

Killeen Independent School District

Clarke Elementary School

2024-2025



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Clarke Elementary is located in the Comanche military housing area of Fort Cavazos and opened in 1976. The staff consists of 33 certified teachers. Our mobility rate is 39.2%, which is higher than the state and district averages. Unfortunately, Clarke loses more than one-third of its student population each year. We work diligently to close instructional gaps, but it constantly changes because of instructional experiences in other schools. This is due to the fact that 99% of our students are military dependents. However, this also contributes to our rich diversity. Most students live in family military housing with one or more parents on active duty. Deployments and TDY assignments frequently create single parent homes.

Student Success

Student Success Summary

School Profile:

Clarke Elementary is a Purple Star- designated elementary school located on Fort Cavazos and is part of the Killeen Independent School District. We are projected to have 520 students for the 2024-25 school year. Our population has been stable for the last few years where we have not had huge growth or losses.

Student Demographics:

The demographics of Clarke Elementary School are:

- **Student Data:** 520 students
- **Mobility Rate:** 39.1%

Ethnicity:

- 33.3% Hispanic
- 0.7% American Indian
- 0.7% Asian
- 19.2% Black
- 2.3% Pacific Islander
- 30.3% White
- 13.4% Two or More Races

Gender:

- 51.3% Male
- 48.7% Female

Federal Employee:

- 90.5% Military Connected

Federal Program:

- 4.9% 504 Services
- 31.4% At-Risk
- 0.9% Talented and Gifted
- 4.6% Emergent Bilingual
- 61.2% Economically Disadvantaged
- 14.8% Special Education

2023-24 Student Attendance Rate:

- 92% Attendance Rate

2023-24 Student Discipline Data:

- 376 Total Referrals (333 Total Referrals in 2022-23 School Year)
- 45 Repeat Offenders
- 12% Percentage of Repeat Offenders
- 212 In-School Suspensions (ISS)
- 0 Out of School Suspensions (OSS)

Goal 1.1 Pathways for ALL students to build connections.

Professional Learning Communities (PLCs)

Administration meets weekly with teachers to drive the curriculum, look at data, and plan effective and engaging lessons. Teacher work closely with the CIS to ensure there is clarity of standards being taught and the progression of teaching points. The CIS does weekly classroom observations using the Waterfall document to coach teachers and then meets with them to discuss a coaching point.

Assessment and Monitoring

PK4 through third grade use screeners and benchmark assessments (CIRCLE/MAP/STAAR) to help determine student growth over a school year. Formative, summative, and universal assessments are utilized for data desegregation and analyzed to address areas of concern. Data is used to drive teachers' instruction and students' learning.

Student Interventions

Students with learning gaps receive small group intervention during Power Hour. Interventions are in the classroom and small group push-in during the school day to help with remediation. Additionally, KISD provides an interventionist to support student achievement and fill learning gaps.

Student Safety and Well-Being

Student safety and well-being are ensured through access to a campus counselors, Military and Family Life Counseling (MFLC), School Behavioral Health, and from training with Capturing Kids Hearts. All safety drills are conducted according to state and district requirements. This school year all staff at Clarke Elementary will be trained for two days on

Capturing Kid's Hearts.

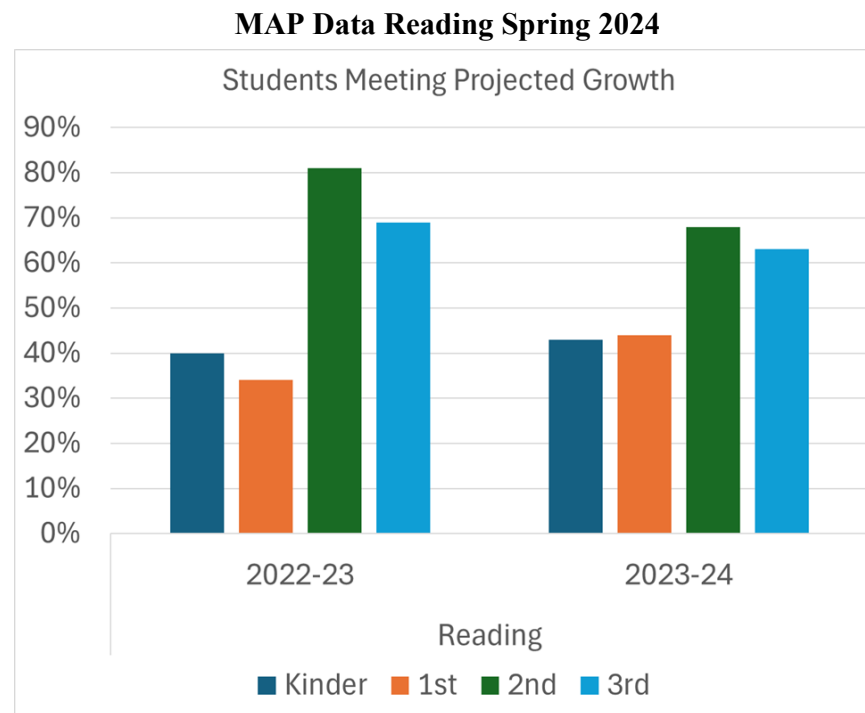
Guidance and Counseling Programs

At Clarke Elementary we have one full-time school counselor, 1 social emotional counselor, one MFLC (Military Family Life Counselor), and one School Behavior Health provider. Our counselors provide a variety of counseling services to include whole groups, small groups, and individual counseling. The counseling and administrative team meet weekly for triage to discuss student concerns and what services are needed to include any threat assessments.

Community/Family Involvement

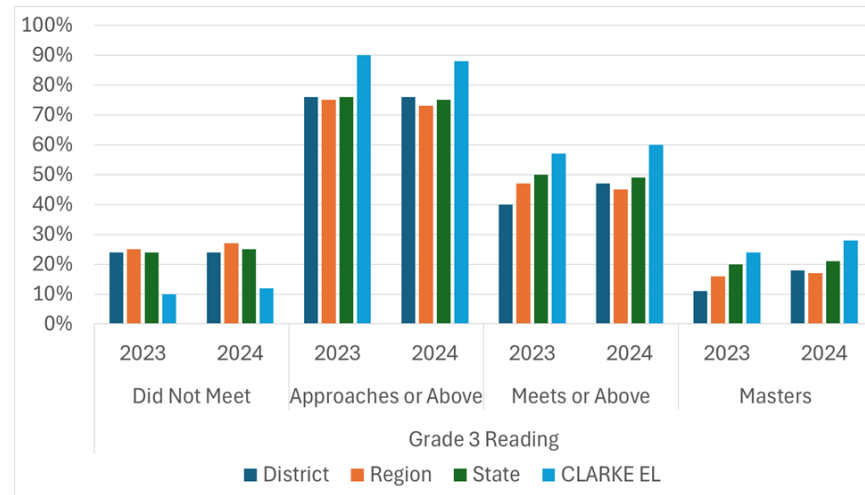
Community involvement includes family nights for parents, volunteer training, and special populations orientation. These academic nights include math, reading, and science to help parents support their student's education at home.. There is also a family craft night in December and a Fine Arts Night in May. Clarke Elementary regularly partners with their Adopt a Unit.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.



Students Meeting Projected Growth	Reading 2022-23	Reading 2023-204
Kinder	40%	43%
1 st	34%	44%
2 nd	81%	68%
3 rd	69%	63%

3rd Grade Reading STAAR Data Spring 2024

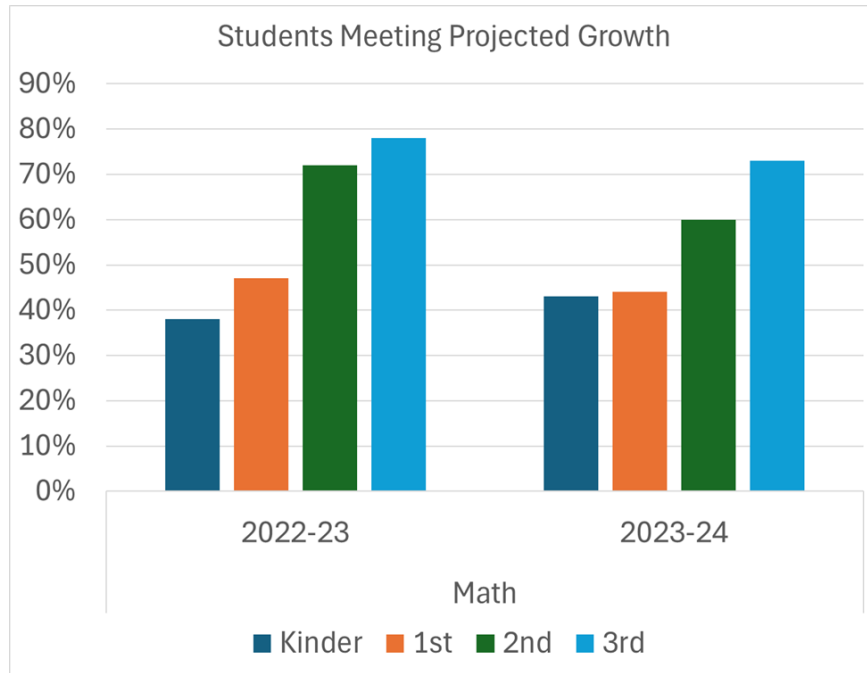


	PK4 CIRCLE ELAR Testing			
	Rapid Letter Naming BOY	Rapid Letter Naming EOY	Rapid Vocabulary BOY	Rapid Vocabulary EOY
Clarke EL.	52%	86%	39%	70%
District Avg.	51%	84%	49%	74%

A recent review of MAP data reflects that Emergent Bilingual (EB) students did not perform as well as their English as a first language peers on the 2024 spring MAP. For reading, 61% of students did not meet projected growth.

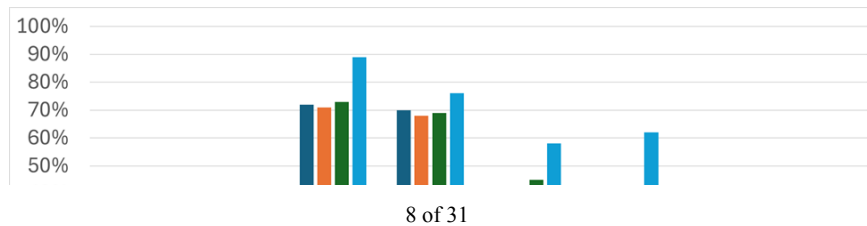
Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

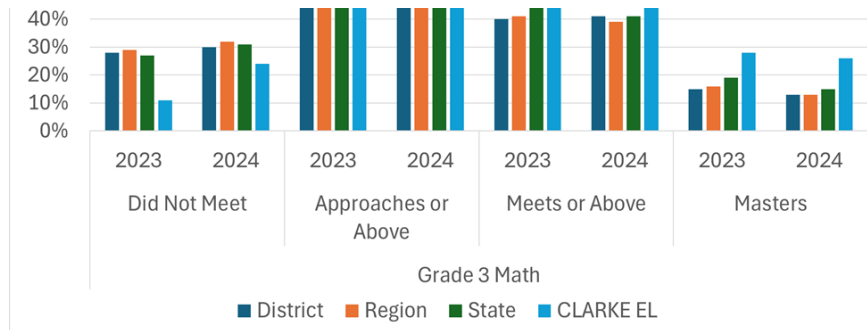
MAP Data Math Spring 2024



Students Meeting Projected Growth	Math 2022-23	Math 2023-204
Kinder	38%	43%
1 st	47%	44%
2 nd	72%	60%
3 rd	78%	73%

3rd Grade Math STAAR Data Spring 2024





	PK4 CIRCLE Math Testing	
	Math BOY	Math EOY
Clarke Elementary	74%	96%
District Avg.	80%	89%

A recent review of MAP data reflects that Emergent Bilingual (EB) students did not perform as well as their English as a first language peers on the 2024 spring MAP. For math, 56% of students did not meet projected growth.

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

In-School Intervention

Clarke provides tutoring sessions during the school day to help students meet grade-level content. Power Hour is a designated 45 minutes in grades K-3. PK4 has a designated 20-minute intervention time.

Response to Intervention (RtI) Process

Universal Screeners/Benchmark Assessments-we use universal screeners and benchmarks assessments (MAP/CIRCLE Progress Monitoring, and STAAR/Interim results) to identify students at risk of falling behind.

Grade Review

Grade review panels are created to assess student performance. This panel includes all members of the grade level, administration, ELL teacher, and interventionist.

Student Success Strengths

Math Strengths

- PK – 96% Proficient in Overall Measure for Math on CIRCLE an increase of 4% from the previous year and above the district average.
- Kinder- 43% of students met projected growth on MAP an increase of 5% from the previous school year.

- 3rd - 62% of students met expectations on STAAR, an increase of 2% from the previous school year.

Reading Strengths

- PK – Rapid Letter Naming- 86% on CIRCLE (above the district average).
- Kinder – 43% of students met projected growth on MAP, an increase of 3% from the previous school year.
- 1st - 44% of students met projected growth on MAP, an increase of 10% from the previous school year.
- 3rd- 60% of students met expectations on STAAR, and increase of 3% from the previous school year.

School Safety, Environment, and Connectedness (Parent Survey)

- 77% of parents say the school is welcoming and friendly.
- 70% of parents say their children like to attend Clarke.
- 71% of parents say they feel comfortable with the safety protocols that were implemented at Clarke Elementary.
- 81% of parents believe that their children are important to staff members at Clarke.
- 74% of parents responded that their children like to attend Clarke.

Problem Statements Identifying Student Success Needs

Problem Statement 1: 3rd grade STAAR math scores exceeded the District, State, and Region but the number of students that did not meet increased by 13%. **Root Cause:** There is a need for increased individual data analysis of student performance and additional professional development in math.

Problem Statement 2: 1% of Clarke students qualify as gifted and talented students creating a need to challenge these students so they continue to grow academically and socially. **Root Cause:** Gifted and talented students need opportunities to work with their peers and expand their thinking.

Problem Statement 3: Emergent bilingual students were less successful than their English as a first language peers on the 2024 MAP end of year data. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of emerging bilingual students.

Problem Statement 4: Grades K and 1st were in the 43rd and 44th percentile for MAP reading. **Root Cause:** There is a need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 5: Grades K and 1st were in the 43rd and 44th percentile for MAP math. **Root Cause:** There is a need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 6: Kinder and 1st grade students are not meeting projected growth in reading on MAP. **Root Cause:** Clarification of essential TEKS in reading is needed by the teachers to plan and execute explicit Tier 1 instruction.

Problem Statement 7: Kinder and 1st grade students are not meeting projected growth in math on MAP. **Root Cause:** Clarification of essential TEKS in reading is needed by the teacher to plan and execute explicit Tier 1 instruction.

Problem Statement 8: During the 2023-2024 school year, 84 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 12% (45 students) of these students received more than one office referral during the school year. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

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.

- The Clarke leadership team will continue to do a monthly staff morale treat.
- The sunshine committee will meet on a monthly basis to organize treats and luncheons to boost staff morale.
- The counselors will continue to provide a wellness activity at each monthly staff meeting.

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

- Clarke leaders will continue to attend the KISD job fairs to recruit and retain highly qualified staff.
- Grade level specific teachers will be invited to teacher interviews to give input to teachers selected.

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

- Clarke will continue to provide professional development opportunities at the campus level to increase student achievement across all grade levels.
- KISD will continue to provide ongoing training to build capacity of professional staff.

Goal 2.4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- Performance appraisals will be conducted and staff will receive continuous feedback from coaching.

Human Capital Strengths

- The average years of experience for our teachers, according to the 2022-2023 TAPR report, is 8.4 years.
- 21% of our teachers hold masters degrees.
- Teachers encouraged to have work/family balance.
- Early career teachers receive support from a campus instructional specialist, an appraiser, and a designated mentor.
- Campus focus on life-long learning.
- Staff report a high level of satisfaction with campus leadership and report having ample opportunities to collaborate.
- Clarke has a low turn over of teachers each year.
- 52% of the staff is considered a minority.
- From the Qualtrics Survey (Fall 2023) Clarke was rated the highest in:
 - 96% At work, I clearly understand what is expected of me.
 - 96% My principal/supervisor is accessible within a reasonable amount of time.
 - 96% I receive recognition from my principal, or departmental supervisor, for excellent work.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: There is a trend of hiring DOI and wavered teacher with no experience in preparing or internalizing lesson plans. **Root Cause:** Teacher shortage in the state

of Texas.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

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

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

Financial Stewardship Strengths

- Attendance rate for the 2022-2023 school year is above the state and district percentage.
- Internal audit financial report reflected minimal needed changes.
- The principal meets with the campus budget secretary bi-monthly to ensure resources are being utilized to impact student success.
- SBDM meeting are utilized to communicate clearly about financial resources.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Chronic absenteeism is up 3.6% from the 2020-21 school year to the 2021-22 school year. **Root Cause:** Parents are not aware of the importance of regular school attendance.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Implementation of Capturing Kids Hearts</p> <p>Progress Measure (Lead): Fidelity checks for morning greetings and social contracts.</p> <p>Outcome Measure (Lag): Reduction in discipline referrals.</p> <p>Dates/Timeframes: By May of 2025</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Recruit and retain students in Fine Arts, Athletics, and scholastic to include clubs and extracurricular activities. The music teacher will provide the opportunity to join the 3rd choir.</p> <p>The PE coaches will provide the "Let's Move" club weekly on Mondays after school for all students.</p> <p>Progress Measure (Lead): The third grade choir will perform in December and in May.</p> <p>The Let's Move Club will track progress by having students collect straws which will track miles. The PE coaches will post students' progress over time.</p> <p>Outcome Measure (Lag): Let's Move club will increase participation from 20% to 40%.</p> <p>Third grade choir participation will increase from 20% to 40%</p> <p>Dates/Timeframes: By May of 2025</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Financial Stewardship 1</p>

Key Strategic Action 3 Details

Key Strategic Action 3: Recruit and retain students in Advanced Academics. Students will meet with the G/T identified teacher in grades K-3 to work on their chosen project from the district resource list.

Progress Measure (Lead): Students check in bi-weekly with the G/T coordinator to show findings, provide feedback, and showcase their projects at the end of the year.

Outcome Measure (Lag): G/T projects will be presented to parents, staff, and other students at the end of year Fine Arts Night.

Dates/Timeframes: By May of 2025

Problem Statements: Student Success 2

Key Strategic Action 4 Details

Key Strategic Action 4: Recruit and retain students in Career & Technical Education. Students will have exposure to a variety of careers during the year monthly with the school counselors.

Progress Measure (Lead): Counselors will reach out to community members to participate and demonstrate their field of specialization.

Outcome Measure (Lag): Students will be able to opportunity to experience career day in May.

Dates/Timeframes: By May of 2025

Staff Responsible for Monitoring: Principal, APs, CIS

Problem Statements: Financial Stewardship 1

Key Strategic Action 5 Details

Key Strategic Action 5: Students will learn coping skills to de-escalate emotions.

Progress Measure (Lead): Classroom teachers will be given a sensory box for students to use when working on regulating emotions.

Outcome Measure (Lag): There will be a 5% reduction in office referrals.

Staff Responsible for Monitoring: Principal, APs, Counselors

Problem Statements: Student Success 8

Funding Sources: Items to Place in Sensory Boxes for Classrooms - 211 - ESEA, Title I Part A - 211.31.6399.00.116.30.000 - \$1,000

Key Strategic Action 6 Details

Key Strategic Action 6: Administration will monitor student attendance and intervene with the families of students who need to improve attendance use RaaWee and truancy prevention strategies.

Progress Measure (Lead): Perfect attendance awards and small tokens will be given to students who reach attendance goals.

Outcome Measure (Lag): By May 2025 attendance at Clarke will increase to 95%

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, APs, Counselors

Problem Statements: Financial Stewardship 1

Funding Sources: Attendance Incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.116.30.000 - \$1,000

Goal 1 Problem Statements:

Student Success

Problem Statement 2: 1% of Clarke students qualify as gifted and talented students creating a need to challenge these students so they continue to grow academically and socially.

Root Cause: Gifted and talented students need opportunities to work with their peers and expand their thinking.

Problem Statement 8: During the 2023-2024 school year, 84 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 12% (45 students) of these students received more than one office referral during the school year. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

Financial Stewardship

Problem Statement 1: Chronic absenteeism is up 3.6% from the 2020-21 school year to the 2021-22 school year. **Root Cause:** Parents are not aware of the importance of regular school attendance.

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: Increase the practice of internalizing SAVVAS reading lessons during PLC for PK-3rd.

Progress Measure (Lead): The use of data protocols during PLCs to ensure that students are successful with the content taught.

Establish intervention times and utilize evidence based programs, universal screening data, and benchmark data to provide identified students with targeted intervention.

Utilize Get Better Faster Coaching to increase observations of reading in all grade levels

Outcome Measure (Lag): By December of 2025:

PK4 EOY Circle will increase from 86% to 90%

Kinder EOY MAP will increase from 43% to 50%

1st Grade EOY MAP will increase from 44% to 54%

2nd Grade EOY MAP will increase from 47% to 60%

3rd grade STAAR meets will increase from 60% to 65%

Dates/Timeframes: May of 2025.

Staff Responsible for Monitoring: Principal, AP, CIS

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 4, 6

Funding Sources: Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.116.30.000 - \$110,213, Substitutes to Cover Teachers for Planning and Internalizing Lessons - 166 - State Comp Ed - 166.13.6299.SB.116.30.AR0 - \$9,006, Instructional Aide - 166 - State Comp Ed - 166.11.6129.00.116.30.AR0 - \$26,144, Supplemental Instructional Resources for Applying to Support ELAR Instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$8,000, Subs for Professional Development - 211 - ESEA, Title I Part A - 211.13.6299.00.116.30.SUB - \$3,664

Key Strategic Action 2 Details

Key Strategic Action 2: Increase the writing abilities of students in grades K-3 by teaching students the writing process for a variety of purposes.

Progress Measure (Lead): In PLCs using a scoring rubric to look at student writing. Internalize lessons for teacher clarity. Provide professional development to teachers.

Outcome Measure (Lag): Decrease the number of zeroes scored on STAAR from 28% to 25%.

Dates/Timeframes: By May of 2025

Staff Responsible for Monitoring: Principal, APs, CIS

Problem Statements: Student Success 4, 6

Funding Sources: Empower Writers Coach - 166 - State Comp Ed - 166.13.6299.00.116.30.AR0 - \$17,600, Empowering Writers HUB - 166 - State Comp Ed - 166.13.6299.OL.116.30.AR0 - \$5,000

Key Strategic Action 3 Details

Key Strategic Action 3: ESL certified teachers will learn evidence-based instructional strategies to better meet the needs of EB students.

Progress Measure (Lead): ESL certified teachers will learn way to effectively teach students whose first language is not English.

Outcome Measure (Lag): Decrease the number of students who did not meet projected growth in math from 56% in math to 50%.
Decrease the number of students who did not meet projected growth in reading from 61% to 50%.

Dates/Timeframes: By May of 2025

Staff Responsible for Monitoring: Principal, APs, CIS, ELL Teacher

Problem Statements: Student Success 3

Funding Sources: ESL Conference for ESL Certified Teacher - 165/ES0 - ELL - 165.13.6411.00.116.25.ES0 - \$2,450

Goal 2 Problem Statements:

Student Success

Problem Statement 3: Emergent bilingual students were less successful than their English as a first language peers on the 2024 MAP end of year data. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of emerging bilingual students.

Problem Statement 4: Grades K and 1st were in the 43rd and 44th percentile for MAP reading. **Root Cause:** There is a need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 6: Kinder and 1st grade students are not meeting projected growth in reading on MAP. **Root Cause:** Clarification of essential TEKS in reading is needed by the teachers to plan and execute explicit Tier 1 instruction.

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: All students will meet or exceed the Texas Grade Level standards in Math.

Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms

Data-driven instruction and Intervention with evidence based practices in core instruction for Math

Progress Measure (Lead): Increase the practice of internalizing SAVVAS lessons during PLC for PK-3rd.

Establish intervention times and utilize evidence based programs, universal screening data, and benchmark data to provide identified students with targeted intervention

Utilize Get Better Faster Coaching to increase observations of Math in all grade levels

Outcome Measure (Lag): By December of 2025:

PK4 EOY Circle will increase from 86% to 90%

Kinder EOY MAP will increase from 43% to 50%

1st Grade EOY MAP will increase from 44% to 54%

2nd Grade EOY MAP will increase from 47% to 60%

3rd grade STAAR meets will increase from 60% to 65%

Dates/Timeframes: By May of 2025

Staff Responsible for Monitoring: Principal, CIS, AP

Problem Statements: Student Success 1, 5

Funding Sources: Supplemental Instructional Resources for Applying Math Strategies and Skills - 211 - ESEA, Title I Part A - 211.11.6399.00.116.30.000 - \$6,653

Key Strategic Action 2 Details

Key Strategic Action 2: Sponsor a content-area night where parents and students learn fun, engaging activities.

Staff Responsible for Monitoring: Principal, APs, CIS

Problem Statements: Student Success 5

Funding Sources: Supplies for Content-Area Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.116.24.PAR - \$874, Snacks for Content Area Nights -

211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.116.24.PAR - \$500

Goal 3 Problem Statements:

Student Success

Problem Statement 1: 3rd grade STAAR math scores exceeded the District, State, and Region but the number of students that did not meet increased by 13%. **Root Cause:** There is a need for increased individual data analysis of student performance and additional professional development in math.

Problem Statement 5: Grades K and 1st were in the 43rd and 44th percentile for MAP math. **Root Cause:** There is a need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

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
<p>Key Strategic Action 1: 3rd grade students will have the opportunity and broaden their learning experiences.</p> <p>Progress Measure (Lead): Elementary students will participate in the STEM Mobile Lab to explore STEM concepts and careers</p> <p>Outcome Measure (Lag): Increase the amount of the Mobile STEM lab visits from 0 to 3 visits a year.</p> <p>Dates/Timeframes: By May of 2025</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Clarke staff members will attend professional development designed to unpack the rigor of the TEKS, to understand how to assess the TEKS to plan for meaningful and timely interventions to close achievement gaps.</p> <p>Progress Measure (Lead): Getting Better Faster Coaching, Planning Meetings, Coaching Walks, PLCs</p> <p>Outcome Measure (Lag): Increase in EOY MAP data of 10% in grades K-3rd.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, APs, CIS</p> <p>Problem Statements: Student Success 1, 4, 5, 6, 7</p> <p>Funding Sources: Professional Development for Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.116.30.000 - \$0</p>

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 1: 3rd grade STAAR math scores exceeded the District, State, and Region but the number of students that did not meet increased by 13%. Root Cause: There is a need for increased individual data analysis of student performance and additional professional development in math.</p> <p>Problem Statement 4: Grades K and 1st were in the 43rd and 44th percentile for MAP reading. Root Cause: There is a need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.</p>

Student Success

Problem Statement 5: Grades K and 1st were in the 43rd and 44th percentile for MAP math. **Root Cause:** There is a need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 6: Kinder and 1st grade students are not meeting projected growth in reading on MAP. **Root Cause:** Clarification of essential TEKS in reading is needed by the teachers to plan and execute explicit Tier 1 instruction.

Problem Statement 7: Kinder and 1st grade students are not meeting projected growth in math on MAP. **Root Cause:** Clarification of essential TEKS in reading is needed by the teacher to plan and execute explicit Tier 1 instruction.

Financial Stewardship

Problem Statement 1: Chronic absenteeism is up 3.6% from the 2020-21 school year to the 2021-22 school year. **Root Cause:** Parents are not aware of the importance of regular school attendance.

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.

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 3: Financial Stewardship

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

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.

Priority 3: Financial Stewardship

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