured by MAP.</p> <p>Staff Responsible for Monitoring: Principal, CISs</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use the GRR model when designing their lessons. Guided Reading will be evident in their schedules and through classroom visits starting the 4th week of school.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment will increase by 3%.</p> <p>Staff Responsible for Monitoring: Admin and CISs</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 7, 9, 11</p> <p>Funding Sources: reading workbooks for grades 2-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$3,000, Instructional supplies for reading to support bilingual students - 165/BIO - Bilingual - 165.11.6399.00.127.25.BIO - \$4,000, reading workbook for grades 2-5 online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$1,000, Reading Startegies Espanol book - 165/BIO - Bilingual - 165.13.6329.00.127.25.BIO - \$3,000, Time for Kids - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$3,000, Studies Weekly - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$1,000, Scholastic Classroom magazine - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$2,500, Instructional supplies to support literacy and language development - 165/ES0 - ELL - 165.11.6399.00.127.25.ES0 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Trimmer will participate in Schoolwide book of the quarter. All students will read the same book and complete a reading task to support low reading TEKS.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>Problem Statements: Student Learning 6, 11</p> <p>Funding Sources: 1 student book per teacher per 9 weeks - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Bilingual teachers will implement 20-30 minutes an English Language Development component to their ELAR/SLAR block to help with the second language acquisition.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students who increase proficiency levels on TELPAS.</p> <p>Staff Responsible for Monitoring: Admin, CIS</p> <p>Problem Statements: Student Learning 4, 5, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will utilize F&P Phonics for K-2 and Word Study for 4th-5th.</p> <p>Strategy's Expected Result/Impact: The percentage of students that show a years worth of growth according to the MAP reading assessment will increase by 3%</p> <p>Staff Responsible for Monitoring: Admin, CIS</p> <p>Problem Statements: Student Learning 3, 5, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p>
<p>Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.</p>
<p>Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.</p>
<p>Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.</p>
<p>Problem Statement 7: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.</p>

Student Learning

Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.

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





Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.

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

Performance Objective 6: STAAR Science scores will increase from 43% at approaches in 2021-2022 and to 70% in 2022-2023.

Evaluation Data Sources: CUA's. STAAR & MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Through weekly hands-on experiments in the science lab, students will become more familiar with the science process standards as an experimental unit.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in the higher level of the scientific method process.</p> <p>Staff Responsible for Monitoring: CISs</p> <p>Problem Statements: Student Learning 3, 11</p> <p>Funding Sources: Instructional supplies for science experiments - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$6,378</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the GRR model when designing their science lessons. Science instruction will occur a minimum of 90 min/week for PK-2 and 135 min/week 3-5.</p> <p>Strategy's Expected Result/Impact: 60% of students will show a years worth of growth according to the MAP science assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CISs</p> <p>Problem Statements: Student Learning 3, 11</p> <p>Funding Sources: Measuring Up science workbooks for 5th grade online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$500, Kamico STAAR connection Science - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$1,000, Measuring Up workbook science - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Systematic targeted interventions will be provided for 5th grade students weekly.</p> <p>Strategy's Expected Result/Impact: Students who receive additional targeted instruction will increase their science levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Principal, CISs</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will ensure the use of academic vocabulary is utilized as it is critical to understanding the concepts of the content taught.</p> <p>Strategy's Expected Result/Impact: 60% of students will show a years worth of growth according to the MAP science assessment.</p> <p>Staff Responsible for Monitoring: Admin, CIS</p> <p>Problem Statements: Student Learning 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p> <p>Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</p> <p>Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.</p>

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of staff members who feel positive about the work environment at Trimmier Elementary will increase from 64% to 70%.

Evaluation Data Sources: Staff Climate Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Communication and climate will be positively impacted through monthly morale and team-building activities.</p> <p>Strategy's Expected Result/Impact: Team building activities conducted at various staff training session throughout the year will contribute to a respectful and positive school climate.</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principals, CISs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2: By the end of 2022-2023 school year, 100% of the professional staff will participate in campus professional learning through PLC, campus professional development day and off campus workshops and conferences.

Evaluation Data Sources: end of year staff survey, STAAR, sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will participate in highly structured PLCs. PLC conversations will be focused on unit mapping, lesson design, response to instruction and utilize CUA data protocols. Teachers will be afforded 2 planning days to plan instruction collaboratively as a team.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR, CUA, MAP, Circle and formative assessments.</p> <p>Staff Responsible for Monitoring: Admin, CIS</p> <p>Funding Sources: Substitutes for teacher planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development opportunities will be available for teachers in reading, writing and math to support at-risk and struggling students. Teachers will have the opportunity to attend conferences with a focus on guided math and balanced literacy instruction. The new learning will be shared with their grade level/department and followed up during walkthroughs and observations.</p> <p>Strategy's Expected Result/Impact: Staff professional development will increase teachers' knowledge of instructional and pedagogical practices and lead to increase students' success in the academic areas and with student behavior.</p> <p>Staff Responsible for Monitoring: Principal, CIS</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 9, 11</p> <p>Funding Sources: Professional Development for ELL Teachers that focuses on balanced literacy. - 165/ES0 - ELL - 165.13.6411.00.127.25.ES0 - \$1,200, Professional Development for Bilingual Teachers that focuses on guided math and balanced literacy. - 165/BI0 - Bilingual - 165.13.6411.00.127.25.BI0 - \$8,000, Professional Development for Teachers - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The two assistant principals and two CISs will attend a coaching conference to support teachers and their instruction.</p> <p>Strategy's Expected Result/Impact: Teacher's knowledge of instructional and pedagogical practices will lead to an increase in students' success in the academic areas and with student behavior.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 7, 9, 11</p> <p>Funding Sources: Instructional Coaching Conference- Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.127.30.000 - \$3,500, Instructional Coaching Conference-CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CISs will attend conference that focus on improving reading and math instruction and bring back to provide PD for grade level teachers.</p> <p>Strategy's Expected Result/Impact: The CISs will use the information gained from the conference to facilitate collaborative effort among teams to drive increased academic achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 7, 9, 11</p> <p>Funding Sources: Conference that supports reading and math instruction - 166 - State Comp Ed - 166.13.6411.00.127.30.ARO - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p> <p>Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.</p> <p>Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.</p> <p>Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.</p> <p>Problem Statement 7: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.</p> <p>Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</p> <p>Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets catagory.</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: To increase the level of parental involvement and increase number of parent and community members attending monthly events.

Evaluation Data Sources: Sign-in sheets and composite parent involvement report.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Parent Liaison will build relationships with Trimmier parents through home visits and parenting sessions that focus on: Building Vocabulary, Academic Support using Technology at home, STAAR taking tips, and how to support their child in ELAR.</p> <p>Strategy's Expected Result/Impact: The activities executed through the position of the Parent Liaison will lead to increased parental involvement and improvements for students' educational outcomes as parents are better equipped to assist them at home with academic tasks.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 7, 8, 9</p> <p>Funding Sources: Parent Liaison Travel - Mileage - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.127.24.PAR - \$100, Light snacks to encourage parent participation - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - \$500, Supplies for Parent Sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$1,000, Reading materials for parent library corner - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.127.24.PAR - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Parent Liaison will facilitate an early literacy group targeting pre-school age children from our school community.</p> <p>Strategy's Expected Result/Impact: Exposure to school routines and procedures for students not yet enrolled at school, will ease their transition when they begin in PK or KG. They should be familiar with simple routines and procedures and more successful in their daily routines.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 6, 7, 8, 9</p> <p>Funding Sources: Instructional Supplies for Early Literacy Groups - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: In order to give the parents an insight into their child's academic day and provide strategies for them to extend their learning and provide support at home, we will host various monthly family/community events.</p> <p>Strategy's Expected Result/Impact: Family and community events will connect students, their families with school and the outside community to build educational partnerships that support the campus and students in their educational experience.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 4, 5, 7, 8, 9, 11</p> <p>Funding Sources: Supplies for community events, - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$1,000, Food for community events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - \$620</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.</p> <p>Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.</p> <p>Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.</p> <p>Problem Statement 7: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.</p> <p>Problem Statement 8: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.</p> <p>Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</p> <p>Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.</p>

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

Performance Objective 1: By the end of the 2022-2023 school year, the number of students that incur infractions will be less than 300.

Evaluation Data Sources: Students w/incident referrals by Campus Report (by semester) and EOY report

Strategy 1 Details	Reviews			
<p>Strategy 1: Trimmier staff will follow the Restorative Practice model and continue to incorporate a school-wide expectation that includes three basic principles (be respectful, be responsible, and be safe) with consistent expectations in the common areas and classrooms of the school.</p> <p>Strategy's Expected Result/Impact: The Trimmier school wide discipline plan and principles are posted in the classrooms and in the hallways. Teachers consistently reinforce the expectations and address infractions promptly.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The assistant principals will introduce and outline the basic tenets of restorative practice to major and minor discipline infractions. Periodic check-ins using discipline data will inform campus decisions.</p> <p>Strategy's Expected Result/Impact: Students will receive the basic tenets of restorative practices to include treatment agreements</p> <p>Staff Responsible for Monitoring: Principal, assistant principals</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Trimmier had 364 office referrals for the 2021-2022 school year. This represents a significant increase over the previous school year.</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: Student attendance will increase from 93% to 96% in the 2022-2023 school year

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Trimmier staff will follow the campus attendance policy as outlined in the student/ parent handbook. Strategy's Expected Result/Impact: Student achievement will increase as measured by the universal screens. Staff Responsible for Monitoring: assistant principals and attendance secretary. Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:


Demographics
<p>Problem Statement 1: Our attendance rate in 2021-2022 declined to 91.3%.</p>


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


Performance Objective 3: During the 2022-2023 school year, 100% of district and state guidelines for health and physical education will be followed.


Evaluation Data Sources: master schedule, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in PE and will met the required number of minutes of movement activities each day. Physical education teachers will use sound instructional strategies that promote health and fitness as targeted by TEKS</p> <p>Strategy's Expected Result/Impact: Students will develop healthy habits and physical activity.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: Students have had a lack of outdoor learning opportunities.</p>

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

Performance Objective 1: The percentage of teachers that utilize technology to support instruction and increase student achievement will increase for the 2022-2023 school year.





Evaluation Data Sources: Walkthroughs, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will design lessons that incorporate both the content area and technology standards to prepare students for 21st century skills.</p> <p>Strategy's Expected Result/Impact: Through the consistent use of technology, students increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.</p> <p>Staff Responsible for Monitoring: Principal, CIS, Campus Technologist</p> <p>Funding Sources: Purchase My On on-line resource for students - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$7,000, Purchase Scholastic -Watch and learn/Trueflix - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$1,500, Peeble Go - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use technology to support intervention programs and to demonstrate their learning in the academic areas and with the technology standards.</p> <p>Strategy's Expected Result/Impact: Through the consistent use of technology, students will increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principals, Campus Technologist</p> <p>Funding Sources: Purchase ipads for bilingual student use - 165/BI0 - Bilingual - 165.11.6398.00.127.25.BI0 - \$3,000, Purchase ipad cart for ipads for bilingual students - 165/BI0 - Bilingual - 165.11.6394.00.127.25.BI0, Purchase ipads for student use (6 - ten packs) - 211 - ESEA, Title I Part A - 211.11.6398.00.127.30.000 - \$21,500, Purchase ipad carts for student ipads - 211 - ESEA, Title I Part A - 211.11.6394.00.127.30.000 - \$2,000, Headphones and cases for ipads - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$5,520, Ipad cases for ipads - 165/BI0 - Bilingual - 165.11.6399.00.127.25.BI0 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: By June 2023, Trimmier 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	Reviews			
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin; CIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 10</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.127.30.000 - \$70,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.127.30.000 - \$18,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.127.30.000 - \$2,004, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The principal, two assistant principals and two CISs will have weekly campus core meetings with a focus on instructional practices and campus procedures.</p> <p>Strategy's Expected Result/Impact: Student learning will increase through focused instruction.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 8, 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: 58% of the students did not meet the minimum required standard on the science STAAR test.</p>
<p>Problem Statement 4: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.</p>
<p>Problem Statement 5: 70% of EL students did not meet minimum standard on their respective STAAR assessment.</p>
<p>Problem Statement 6: In 2021-2022, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.</p>

Student Learning

Problem Statement 8: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.

Problem Statement 9: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.

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

Problem Statement 11: Trimmier students scored below the district average in reading math and science STAAR in the meets category.

State Compensatory

Budget for Trimmier Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Trimmier Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Fernandez, Yomayra	Aide PCN 22102	1
Torres, Yaritza	Aide PCN 22146	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Finley, Kalisha	Aide PCN 22870	Reading & Math	1.0
Griffin, Stephanie	Teacher PCN 24358	PK-5 Interventionist	0.5
Millan, Ivon	Aide PCN 22869	Reading & Math	1.0
Rueda, Eujenia	CIS PCN 22101	PK-5	1.0
Vacant	Aide PCN 22872	Reading & Math	1.0
Wells, Teri	Aide PCN 22871	Reading & Math	1.0