

# **Killeen Independent School District**

## **Nolanville Elementary School**

**2024-2025**



# Table of Contents

- Comprehensive Needs Assessment ..... 3
  - Student Success ..... 3
  - Human Capital ..... 11
  - Financial Stewardship ..... 15
- Priorities ..... 17
  - Priority 1: Student Success ..... 17
  - Priority 2: Human Capital ..... 30
  - Priority 3: Financial Stewardship ..... 35

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Nolanville Elementary School serves 578 students in pre-k through fifth grade. Nolanville Elementary School's mission is to build positive relationships and challenge students to become life-long, successful learners. The surrounding area is experiencing growth in building of homes and rental duplexes which has caused an increase in enrollment over the past several years. In 2024, we served approximately 640 students. Killeen ISD planned a rezoning of 78 students to ensure there is ample capacity in the building to serve students in the 2024-2025 school year.

### Goal 1: Pathways for All students to build connections

#### Attendance Data

Building	Date Absent	Attendance Code Description	Comment	Count Of Absences by Code	Membership Total	%Absent
115	08/14/2023 to 05/23/2024	Excused Absence		99	108,177	0.09%
		Delinquent Shots		4	108,177	0.00%
		Extracurricular Activity	Paperwork on file LVargas 2/26/24	1	108,177	0.00%
		In School Suspension		186	108,177	0.17%
		Medical Note		1301	108,177	1.20%
		Out of School Suspension		4	108,177	0.00%
		Parent Note		1173	108,177	1.08%
		Unexcused Absence		3618	108,177	3.34%
		Total Absences		6386	108,177	5.90%

Attendance rate is 94% for 2023 which remained consistent from 2022. Attendance rate declined 4% since 2019 (98%). Unexcused absences and parent notes take up the largest percentage of absence categories for attendance reasons. When teachers and counselors contact parents about patterns of absences, parents report students were sick with allergies or other colds which do not prevent students from attending school based on health guidelines. Some students struggle with chronic absences due to stress or anxiety caused by leaving parents at home. Other students experience difficulty with academic or behavioral challenges that make them reluctant to come to school. There is a need to provide more social-emotional support for students struggling to attend school regularly. Forty-three percent of students have a percentage of days present less than 95% for the school year 2024.

Teachers, attendance letters sent home, and some counselor contact are used to communicate with parents about students with a chronic attendance pattern. A more systemic process for communicating about attendance and determining appropriate intervention strategies needs to be developed to decrease unexcused absences.

Parent survey for 2024 indicates 90% of students like attending Nolanville Elementary, and 89% of parents feel their children are important to staff members at Nolanville Elementary. Classroom teachers continued to implement Restorative Practices with "Morning Meeting" to teach social skills to students and create a classroom community based on respect and tolerance since 2019. There is evidence all teachers implemented Restorative Practices strategies to build relationships and classroom treatment agreements for respectful behavior. Our counselors provide bi-monthly counseling classes, promote character traits through a Citizen of the Month award program, and counsel students in small groups and

individually to support positive behaviors in the classroom and around campus. Counselors reported providing consistent small group support became difficult with an increase in individual students or groups of students needing support with social skills, anxiety, or stress from other factors outside of school. During the 2024 school year, there were 550 discipline incidents which is a slight increase from 2023 (535). A majority of the discipline incidents occurred in students from first, fourth, and fifth grade. Forty percent of the discipline incidents occurred due to disruption or defiance in the classroom. This indicates the need to build more effective relationships between staff and students. Supporting teachers in building capacity to provide clear, consistent expectations, routines and social skills instruction will also help in reducing discipline issues which impact a positive school culture. A decrease occurred in the number of repeat offenders 2023 (93) to 2024 (85) which is 15% of enrolled students. Students with consistent behavior problems were referred to the counselor and RtI for a behavior intervention support to reduce behavior problems. A multi-tiered system of support is provided to students through RtI, special education, 504, and a collaborative effort by all staff to meet the individual needs of students. The school leadership team collaborated to provide students positive incentives for exhibiting behaviors which positively impacted academics and reducing disruptions in the classroom in November (No referral November) and March. Discipline referrals decreased during these months. Teachers also note that students experience difficulty regulating their emotions or responses during social interactions and when rigorous academic expectations are frustrating.

KISD Qualtrics Fall 2023 survey reported 89% of students feel safe at school. At Nolanville Elementary, safety protocols are utilized routinely to ensure safety of all students and staff. Parent survey from May of 2024 shows 94% percent of parents felt comfortable with the safety protocols implemented at NES. Doors are locked at all times when staff and students are in the building. The Safe and Supportive School Program Team (SSSPT) ensures a diverse team of multidisciplinary individuals investigate all threats. The threat assessment team investigated 9 threats this school year. During the school year, there were also 2 bullying threats reported and assessed by the SSSPT. Counselors routinely teach students about bullying and a variety of ways to report bullying concerns through counseling lessons. Discipline data shows students continue to struggle with interpersonal relationships through difficulty with regulating verbal and physical responses with peers or teachers when frustrated. All staff need continued support with teaching of conflict and resolution, social skills, and social-emotional regulation to support students building positive, non-threatening behaviors in a school environment.

Nolanville Elementary provides opportunities for students to discover their talents and passions through extra-curricular activities. Before school, a running club is provided for 3rd-5th grade students. During running club, there is an increase in the number of students that arrive at school early. Students are also offered in fourth and fifth grade to practice archery in the fall and try out for the Nolanville Archery team. The NES archery team competes at the Texas NASP state tournament in March every year. Students are provided the opportunity in third through fifth grade to learn archery in physical education class. Students are also provided the opportunity to engage in Science Olympiad and Battle of the Books in third through fifth grade as an extra-curricular activity. Student council is another opportunity for students to be connected to other adults and staff members to learn how to serve the school and local community.

Gifted and Talented (GT) students are provided enrichment opportunities throughout the year to address unique needs and extend thinking. Teachers met in GT PLC four times last school year to build capacity on developing differentiated activities and compacting curriculum to address the unique needs of GT students. Teachers are provided training annually on identifying Gifted and Talented (GT) students. During 2024, 8 students were assessed and identified as GT students. High achieving students are assessed but not identified. Students exhibit academic abilities but struggle with problem-solving and reasoning abilities-puzzles, creativity, social-relationships.

## **Goal 2: All student meet or exceed the Texas grade level standards in reading and writing**

Overall approximately 90% of pre-kindergarten students show success with grade level skills in phonemic awareness. However, syllabication, rhyming 1 and rhyming 2, and words in a sentence are not mastered for approximately 30% of pre-kindergarten students. Approximately half of the students in Kindergarten through third grade are struggling to meet grade level standards on end of year MAPS reading assessment (Kindergarten-48%, 1st-59%, 2nd-51%, 3rd-47%). Two-thirds of kindergarten and half of first grade students on EOY MAPS show deficiencies in meeting grade level standards in beginning reading and writing skills. In 2023, teachers began using Benchmark Phonics for systematic and explicit reading and writing instruction with foundational skill. However, students still lack grade level reading and writing skills. Students need more exposure to reading grade level texts and writing on a daily basis. There is a need to adjust intervention supports and differentiation with Tier 1 instruction. Students in kindergarten through third grade vary (57%-65% on EOY MAPS) in proficiency with grade level vocabulary. Teachers note students struggle with understanding grade level vocabulary and observations indicate students lack academic/grade level vocabulary during classroom discussions. Lack of vocabulary impacts comprehension of texts. MAPS EOY scores in multiple genres and author's purpose show about two-thirds of students meet grade level standards in comprehension of texts. On 2024 STAAR Reading Language Arts assessment, 47% in 3rd grade, 45% in 4th grade, and 51% in 5th grade met the "Meets" standard. On the STAAR extended constructed writing response in 3rd grade students averaged at 3.05 out of 10 points, in 4th grade students averaged a 4 out of 10 points and in fifth grade students averaged a 3.87 out of ten points. Based on teacher observation, PLC conversations, and student work, students struggle to identify text evidence to support writing constructed response. Students writing shows that half of the students in kindergarten through fifth grade lack grade appropriate writing skills. On the

STAAR Reading assessment in 2023, economically disadvantaged, special education, and emergent bilingual students in third and fifth grade performed lower than all students. Fourth grade emergent bilingual students all met the standard for Approaches Grade Level on the STAAR reading assessment. STAAR academic growth scores in 5th grade is 76 and 4th grade a 66 for all students. Economically disadvantaged, emergent bilingual, and special education students academic growth scores were lower than all students growth on the STAAR reading language arts test. Students need additional small group, targeted intervention to close achievement gaps in decoding skills, vocabulary, and comprehension of grade level texts.

From the 2024 parent survey, eighty-six percent of parents reported they know how and where to get help for myself and child when having school-related problems. Parent survey from 2024 revealed parents would like for support with helping students apply reading comprehension. Parents also requested support with helping students attain better writing skills and reading strategies for comprehension. Parents also requested educational materials to support in helping students' apply academic skills. Forty-four percent of parents requested parent engagement activities to be provided to support them learning how to help students with learning standards and assessments expected at school. NES provides parent engagement activities such as Family Math Night or Family Reading Night. About one-third of families attend parent engagement activities. When parent workshops are provided during the day or evening for parents to learn about the TEKS, STAAR assessments, approximately 2% of parents attend. Eighty-six percent of parents reported they know how and where to get help for myself and child when having school-related problems. NES does not have an active Parent Teacher Organization. Counselors provide volunteer training once a month. Parents primarily attend volunteer training to be able to attend fieldtrips with students. Approximately 5 parents, about 1%, of the student population volunteers to support students increasing academic success with reading and writing skills. Research shows a strong connection between parent engagement and school results, including school attendance, higher grades, and classroom test scores (Fan & Chen, Educational Psychology Review, 2001; 13(1):1-22.) Increased parent engagement is needed to support students being more successful at reaching grade level standards in reading and writing.

One hundred percent of 3rd-5th grade Gifted and Talented students achieved mastery on the STAAR Reading Language Arts. Gifted and talented students performed in the above average range on the EOY reading MAPS assessment. In second and 4th grade, gifted and talented students did not make their projected MAPS RIT score to indicate growth over the year of instruction as determined by NWEA. Providing more differentiated instruction based on MAPS data will help all GT students to make GROWTH in MAPS RIT score from beginning of the year to the end of the year.

### **Goal 3: All student meet or exceed the Texas grade level standards in math**

A majority of pre-k students exhibit success with grade appropriate math skills based on the EOY Circle assesment. Approximately 40% of students struggle to be successful with operations. Pre-kindergarten classrooms utilize math talks to talk about numbers in the real world. Teachers note students struggle to solve problems presented orally. Students need more practice with hands-on practice combined with students articulating real-world math problems. Performance in second grade students achieving an average or above average RIT score on EOY MAPS decreased from 69% in 2023 to 46% in 2024. About half of the second grade students struggle in meeting grade level standards across all mathematics skills. Second grade students made some growth in building skills from the prior grade but not enough to master grade level skills. Current intervention strategies and differentiation during Tier 1 instruction need to be adjusted to impact more students reaching grade level standard. Numerical representations and relationships need to be strengthened as 71% of kindergartners 79% of first graders, 53% of second graders, 72% of third graders, 74% of fourth graders, and 68% of 5th graders performed at the average or above average RIT on MAPS. Students need a stronger foundation and fluency with number sense and relationships to be able to apply learning on more rigorous tasks presented in the STAAR math assessment. The percent of students at the "meets" standard on the STAAR math assessment in 2024 were third grade, 41%, fourth grade, 39%, and fifth grade at 45%. In first through fifth grade, students vary (53% to 86%) in their mastery of computations and algebraic relationships as evidenced by the EOY MAPS score. There is a need to strengthen computation skills so that students can readily apply these skills to rigorous problem-solving needed for the STAAR math assessment. Teachers report students in second through fifth grade struggle with problem solving skills. Students experience difficulty with understanding conceptual and real-life situations to determine an effective strategy for solving word problems. Nolanville Elementary implements a model math problem solving process; however, students often get stuck visualizing the processes or concepts occurring in the problems. Second grade and third grade students struggle to master geometry and measurement skills to meet grade level standards (2nd-54%, 3rd-63% at the average or above average RIT on EOY MAPS). A majority (88%) of 3rd-5th gifted and talented students showed mastery on the STAAR math assessment. Some second (33%) grade and all fourth grade gifted and talented students did not meet projected RIT score growth from beginning of the year to the end of the year in MAPS math. Providing more differentiated instruction

based on MAPS data will help all GT students to make GROWTH in MAPS RIT score from beginning of the year to the end of the year. The parent survey from 2024 shows parent request support in the form of math skills training to help students increase proficiency with math skills. Parent volunteers at NES consist of approximately 1% of the student population. EOY MAPS data in 2024 and teacher observations also shows approximately 25% -37% of students experience difficulty with number sense an representations, basic computation skills and math vocabulary in measurement and geometry. Increasing parent engagement activities and volunteers will address a need for more student support in foundational math skills.

STAAR math scores in 2024 in third and fourth grade decreased by five points from the previous year (2023-3rd-77%, 4th-75%, 2024-3rd-72%, 4th-71%). Fifth graders scoring at the "Meets" standard for STAAR decreased from 2024 by 2023 by three points. While STAAR results for Nolanville's students in math surpass performance at the district, region, and state, our goal is to ensure 60% of students are at the "Meets" standard. In 3rd and 4th grade, approximately 43% of students are at the "Meets" standard for math skills. Teachers provide explicit modeling of strategies, however, students struggle with complex problem solving and fluency with computations and algebraic reasoning with grade level skills. Economically disadvantaged students in third and fourth grade performed approximately 10 points lower than all students while the achievement gap for students in special education is about 20-30 points lower in 3rd through fifth grade students on STAAR math. Students struggle with math fluency and problem solving skills. Teachers observe students need to gain more math fluency in basic skills in kindergarten through second grade. Second through fifth grade teachers use model math as an instructional framework for problem-solving. More consistency and math instruction utilizing the conceptual understanding of math processes with hands-on manipulatives is needed to help students be successful. STAAR academic growth scores in 5th grade is 84 and 4th grade a 76 for all students. Economically disadvantaged, emergent bilingual, and special education students academic growth scores were lower than all students growth on the STAAR math test. Students need additional small group, targeted intervention to close achievement gaps in below grade level computation and problem-solving skills. Teachers also report students struggle with understanding of place value and fraction skills needed to be successful with grade level content.

From the 2024 parent survey, most parents reported they know how and where to get help for myself and child when having school-related problems. Parent survey from 2024 revealed 20% of parents would like for support with helping students apply math skills. Some teachers provide after school tutoring in 3rd through 5th grade. Parents do comment that learning how to help students with math problems can be difficult and resources or parent engagement activities to learn math skills students need help with would be beneficial. Few parents attend parent engagement activities if they are only offered as parent workshops but would rather attend activities which students can engage in as well. Parents report playing games with students is a successful activity to engage in academic content with students. EOY MAPS scores and STAAR growth measures shows targeted parent engagement activities to provide resources and support in helping students with math skills at home is critical for increased student performance.

#### **Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce**

Students are provided the opportunity to engage on science instruction daily at Nolanville Elementary. Providing hands-on experience is required by the Texas Essential Knowledge and Skills (TEKS) 50% of the time. On Wednesdays of every week, teachers plan a hands-on activity to apply science processes and concepts. Teachers also utilize STEMSCOPES on-line learning platform to provide students opportunities to engage in simulated science experiences. Teachers note students in fourth and fifth grade often lack understanding of grade appropriate vocabulary or background experiences related to science concepts. In third through fifth grade, fieldtrip experience were provided to build background knowledge and real-world application of skills learned for Earth Science concepts. STAAR science scores for students achieving the "Approaches" standard decreased from 2023 to 2024 by six points. Students struggle with application of vocabulary and concepts in situations where application of processes and rigorous tasks are involved. Teachers often lack appropriate resources when planning of rigorous tasks and hands-on tasks. Students need more opportunities to apply skills and vocabulary in the real-world context. Students are provided opportunities to develop musical talents and physical fitness through weekly instructional time in music or physical education class. Students also have the opportunity to participate in after school choir to develop music interests. Physical education teachers note students do not have physical stamina for rigorous physical fitness activities due to increased amount of screen time and lack of outdoor activities. Students physical fitness and interest in musical abilities opens pathways to interests which will lead to career or military readiness. Nolanville Elementary has a running club and in the past had a Family 5K run to encourage physical fitness.

At Nolanville Elementary School, we are committed to ensuring all students are challenged to be a successful, life-long learner. We work collaboratively with multiple tiers of support to ensure students meet grade level standards to include Response to Intervention (RtI), Special Education PLCs, and grade level PLCs to monitor data and adjust instructional strategies and supports to students. Nolanville Elementary is a Title 1 school that serves 51% economically disadvantaged students, 5.8% emergent bilingual students, 36% at risk students, 45% military-connected students, 11.5% special education students, and 8.9% students with Dyslexia. A master schedule is planned to ensure all students are engaged in Tier 1 instruction to be provided systematic, explicit instruction in reading, writing, math, and science. Students are provided supplemental services for Dyslexia, special education, and language support during an intervention hour to close achievement gaps. An at risk intervention teacher along with intervention aides provides small group math support during intervention. One social-emotional specialist meets individually with at risk students who need support to meet academic needs as well. Student achievement scores on EOY MAPS math shows between 47% to 67% of students meet grade level standards in math. In reading, between 44% and 64% of students meet grade level standards based on EOY MAPS assessment. On STAAR math, 41% of 3rd graders, 39% of 4th graders, and 45% of 5th graders achieved the "Meets" standard. Forty-seven percent of third grade, 45% of fourth grade, and 51% of fifth grade students achieving the "Meets" standard on STAAR reading. Although intervention supports are provided to students struggling to learn grade level standards, more consistent use of formative data to adjust skills-based instruction is needed. Students need differentiated support with obtaining proficiency with grade level standards to build below grade level skills while working on grade level tasks. More consistent use of MAPS, ST Math, and ISIP data is needed to ensure students make progress towards grade level standards.

### Spring 2024 TELPAS Results - Composite Score

	St Count	Beginner	Intermediate	Advanced	Advanced High
		2024	2024	2024	2024
<b>STATE</b>	<b>630392</b>	<b>23%</b>	<b>37%</b>	<b>27%</b>	<b>12%</b>
<b>DISTRICT</b>	<b>2532</b>	<b>15%</b>	<b>38%</b>	<b>34%</b>	<b>13%</b>
<b>NOLANVILLE EL</b>	<b>43</b>	<b>0%</b>	<b>26%</b>	<b>49%</b>	<b>26%</b>

English Language Learners at Nolanville performing in the Advanced or Advanced High performance level are higher than the district and the state average. Seventy-six percent of Kindergarten through second grade students performed in the Advanced and Advanced High performance range in listening and 71% performed in the Advanced and Advanced High levels in reading. Kindergarten through second grade students need to continue to work on improving speaking skills as 59% performed at the Intermediate level on the TELPAS. Writing skills for English Language Learners need to continue to be strengthened in kindergarten through second grade with 41% performing at the Intermediate level. Eighty-eight percent of third through fifth graders are performing in the Advanced and Advanced High level in listening. These students also performed well in reading with 72% being Advanced and Advanced high with reading comprehension. Third through fifth grade students need to continue to work on advancing speaking skills as 48% performed at the Intermediate level. The ESL teacher provides students with intervention support utilizing Summit K-12 on-line learning. The ESL teacher also provides instructional support in reading, writing, listening, and speaking tailored to the individual needs of students during intervention with the use of research-based instructional strategies for obtaining new vocabulary. The ESL teacher also collaborates with general education teachers several times during the school year to provide professional development on using language objectives and instructional strategies to support students use of speaking and writing skills.

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## **Student Success Strengths**

### **Goal 1: Pathways for all Students to Build Connections**

- Teachers provide "Morning Meeting" time to build connections and relationships between and with students.
- Students are referred to RtI and counselors for behavior and academic intervention when experiencing struggles.
- Counseling programs provide character trait instruction and multi-tiered services to support all students.
- A variety of extra-curricular activities are provided for 3rd-5th grade students.

### **Goal 2 Reading and Writing-**

- 87% of pre-kindergarten students met grade level benchmarks for letter recognition and 91% met grade level benchmarks for vocabulary.
- 89% of pre-kindergarten students exhibit early writing skills appropriate for the end of year benchmark on CIRCLE.
- 89% of pre-kindergarten students met grade level benchmarks for overall phonological awareness and 91% for optional phonological awareness skills.
- 4th grade students at or above the average RIT score on MAPS is 63% and 5th grade student at or above the average RIT score on MAPS is 72%.
- Kindergarten through 5th grade average RIT score on reading MAPS is above the district average RIT score.
- Kindergarten, 3rd, 4th, and 5th grade students average RIT score on MAPS is above the National NORM average RIT score.
- Kinder through first second grade students are writing in complete sentences with proper editing.
- Third through fifth grade students have become more confident and competent in responding to short constructed responses about texts.
- All 3rd-5th grade gifted and talented students met the "mastery" level on the STAAR reading assessment.

### **Goal 3 Math-**

- 91% of pre-kindergarten students met grade level standards in overall mathematics skills and 96% met standards in the optional math skills.
- Two-thirds of Kindergarten, first, fourth, and fifth grade students are at the average or above average RIT score on the EOY math MAPS assessments.
- Number representations and relationships is a strength (70% of students in the average or above average RIT range) for kindergarten, first, third, and fourth grade students.
- Computations is a strength for kindergarten, first, fourth and fifth grades (Kindergarten-71%, First-75%, 4th-72%, 5th-74% at average or above average RIT score)..
- Data analysis and money is a strength for 3rd through fifth grade students (3rd-73%, 75%, 76% at the average or above average RIT score.)
- Kindergarten, first, third, fourth, and fifth grade students are performing above the district average RIT and the national norm average RIT on EOY MAPS.
- Seventy percent of third grade students and 73% of fifth grade students performed at the approaches level or higher on STAAR in 2024.

### **Goal 4 Post Secondary Success and Readiness-**

- Students are provided hands-on learning during science instruction.
- Science instruction is planned on the master schedule for 30 minutes to an hour.
- Intervention block is planned on the master schedule.
- Guided Math and small group instruction is planned for in PLCs and through data analysis after MOY testing.



## Problem Statements Identifying Student Success Needs

**Problem Statement 1:** On 2024 EOY MAPS reading in kindergarten and first grade, approximately half of the students are not meeting grade level standards. **Root Cause:** Students need explicit modeling and practice with foundational reading and writing skills consistently in the RLA block.

**Problem Statement 2:** MAPS data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

**Problem Statement 3:** In 2024, the attendance rate is 94% which is a decline from 98% in 2019. Increased time at school is needed to ensure students master grade level standards in reading, math, writing, and science. **Root Cause:** Lack of a consistent communication and effective intervention strategies for students with a pattern of attendance problems.

**Problem Statement 4:** Discipline incidents for 2024 (550) increased slightly from 2023 (535) with 40% of incidents involving disruption and defiance which impacts effective classroom learning environments. **Root Cause:** Consistent use of classroom relationship expectations for social interactions, teaching social-emotional regulation, and teacher-student relationships impacts student success in the classroom.

**Problem Statement 5:** Parent participation through volunteering or parent engagement activities involves less than one-third of families in the 2024 school year. **Root Cause:** Parents lack understanding of importance of participation in school activities and how to utilize school resources to support students' academic and social-emotional success.

**Problem Statement 6:** EOY MAPS for kindergarten through third grade students show approximately 30-50% of students struggle to understand grade level vocabulary in texts. **Root Cause:** Lack of exposure to explicit modeling of vocabulary strategies and student use of vocabulary during instruction on a consistent basis.

**Problem Statement 7:** Third through fifth grade RLA STAAR scores decreased from 2023 (3rd-89%, 4th-86%, 5th-88%) to 2024 (3rd-80%, 4th-85%, 5th-81%). **Root Cause:** Inconsistency with using text evidence and responding to open-ended rigorous comprehension tasks with appropriate scaffolds.

**Problem Statement 8:** Approximately 30% of pre-kindergarten students struggle with phonemic awareness skills by the EOY. **Root Cause:** Targeted small group instruction is not provided consistently.

**Problem Statement 9:** Third and fourth grade approaches grade level scores decreased from 2023 to 2024 while 5th graders achieving the "Meets" standard on STAAR math decreased by 3 points from 2023 to 2024. **Root Cause:** Formative assessments are not utilized consistently along with consistent guided math stations to develop proficiency with grade level skills.

**Problem Statement 10:** Approximately 40% of pre-kindergarten students struggle with solving problems with addition and subtraction based on EOY CIRCLE assessments. **Root Cause:** More practice paired with multiple ways to express how to solve a problem are needed to support abstract thinking.

**Problem Statement 11:** From 2023 to 2024 5th grade students achieving the "Approaches" standard on STAAR science decreased by six points. **Root Cause:** Students lack understanding of science vocabulary due to limited experiences and rigorous, hands-on science experiences.

**Problem Statement 12:** Economically disadvantaged, Emergent Bilingual, and Special Education students perform below all students in achievement and growth measures for STAAR math, reading, and science. **Root Cause:** Consistency with providing additional supports and differentiation through small group instruction and collaborative learning.

**Problem Statement 13:** More English Language Learners are performing at the Intermediate level in speaking and writing than reading and listening areas on TELPAS. **Root Cause:** Limited opportunities to use vocabulary supports and lack of vocabulary during instructional time in the general education classroom.

**Problem Statement 14:** Students lack grade level appropriate writing skills in kindergarten through fifth grade. **Root Cause:** Students lack foundational skills and fluency with

writing to express themselves.

**Problem Statement 15:** Some gifted and talented students did not meet the projected MAPS RIT score in reading and/or math. **Root Cause:** Limited use of differentiation and formative data to adjust instruction for maximum potential of the student.

# Human Capital

## Human Capital Summary

### **Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.**

Nolanville has a staff of highly qualified administrators, instructional paraprofessionals, and teachers that strive to learn new strategies and techniques to ensure that all students learn to their maximum potential. Teacher leadership is valued as lead teachers in grade levels share their expertise in campus staff development, peer observations, and advocating for innovative teaching strategies to address areas of needed growth. New teachers are provided with a buddy and/or mentor to provide support during the first year on our campus. New teacher PLC is provided monthly based on feedback or observations of new teachers. Mentor PLC is also provided monthly to collaborate and gain knowledge of how to grow new teachers. Nolanville teachers are provided leadership opportunities to serve on Site Based Decision Making Committee (SBDM) and/or Campus Conduct Committee (CCC) to develop development plans. Professional development plans are created by SBDM and/ or CCC team analyzing multiple sources of data related to teacher development and student achievement. The Campus Employee Advocacy Committee (CEAC) also provides an opportunity for teachers to provide feedback and solutions to create better processes and professional development to impact student achievement and teacher morale.

In the 2023-24 school year, there were 15 new staff members to Nolanville Elementary school due to staff leaving for career advancement or family needs which is relatively the same as staff last year. Half of these teachers were not retained for the 2024-2025 school year. Some of these moves were due to a reduction in staff due to rezoning of students to another campus. Some other teachers moved due to looking for other career opportunities within education. In 2024-2025, there will be 4 new teachers to Nolanville. Nine existing teachers will be moving to new grade levels. KISD Qualtrics Survey from 2023 reported 87% of teachers believe the evaluator provides them with feedback to grow and learn professionally.

This is a slight decrease from KISD Qualtrics Survey in 2022. Seventy-five percent of staff felt the principal or evaluator was accessible within a reasonable amount of time based on KISD Qualtrics survey from fall of 2023. Leadership will create a system to gain feedback from teachers in the fall and spring semester to support experienced teachers gaining leadership opportunities or individualized professional development. The leadership team will work to create calendars which prioritize 50% of the time focused on instructional tasks to include coaching in classrooms, attending grade level planning, and conferencing with teachers about their professional goals. New teachers will be provided more consistent feedback from the campus instructional specialist and campus instructional coach utilizing Getting Better Faster coaching models to ensure success occurs in small, manageable bite-size pieces.

KISD Qualtrics Survey from Fall of 2023 shows that 90% of teachers feel comfortable voicing ideas and opinions if they are different than others. During the 2024-2025 school year, nine staff members will be working with a different grade level and four new staff will become part of grade level teams. Effective communication and collaboration are key to staff members feeling valued and successful in the workplace. Grade level leader meetings, use of written protocols and other staff development will be needed to build capacity in the use of effective communication skills, group processes, protocols, and working towards shared goals to maintain a positive work environment.

On the 2023 KISD Qualtrics Survey, 65% of staff noted the school building is a safe place to work. There is a need to focus on ensuring a positive culture amongst all staff members. Recognition of contributions of all staff members will be a focus in the next school year. The leadership team will provide processes and professional development on building safe connections and trust amongst all staff consistently throughout the year.

### **Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

Teachers are appraised by Texas Teacher Evaluation and Support System (T-TESS) every year. About 43% of the entire teaching staff have less than five years of teaching experience, which is consistent with the previous school year. The education level of Nolanville teachers is equivalent to that of teachers across KISD. A majority of the teachers at Nolanville Elementary are from the white ethnicity group. The leadership team and SBDM will continue to improve recruitment practices to create an ethnically diverse staff. Students need role models in which they can connect with and understand cultural differences to reach their maximum potential. Providing professional development on culturally diverse teaching and developing a school-wide culture of inclusivity is a need due to the difference in the diversity of the teaching staff and students. The leadership team strategically

staffed grade levels to ensure there is a balance of experienced teachers with teachers with 0-3 years experience. Some experienced teachers will be teaching content in a new grade level or specializing in meeting the needs of specific learners such as gifted and talented. There will be a need for more in-depth collaborative planning utilizing curriculum resources and research-based instructional practices. PLCs, instructional coaching, and collaborative grade level planning we used for in-depth study of the curriculum, planning of formative assessments, and learning how to implement research-based practices in literacy and math to ensure student growth. Providing the opportunity for teachers with less than 6 years teaching experience the opportunity to attend professional development or observe other expert teachers on staff is needed to continue to develop the expertise of teachers to reach all students academically.

### **Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their capacity professional capacity.**

For the 2024-2025 school year, we will have 9 teachers teaching in a new grade level. Fourteen out of 28 teachers have been alternatively certified. About half of our teachers have less than 5 years experience. Professional development needs are identified through coaching walks, observations, T-TESS evaluations, assessment data, and teacher surveys. Due to the experience and background of our teachers, there is a need for support from the campus instructional specialist and campus instructional coach for curriculum planning. Coaching will be provided for all teachers to implement best practices needed for student achievement. To ensure students are provided effective Tier 1 instruction in all content areas, professional development will need to be provided through PLCs, after-school professional development, and through modeling effective instructional practices. Some teachers will be working with gifted and talented students for the first time this year. Other teachers are certified to teach gifted and talented students but changed grade level content. Due to staffing changes, 80% of teachers certified to teach gifted and talented students are in need of professional development to provide differentiation and enrichment.

At Nolanville Elementary, teachers plan collaboratively using curriculum resources from the TEKS Resource System and follow the Killeen ISD Scope and Sequence. Teachers reported they have ample resources for instruction; however more time is needed to learn to use varied resources effectively. Grade level collaborative, planning processes need to be adjusted to ensure all teacher are building capacity for implementation of aligned lessons that engage students and monitor for student success. Written protocol for planning processes will be used to maximize planning time and PLCs. Analysis of walk-through data revealed the teachers explicitly model skills and strategies. Students are provided some guided work and usually work independently. Tasks and activities students engage in are sometimes misaligned with the TEKS.

Further review of lesson plans shows evidence that 50% of learning tasks students engage in are at the remember and understand level of Bloom's Taxonomy. Coaching Walk data showed most teachers post aligned targets and explicit instruction is modeled clearly to students. Guided instruction is provided through working with students to apply skills previously taught in whole group discussion while the teacher provided various questions, prompts, and cues. Walk-through data shows a need for an increase in targeted, small group instruction. Teachers primarily call on volunteers to answer questions and some students speak with academic vocabulary and complete sentences. Continued professional development on increasing the use of academic vocabulary and accountable talk will benefit students. Walk-throughs and coaching walks show evidence of increased collaborative learning across grade levels. Students are respectful and cooperative with one another. About 50% of students are accountable for their learning through showing their work and communicating effectively with one another.

Coaching walks will be used to provide teachers with data around core instructional practices across the campus to include guided math, problem-solving, and writing. Data from coaching walks and student achievement data drives the campus professional development plan for continuous improvement. Professional development is job-embedded and occurs during weekly PLCs, peer observations of master teachers on campus, and educational consultants model effective instructional practices in classrooms. Encouraging a growth mindset is a needed focus and collaborative planning for teachers on how to ensure students are successful with higher-level cognitive learning. Teachers will utilize the Student Learning Objective of TTESS to set goals for student growth by grade level which will support collaboration to adjust instructional practices that will impact student growth. Teachers noted after assessments throughout the year that students do not take their time or ownership for making growth. Teachers utilize growth mindset vocabulary and model high expectations for students.

However, students need support in actively pursuing a growth mindset and goal-focused orientation towards making progress. Teachers will create data folders by grade level and incorporate time every nine weeks for students to track their progress toward yearly goals. Progress monitoring will occur through a universal screener three times a year to monitor

student progress, Fountas & Pinnell reading assessments, and unit assessments in math, reading, and science from the TEKS Resource System.

Teachers noted in PLCs that students struggled to complete higher level tasks in the on-line format due to not applying strategies or learning how to use on-line tools effectively. Teachers noted difficulty with helping students master grade level skills due to gaps in learning from previous grade levels and lack of motivation to try challenging tasks. A focus for next year will be utilizing data to adjust instruction in small groups to build skills towards grade level achievement.

Model math professional development was provided to teachers in grades 2-5, Number Talks in pre-kindergarten through first grade, and building number sense games for in grades pre-k through 2nd grade. Walk-throughs show teachers implemented model math and number games in stations to increase students' numeracy and problem-solving skills some of the time. Professional development was also provided guided math in third through fifth grade. Teachers are beginning to implement collaborative work and small group instruction during math block in third through fifth grade. More professional development and support through planning of guided math needs to be provided for consistent implementation.

Walk-through analysis showed evidence of numeracy games being played with teachers in whole groups during "Number Talk" time of day. Teachers in each grade level 2-5 implemented model math during intervention groups or several times a week during the math instructional block. Teachers observed students in grades 3-5 continue to struggle with problem-solving and foundational number sense skills. STEMscopes on-line learning resources are utilized by pre-k through fifth grade teachers to provide TEKS aligned, higher-level thinking activities for science instruction. Use of StemScopes for science instruction and hands-on learning is implemented with inconsistency.

#### **Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

Teachers are provided on-going feedback from their TTESS appraiser throughout the school year. The campus instructional specialist also provided coaching to all teachers over the course of the school year. KISD 2023 Qualtrics staff survey reported 100% of teachers feel their evaluator cares about their career goals. Ninety-five percent of teachers also noted they felt supported by supervisors in efforts to adapt to change. In 2024, instructional and support staff were provided formal feedback from supervisors on job performance and goals for the first time. There is a need to provide on-going, consistent feedback to teachers and auxiliary staff. The campus instructional specialist, principal and assistant principals have many different job responsibilities which limits the amount of feedback staff receives. The instructional leadership team will work to create schedules and assigned instructional coaching responsibilities to maximize meaningful, consistent feedback to teachers. Surveys are used at the beginning and end of year to receive feedback on job satisfaction. Some staff may not complete surveys which limits feedback. The leadership team will work to create different ways to obtain two-way feedback every nine weeks.

#### **Human Capital Strengths**

- Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for PLCs bi-weekly and collaborative grade level planning.
- Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS.
- Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs for increased student achievement.
- KISD Qualtrics Survey, Fall of 2023, 95% of staff feels supported to adapt to changes.
- KISD Qualtrics Survey Fall of 2023, 100% of staff feels the principal or evaluator cares about the development of my career and goals.
- Only 4 new staff members are starting in 2024-2025
- All general education classrooms are staffed for the 2024-2025 school year.
- Writing professional development coaching and modeling and well received in the 2024 school year.
- Job-embedded professional development on foundational math skills was provided and implemented in the 2024 school year.

## Problem Statements Identifying Human Capital Needs

**Problem Statement 1:** Approximately half of teachers have less than 5 years teaching experience which limits depth of knowledge with the curriculum and effective instructional strategies. **Root Cause:** Half of the teaching staff is alternatively certified to teach. Thus, they lack specific knowledge in pedagogy and reaching students for maximum success.

**Problem Statement 2:** Teachers note students struggle with higher level learning tasks and have gaps in knowledge needed for grade level skills. **Root Cause:** Students are obtaining surface level understanding for short-term retention of knowledge.

**Problem Statement 3:** Students are struggling with problem-solving and foundational math skills. **Root Cause:** Lack of consistent implementation of guided math and practice with grade level skills .

**Problem Statement 4:** Students use limited vocabulary during oral and written communication. **Root Cause:** Use of research-based vocabulary instructional strategies is limited in classrooms.

**Problem Statement 5:** There is a need to increase the use of formative assessments to differentiate and adjust instruction with guided small groups or collaborative learning. **Root Cause:** Most of instruction is spent in whole group focused or guided instruction and students struggle with application of learning on independent tasks.

**Problem Statement 6:** 65% of staff did not feel safe at school as reported by KISD Qualtrics Survey in Fall of 2023. **Root Cause:** Staff does not feel valued or recognized.

**Problem Statement 7:** There is a need for professional development for teachers of gifted and talented students. **Root Cause:** Lack of experience teaching content or gifted and talented students.

**Problem Statement 8:** 75% of staff feel administrators are available for support and 87%, a decrease from 2023, felt feedback was given to grow professionally. **Root Cause:** Inconsistent support from the administration team due to varying job responsibilities.

**Problem Statement 9:** Decrease staff retention rate by May of 2025 by 50%. **Root Cause:** Inconsistent feedback from support staff and administrators to meet the needs of new staff.

# Financial Stewardship

## Financial Stewardship Summary

### **Goal 3.1 The campus will use data driven planning to prioritize resource allocations.**

The leadership team analyzes multiple sources of data to align funds for resources during strategic planning. The campus SBDM meets at least six times a year and provides input by disaggregating and analyzing data from multiple sources focused student achievement, parent engagement, and a positive school culture. The SBDM committee makes recommendations for alignment of resources to campus needs during the development of the Campus Needs Assessment. Formative reviews of key strategic actions has been based on limited data throughout the year. A focus will need to be placed on using the appropriate data to determine the effectiveness of key strategies such as implementation walks for impact of professional development, use of leading measures during formative checks of progress, and samples of student work. The campus technologist regularly inventories and analyzes the needs of students with daily use of technology for on-line learning. Students often damage laptops due to inefficient or safe use of hardware. All students need headphones to engage in on-line learning. At least 50% of headphones purchased become unusable throughout the year. There is a need to continually refurbish hardware accessories when laptops are damaged or equipments worn out . Technology resources used in physical education to engage students in multi-modal learning is old and minimizes student engagement in learning. There is a need to add new technology resources that will increase student engagement and provide feedback data to students. Nolanville Elementary's attendance rate is 94% for the school year 2023-24. The attendance rate did not increase from the previous school year and has lagged below attendance rate of 98% in 2019. Due to lack of regular attendance, the district is not creating revenue for average daily attendance. Lack of financial resources impacts the supplemental support available to students through federal and state compensatory funds. The leadership team must develop attendance intervention strategies and incentives to increase attendance.

### **Goal 3.2 The campus will prepare budgets usng transparent and open communication amongst stakeholders.**

Staff are provided annual training at the beginning of the school year on the use of funds for Title 1, at-risk, emergent bilingual, and gifted and talented students. During the SBDM meetings, the principal shares budget information with a variety of stakeholders. The SBDM members and other staff members are provided the opportunity to provide input and request access to budget funds based on student needs or professional development support. Some budgets are not fully spent or used in a timely manner. The principal will communicate with all staff at the beginning of the year and plan for monthly budget meetings to monitor understanding of budget allocations and appropriate use that impacts student achievement.

### **Goal 3.3 The campus will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

The campus meets with the budget secretary weekly to ensure policies and procedures positively impact staff and students. The principal will send out a survey at the beginning of the year to include feedback about policies and practices with allocation of resources and financial transparency. Professional development provides teachers with learning opportunities to enhance effective teaching skills. Providng teachers successful experiences with teaching comes from learnng how to overcome learnng challenges with students. Constantly evaluating multiple sources of data such as TTESS evaluations, observations, and teacher responses to surveys will ensure resources are aligned to teacher support which will help to improve school culture and a climate of continuous growth.

### **Goal 3.4 The campus operational departments training will focus on effective and sustainable use of district resources and procedures.**

Staff involved in implementing financial procedures to utilize resources will attend all district trainings. There is a need for clear, written procedures to request resources aligned to student needs to be provided for staff at the beginning of the year. A clearer undertanding of the financial processes required in the district will provide staff with the time to implement procedures efficiently and acquire needed resources needed to meet the needs of students. Professional development is provided to staff based on student achievement needs. Professional development attended by staff requests must be aligned to student needs. There is not a process for requesting such professional development or sharing how the new learning will be implemented. Staff are encouraged to share new learning with other staff member. A process needs to be created to plan for teachers to maximize impact of

professional development on student success through implementation or sharing professional learning with other staff.

### **Financial Stewardship Strengths**

- SBDM meetings are utilized to communicate clearly about financial resources.
- SBDM committee develops the Campus Needs Assessment to align resources to impact student success.
- The principal meets with the campus budget secretary bi-monthly to ensure resources are being utilized to impact student success.
- Resources with data reports tied directly to usage and achievement results are analyzed for effectiveness annually.

### **Problem Statements Identifying Financial Stewardship Needs**

**Problem Statement 1:** Attendance rate (94%) is below the state average of 95%. **Root Cause:** Parents are not aware of absences in a timely manner.

**Problem Statement 2:** 100% of Title 1 and State Compensatory funds were not utilized to impact student achievement in the 2024 school year. **Root Cause:** Lack of systemic processes for aligning appropriate resources and effective use of district financial processes.

**Problem Statement 3:** There is a need for updated technology resources based on usage by students and older equipment. **Root Cause:** Student carelessness with equipment and age of equipment decreases effectiveness of instruction.



# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

**Alignment to other goals:**

Strategic Plan Goal, Board Goal

**District Evidence of Success:** Athletic Participation will increase from \_\_\_% to \_\_\_%.

Clubs and Organizations will increase from \_\_\_# to \_\_\_#.

Fine Arts Participation will increase form \_\_\_% to \_\_\_%

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> Increase students engagement in archery, Science Olympiad, choir, and running club.</p> <p><b>Progress Measure (Lead):</b> Staff will advertise clubs at Meet the Teacher and Open House and send out letters to sign up by the 4th week of school for clubs.</p> <p>Staff will track attendance monthly and offer opportunities in the second semester for additional students to join extracurricular clubs.</p> <p><b>Outcome Measure (Lag):</b> By May of 2025, participation in extracurricular clubs will increase by 10% from October of 2024.</p> <p><b>Dates/Timeframes:</b> September of 2024 to April 30, 2025</p> <p><b>Staff Responsible for Monitoring:</b> Music and P.E. teachers, Science Olympiad Coaches, Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Student Success 3, 4</p>

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Teachers will implement Capturing Kids Hearts tools and routines to create a positive school culture.

**Progress Measure (Lead):** District wide staff training for Capturing Kids Hearts

Implementation walks and coaching monthly.

CKH Process Champions Team will meet once a nine weeks to plan and implement PD support for coaching teachers.

**Outcome Measure (Lag):** By May of 2025, discipline referrals will decrease from 550 to 500.

Attendance rate will improve from 94% to 96% by May 2025.

**Dates/Timeframes:** August of 2024 to May of 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

**Problem Statements:** Student Success 3, 4

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Provide differentiated enrichment to high achieving students .

**Progress Measure (Lead):** CIS and classroom teachers will collaborate to plan differentiated learning after BOY and MOY MAPS.

Monthly enrichment opportunities will be provided to build problem-solving and logic skills for high achieving students.

**Outcome Measure (Lag):** By May of 2025, there will be an increase from 8 to 12 students identified for Gifted and Talented program.

**Dates/Timeframes:** August 2024 to May 2025

**Staff Responsible for Monitoring:** CIS, Principals

**Problem Statements:** Student Success 15

### Key Strategic Action 4 Details

**Key Strategic Action 4:** A career day will be provided twice a year focused on increasing student's interest in planning future career interests .

**Progress Measure (Lead):** Careers on Wheels event will be provided to K-2 students in October.

Career day will be provided to students in February to expand opportunities for students to plan future careers.

**Outcome Measure (Lag):** By May of 2025, 100% of career day activities will be completed.

**Dates/Timeframes:** October 2025 to May of 2025

**Staff Responsible for Monitoring:** Counselors, Principal

**Problem Statements:** Student Success 3

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Monitor and motivate students to attend school daily.

**Progress Measure (Lead):** Perfect attendance awards will be provided every nine weeks.  
Monitor attendance daily and monthly with attendance committee.

**Outcome Measure (Lag):** Improve average attendance from 94% in 2024 96% in 2025.

**Dates/Timeframes:** September 2024 to May of 2025.

**Staff Responsible for Monitoring:** Attendance Assistant Principals, Principal, and Counselors

**Problem Statements:** Student Success 3

**Funding Sources:** Attendance Boards for Motivation of increased attendance - 211 - ESEA, Title I Part A - 211.11.6498.00.115.30.000 - \$500, Attendance Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.115.30.000 - \$500

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Provide monthly parent engagement opportunities to include collaboration with revising the Home School Compact and Parent Engagement Policy to improve the partnership between home and school.

**Progress Measure (Lead):** Monthly volunteer trainings provided.  
Parent training opportunities to include academic family nights and new parent orientation.  
Coffee with the counselor monthly.

**Outcome Measure (Lag):** Increased parent volunteers from 2024 to 2025 by 10%.  
Increased parent engagement in parent engagement opportunities by 20% from 2024 to 2025.

**Dates/Timeframes:** August 2024 to May of 2025

**Staff Responsible for Monitoring:** Counselors, Principal, Assistant Principals

**Problem Statements:** Student Success 5

**Funding Sources:** Snacks for parent engagement after school events. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.115.24.PAR - \$800

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Bully prevention education and intervention strategies will be implemented routinely to ensure students feel safe at school.

**Progress Measure (Lead):** Bully prevention education assembly in October.  
Counselor lessons on bully reporting and intervention strategies in October and November.  
Use of bully reporter by students, staff, and parents to address safety situations.  
Threat assessment team will meet monthly to review intervention strategies.

**Outcome Measure (Lag):** By May of 2025, threat incidents will reduce by 10%.

**Dates/Timeframes:** August 2024 to May of 2025.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors

**Problem Statements:** Student Success 4

**Funding Sources:** Bully Prevention Education Consultant - 211 - ESEA, Title I Part A - 211.11.6299.00.115.30.000 - \$800

## Goal 1 Problem Statements:

### Student Success

**Problem Statement 3:** In 2024, the attendance rate is 94% which is a decline from 98% in 2019. Increased time at school is needed to ensure students master grade level standards in reading, math, writing, and science. **Root Cause:** Lack of a consistent communication and effective intervention strategies for students with a pattern of attendance problems.

**Problem Statement 4:** Discipline incidents for 2024 (550) increased slightly from 2023 (535) with 40% of incidents involving disruption and defiance which impacts effective classroom learning environments. **Root Cause:** Consistent use of classroom relationship expectations for social interactions, teaching social-emotional regulation, and teacher-student relationships impacts student success in the classroom.

**Problem Statement 5:** Parent participation through volunteering or parent engagement activities involves less than one-third of families in the 2024 school year. **Root Cause:** Parents lack understanding of importance of participation in school activities and how to utilize school resources to support students' academic and social-emotional success.

**Problem Statement 15:** Some gifted and talented students did not meet the projected MAPS RIT score in reading and/or math. **Root Cause:** Limited use of differentiation and formative data to adjust instruction for maximum potential of the student.

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** In grades, 2-5, writing instruction and practice with the short constructed response and extended constructed response will occur weekly.

**Progress Measure (Lead:** Review of student writing monthly in PLCs and adjust instruction)

**Outcome Measure (Lag):** By May of 2025, the number of 0s on constructed response on STAAR will decrease by 5% in 3rd (38%), 4th (28%), and 5th grade (42%).

**Dates/Timeframes:** August 2024 to May 2025

**Staff Responsible for Monitoring:** CIS, Principal, CIS

**Problem Statements:** Student Success 7

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Teachers will adjust instruction based on student needs for increased mastery of grade level writing and reading skills

**Progress Measure (Lead:** Data analysis of student work and progress checks in writing and reading will occur twice a nine weeks.

**Outcome Measure (Lag):** The percent of students in the average or above average percentile will increase on end of year MAPS scores 10% from May 2024 to May 2025

**Dates/Timeframes:** August 2024 to May 2025

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

**Problem Statements:** Student Success 1, 6, 7, 8, 12

**Funding Sources:** Mentor Texts for Writing - 166 - State Comp Ed - 166.11.6329.00.115.30.AR0 - \$1,000

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** In pre-k, kindergarten, and first grade skills based small group instruction in phonemic awareness and phonics consistently during RLA instructional block and intervention block.

**Progress Measure (Lead:** Analyze MAPS, QPA, CIRCLE, and iStation data monthly to plan small group instruction.

**Outcome Measure (Lag):** The percent of students in the average or above average percentile will increase on end of year MAPS scores 10% from May 2024 to May 2025

**Dates/Timeframes:** August 2024 to May of 2025

**Staff Responsible for Monitoring:** Teachers, CIS, CIC, Principal

**Problem Statements:** Student Success 1, 8

**Funding Sources:** Literacy supplies for phonemic awareness and phonics skillsskills - 166 - State Comp Ed - 166.11.6399.00.115.30.AR0 - \$1,128

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** Increase student-led discourse and use of text evidence with rigorous tasks.

**Progress Measure (Lead):** Monitor student led conversations in response to reading using text evidence.

Planning high-level collaborative literacy response tasks

**Outcome Measure (Lag):** By May of 2025, the % of students in 3rd, 4th, and 5th grade achieving the "meets" standard on STAAR RLA will increase by 10% from 41% in 3rd grade, 54% in 4th grade, 66% in 5th grade.

**Dates/Timeframes:** August 2024 to May of 225

**Staff Responsible for Monitoring:** Teachers, CIS, CIC, Principal, Assistant Principal

**Problem Statements:** Student Success 7

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Use of research-based vocabulary instruction strategies in all classrooms.

**Progress Measure (Lead):** Professional development on Marzano's Six Steps to Effective Vocabulary Instruction.

Monitor implementation through SAVVAS shared reading lessons.

**Outcome Measure (Lag):** In May of 2025, the % of students achieving average or above average in vocabulary will increase 10%.

**Dates/Timeframes:** September of 2024 to May of 2025

**Staff Responsible for Monitoring:** CIS, CIC, Principal, Assistant Principal

**Problem Statements:** Student Success 7

#### Key Strategic Action 6 Details

**Key Strategic Action 6:** Students read grade level texts daily in kindergarten through fifth grade with differentiated supports to meet the needs of all student groups including economically disadvantaged, at risk, and special education students .

**Progress Measure (Lead):** Teachers will plan literacy tasks that will build students' reading levels.

**Outcome Measure (Lag):** In May of 2025, the % of students reading on grade level in Kindergarten, 1st , 2nd, and 3rd grade will increase 10%.

**Dates/Timeframes:** September 2024 to August of 2025

**Staff Responsible for Monitoring:** Teachers, CIS, CIC, Principal

**Problem Statements:** Student Success 1, 7, 12

**Funding Sources:** Reading A to Z - 166 - State Comp Ed - 166.11.6299.OL.115.30.AR0 - \$1,732

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Collaboration between general education and special education teachers weekly on effective use of accommodations to increase success with grade level tasks.

**Progress Measure (Lead):** Increased success from progress report grades to report cards.

**Outcome Measure (Lag):** Seventy percent of special education students meet the MAP growth goal in RLA by May of 2025.

**Dates/Timeframes:** August 2024 to May 2025

**Problem Statements:** Student Success 12

### Key Strategic Action 8 Details

**Key Strategic Action 8:** Small group targeted instruction for increasing speaking skills and writing proficiently will be provided by the ESL teacher .

**Progress Measure (Lead):** Language Objectives will be posted and used.

Use of sentence stems and the See It, Say It Speak It, strategy will be utilized.

Students will practice speaking and writing responses monthly.

**Outcome Measure (Lag):** Students performing in the Intermediate level in speaking for kindergarten through second grade will decrease from 59% to 45%.

Students performing in the Intermediate level in writing for kindergarten through second grade will decrease from 41% to 30%.

Students performing in the Intermediate level in speaking in 3rd through 5th grad will decrease from 48% to 40%.

**Dates/Timeframes:** September 2024 to May 2025

**Staff Responsible for Monitoring:** ESL Teacher, Assistant Principal, Principal

**Problem Statements:** Student Success 13

**Funding Sources:** Mentor texts for writing - 165/ES0 - ELL - 165.11.6329.00.115.25.ES0 - \$1,500, Literacy supplies to build vocabulary - 165/ES0 - ELL - 165.11.6399.00.115.25.ES0 - \$1,510

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Increase parents attending training provided on supporting students at home with practicing foundational literacy skills.

**Progress Measure (Lead):** Parent workshops will be provided in the fall to focus on phonemic awareness skills in pre-k and kindergarten.

Parent workshop will be provided in the fall to focus on phonics reading and writing skills.

Parent workshop will be provided in the second semester on foundational writing skills to help students practice at home.

**Outcome Measure (Lag):** By May of 2025, pre-kindergarten through first grade students meeting grade level skills will improve from approximately 50% on grade level to 60% meeting grade level skills.

**Dates/Timeframes:** August 2024 to May of 2025

**Staff Responsible for Monitoring:** CIS, CIC, Principal

**Problem Statements:** Student Success 1, 5

**Funding Sources:** Resources to help parents support students in practicing foundational reading and writing skills at home. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.115.24.PAR - \$940

## Goal 2 Problem Statements:

## Student Success

**Problem Statement 1:** On 2024 EOY MAPS reading in kindergarten and first grade, approximately half of the students are not meeting grade level standards. **Root Cause:** Students need explicit modeling and practice with foundational reading and writing skills consistently in the RLA block.

**Problem Statement 5:** Parent participation through volunteering or parent engagement activities involves less than one-third of families in the 2024 school year. **Root Cause:** Parents lack understanding of importance of participation in school activities and how to utilize school resources to support students' academic and social-emotional success.

**Problem Statement 6:** EOY MAPS for kindergarten through third grade students show approximately 30-50% of students struggle to understand grade level vocabulary in texts. **Root Cause:** Lack of exposure to explicit modeling of vocabulary strategies and student use of vocabulary during instruction on a consistent basis.

**Problem Statement 7:** Third through fifth grade RLA STAAR scores decreased from 2023 (3rd-89%, 4th-86%, 5th-88%) to 2024 (3rd-80%, 4th-85%, 5th-81%). **Root Cause:** Inconsistency with using text evidence and responding to open-ended rigorous comprehension tasks with appropriate scaffolds.

**Problem Statement 8:** Approximately 30% of pre-kindergarten students struggle with phonemic awareness skills by the EOY. **Root Cause:** Targeted small group instruction is not provided consistently.

**Problem Statement 12:** Economically disadvantaged, Emergent Bilingual, and Special Education students perform below all students in achievement and growth measures for STAAR math, reading, and science. **Root Cause:** Consistency with providing additional supports and differentiation through small group instruction and collaborative learning.

**Problem Statement 13:** More English Language Learners are performing at the Intermediate level in speaking and writing than reading and listening areas on TELPAS. **Root Cause:** Limited opportunities to use vocabulary supports and lack of vocabulary during instructional time in the general education classroom.



**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Intervention provided daily utilizing MAPS and benchmark data to provide targeted instruction for students in grades 1-5 that struggle to perform grade level math skills.

**Progress Measure (Lead):** Fact fluency, number sense, and computation and algebraic reasoning skills will be monitored monthly to ensure students are building foundational skills necessary to perform grade level skills.

**Outcome Measure (Lag):** Increase in the percent of students at the average or above average RIT on EOY MAPS in 1st through 5th grade.

**Dates/Timeframes:** August 19, 2024 through May 17, 2024

**Staff Responsible for Monitoring:** CIS, CIC, and Principal

**Problem Statements:** Student Success 2, 9, 12

**Funding Sources:** Instructional Aide to support intervention groups - 166 - State Comp Ed - 166.11.6129.00.115.30.AR0 - \$26,987, Tutor to support small group math intervention - 211 - ESEA, Title I Part A - 211.11.6125.CA.115.30.000 - \$3,600, Instructional Aide to support small group, targeted intervention groups - 211 - ESEA, Title I Part A - 211.11.6129.00.115.30.000 - \$27,025

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Teachers will implement research-based instructional strategies in Tier 1 math instruction such as building conceptual knowledge through hands-on math instruction, pictorial representations, and making connections to procedural and real-world applications.

**Progress Measure (Lead):** Use of manipulatives and pictorial models to build conceptual understandings of number sense and computation and algebraic reasoning will be observed monthly in coaching walks.

**Outcome Measure (Lag):** Increase in the percent of students achieving an average or above average RIT score on EOY MAPS by 5% from May 2024 to May 2025.

**Dates/Timeframes:** August 19, 2024 to May 24, 2025

**Staff Responsible for Monitoring:** CIS, CIC, Principal, Assistant Principals

**Problem Statements:** Student Success 9, 12

**Funding Sources:** Math manipulatives for hands-on instruction - 166 - State Comp Ed - 166.11.6399.00.115.30.AR0 - \$7,688

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Consistent implementation of guided math to provide targeted, small group instruction to address the learning needs of all student groups to include intervention.

**Progress Measure (Lead):** Guided math stations observed in classrooms monthly after coaching walks. Teachers will use of data protocols to plan guided math stations and small group instruction.

**Outcome Measure (Lag):** Increase the percent of students achieving an average or above average RIT score on EOY MAPS from May 2024 to May 2025 by 5%.

**Dates/Timeframes:** August 2024 to May 2025

**Staff Responsible for Monitoring:** CIS, CIC, Principal, Assistant Principals

**Problem Statements:** Student Success 2, 9

**Funding Sources:** Math tools and resources to apply math process skills during small group instruction - 166 - State Comp Ed - 166.11.6399.00.115.30.AR0 - \$4,607, Differentiated math stations-Hand2Mind - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$4,908, Math In Practice books to support implementation of small group math instruction - 166 - State Comp Ed - 166.13.6329.00.115.30.AR0 - \$5,393

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teachers will use model math to implement a problem solving process.

**Progress Measure (Lead):** Teachers will model how to solve problems daily. Problem solving tasks will be given with each unit.

**Outcome Measure (Lag):** In May 2025, the percentage of students at the average or above average range for computation on MAP Math will increase 10%

**Dates/Timeframes:** September of 2024 to May of 2025

**Staff Responsible for Monitoring:** Teachers, CIS, CIC, Principal, Assistant Principals

**Problem Statements:** Student Success 2, 9, 10

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Data driven small group instruction and intervention with differentiated supports to meet the needs of all learners including at risk, economically disadvantaged, and special education students .

**Progress Measure (Lead):** Tasks will be chosen based on student need. Students will work to improve fact fluency, problem solving, and/or content specific areas. Improvement will be shown on MAP test, progress checks, Benchmark tests, and on STAAR. Track student progress on progress checks to determine mastery of skills.

**Outcome Measure (Lag):** In May 2025, the percentage of students at the average or above average range for the overall math score on MAP Math will increase 10%.

**Dates/Timeframes:** September of 2024 to May of 2025

**Staff Responsible for Monitoring:** Teachers, CIC, CIS, Principals, Assistant Principals

**Problem Statements:** Student Success 9, 12

**Funding Sources:** Xtra Math for Fact Fluency - 166 - State Comp Ed - 166.11.6299.OL.115.30.AR0 - \$500

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Collaboration weekly between special education and general education teachers on the use of accommodations to support success at grade level tasks .

**Progress Measure (Lead):** Increased success from progress report grades to report cards.

**Outcome Measure (Lag):** Seventy percent of Special Education students will meet their Math MAP Growth goal.

**Dates/Timeframes:** September of 2024 to May of 2025

**Problem Statements:** Student Success 12

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 2:** MAPS data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

**Problem Statement 9:** Third and fourth grade approaches grade level scores decreased from 2023 to 2024 while 5th graders achieving the "Meets" standard on STAAR math decreased by 3 points fro 2023 to 2024. **Root Cause:** Formative assessments are not utilized consistently along with consistent guided math stations to develop proficiency with grade level skills.

**Problem Statement 10:** Approximately 40% of pre-kindergarten students struggle with solving problems with addition and subtraction based on EOY CIRCLE assessments. **Root Cause:** More practice paired with multiple ways to express how to solve a problem are needed to support abstract thinking.

**Problem Statement 12:** Economically disadvantaged, Emergent Bilingual, and Special Education students perform below all students in achievement and growth measures for STAAR math, reading, and science. **Root Cause:** Consistency with providing additional supports and differentiation through small group instruction and collaborative learning.

**Priority 1: Student Success**

**Goal 4:** All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Students will participate in the mobile STEM lab.

**Progress Measure (Lead):** Mobile STEM lab will be scheduled twice during the school year.

**Outcome Measure (Lag):** By May of 2025, the percent of students reaching the approaches standard on STAAR science will increase by 5% from 2024.

**Dates/Timeframes:** September of 2024 through May of 2025

**Staff Responsible for Monitoring:** CIS/ Principal

**Problem Statements:** Student Success 11

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Science Family Night will occur with focus on STEM and other science careers.

**Progress Measure (Lead):** Partnerships with CTC, HEB and Temple Community College will be established by November to plan for Science Night

**Outcome Measure (Lag):** By May of 2025, opportunities to learn about careers will have increased from 2 times a year to 4 times during a year.

**Dates/Timeframes:** January of 2025 to April of 2025

**Staff Responsible for Monitoring:** CIS, Counselors, Principal, Assistant Principals

**Problem Statements:** Student Success 11

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Adopt a School program volunteers will read to classes and share information about their careers.

**Progress Measure (Lead):** Adopt a School program point of contact will be designated from NES administration team.

Adopt a School program POC will schedule a meeting in September to review volunteer opportunities.

Adopt a School program will contact monthly to communicate and schedule opportunities to share career insights with various groups of students.

**Outcome Measure (Lag):** In May of 2025, a minimum of 5 community organization will engage with career information activities over the 2024-2025 school year.

**Dates/Timeframes:** September of 2024 to May of 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

**Key Strategic Action 4 Details**

**Key Strategic Action 4:** Students will engage in hands-on and real-life experiences which build concepts and build background knowledge and be provided repeated practice or tutoring for higher level learning.

**Progress Measure (Lead):** Use of HMH hands-on labs will be used weekly.  
Real-life experience for red-line TEKS will be provided in Earth Science.

**Outcome Measure (Lag):** By May of 2025, students achieving the "Approaches" standard on STAAR Science will increase from 67% in 2024 to 72% in 2025.

**Problem Statements:** Student Success 11

**Funding Sources:** Fieldtrips for Earth Science in 3rd-5th Grade - 166 - State Comp Ed - 166.11.6494.00.115.30.AR0 - \$5,000, Brain Pop On-line resource to build background knowledge in science and health - 211 - ESEA, Title I Part A - 211.11.6299.OL.115.30.000 - \$4,095, SIRIUS Science for reteach of concepts and tutoring. - 166 - State Comp Ed - 166.11.6299.OL.115.30.AR0 - \$1,980

**Key Strategic Action 5 Details**

**Key Strategic Action 5:** Provide education and engagement opportunities for health and fitness.

**Progress Measure (Lead):** P.E. teachers provide weekly health lessons.  
Weekly specials rotation devoted to engagement in cardiovascular physical activity.  
Running club before school for 5 months of the school year for 3rd-5th grade students.

**Outcome Measure (Lag):** By May of 2025, a 10% increase in the percent of students that make improvements in Fitnessgram measures from May of 2024.

**Dates/Timeframes:** August 2024 to May of 2025.

**Staff Responsible for Monitoring:** P.E. teachers, Assistant Principals

**Problem Statements:** Financial Stewardship 3

**Funding Sources:** Technology to engage students in multiple modes of instruction - 211 - ESEA, Title I Part A - 211.11.6398.00.115.30.000 - \$2,200

**Goal 4 Problem Statements:**

**Student Success**

**Problem Statement 11:** From 2023 to 2024 5th grade students achieving the "Approaches" standard on STAAR science decreased by six points. **Root Cause:** Students lack understanding of science vocabulary due to limited experiences and rigorous, hands-on science experiences.

**Financial Stewardship**

**Problem Statement 3:** There is a need for updated technology resources based on usage by students and older equipment. **Root Cause:** Student carelessness with equipment and age of equipment decreases effectiveness of instruction.

## Priority 2: Human Capital

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Increase employee morale check ins over the course of the year and adjusts school-wide processes and strategies.

**Progress Measure (Lead):** Monitor CEAC minutes and adjust campus processes and strategies.

Review employee feedback at the end of the first nine weeks and culture survey in the beginning of the second semester. Make adjustments to campus-wide actions by all stakeholders based on needs of staff.

**Outcome Measure (Lag):** By May of 2025, employee retention will decrease from 12 employees leaving in 2024 to 8 employees leaving .

**Dates/Timeframes:** August 2024 to May of 2025

**Staff Responsible for Monitoring:** CIS, CIC, Principal, Assistant Principals

**Problem Statements:** Human Capital 6, 8

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Grade level leader meeting to develop teacher leadership skills with high performance teams.

**Progress Measure (Lead):** Monthly leadership learning focused on high performance team processes.

Grade level leaders will share team improvement strategies monthly.

**Outcome Measure (Lag):** By May of 2025, employee retention will decrease from 12 employees leaving in 2024 to 8 employees leaving .

**Dates/Timeframes:** August 2024 to May of 2025

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Human Capital 1, 6

## Goal 1 Problem Statements:

### Human Capital

**Problem Statement 1:** Approximately half of teachers have less than 5 years teaching experience which limits depth of knowledge with the curriculum and effective instructional strategies. **Root Cause:** Half of the teaching staff is alternatively certified to teach. Thus, they lack specific knowledge in pedagogy and reaching students for maximum success.

**Problem Statement 6:** 65% of staff did not feel safe at school as reported by KISD Qualtrics Survey in Fall of 2023. **Root Cause:** Staff does not feel valued or recognized.

**Problem Statement 8:** 75% of staff feel administrators are available for support and 87%, a decrease from 2023, felt feedback was given to grow professionally. **Root Cause:** Inconsistent support from the administration team due to varying job responsibilities.

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Collaborate with staff develop values and skills profile for qualified candidates. <b>Progress Measure (Lead):</b> Staff meeting values and skills collaborative feedback activity in October.</p> <p>SBDM and Grade Level Leaders revising and providing input on values and skills profile for qualified staff candidates. <b>Outcome Measure (Lag):</b> By May of 2025, employee retention will decrease from 12 employees leaving in 2024 to 8 employees leaving . <b>Dates/Timeframes:</b> October 2024 to May of 2025 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Human Capital 9</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Use interview panels to include teachers and administrators input. <b>Progress Measure (Lead):</b> Interview panels consist of a variety of input on all interviews provided. <b>Outcome Measure (Lag):</b> By May of 2025, employee retention will decrease from 12 employees leaving in 2024 to 8 employees leaving . <b>Dates/Timeframes:</b> August 2024 to May of 2025 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Human Capital 9</p>

**Goal 2 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 9:</b> Decrease staff retention rate by May of 2025 by 50%. <b>Root Cause:</b> Inconsistent feedback from support staff and administrators to meet the needs of new staff.</p>

**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Campus instructional specialist will provide professional development during PLCs, model effective instructional strategies, and coach teachers weekly to build teacher's professional capacity.</p> <p><b>Progress Measure (Lead):</b> Coaching of Tier 1 teachers occurs weekly and Tier 2 teachers bi-monthly. Increased use of effective instructional strategies modeled in PLC will be observed in coaching walks every nine weeks.</p> <p><b>Outcome Measure (Lag):</b> Percent of teachers performing in the developing area in Domains 2 and 3 on TTESS will decrease from May of 2024 to May of 2025.</p> <p><b>Dates/Timeframes:</b> August 1, 2024 through May 27, 2024</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Student Success 1, 2, 6</p> <p><b>Funding Sources:</b> Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.115.30.000 - \$104,021</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> New teacher , Grade Level Leader, and Special Education Teacher PLCs will be provided monthly to increase professional capacity of all staff.</p> <p><b>Progress Measure (Lead):</b> Grade level leaders will provide input on areas of support needed for team dynamics and effectiveness in planning. Observations of new teachers will be conducted weekly. Special education PLC agendas will be used for planning professional development.</p> <p><b>Outcome Measure (Lag):</b> By May of 2025, 75% of teachers will show professional growth as evidenced by TTESS data and professional development goals.</p> <p><b>Dates/Timeframes:</b> August of 2024 through May of 2025</p> <p><b>Staff Responsible for Monitoring:</b> CIS, CIC, Principal, and Assistant Principals</p>
<b>Key Strategic Action 3 Details</b>
<p><b>Key Strategic Action 3:</b> Grade level planning days will be utilized for unit mapping, backwards design of instruction from assessments, and internalization of lessons from district resources to build teacher clarity around Tier 1 instruction.</p> <p><b>Progress Measure (Lead):</b> Grade level planning will be provided every six weeks. Observations show increased clarity of implementation of district curriculum resources.</p> <p><b>Outcome Measure (Lag):</b> By May of 2025, 75% of teachers will report increased teacher clarity using district resources as reported by staff survey.</p> <p><b>Problem Statements:</b> Student Success 1, 2, 7, 9</p> <p><b>Funding Sources:</b> Substitutes for planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.115.30.000 - \$8,000</p>

**Goal 3 Problem Statements:**



## Student Success

**Problem Statement 1:** On 2024 EOY MAPS reading in kindergarten and first grade, approximately half of the students are not meeting grade level standards. **Root Cause:** Students need explicit modeling and practice with foundational reading and writing skills consistently in the RLA block.

**Problem Statement 2:** MAPS data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

**Problem Statement 6:** EOY MAPS for kindergarten through third grade students show approximately 30-50% of students struggle to understand grade level vocabulary in texts. **Root Cause:** Lack of exposure to explicit modeling of vocabulary strategies and student use of vocabulary during instruction on a consistent basis.

**Problem Statement 7:** Third through fifth grade RLA STAAR scores decreased from 2023 (3rd-89%, 4th-86%, 5th-88%) to 2024 (3rd-80%, 4th-85%, 5th-81%). **Root Cause:** Inconsistency with using text evidence and responding to open-ended rigorous comprehension tasks with appropriate scaffolds.

**Problem Statement 9:** Third and fourth grade approaches grade level scores decreased from 2023 to 2024 while 5th graders achieving the "Meets" standard on STAAR math decreased by 3 points from 2023 to 2024. **Root Cause:** Formative assessments are not utilized consistently along with consistent guided math stations to develop proficiency with grade level skills.

**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers will be provided on-going, specific feedback aligned to TTESS and student performance outcomes.

**Progress Measure (Lead):** Walk-through and coaching feedback will be provided at least twice each nine weeks.

A 45 minute observation will provide feedback and suggestions for professional development to ensure improvement in building teacher's professional capacity.

**Outcome Measure (Lag):** By May of 2025, all required feedback by TTESS will be provided in timely manner to teachers.

**Dates/Timeframes:** August of 2024 to May of 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** A staff survey will be used twice a year to gather feedback from all employees about job satisfaction.

**Progress Measure (Lead):** Staff survey data will be reviewed in January and May of 2025.

**Outcome Measure (Lag):** By May of 2025, survey data will show that 80% of staff are satisfied with the work environment.

**Dates/Timeframes:** August 2024 to May of 2025

### Priority 3: Financial Stewardship

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> Effective use of technology to increase student engagement with on-line learning programs during intervention.</p> <p><b>Progress Measure (Lead):</b> Students meet ST Math goals and show growth in ISIP by the end of the first nine weeks. Student use of technology accommodations are implemented effectively every nine weeks.</p> <p><b>Outcome Measure (Lag):</b> By May of 2025 the percent of students in the average and above average percentile will increase by 10% in EOY reading and math MAPS.</p> <p><b>Dates/Timeframes:</b> August 2024 to May of 2025</p> <p><b>Staff Responsible for Monitoring:</b> CIT, CIS, Principal,</p> <p><b>Problem Statements:</b> Financial Stewardship 3</p> <p><b>Funding Sources:</b> Headphones and accessories to use technology effectively. - 211 - ESEA, Title I Part A - 211.11.6399.00.115.30.000 - \$4,000, Joey Cart for charging iPads or Laptops - 211 - ESEA, Title I Part A - 211.11.6394.00.115.30.000 - \$1,000</p>

### Goal 1 Problem Statements:

Financial Stewardship
<p><b>Problem Statement 3:</b> There is a need for updated technology resources based on usage by students and older equipment. <b>Root Cause:</b> Student carelessness with equipment and age of equipment decreases effectiveness of instruction.</p>

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Celebrate all staff regularly for interacting positively with colleagues and gain feedback regularly.</p> <p><b>Progress Measure (Lead):</b> Monthly CEAC meetings for feedback about campus culture. Monthly staff recognition aligned to campus mission and positive interactions which impact campus culture.</p> <p><b>Outcome Measure (Lag):</b> By May of 2025 90% of staff will rate campus culture as positive and collaborative.</p> <p><b>Dates/Timeframes:</b> August 2024 to May of 2025.</p>

**Priority 3: Financial Stewardship**

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.