

**Killeen Independent School District**

**Reeces Creek Elementary School**

**2024-2025**



# Mission Statement

To create a supportive, dedicated, responsible, and cohesive community for all students that leads to a well-rounded educational future.

## Vision

**"Using education to support, inspire, and empower our students."**

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

According to the 2022-2023 TAPR report for Reeces Creek Elementary, 854 students were enrolled throughout the school year including 76 PreK, 119 Kindergarten, 135 1st grade, 140 2nd grade, 130 3rd grade, 142 4th grade, and 112 5th grade students. The campus enrollment by race/ ethnicity includes 48.5% African American, 26.5% Hispanic, 10.5% White, .2% American Indian, 2.6% Asian, 2.2% Pacific Islander, 9.5% Two or More Races.

Students were assessed through MAP for Kinder through 5th and Circle for PreK students three times throughout the year. iStation testing was taken monthly to identify progress of student reading. STAAR testing was taken in April and TELPAS was taken in February. Based on each of these data points, teachers identified student success and areas of growth and targeted intervention support for each student.

Each month, students participated in Coyote Character Luncheons and teachers were celebrating for being "Paw"some on campus. The campus held their No Place for Hate Talent Show in March to celebrate friendships and anti-bullying.

Each month, the campus held a family night event including Eclipse Themed STEM night, Monster Math Night, Reading with Reindeer, Glowing Literacy Night, Choir Concerts, No Place for Hate Talent Show, Open House, Meet the Teacher, Two Book Fairs, and other day events such as Muffins with Military Families, Pup Pack, Title I Events, Awards Ceremonies, 9-11 Memorial Event, and Coyote Character Lunches.

Students had various opportunities to participate in activities on campus. The campus held student council, which won the TEPSA Student Leadership Award for the 2023-2024 school year. In addition, students had the opportunity to participate in many after-school and during school activities and clubs.

### Student Success Strengths

Goal 1: Pathways for All students to build connections

- The Reeces Creek teacher population is diverse and mirrors many of our students ethnicity, races, cultures, and backgrounds.
- The campus incorporated restorative practices throughout the year to lesson referrals given from the 22-23 school year to 23-24 school year by over 150 referrals.
- The Reeces Creek campus held the title for No Place for Hate for the 23-24 school year.
- The campus held various after school activities for families throughout the year.
- Reeces Creek clubs included a diverse selection of opportunities including Science Club, Science Olympiad, Art Club, Yearbook, Gardening, Ambassadors, Robotics, Archery, Battle of the Books, STUCO, Running, KYOT News, and Choir and held these clubs at various times so that students could participate in multiple activities weekly.
- Field trips were taken by grade levels and clubs throughout the year to provide unique learning experiences outside of campus.

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

- Reeces Creek teachers received professional development from Empowering Writers as well as how to use the ARACE strategy throughout all grade levels.
- The campus was provided rubrics to support standardized writing expectations across the campus.
- iStation was implemented through all grade levels to support individualized reading growth.
- TELPAS results for 23-24 school year showed 12% of students in the Advanced High category and 34% in the Advanced category overall.

- Reading MAP results for the campus showed 31% of students performing in the top two quartiles [61st percentile and higher].
- Reces Creek provided after-school tutoring to various levels of students throughout the year with one day weekly focused on ELAR.
- STAAR Mathematics results for 23-24 school year showed 44% of 3rd graders at approaching or above, 57% of 4th graders at approaching or above, and 63% of 5th graders at approaching or above.
- STAAR ELAR results for 23-24 school year showed 63% of 3rd graders at approaching or above, 77% of 4th graders at approaching or above, and 75% of 5th graders at approaching or above.
- STAAR Science results for 23-24 school year showed 41% of 5th graders at approaching or above.

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

- ST Math was implemented through all grade levels to support individualized math growth.
- The campus held Monster Math night and STEM night to celebrate having fun with math
- Reces Creek provided after-school tutoring to various levels of students throughout the year with one day weekly focused on math.
- Math MAP results for the campus showed 31% of students performing the top two quartiles [61st percentile or higher].
- The campus held the second annual multiplication bee with 3rd through 5th grade students and awarded a 3rd grade student the first place title for the campus.

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

- Reces Creek partnered with the Early College High School population to build long-lasting relationships through mentorship throughout the year
- Various groups from local high schools volunteered throughout the year at family nights and campus events to model positive community interactions.
- 5th grade was provided with counseling lessons on college readiness and participated in a field experience to the local college.
- The Reces Creek Adopt-A-Unit supported events throughout the year.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** 52% of our student population (447 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Our students are affected by inconsistent school attendance, academic learning gaps, family incomes and general instability.

**Problem Statement 2:** Emergent bilingual students have limited growth on TELPAS and no student has exited from the Emergent Bilingual program in the 23-24 school year. **Root Cause:** Inconsistent attendance and continued intervention changes have effected student growth.

**Problem Statement 3:** We are under-identifying gifted learners among our students. Our campus gifted population was 2.6 percent. The district average is 3.2 percent and the state average is 8.2 percent. **Root Cause:** There is only one tool for identifying gifted students. Often economically disadvantaged students do not perform well with this one tool; the students' gift is demonstrated in other manners.

**Problem Statement 4:** Constructed response on the Literacy CUA's throughout the school year demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. **Root Cause:** There was inconsistency in writing instruction across the campus.

**Problem Statement 5:** During the 23-24 school year, students accumulated 6,529 unexcused absences. Students attendance was inconsistent for the school year. **Root Cause:** Due to the socioeconomic community we service some students have developed inconsistent attendance patterns.

**Problem Statement 6:** In the 2023-2024 school year, students received 280 behavior referrals. **Root Cause:** Teachers did not fully understand the behavior continuum or how to implement restorative practices.

**Problem Statement 7:** Students in special programs need differentiated instruction to access the curriculum. **Root Cause:** Due to scheduling and teacher misconception differentiation was not constantly seen for all special programs.

**Problem Statement 8:** Students in 2023-2024 school year had limited growth on the STAAR assessment. **Root Cause:** So many students are identified with gaps that it is challenging to address all the individual needs as a Tier I teacher.

# Human Capital

## Human Capital Summary

The campus has 74 professional staff and included demographics of 18.2% African American 16.2% Hispanic, 57.5% White, 4.9% Asian, and 3.2% Two or More Races. 7.8% teachers were identified as beginning, 32.6% had 1-5 years experience, 26.7% had 6-10 years experience, 20.9% had 11-20 years experience, 9.2% had 21-30 years experience, and 2.9% had 31 or more years of experience. 16.2% were male teachers and 83.8% were female.

Staff participated in after-school committees including Bliss Brigade, Campus Conduct Committee, Grade Level Leaders, New Teacher Support, Math Committee, Reading Committee, and Campus Educational Advocacy Committee. These committees supported family night activities and events on campus throughout the year.

The Parent Liaison held a weekly Pup Pack event for future Coyotes which educated students younger than 4 years old in basic learning skills. Volunteer meetings were also held monthly to educate community members on ways to support at home and on campus with multiple activities and events.

The administration ensured teachers and staff were recognized for perseverance and adaptability to a unique learning environment. There were regular shout outs in the weekly coyote corner and on the school social media outlets. The school staff was encouraged to participate in monthly activities that rewarded the staff member, grade level, or department at the close of the competition.

The campus held tutoring events from October to April. Throughout this time, there were 20 teachers that consistently participated in tutoring on the campus.

## Human Capital Strengths

Goal 1: The district will promote a positive work environment and provide a competitive compensation and benefits plan.

### Campus Strengths:

- 61.7% of staff had at least 6 years of teaching experience at Reces Creek
- The Bliss Brigade celebrated staff throughout the year.
- The leadership team provided various teacher appreciation events throughout the year.
- Fun events were held throughout the year for campus staff.

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

### Campus Strengths:

- Professional development was provided to campus staff throughout the year.
- The campus used funds to allocate a Campus Instructional Specialist, Parent Liaison, Interventionists, and additional educational associate support to assist with student success.

- All students identified as Emergent Bilingual were supported by ESL certified staff on campus.
- All students identified as needing an IEP were supported by Special Education teachers and staff on campus.

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

#### **Campus Strengths:**

- The leadership team provided professional development and coaching support to all staff on campus.
- Using Title I funds, staff received additional professional development to continue to build capacity in teaching writing.
- Teachers had 4 strategically planned professional development days throughout the year that were planned by the district and campus staff by using relevant data.

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

#### **Campus Strengths:**

- All Reeces Creek staff received a formal end of year appraisal.
- All teachers at Reeces Creek received consistent feedback and coaching from the leadership team based on the district expectations.
- Reeces Creek implemented a staff advocacy box to allow anonymous feedback and areas of growth.
- Reeces Creek staff participated in multiple surveys throughout the year to receive feedback on what is working well and what may need to be changed.

#### **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** Staff have received various professional development opportunities but are not consistently implementing the strategies learned. **Root Cause:** Teachers are overwhelmed and have misconceptions on implementation of the strategies.

**Problem Statement 2:** Teachers were not consistently internalizing and planning lessons to deliver the most effective instruction possible. **Root Cause:** Most teachers in the 23-24 school year do not have the foundational lesson planning and delivery skills and certifications provided by traditional 4 year education degree.

**Problem Statement 3:** Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. **Root Cause:** New leadership created changes to the campus culture.



# Financial Stewardship

## Financial Stewardship Summary

The Site-Based Decision Making (SBDM) Team comprises representatives from each grade level and special area of the campus. We also include a community ad district office member to ensure we allocate resources, solve problems, and plan for the school's future.

We offer two opportunities for all parents and family members to review and revise our Parent and Family Engagement Policy (PFEP) and Home-School Compact (HSC) for the coming year. Parents were invited to participate in committees through virtual means and attended the SBDM meetings monthly. Parents shared that the school-wide communication platforms such as Class DOJO and Connect Ed made communication and information dissemination easy and quick.

## Financial Stewardship Strengths

### Goal 1 The district will use data driven planning to prioritize resource allocations

#### Campus Strengths:

- Reces Creek added an additional Pre-K aide based on data and student to teacher ratio in the second semester.
- Teachers were provided data driven professional development throughout the year based on the needs of the campus.

### Goal 2 The district will prepare budgets using transparent and open communication amongst stakeholders

#### Campus Strengths:

- Reces Creek SBDM met 8 times throughout the year to discuss funding allocations and acceptable use of funding.
- Monthly parent communication via SMORE was shared with parents on campus events and general updates.
- Frequent social media posts were created to update parents of campus activities.

### Goal 3 The district will continuously evaluate and update policies and procedures to foster a positive culture and climate.

#### Campus Strengths:

- The leadership team incorporated an advocacy box for staff to share concerns and addressed these concerns through continuous updates to the campus.
- Reces Creek adjusted staff wellness events throughout the year to meet the needs of those on campus.

**Goal 4 The district operational departments training will focus on effective and sustainable use of district resources and procedures.**

**Campus Strengths:**

- Reces Creek provided beginning of the year training for all staff that was applicable to their roles.
- Continued training provided to staff through out the year in support of district resources and procedures.

**Problem Statements Identifying Financial Stewardship Needs**

**Problem Statement 1:** Various programs had been used by different staff on the campus which led to excessive spending. **Root Cause:** Many programs had been purchased by different leadership in years past that were not consistently data driven.

**Problem Statement 2:** Professional Development at the campus and district level was not consistently aligned and data centered. **Root Cause:** Lack of clarity from district to campus leadership resulted in additional unnecessary expenditures.

# Priorities

## Priority 1: Student Success

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

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Create and maintain a rich gifted and talented program to support enrichment for accelerated learners.

**Progress Measure (Lead):** Quarterly testing for additional GT participants

Library support for advancement in GT

**Outcome Measure (Lag):** GT enrollment will increase from 3% to 4%.

**Staff Responsible for Monitoring:** CIS, Library, Principal, AP's

**Problem Statements:** Student Success 3

**Funding Sources:** Semester Field Trip Buses - 177 - Gifted/Talented - 177.11.6494.00.122.21.000 - \$600, Semester Field Trip Admission - 177 - Gifted/Talented - 177.11.6412.00.122.21.000 - \$200, GT Logic Materials - 177 - Gifted/Talented - 177.11.6399.00.122.21.000 - \$700, GT Project Materials - 177 - Gifted/Talented - 177.11.6399.00.122.21.000 - \$2,687, GT Conference - 177 - Gifted/Talented - 177.13.6411.00.122.21.000 - \$1,200, GT Parent Engagement Night Snacks - 177 - Gifted/Talented - 177.36.6499.00.122.21.000 - \$200

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Welcome parent involvement by communicating using multiple platforms and providing various activities during the day and at night to support parent and school collaboration.

**Progress Measure (Lead):** Parent and Family engagement nights monthly

Monthly Meetings with the Principal

**Outcome Measure (Lag):** Final survey responses will adjust from 41 parents to 60 parent responses.

**Staff Responsible for Monitoring:** Principal, AP's, Leadership Team, Counselors, Parent Liaison

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

**Funding Sources:** Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.122.30.000 - \$31,875, Refreshments for parent collaboration events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.122.24.PAR - \$1,500, Supplies for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.122.24.PAR - \$1,000, Instructional Materials for Parent Engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.122.24.PAR - \$1,052, After School Engagement Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.122.30.000 - \$3,000, After School Engagement Refreshments - 211 - ESEA, Title I Part A - 211.61.6499.00.122.30.000 - \$1,500, During the Day Principal Meeting Refreshments - 211 - ESEA, Title I Part A - 211.61.6499.00.122.30.000 - \$1,000

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Parent-Teacher conferences will be held after the first quarter report cards have been released to inform parents of progress and the Home-School compact.

**Progress Measure (Lead):** Parent Conferences held at the end of quarter 1

**Outcome Measure (Lag):** All parents of RCES students have had attempts to hold conferences by November 1, 2024.

**Staff Responsible for Monitoring:** Teachers, AP's, Leadership Team, Principal, Parent Liaison

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

**Funding Sources:** Triplicate Forms for Parent Conferences - 211 - ESEA, Title I Part A - 211.11.6397.000.122.30.000 - \$1,000

**Key Strategic Action 4 Details**

**Key Strategic Action 4:** Campus implementation of a culture-building program

**Progress Measure (Lead):** Campus-wide staff training for Capturing Kids Hearts  
Fidelity checks throughout the building

**Outcome Measure (Lag):** Discipline Referrals will decrease from 279 to 250.

**Staff Responsible for Monitoring:** Principal, AP's, Leadership Team

**Problem Statements:** Student Success 1, 6

**Key Strategic Action 5 Details**

**Key Strategic Action 5:** Students will participate in extra-curricular activities during and after school.

**Progress Measure (Lead):** Identified clubs based on the needs and wants of students and staff on campus  
Monitor the number of students across the campus who participate in extra-curricular clubs

**Outcome Measure (Lag):** Clubs and Organizations participation will increase from 75 to 100.

**Staff Responsible for Monitoring:** Principal, AP's, Leadership Team

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

**Key Strategic Action 6 Details**

**Key Strategic Action 6:** Teach students about various career opportunities

**Progress Measure (Lead):** Career Day  
Quarterly building of relationships with outside community support

**Outcome Measure (Lag):** By the end of 2025, students will learn about 15 community career opportunities.

**Staff Responsible for Monitoring:** Counselors, Principal, AP's

**Problem Statements:** Student Success 1

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Provide EB students with opportunities to advance in reading comprehension and written language skills.

**Progress Measure (Lead):** Summit K12

**Outcome Measure (Lag):** 60% of students will advance one level on TELPAS.

**Staff Responsible for Monitoring:** ESL Teacher

**Problem Statements:** Student Success 2

**Funding Sources:** Headphones with Microphones - 165/ES0 - ELL - 165.11.6399.00.122.25.ES0 - \$1,500, Engagement Materials for ELL Night - 165/ES0 - ELL - 165.11.6399.00.122.25.ES0 - \$1,000, Bilingual Dictionaries - 165/ES0 - ELL - 165.11.6329.00.122.25.ES0 - \$300, Instructional Supplies - 165/ES0 - ELL - 165.11.6399.00.122.25.ES0 - \$1,000, Subs for ESL Teacher PD - 165/ES0 - ELL - 165.13.6299.00.122.25.ES0 - \$100, ESL Teacher PD - 165/ES0 - ELL - 165.13.6411.00.122.25.ES0 - \$1,000, Resources for ESL Teacher PD - 165/ES0 - ELL - 165.13.6399.00.122.25.ES0 - \$500, Reading Materials - 165/ES0 - ELL - 165.11.6329.00.122.25.ES0 - \$830

### Goal 1 Problem Statements:

#### Student Success

**Problem Statement 1:** 52% of our student population (447 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention and homelessness. **Root Cause:** Our school is located in a transient area of Killeen. Our students are affected by inconsistent school attendance, academic learning gaps, family incomes and general instability.

**Problem Statement 2:** Emergent bilingual students have limited growth on TELPAS and no student has exited from the Emergent Bilingual program in the 23-24 school year. **Root Cause:** Inconsistent attendance and continued intervention changes have effected student growth.

**Problem Statement 3:** We are under-identifying gifted learners among our students. Our campus gifted population was 2.6 percent. The district average is 3.2 percent and the state average is 8.2 percent. **Root Cause:** There is only one tool for identifying gifted students. Often economically disadvantaged students do not perform well with this one tool; the students' gift is demonstrated in other manners.

**Problem Statement 5:** During the 23-24 school year, students accumulated 6,529 unexcused absences. Students attendance was inconsistent for the school year. **Root Cause:** Due to the socioeconomic community we service some students have developed inconsistent attendance patterns.

**Problem Statement 6:** In the 2023-2024 school year, students received 280 behavior referrals. **Root Cause:** Teachers did not fully understand the behavior continuum or how to implement restorative practices.

**Problem Statement 7:** Students in special programs need differentiated instruction to access the curriculum. **Root Cause:** Due to scheduling and teacher misconception differentiation was not constantly seen for all special programs.

**Priority 1: Student Success**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Ensure alignment across each grade level with taught curriculum</p> <p><b>Progress Measure (Lead):</b> Small group instruction weekly with grade level aides Monthly coaching walks to ensure fidelity Lesson plan monitoring weekly Tutoring after school on Tuesdays and Wednesdays for 16 weeks. PLCs weekly with instructional staff</p> <p><b>Outcome Measure (Lag):</b> STAAR Meets on ELAR will increase from 36% to 40%</p> <p><b>Staff Responsible for Monitoring:</b> CIS, CIC, Leadership Team, AP's, Principal</p> <p><b>Problem Statements:</b> Student Success 4 - Human Capital 1, 2</p> <p><b>Funding Sources:</b> STAAR preparation PD - 211 - ESEA, Title I Part A - 211.13.6329.00.122.30.000 - \$2,100, Snacks for Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.122.30.000 - \$1,500, Subs for STAAR prep PD - 211 - ESEA, Title I Part A - 211.13.6299.00.122.30.000 - \$750, Materials for STAAR Interactive Parent Night - 211 - ESEA, Title I Part A - 211.61.6399.00.122.30.000 - \$1,000, Instructional Materials for ELAR - 211 - ESEA, Title I Part A - 211.11.6399.00.122.30.000 - \$2,000</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Support additional student needs with data aligned and rigorous Tier II and Tier III instruction for ELAR using iReady supports.</p> <p><b>Progress Measure (Lead):</b> Fidelity Checks Data collection of use and progress monthly PLCs</p> <p><b>Outcome Measure (Lag):</b> 100% of students K-5 will have access to on grade level and on skill level materials.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, CIS, CIC, Leadership team, AP's, Principal</p> <p><b>Problem Statements:</b> Student Success 8</p> <p><b>Funding Sources:</b> iReady - 211 - ESEA, Title I Part A - 211.11.6299.OL.122.30.000 - \$6,600, Headphones - 166 - State Comp Ed - 166.11.6399.00.122.30.AR0 - \$5,471</p>

**Goal 2 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 4:</b> Constructed response on the Literacy CUA's throughout the school year demonstrated students struggled to write with complete thoughts and in complete sentences related to the topic. <b>Root Cause:</b> There was inconsistency in writing instruction across the campus.</p> <p><b>Problem Statement 8:</b> Students in 2023-2024 school year had limited growth on the STAAR assessment. <b>Root Cause:</b> So many students are identified with gaps that it is challenging to address all the individual needs as a Tier I teacher.</p>

## Human Capital

**Problem Statement 1:** Staff have received various professional development opportunities but are not consistently implementing the strategies learned. **Root Cause:** Teachers are overwhelmed and have misconceptions on implementation of the strategies.

**Problem Statement 2:** Teachers were not consistently internalizing and planning lessons to deliver the most effective instruction possible. **Root Cause:** Most teachers in the 23-24 school year do not have the foundational lesson planning and delivery skills and certifications provided by traditional 4 year education degree.

**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:** Ensure alignment across each grade level with taught curriculum

**Progress Measure (Lead):** intervention held during WIN time  
Tier I instruction and support based on data driven instruction

**Outcome Measure (Lag):** STAAR Meets on math will increase from 34% to 38%

**Staff Responsible for Monitoring:** CIC, CIS, Leadership Team, AP's, Principal

**Problem Statements:** Student Success 8 - Human Capital 1, 2

**Funding Sources:** Half Day Team Planning - 211 - ESEA, Title I Part A - 211.13.6299.00.122.30.000 - \$9,000, Instructional Math Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.122.30.000 - \$3,500, Ink to Supply Instructional Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.122.30.000 - \$10,000, Maintenance for Technology on Campus - 211 - ESEA, Title I Part A - 211.11.6249.00.122.30.000 - \$2,513, Materials for Monster Math Night - 211 - ESEA, Title I Part A - 211.61.6399.00.122.30.000 - \$1,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Support additional student needs with data aligned and rigorous Tier II and Tier III instruction for Math.

**Progress Measure (Lead):** Fidelity Checks  
Interventions  
Data Driven Instruction  
PLCs

**Outcome Measure (Lag):** 100% of students K-5 will have access to on grade level and on skill level materials.

**Staff Responsible for Monitoring:** Teachers, Principal, AP's, CIS, CIC, Leadership Team

**Problem Statements:** Student Success 8

**Funding Sources:** Temporary Tutor During the Day - 166 - State Comp Ed - 166.11.6125.CA.122.30.AR0 - \$5,000

**Goal 3 Problem Statements:**

**Student Success**

**Problem Statement 8:** Students in 2023-2024 school year had limited growth on the STAAR assessment. **Root Cause:** So many students are identified with gaps that it is challenging to address all the individual needs as a Tier I teacher.



## Human Capital

**Problem Statement 1:** Staff have received various professional development opportunities but are not consistently implementing the strategies learned. **Root Cause:** Teachers are overwhelmed and have misconceptions on implementation of the strategies.

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**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:** Support preparedness for the future by providing rigorous and district-aligned daily support for all learners.

**Progress Measure (Lead:** Fidelity Checks

PLCs

Coaching Support

Appraiser Feedback

Intervention Support

**Outcome Measure (Lag):** Overall STAAR growth will increase by 3% in each category.

**Staff Responsible for Monitoring:** CIS, CIC, Teachers, Principal, AP's, Leadership Team

**Problem Statements:** Student Success 2, 3, 7

**Funding Sources:** Generation Genius - 211 - ESEA, Title I Part A - 211.11.6396.00.122.30.000 - \$1,800

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Reinforce attendance procedures to ensure students are at campus and progressing daily in instruction.

**Progress Measure (Lead:** Weekly Attendance Checks and celebrations

Usage of RaaWee weekly

Monthly drawing for celebrations

Attendance Officer support as needed

**Outcome Measure (Lag):** School attendance will be at least 90% by the end of the school year.

**Staff Responsible for Monitoring:** Principal, Leadership Team, Secretaries, Teachers

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

**Funding Sources:** Rewards for High Attendance Rates - 166 - State Comp Ed - 166.11.6498.00.122.30.AR0 - \$1,609

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Create a college and career mindset across the campus by informing stakeholders of college and career opportunities

**Progress Measure (Lead:** Counselors teach students about college and career opportunities quarterly

**Outcome Measure (Lag):** 5th grade students will increase knowledge of local colleges from 2 to 5 area colleges.

**Staff Responsible for Monitoring:** Counselors

**Problem Statements:** Student Success 1

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Maintain community partnerships to enhance and broaden learning experiences for students

**Progress Measure (Lead):** Reach out to community partners monthly for campus involvement and support at each after-school event

**Outcome Measure (Lag):** Community partnerships will increase for 10 to 12.

**Staff Responsible for Monitoring:** Counselors, AP's, Principal, Leadership team

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

### Goal 4 Problem Statements:

#### Student Success

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**Problem Statement 7:** Students in special programs need differentiated instruction to access the curriculum. **Root Cause:** Due to scheduling and teacher misconception differentiation was not constantly seen for all special programs.

## 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:** Purposeful support of new teachers on campus to increase clarity and ability on campus.

**Progress Measure (Lead):** Coaching with CIC  
Monthly New Teacher Meetings

**Outcome Measure (Lag):** 80% of new teachers on campus receive Proficient and Developing on final EOY TTESS rating.

**Staff Responsible for Monitoring:** CIC, CIS, Principal, AP's

**Problem Statements:** Human Capital 2, 3

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Data driven professional development and support to all staff on campus for specific and timely needs.

**Progress Measure (Lead):** Targeted PD  
PLCs  
Unit Internalization when applicable

**Outcome Measure (Lag):** 100% of teachers provide exit tickets daily for students and review the data for reteach of needed content.

**Staff Responsible for Monitoring:** Principal, AP's, CIC, CIS, Leadership Team

**Problem Statements:** Human Capital 1, 2

## Goal 1 Problem Statements:

### Human Capital

**Problem Statement 1:** Staff have received various professional development opportunities but are not consistently implementing the strategies learned. **Root Cause:** Teachers are overwhelmed and have misconceptions on implementation of the strategies.

**Problem Statement 2:** Teachers were not consistently internalizing and planning lessons to deliver the most effective instruction possible. **Root Cause:** Most teachers in the 23-24 school year do not have the foundational lesson planning and delivery skills and certifications provided by traditional 4 year education degree.

**Problem Statement 3:** Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. **Root Cause:** New leadership created changes to the campus culture.

**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> Specific certified staff will be allocated to support the campus's unique needs.</p> <p><b>Progress Measure (Lead:</b> Intervention Team WIN time</p> <p><b>Outcome Measure (Lag):</b> Intervention Teachers will be in classrooms at least 4 times per week to support gaps in educational learning.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Teachers, Principal</p> <p><b>Problem Statements:</b> Student Success 2, 3, 7</p> <p><b>Funding Sources:</b> Intervention Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.122.30.000 - \$81,343, Intervention Teacher - 166 - State Comp Ed - 166.11.6119.00.122.30.AR0 - \$82,300</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Specific auxiliary staff will be allocated to support the campus's unique needs.</p> <p><b>Progress Measure (Lead:</b> Grade Level Intervention Aides WIN time Small Group Instruction</p> <p><b>Outcome Measure (Lag):</b> 85% of students in red on MAP will meet their RIT goal by the end of 2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> CIS, CIC, Principal, AP's, Leadership Team</p> <p><b>Problem Statements:</b> Student Success 1, 8</p> <p><b>Funding Sources:</b> Intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.122.30.000 - \$25,822, Intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.122.30.000 - \$25,822, Intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.122.30.000 - \$25,822, Intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.122.30.000 - \$26,079</p>

**Goal 2 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 1:</b> 52% of our student population (447 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention and homelessness. <b>Root Cause:</b> Our school is located in a transient area of Killeen. Our students are affected by inconsistent school attendance, academic learning gaps, family incomes and general instability.</p> <p><b>Problem Statement 2:</b> Emergent bilingual students have limited growth on TELPAS and no student has exited from the Emergent Bilingual program in the 23-24 school year. <b>Root Cause:</b> Inconsistent attendance and continued intervention changes have effected student growth.</p>

## Student Success

**Problem Statement 3:** We are under-identifying gifted learners among our students. Our campus gifted population was 2.6 percent. The district average is 3.2 percent and the state average is 8.2 percent. **Root Cause:** There is only one tool for identifying gifted students. Often economically disadvantaged students do not perform well with this one tool; the students' gift is demonstrated in other manners.

**Problem Statement 7:** Students in special programs need differentiated instruction to access the curriculum. **Root Cause:** Due to scheduling and teacher misconception differentiation was not constantly seen for all special programs.

**Problem Statement 8:** Students in 2023-2024 school year had limited growth on the STAAR assessment. **Root Cause:** So many students are identified with gaps that it is challenging to address all the individual needs as a Tier I teacher.

**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> The campus will identify and provide coaching support and training to build staff capacity.</p> <p><b>Progress Measure (Lead: PD)</b> PLCs Coaching Walks CIC</p> <p><b>Outcome Measure (Lag):</b> 100% of staff will implement expected curriculum with fidelity by the end of 2025 School Year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Leadership Team, CIC, CIS</p> <p><b>Problem Statements:</b> Student Success 8 - Human Capital 1, 2</p>

**Goal 3 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 8:</b> Students in 2023-2024 school year had limited growth on the STAAR assessment. <b>Root Cause:</b> So many students are identified with gaps that it is challenging to address all the individual needs as a Tier I teacher.</p>
<b>Human Capital</b>
<p><b>Problem Statement 1:</b> Staff have received various professional development opportunities but are not consistently implementing the strategies learned. <b>Root Cause:</b> Teachers are overwhelmed and have misconceptions on implementation of the strategies.</p> <p><b>Problem Statement 2:</b> Teachers were not consistently internalizing and planning lessons to deliver the most effective instruction possible. <b>Root Cause:</b> Most teachers in the 23-24 school year do not have the foundational lesson planning and delivery skills and certifications provided by traditional 4 year education degree.</p>

**Priority 2: Human Capital**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> All RCES staff will have various opportunities to share and receive feedback on performance and satisfaction.</p> <p><b>Progress Measure (Lead):</b> Advocacy Box Staff Meetings</p> <p><b>Outcome Measure (Lag):</b> 100% of staff will have access to communicate concerns and suggestions as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, Leadership Team</p> <p><b>Problem Statements:</b> Human Capital 3</p>

**Goal 4 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 3:</b> Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. <b>Root Cause:</b> New leadership created changes to the campus culture.</p>



**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> RCES will prioritize resources and staffing to support student growth</p> <p><b>Progress Measure (Lead:</b> Fidelity Checks PD PLCs Coaching Classroom aides</p> <p><b>Outcome Measure (Lag):</b> 100% of teachers on campus are supported at least monthly and can apply suggestions to their classroom.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, CIS, Principal, AP's, Leadership Team</p> <p><b>Problem Statements:</b> Financial Stewardship 1, 2</p> <p><b>Funding Sources:</b> CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.122.30.000 - \$78,334</p>
Key Strategic Action 2 Details
<p><b>Key Strategic Action 2:</b> Reces Creek Elementary School will be a safe environment for students and staff.</p> <p><b>Progress Measure (Lead:</b> Hold monthly safety drills as required by the state Door checks weekly Work orders submitted within 24 hours of evidence of need</p> <p><b>Outcome Measure (Lag):</b> RCES will stay at 100% passing rate for safety checks 100% of work orders which were input will be followed up for fidelity and completion.</p> <p><b>Staff Responsible for Monitoring:</b> Secretary, Crossing Guard, AP's, Principal, Leadership team</p> <p><b>Problem Statements:</b> Student Success 1 - Human Capital 1, 3</p>

**Goal 1 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> 52% of our student population (447 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention and homelessness. <b>Root Cause:</b> Our school is located in a transient area of Killeen. Our students are affected by inconsistent school attendance, academic learning gaps, family incomes and general instability.</p>

### Human Capital

**Problem Statement 1:** Staff have received various professional development opportunities but are not consistently implementing the strategies learned. **Root Cause:** Teachers are overwhelmed and have misconceptions on implementation of the strategies.

**Problem Statement 3:** Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. **Root Cause:** New leadership created changes to the campus culture.

### Financial Stewardship

**Problem Statement 1:** Various programs had been used by different staff on the campus which led to excessive spending. **Root Cause:** Many programs had been purchased by different leadership in years past that were not consistently data driven.

**Problem Statement 2:** Professional Development at the campus and district level was not consistently aligned and data centered. **Root Cause:** Lack of clarity from district to campus leadership resulted in additional unnecessary expenditures.

**Priority 3: Financial Stewardship**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> RCES will prepare campus funds and communicate with stakeholders in various settings throughout the year.</p> <p><b>Progress Measure (Lead: SMORE)</b> DOJO Blackboard Messaging Parent Engagement Activities</p> <p><b>Outcome Measure (Lag):</b> Stakeholders participate in EOY survey and at least 80% of participants share positive results on communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Librarian, Parent Liaison</p> <p><b>Problem Statements:</b> Student Success 1 - Human Capital 3 - Financial Stewardship 1</p>

**Goal 2 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 1:</b> 52% of our student population (447 students) are considered to be at-risk for dropping out of high school due to academic readiness, retention and homelessness. <b>Root Cause:</b> Our school is located in a transient area of Killeen. Our students are affected by inconsistent school attendance, academic learning gaps, family incomes and general instability.</p>
<b>Human Capital</b>
<p><b>Problem Statement 3:</b> Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. <b>Root Cause:</b> New leadership created changes to the campus culture.</p>
<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> Various programs had been used by different staff on the campus which led to excessive spending. <b>Root Cause:</b> Many programs had been purchased by different leadership in years past that were not consistently data driven.</p>

**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> RCES will gather and evaluate campus stakeholders to support a safe and positive environment.</p> <p><b>Progress Measure (Lead: SBDM)</b> Parent Engagement Events</p> <p><b>Outcome Measure (Lag):</b> RCES will hold at least 6 parent engagement events after school to support stakeholder involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AP's, Principal, CIC, CIS, Leadership Team</p> <p><b>Problem Statements:</b> Human Capital 1, 2, 3</p>

**Goal 3 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 1:</b> Staff have received various professional development opportunities but are not consistently implementing the strategies learned. <b>Root Cause:</b> Teachers are overwhelmed and have misconceptions on implementation of the strategies.</p> <p><b>Problem Statement 2:</b> Teachers were not consistently internalizing and planning lessons to deliver the most effective instruction possible. <b>Root Cause:</b> Most teachers in the 23-24 school year do not have the foundational lesson planning and delivery skills and certifications provided by traditional 4 year education degree.</p> <p><b>Problem Statement 3:</b> Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. <b>Root Cause:</b> New leadership created changes to the campus culture.</p>

**Priority 3: Financial Stewardship**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> RCES will develop and utilize a calendar that focuses on campus based training needs.</p> <p><b>Progress Measure (Lead: PLC)</b> Staff Meetings Leadership Team Meetings</p> <p><b>Outcome Measure (Lag):</b> Monthly calendars will be communicated with stakeholders throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> CIC, CIS, Principal, AP's, Leadership Team</p> <p><b>Problem Statements:</b> Human Capital 3 - Financial Stewardship 2</p>

**Goal 4 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 3:</b> Due to multiple changes in leadership, staff was apprehensive and resistant to change which led to cultural deficits on the campus. <b>Root Cause:</b> New leadership created changes to the campus culture.</p>
<b>Financial Stewardship</b>
<p><b>Problem Statement 2:</b> Professional Development at the campus and district level was not consistently aligned and data centered. <b>Root Cause:</b> Lack of clarity from district to campus leadership resulted in additional unnecessary expenditures.</p>

# SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Intervention	Amy Engelke	Intervention
Community Representative	Preston Phelps	Community Representative
Business Representative	James Horn, SR	Business Representative
Community Representative	Cristel Phelps	Community Representative
District-level Professional	Nancy Patterson	District-Level Professional
Parent	Dionne Alexander	Parent
Parent	Betty Rivera Roman	Parent
Administrator/Chair	Abigail Church	Principal
Classroom Teacher	Jessica McBride	Teacher: 1st Grade
Classroom Teacher	Helen Davis	Teacher: 2nd Grade
Classroom Teacher	Martha Rhea	Teacher: 3rd Grade
Classroom Teacher	Erika Henry	Teacher: 4th Grade
Classroom Teacher	Jennifer Holcomb	Teacher: 5th Grade
Classroom Teacher	Deanna Waters	Teacher: Kindergarten
Classroom Teacher	x x	Teacher: PK3
Classroom Teacher	Lorraine Williams	Teacher: PK4
Classroom Teacher	Patricia Gidden	Teacher: SPED
Other Appropriate Personnel	Kara Dudley	Title I: Other Appropriate Personnel
Other Appropriate Personnel	Gina Flint	Title I: Other Appropriate Personnel
Other School Leader	Jerica Maxson	Title I: Other School Leader
Other School Leader	Amy Shaw-Williams	Title I: Other School Leader
Paraprofessional	Sheena Burkart	Title I: Paraprofessional
Paraprofessional	Briseila Concepcion-Rivera	Title I: Paraprofessional
Specialized Instructional Support	Jennifer Bolden	Title I: Specialized Instructional Support