

**Killeen Independent School District
Venable Village Elementary School**

2024-2025



Mission Statement

- To provide school experience for all members of the school community
- To model skills and behaviors necessary for growing, learning, and building relationships
 - To devote ourselves to the academic progress of each child
 - To celebrate the talents of our students

Vision

Venable Village Elementary is an outstanding school where all members of the school community feel valued, respected, and as lifelong learners are inspired to reach their full potential.

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Clubs and Organizations: Choir, Drone Club, Archery Club, Science Olympiad, Student Council, Battle of the Books, Good News Club, and Step Team

Community Connections: Little Vikings Early Literacy Club, Freedom Walk, Career Day, Character Trait Luncheon, Open House, Meet the Teacher Night, Book Fair, Cookies with the Counselor, and Veteran's Day Program

Academic Family Events: Math Night, Reading Night, Science Night, Parent Engagement Activity in each classroom each nine weeks, Academic Awards, PK3 Fashion Show, Kindergarten Sound Parade, ESL Night, and Dyslexia Night

Field Based Instruction

School Wide Behavior Incentive: Behavior Dance each nine weeks

Office Referrals: 2023-2024 referrals - 302

Military Connections: MFLAC groups, Purple Star Designation, Adopt-A-Unit Volunteers

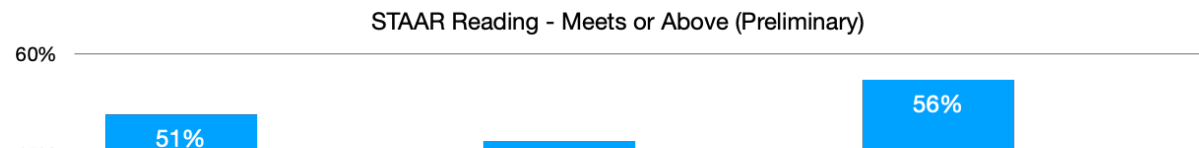
Attendance:

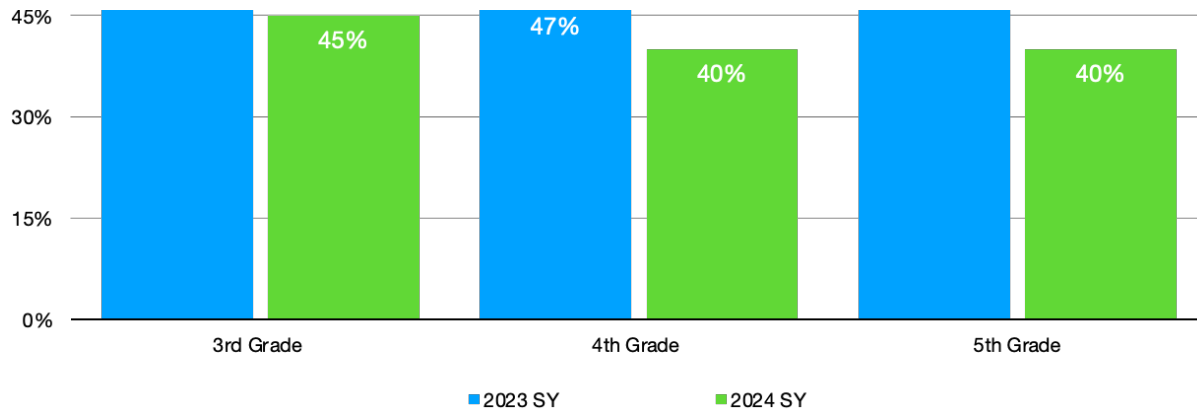
- 22-23: 93.16% Attendance Rate
- 23-24: 93.12% Attendance Rate

Mobility Rate: 31.4% (according to TAPR for 21-22)

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

Reading - Reading STAAR Data declined for the following grade levels and /or student groups. (Raw data)





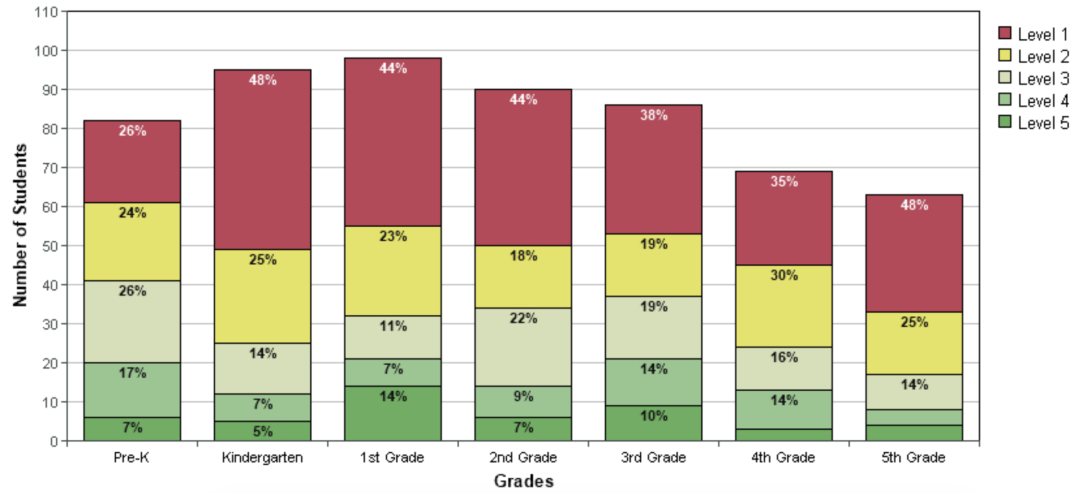
Reading MAP	Assessment	Performance Levels				
		1-20%	21-40%	41-60%	61-80%	>80%
Kinder	Reading MAP BOY	7%	16%	21%	37%	19%
	Reading MAP EOY	24%	24%	23%	14%	15%
1st Grade	Reading MAP BOY	17%	21%	23%	23%	16%
	Reading MAP EOY	18%	28%	20%	22%	12%
2nd Grade	Reading MAP BOY	21%	18%	21%	8%	32%
	Reading MAP EOY	17%	17%	23%	20%	23%
3rd Grade	Reading MAP BOY	12%	18%	31%	15%	24%
	Reading MAP EOY	17%	19%	24%	21%	19%
4th Grade	Reading MAP BOY	15%	14%	19%	35%	17%
	Reading MAP EOY	17%	21%	25%	25%	12%
5th Grade	Reading MAP BOY	12%	16%	26%	36%	10%
	Reading MAP EOY	20%	23%	25%	23%	9%

Summary

ISIP™ Early Reading results for Venable Village Elem School

Killeen Ind School District - 2023/2024

All Grades - May 2024



Spring 2024 TELPAS Results - Composite Score

	St Count	Beginner 2024	Intermediate 2024	Advanced 2024	Advanced High 2024
STATE	630392	23%	37%	27%	12%
DISTRICT	2532	15%	38%	34%	13%
VENABLE VILLAGE EL	45	4%	24%	44%	27%

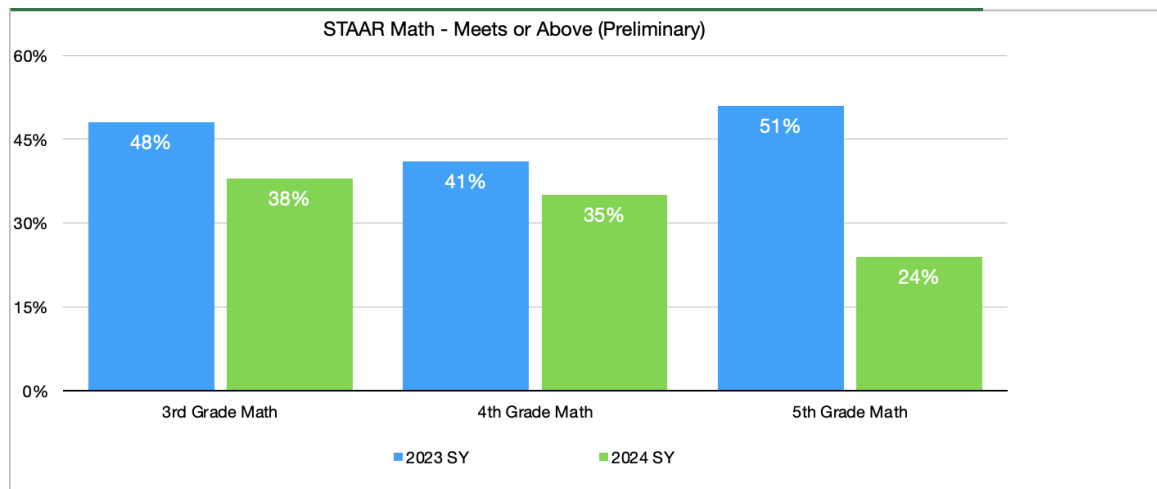
PK CIRCLE Reading Data: Although our CIRCLE looks good, every year we get a new group of students and the scores may fall.

Measure		On Track
Rapid Letter Naming		86%
Rapid Vocabulary	Rapid Vocabulary 3	89%
	Overall Measure	89%
Phonological Awareness	Syllabication	63%
	Onset-Rime	69%
	Alliteration	52%
	Rhyming I	70%
	Overall Measure	83%

Our CIRCLE scores are as follows:

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

Math STAAR Data declined for the following grade levels and /or student groups. (Raw data)



Math MAP	Assessment					
		1-20%	21-40%	40-60%	61-80%	>80%
Kinder	Math MAP BOY	8%	21%	12%	35%	24%
	Math MAP EOY	14%	21%	20%	29%	16%
1st Grade	Math MAP BOY	14%	14%	31%	26%	15%
	Math MAP EOY	17%	27%	25%	19%	12%
2nd Grade	Math MAP BOY	13%	21%	21%	26%	19%
	Math MAP EOY	13%	25%	19%	33%	10%
3rd Grade	Math MAP BOY	13%	23%	23%	25%	16%
	Math MAP EOY	14%	14%	18%	33%	21%
4 th Grade	Math MAP BOY	18%	12%	25%	20%	25%
	Math MAP EOY	14%	13%	19%	33%	21%
5th Grade	Math MAP BOY	18%	22%	15%	25%	20%
	Math MAP EOY	28%	17%	26%	17%	12%

PK CIRCLE Math Data

Measure		On Track
Math	Rote Counting	88%
	Shape Naming	93%
	Number Discrimination	95%
	Number Naming	86%
	Shape Discrimination	98%

Counting Sets	95%
Operations	69%
Overall Measure	96%

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

- Response to Intervention (RtI) is implemented to provide instruction beyond Tier 1 for students in need.
- Campus Career Day showcases local careers for students.
- At Risk students are monitored and tracked if they are not already serviced by LPAC, 504, SpEd or RtI.

Student Success Strengths

4th grade reading approaches or above grew from 82% to 84%

MAP Growth:

1st grade - 46% met Math growth projections and 46% met Reading growth projections

3rd grade - 68% met Math growth projections

5th grade - 62% met Science growth projections

Circle:

PK - Rapid Letter Naming 86%

PK - Rapid Vocabulary 89%

PK- Math Overall 96%

Problem Statements Identifying Student Success Needs

Problem Statement 1: On Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 51% to 45%. 4th grade went from 47% to 40%. 5th went from 56% to 48% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On Math STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 48% to 38%. 4th grade went from 41% to 35%. 5th went from 51% to 24% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 3: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 18% to 14%. **Root Cause:** Insufficient use of

hands-on experiments and inquiry-based learning methods.

Problem Statement 4: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 5: The attendance rate for the 2023-2024 school year was 93.12%. Student tardies and early sign out were excessive. **Root Cause:** Inadequate use of attendance officer.

Problem Statement 6: There were 302 office referrals for the 2023- 2024 school year. **Root Cause:** Self regulation strategies and social emotional interactions need to be reinforced and explicitly taught.

Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some learners need remediation and intervention beyond the 45 minute intervention block. Lack of tutors.

Problem Statement 8: Our CIRCLE data in Reading indicates that syllabication, onset rime, and alliteration are all below 70%. **Root Cause:** Students come to us without previous school experiences.

Problem Statement 9: Our attendance increased at family events. Our goal is to have even more parents participate this year. **Root Cause:** Families express concern about being able to support their student at home.

Human Capital

Human Capital Summary

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

Campus Teachers' Experience--Venable Village works to recruit and retain high quality teachers and instructional assistants. Staff members celebrated throughout the school year are provided intentional, specific and targeted coaching feedback to help ensure rigorous instructional delivery for each student.

- Teacher of the month
- Staff member of the month
- Staff submit weekly shout-outs to Principal to share in weekly newsletter

Teachers by Years of Experience: (percents)

Beginning Teachers: 29%

1-5 Years: 29.8%

6-10 Years: 20.6%

11-20 Years: 16%

21-30 Years: 4.6%

Over 30 Years: 0%

Staff retention information: 90.27% Staff Retention (2 teachers PCS'ed, 3 teachers moved in-district)

Teacher Ethnicity: (percents and number of teachers)

White: 47.5% (20.7 teachers)

Hispanic: 9.1% (4 teachers)

Black or African American: 31.9% (13.9 teachers)

Asian: 4.6% (2 teachers)

Native American: 2.3% (1 teacher)

2 or More Races: 4.6% (2 teachers)

Teacher by Gender: (percents and number of teachers)

Female: 86.3% (37.7 teachers)

Male: 13.7% (6 teachers)

School Survey

93% of staff, students, and parents feel safe on this campus.

96% of staff, students, and parents feel that the school has clear and consistent policies and rules.

92% of parents and students feel that teachers treat students with respect.

80% of students feel adults at Venable Village respond to bullying and harassment.

83% of students feel that if another student was involved in something illegal or dangerous, they would feel comfortable telling an adult at school.

58% of students feel discipline is fair and consistent at Venable Village.

2.2 The District will implement effective standards and practices that will continuously and strategically staff campuses and departments.

- The campus works to empower teacher leader and teams. Campus leadership works to ensure high quality teams to move student achievement.
- The campus leadership team attends job fairs to recruit teachers and staff.

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

- The Campus Instructional Coach (CIC) and the Campus Instructional Specialist (CIS) will provide individual and/or group instructional coaching for teachers to improve classroom instruction for all learners.
- Campus leadership team performs coaching walks around best practices in problem solving, phonics, intervention and instruction.
- All instructional staff will engage in Professional Learning Communities (PLCs) and professional development.
- Campus leadership team attend and facilitates weekly PLC meetings with all grade levels.

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

- All staff receive annual evaluations. Teachers continue to be appraised using the TTESS evaluation system. Instructional assistants and secretaries are also evaluated annually.
- Informal opportunities with staff include walkthroughs, coaching walks (Get Better Faster), and professional conversations.
- All staff participate in an annual survey.

Human Capital Strengths

- 42% of our staff have between 6-20 years experience
- All staff had the opportunity to vote for teacher and staff member of the month
- All staff were shown extra appreciation during the "Twelve Days of Christmas" and Staff Appreciation Week
- 93% of staff, students, and parents feel safe on this campus.
- 96% of staff, students, and parents feel that the school has clear and consistent policies and rules.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: 25% of our teachers are not certified. **Root Cause:** Staff has either just enrolled in an alternative teaching program or have been enrolled and have not yet taken certification exams.

Problem Statement 2: According to the staff survey, campus morale needs improvement. **Root Cause:** Limited staff interaction between grade levels.

Problem Statement 3: We have 2.5 teaching positions and 3 Instructional Assistants not filled. **Root Cause:** Not enough highly qualified candidates

Financial Stewardship

Financial Stewardship Summary

3.1 The district will use data-driven planning to prioritize resource allocations.

- 100% of purchases will be aligned with the Campus Improvement Plan.
- Venable Village will prioritize budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.
- The campus will foster collaboration between school leadership, teachers, and district administrators to ensure alignment of resource allocation decisions with district goals.

3.2 The district will prepare budgets using transparent and open communication among stakeholders.

- Principal will review financial reports monthly with Principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.
- Hold SBDM meetings to discuss budget plans, gather stakeholder input, and address concerns.
- Principal will share financial updates to staff regarding purchases and rationale to meet student or campus need.
- Staff will follow purchasing protocol prior to budget secretary receiving requests.

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

- The leadership team will ensure that required staff attends training sessions on district policies for staff completing fiscal tasks and making decisions regarding purchases.
- The campus will use newsletters and staff meetings to communicate policy changes and updates regularly.
- The leadership team will develop programs to recognize and reward staff and students who exemplify positive contributions to the school culture and climate.
- The leadership team will ensure that required staff attends training sessions on updated policies and procedures, emphasizing the importance of compliance and its impact on school culture.

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

- Required staff will attend workshops focused on best practices in resource management, including budgeting, procurement, and inventory control.
- The leadership team will ensure all staff are well-versed in district procedures and policies related to resource use and financial management.
- The leadership team will Implement systems for monitoring resource use and financial expenditures to ensure alignment with district goals.
- The principal will regularly update staff on the financial status of the campus and any changes in procedures or policies (SBDM).

Financial Stewardship Strengths

- Items purchased are aligned with campus and district goals.
- Procedures are followed for procurement by the Principal's secretary.
- Field trip guidelines were followed by the Principal's secretary.
- SBDM meets 6 times a year and participated in the formative and summative review of the CIP. They also offered suggestions for the 2024-2025 school year.
- All staff did the required trainings that were offered last school year.
- Principal and Principal's secretary met weekly to review financial tasks for that week.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: There is no procedure in place for teachers to supply the required information needed for a procurement. **Root Cause:** There are not set procedures for staff to follow when they request to purchase materials.

Problem Statement 2: Not all available funds were used to purchase needed items. **Root Cause:** Missed deadlines for spending money.

Problem Statement 3: District mandates are not completed in a timely manner. **Root Cause:** Lack of concern/professionalism.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: As a campus we will implement and monitor Capturing Kid's Hearts in every classroom in order to support the social/emotional well-being of the students. This training will foster relationship building and empower all students to take ownership of their behavior. All grade levels will develop and utilize a Social Contract for their respective PLCs.

Progress Measure (Lead): * Greeting students at the door daily

* Building and continuously referring to Social Contracts

* Asking the four questions when students are off task

Outcome Measure (Lag): Student referrals will decrease by 10% from the previous year.

Dates/Timeframes: 2024-2025 School Year

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

Problem Statements: Student Success 6

Funding Sources: Self-regulation and sensory tools - 166 - State Comp Ed - 166.31.6399.00.126.30.AR0 - \$3,000, Instructional supplies used for PreK curriculum - 166 - State Comp Ed - 166.11.6399.00.126.30.AR0 - \$1,845

Key Strategic Action 2 Details

Key Strategic Action 2: Campus-wide measures and attendance incentives will be implemented to reduce student absences and tardies during the school year.

Progress Measure (Lead): * Perfect Attendance awards - Semester

* Perfect Attendance Stars weekly for classes

* Attendance board updated daily in office

Outcome Measure (Lag): Reduce absenteeism and tardies by 10%.

Dates/Timeframes: 2024-2025 School Year.

Staff Responsible for Monitoring: Principal and APs

Problem Statements: Student Success 5

Key Strategic Action 3 Details

Key Strategic Action 3: Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): * Students have the opportunity to participate in up to two FBIs

Outcome Measure (Lag): Increase student achievement

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Student Success 1, 2, 3

Funding Sources: Supplemental Field Based Learning Experiences - 166 - State Comp Ed - 166.11.6494.00.126.30.AR0 - \$12,000

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will host community workshops and after-school family nights.

Progress Measure (Lead): * Family Reading Night

* Family Math Night

* Family Science Night

* Counseling workshops - Internet safety, bullying, homework support, STAAR information, deployment support, and social skills

Outcome Measure (Lag): We will show an increase in attendance for parent involvement by 15%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Counselors

Problem Statements: Student Success 1, 3, 9

Funding Sources: Academic Family Night Refreshments - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.126.24.PAR - \$1,200, Academic Family Night Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.126.24.PAR - \$1,362

Key Strategic Action 5 Details

Key Strategic Action 5: Venable Village's counselors will provide whole class, small group and/or individualized guidance lessons regarding social skills.

Progress Measure (Lead): * Freedom Walk

* Red Ribbon Week

* Character Trait Luncheon

* Bullying Prevention

* Drug Awareness

* Safe student interaction

* Student to Student

Outcome Measure (Lag): By the end of the 2025 School Year, referrals will show a decrease of 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Counselors and APs

Problem Statements: Student Success 6

Key Strategic Action 6 Details

Key Strategic Action 6: The campus will fund a CIS to better support the MTSS (RtI) and PLC process and provide regular instructional support and coaching to teaching staff. We will also fund assistants to help the students in the classrooms.

Progress Measure (Lead: CIS)

- * Coaching teachers
- * MTSS - (RtI)
- * Coordinating Mentor teachers
- * Lead PLC

Assistants

- * small group instruction
- * support classroom teacher

Outcome Measure (Lag): Instruction will improve / Map Scores will increase by 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: APs, Principal, and Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Success 1, 2, 3, 4

Funding Sources: Salary for CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.126.30.000 - \$76,104, Salary for Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.126.30.000 - \$90,224, Salary for Instructional Assistants - 166 - State Comp Ed - 166.11.6129.00.126.30.AR0 - \$46,175

Key Strategic Action 7 Details

Key Strategic Action 7: Special Education teachers will work closely with general education teachers to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.

Progress Measure (Lead: * 2 Resource Teachers)

- * 1 BMU Teacher
- * 5 Instructional Assistants
- * Follow IEPs to meet student needs

Outcome Measure (Lag): By the end of the school year, we will increase in student achievement by 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: SPED teachers, Campus Facilitator

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 8 Details

Key Strategic Action 8: We will continue to communicate to all stakeholders through various means.

Progress Measure (Lead): * Tuesday Folders

* Newsletters - (Teachers and Principal)

* Mass Communication calls

* SBDM

* Marquee

* RaaWee

Outcome Measure (Lag): Communication methods will increase with parents. We have added RaaWee for attendance this year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Student Success 1, 2, 3, 5

Key Strategic Action 9 Details

Key Strategic Action 9: Parents and family members will be invited to review/revise documents according to legal requirements.

Progress Measure (Lead): * Parent and Family Engagement Policy

* Home-School Compact

* Title I meeting

Outcome Measure (Lag): As a campus, we will increase family engagement by 15%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Student Success 9

Goal 1 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 51% to 45%. 4th grade went from 47% to 40%. 5th went from 56% to 48% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On Math STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 48% to 38%. 4th grade went from 41% to 35%. 5th went from 51% to 24% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 3: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 18% to 14%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods.

Problem Statement 4: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 5: The attendance rate for the 2023-2024 school year was 93.12%. Student tardies and early sign out were excessive. **Root Cause:** Inadequate use of attendance officer.

Student Success

Problem Statement 6: There were 302 office referrals for the 2023- 2024 school year. **Root Cause:** Self regulation strategies and social emotional interactions need to be reinforced and explicitly taught.

Problem Statement 9: Our attendance increased at family events. Our goal is to have even more parents participate this year. **Root Cause:** Families express concern about being able to support their student at home.

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

Progress Measure (Lead): * Dedicated instructional minutes (120) for each grade level in ELAR

- * MAP/CIRCLE data
- * Follow pacing guides to ensure inclusion of all standards
- * Review short and extended constructed responses
- * Benchmark data
- * Benchmark Phonics Program
- * Interventionist
- * SAVVAS
- * Brain Pop Jr
- * Flocabulary

Outcome Measure (Lag): *3rd Grade STAAR Meets on Reading will increase from 45% to 55%.

*4th Grade STAAR Meets on Reading will increase from 40% to 50%.

*5th Grade STAAR Meets on Reading will increase from 40% to 50%.

*By June 2025 75% of our PK students will be on track for meeting grade level expectations in reading as measured by CIRCLE.

*By June 2025 70% of our K-5th grade students will have their expected growth in reading as measured by MAP.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Student Success 1, 2, 4, 8

Funding Sources: BrainPop, Jr. for at-risk students - 166 - State Comp Ed - 166.11.6299.OL.126.30.AR0 - \$4,500, Flocabulary for at-risk students - 166 - State Comp Ed - 166.11.6299.OL.126.30.AR0 - \$4,800, iPad Cart to store and charge our new Gen 10 iPads that are used to support curriculum - 211 - ESEA, Title I Part A - 211.11.6394.00.126.30.000 - \$4,000, Printer toner to be used to support the curriculum - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$10,000, Instructional supplies for reading instruction to include journals and pocket chart stands - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$10,000, Benchmark Dynamite Decodables - 211 - ESEA, Title I Part A - 211.11.6329.00.126.30.000 - \$8,800

Key Strategic Action 2 Details

Key Strategic Action 2: Special program teachers will collaborate with general education teachers to plan lessons, review data, and discuss research-based strategies that focus on high leverage TEKS to teach reading.

Progress Measure (Lead): * K12 Summit

* TELPAS

* Professional development

* Wilson Reading Program

Outcome Measure (Lag): Reading scores will improve for our EB students.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Student Success 1, 4

Funding Sources: EL instructional supplies to support vocabulary development - 165/ES0 - ELL - 165.11.6399.00.126.25.ES0 - \$1,780, EL reading materials - 165/ES0 - ELL - 165.11.6329.00.126.25.ES0 - \$2,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 51% to 45%. 4th grade went from 47% to 40%. 5th went from 56% to 48% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On Math STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 48% to 38%. 4th grade went from 41% to 35%. 5th went from 51% to 24% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 4: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 8: Our CIRCLE data in Reading indicates that syllabication, onset rime, and alliteration are all below 70%. **Root Cause:** Students come to us without previous school experiences.

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

Progress Measure (Lead): Dedicated instructional minutes (80) for each grade level in Math

- * MAP/CIRCLE data
- * Follow pacing guides to ensure inclusion of all standards
- * Benchmark data
- * Interventionist
- * SAVVAS
- * Brain Pop Jr
- * LEGO Education

Outcome Measure (Lag): *3rd Grade STAAR Meets on Math will increase from 38% to 48%.

*4th Grade

STAAR Meets on Math will increase from 35% to 45%.

*5th Grade STAAR Meets on Math will increase from 24% to 44%.

*By June 2025 75% of our PK

students will be on track for meeting grade level expectations in math as measured by CIRCLE.

*By June 2025 70% of our K-5th grade students will have their expected growth in math as measured by MAP.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Student Success 2, 4

Funding Sources: Instructional supplies for math instruction to include spiral review materials, manipulatives, and workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$10,000, Instructional supplies for GT - 177 - Gifted/Talented - 177.11.6399.00.126.21.000 - \$2,483

Goal 3 Problem Statements:

Student Success

Problem Statement 2: On Math STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 48% to 38%. 4th grade went from 41% to 35%. 5th went from 51% to 24% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 4: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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: An After School Learning Academy will be established to provide tutoring and instructional support for struggling students and to those experiencing learning gaps.

Progress Measure (Lead): * Tutoring - Math and Reading

* Sirius

Outcome Measure (Lag): Student achievement will improve

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Teachers, CIS, CIC, APs, and Principal

Problem Statements: Student Success 1, 2, 4, 7

Funding Sources: Nutritional snacks for after-school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.126.30.000 - \$1,000, Supplemental resource for spiral review and STAAR Prep such as Sirius, Measuring Up or similar resource - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$10,000, Paper to support after-school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.126.30.000 - \$2,000, Instructional resources for after school tutoring - 166 - State Comp Ed - 166.11.6399.00.126.30.AR0 - \$6,000

Key Strategic Action 2 Details

Key Strategic Action 2: Our Adopt a Unit will participate in school functions and support students as they look forward to graduation and career opportunities.

Progress Measure (Lead): * Freedom Walk

* small groups

* Field Day

* Veteran's Day

* Career Day

Outcome Measure (Lag): Community participation will improve.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Counselors

Problem Statements: Student Success 4

Goal 4 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 51% to 45%. 4th grade went from 47% to 40%. 5th went from 56% to 48% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Student Success

Problem Statement 2: On Math STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 48% to 38%. 4th grade went from 41% to 35%. 5th went from 51% to 24%. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 4: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 7: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Root Cause: Some learners need remediation and intervention beyond the 45 minute intervention block. Lack of tutors.

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: Teachers new to the district will be assigned a mentor teacher to support their transition to Venable Village.

Progress Measure (Lead): * Weekly discussion points with mentor

* Classroom observations of mentor teacher

* Off campus (all day) observation

* Feedback and observation from mentor teacher

Outcome Measure (Lag): Teacher Retention will improve.

Dates/Timeframes: 2024-2025 School Year

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

Problem Statements: Human Capital 1

Key Strategic Action 2 Details

Key Strategic Action 2: We will have a Faculty Club to help bring a positive environment , encourage wellness, and express gratitude for the hard work of staff members.

Progress Measure (Lead): * Christmas Party

* Bereavement

* Staff Morale

* End of Year Luncheon

* Staff Member of the Month

Outcome Measure (Lag): Staff morale will increase

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Human Capital 2

Key Strategic Action 3 Details

Key Strategic Action 3: All staff members will be acknowledged for Perfect Attendance, shout outs, and birthdays.

Progress Measure (Lead): * Recognition at staff meetings

* Prize

* Birthday board

* Principal's Newsletter

Outcome Measure (Lag): Staff member's attendance will increase.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Human Capital 2

Goal 1 Problem Statements:

Human Capital

Problem Statement 1: 25% of our teachers are not certified. **Root Cause:** Staff has either just enrolled in an alternative teaching program or have been enrolled and have not yet taken certification exams.

Problem Statement 2: According to the staff survey, campus morale needs improvement. **Root Cause:** Limited staff interaction between grade levels.

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus will fill positions as needed.</p> <p>Progress Measure (Lead): * Frontline * Interviews * References * Job Fair/Meet and Greets</p> <p>Outcome Measure (Lag): We will fill positions with highly qualified staff.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Human Capital 3</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Teachers and IAs receive a "Wish List" at the end of the year to consider teacher preferences and grade levels.</p> <p>Progress Measure (Lead): * Strengths and weaknesses of staff</p> <p>Outcome Measure (Lag): Staff are placed in the most optimal position.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Human Capital 3</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 3: We have 2.5 teaching positions and 3 Instructional Assistants not filled. Root Cause: Not enough highly qualified candidates</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.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus will offer professional development opportunities on and off campus. Our focus this year will be to understand the curriculum and the expectations.</p> <p>Progress Measure (Lead: After-School Specials</p> <ul style="list-style-type: none">* SAVVAS* StMath Reports* iStation Reports* Canva* HMH Curriculum* MAP data/reports <p>Off campus PD</p> <p>Outcome Measure (Lag): Teacher retention will increase due to confidence using curriculum.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Student Success 1, 2, 3, 4</p> <p>Funding Sources: Teacher professional development to support core content area and instruction - 211 - ESEA, Title I Part A - 211.13.6299.00.126.30.000 - \$10,000, Travel needed for PD outside of district - 211 - ESEA, Title I Part A - 211.13.6411.00.126.30.000 - \$8,000</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Time will be provided for teachers to analyze data and internalize effective lessons for their students in reading and math.</p> <p>Progress Measure (Lead: * Planning days (Internalization)</p> <ul style="list-style-type: none">* PLCs <p>Outcome Measure (Lag): Student achievement will increase.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: Teachers, CIS, CIC, APs, and Principal</p> <p>Problem Statements: Student Success 1, 2, 3, 4</p> <p>Funding Sources: Substitutes needed for planning - 211 - ESEA, Title I Part A - 211.13.6299.00.126.30.SUB - \$5,397</p>

Goal 3 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 51% to 45%. 4th grade went from 47% to 40%. 5th went from 56% to 48% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On Math STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 48% to 38%. 4th grade went from 41% to 35%. 5th went from 51% to 24% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 3: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 18% to 14%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods.

Problem Statement 4: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

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: All teachers will receive job related coaching through the T-Tess evaluation process and the Get Better Faster waterfall rubric.

Progress Measure (Lead): T-TESS

- * 2 Coaching Walks
- * 4 Walk Throughs
- * 1 Observation if applicable

Get Better Faster

- * Observation
- * Coaching
- * Follow up

Outcome Measure (Lag): Increase in teacher quality and retention.

Dates/Timeframes: 2024 - 2025 School Year

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

Problem Statements: Student Success 1, 2, 3, 4

Key Strategic Action 2 Details

Key Strategic Action 2: We will send out a survey at least twice a year in order for staff to weigh in on various items.

Progress Measure (Lead): * School processes

- * Safety
- * Staff Morale
- * Communication

Outcome Measure (Lag): All staff will have a voice in matters concerning the campus.

Dates/Timeframes: 2024 - 2025 School Year

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

Problem Statements: Human Capital 2

Goal 4 Problem Statements:

Student Success

Problem Statement 1: On Reading STAAR, the percentage of 3rd, 4th, and 5th grade students in the meets or above category decreased. 3rd grade went from 51% to 45%. 4th grade went from 47% to 40%. 5th went from 56% to 48% **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

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Human Capital

Problem Statement 2: According to the staff survey, campus morale needs improvement. **Root Cause:** Limited staff interaction between grade levels.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

<p>Key Strategic Action 1: The campus will have 6 scheduled SBDM meetings throughout the year. It is through these meetings that we will decide on how we will spend our at-risk and Title 1 monies.</p>

Progress Measure (Lead): * Professional Development

* Supplies/Programs for teachers

* Personnel

* Processes

Outcome Measure (Lag): Professional development and supplies will be purchased in order to support student success.

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: Principal, APs, and Teachers

Problem Statements: Financial Stewardship 2

Goal 1 Problem Statements:

Financial Stewardship

<p>Problem Statement 2: Not all available funds were used to purchase needed items. Root Cause: Missed deadlines for spending money.</p>
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Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details

Key Strategic Action 1: The principal and the principal's secretary working closely together will be good stewards of the fiscal management of resources.

Progress Measure (Lead): * Activity funds

- * 199 funds
- * 166 funds
- * 211 funds
- * 263 funds
- * 165 funds
- * 177 funds

Outcome Measure (Lag): All monies will be spent according to district guidelines.

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: Principal, Principal's Secretary

Problem Statements: Financial Stewardship 1, 2

Goal 2 Problem Statements:

Financial Stewardship

Problem Statement 1: There is no procedure in place for teachers to supply the required information needed for a procurement. **Root Cause:** There are not set procedures for staff to follow when they request to purchase materials.

Problem Statement 2: Not all available funds were used to purchase needed items. **Root Cause:** Missed deadlines for spending money.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: As a campus, we will utilize district resources to ensure implementation of policies and procedures set by the district.</p> <p>Progress Measure (Lead): * Administrative Procedures</p> <p>Outcome Measure (Lag): Staff will adhere to district policies and procedures.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: CIS, CIC, APs, and Principal</p> <p>Problem Statements: Financial Stewardship 3</p>

Goal 3 Problem Statements:

Financial Stewardship
<p>Problem Statement 3: District mandates are not completed in a timely manner. Root Cause: Lack of concern/professionalism.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Purchases with federal funds will be aligned to campus and district improvement plans.</p> <p>Progress Measure (Lead): * Campus Improvement Plan * District Improvement Plan</p> <p>Outcome Measure (Lag): 100% of monies will be spent according to given guidelines.</p> <p>Dates/Timeframes: 2024 - 2025 School Year</p> <p>Staff Responsible for Monitoring: Principal's Secretary, CIS, CIC, APs, Principal, and SBDM</p> <p>Problem Statements: Financial Stewardship 2</p>

Goal 4 Problem Statements:

Financial Stewardship
<p>Problem Statement 2: Not all available funds were used to purchase needed items. Root Cause: Missed deadlines for spending money.</p>

SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Parent	Gabrielle Pierce	Parent
Parent	Jacob Williams	Parent
Business Representative	Natasha Williams	Business Representative
Community Representative	Karen Tigse-Viteri	Community Representative
District-level Professional	Jennifer Parnell	District-Level Professional
Parent	Katie Craig	Parent
Administrator/Chair	Jo Wasson	Principal
Classroom Teacher	Tiffany Davis	Teacher: 1st Grade
Classroom Teacher	Arnetta Butler	Teacher: 2nd Grade
Classroom Teacher	Winston Hammonds	Teacher: 3rd Grade
Classroom Teacher	Adam Wagner	Teacher: 4th Grade
Classroom Teacher	Dana Easter	Teacher: 5th Grade
Classroom Teacher	Maria Ramirez	Teacher: Kindergarten
Classroom Teacher	Paula Vincent	Teacher: PK3
Classroom Teacher	Angela Berry	Teacher: PK4
Classroom Teacher	Jaleesa Garcia	Teacher: SPED
Other Appropriate Personnel	Lacey Luna	Title I: Other Appropriate Personnel
Other Appropriate Personnel	Cathy Caldwell	Title I: Other Appropriate Personnel
Other School Leader	Traci Kotalik	Title I: Other School Leader
Paraprofessional	Craig Cabaldon	Title I: Paraprofessional
Paraprofessional	Melanie McCubbins	Title I: Paraprofessional
Specialized Instructional Support	Mindy Petty	Title I: Specialized Instructional Support