

Killeen Independent School District

Trimmier Elementary School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Clubs and Organizations: Good News Party Club, Student Council "Tiger Alliance", Battle of the Books, Community Connections/Parent Engagement: Little Tigers Early Literacy Club. Activity, PE Wellness Night, Freedom Walk, Parade into the Holidays, Career Day.

Academic Family Events: Science night, Open House, Math Night, Reading Night, Parent Teacher Conferences, Academic Awards (1st & 2nd Semester), Gifted and Talented Showcase, STEAM Day.

Awards given at the semester Field Based Learning School wide behavior incentives and cultural routines: Office Referrals: 2022-515; 2023-439; 2024-330 The Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies. The RtI committee discusses and supports positive behavior interventions for students with recurring behavior challenges. Some students have a strong need for movement and struggle with formalized seating. These students would benefit from options to stand or move without disturbing others. Campus staff have previously received training and implemented Restorative practices. For the 2024-2025 school year all campus staff will be trained and transition to implementing Capturing Kids Hearts across campus with fidelity. This researched based program focuses on social-emotional well being, student connectedness and positive relationships. The principal visits and awards students for ST Math Completion, Treatment Agreements, Morning Circle Military Connections: MFLAC groups, Purple STAR applicant, Adopt A Unit Volunteers, Student Ambassadors.

Safety: Student safety is our #1 priority. Safety procedures such as fire drills, tornado drills, evacuation drills, and shelter-in-place drills are conducted to promote the safety and well-being of all our students and staff. We consistently practice safety drills to ensure student and staff preparedness in all situations. Teachers are highly encouraged to practice with their class on safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. In addition, our school has safety measures that require visitors to sign in at the office first before being allowed access to the rest of the school. All visitors must present a current state-issued ID/Driver's license to sign into campus and to sign out students. The campus has a threat assessment team that meets to review any possible threats to school safety and security.

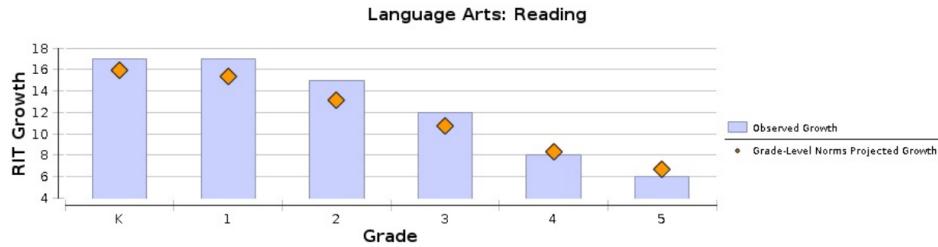
RtI Process/Intervention: Student achievement is measured through the use of assessments, STAAR, MAP universal screeners, and CIRCLE assessments. The assessment results, both formative and summative, combined with the study of our curriculum documents and state standards, drive the instruction and the decisions at Trimmier. Based on the assessment results, we determine which standards we need to spiral and/ or reteach and which students are in need of RtI Intervention. Clear success criteria for performance assessments are needed in order to determine the validity of the results and ensure that appropriate interventions are provided when needed. Our master schedule includes a specific non-negotiable time set aside during the school day for interventions for all students by grade level. This year, we will continue to implement the strategies addressed in our intentional interventions to assist in meeting the needs of ALL students in order to increase achievement. Trimmier Elementary uses district-provided, research-based interventions. RtI is implemented school-wide. When a teacher has concerns regarding a student, behavioral or academic, an RtI meeting is called to identify interventions or different strategies to use with the child. Interventions are successful when used with fidelity. Trimmier has the following instructional programs to meet the needs of all students: Dual Language/ Bilingual program, Gifted and Talented Program, English Language Learners, Dyslexia, and the BMU programs. Students who qualify for Special Education are provided services through an inclusion model and resource depending on student IEP goals. The attendance rate for Trimmier has remained around 93%. We have had historically high numbers of tardies, which impact student achievement when students miss the first part of the instructional day.

Instructional Goals: Our campus goal is to ensure that all students are provided rigorous tier one instruction derived from the Texas Standards while aggressively monitoring progress and intervening when needed. Ensure Benchmark phonics is implemented consistently and with fidelity across grade levels and that students are exposed to a variety of text genres to increase reading comprehension skills. Utilize the ARACE strategy from PK-5th grade to construct written responses. Incorporate hands on experiences in Science. We will

utilize a problem solving strategy campus wide. SPED teachers will maintain close communication with the general education teachers and staff to ensure high quality instruction for our special education population while accommodating and modifying the curriculum. Track and monitor the accommodations and progress of our At Risk Student Population. Provide enriched learning opportunities for our GT student population.

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

MAP Reading Data KG-5th



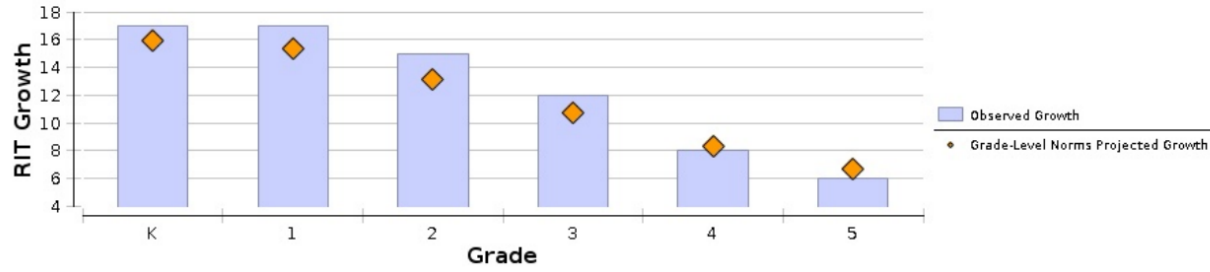
3-5 grade STAAR Reading Data

		Approaches	Meets	Masters
Grade 3	Campus	73%	41%	13%
	District	76%	47%	18%
	Region	73%	45%	17%
	State	75%	49%	21%
Grade 4	Campus	81%	46%	12%
	District	82%	45%	17%
	Region	80%	46%	18%
	State	81%	51%	23%
Grade 5	Campus	71%	38%	14%
	District	78%	51%	24%
	Region	77%	50%	24%
	State			



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

Language Arts: Reading



3-5 grade STAAR Reading Data

		Approaches	Meets	Masters
Grade 3	Campus	65%	37%	9%
	District	70%	41%	13%
	Region	68%	38%	13%
	State	69%	41%	15%
Grade 4	Campus	66%	40%	12%
	District	65%	39%	16%
	Region	64%	40%	17%
	State	68%	45%	21%
	Campus	79%	45%	16%

Grade 5	District	73%	45%	15%
	Region	73%	45%	15%
	State	76%	49%	19%

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

- At Risk students are monitored and tracked
- RtI is implemented with fidelity and additional assessments are requested if needed
- End of Year grade committee review

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%
TRIMMIER EL	297	21%	37%	36%	6%

5th grade Science STAAR

	Year	District	Region	State	Campus
Approaches	2024	47%	53%	57%	48%
	2023	59%	63%	65%	41%
Meets	2024	17%	23%	26%	13%
	2023	26%	32%	36%	16%
Masters	2024	5%	9%	11%	3%
	2023	9%	13%	16%	4%

Problem Statements Identifying Student Success Needs

Problem Statement 1: MAP data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

Problem Statement 2: Students in grades 3-5 continue to perform lower than the district and state average in reading, math and science STAAR. **Root Cause:** Students are coming to school with below grade level skills in reading, math and science.

Problem Statement 3: MAPS data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, first, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

Problem Statement 4: In 2024, the attendance rate is 93% which is a decline from 96% in 2023. Increased time at school is needed to ensure students master grade level standards in reading, math, writing, and science. **Root Cause:** Lack of a consistent communication and effective intervention strategies for students with a pattern of attendance problems. **Root Cause:** Lack of a consistent communication and effective intervention strategies for students with a pattern of attendance problems.

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

Problem Statement 6: There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large and there is a lack of organization of resources

Problem Statement 7: According to the 23-24 MAP Growth Data, 56% of our 3rd, 4th and 5th grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 8: 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 extensive scaffolding during instruction and remediation during the intervention block.

Problem Statement 9: 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 10: Approximately 30% of pre-kindergarten students struggle with phonemic awareness skills by the EOY. **Root Cause:** Targeted small group instruction is not provided consistently

Problem Statement 11: Students are struggling with problem-solving and foundational math skills. **Root Cause:** Lack of consistent implementation of guided math and practice with grade level skills .

Problem Statement 12: Students use limited vocabulary during oral and written communication. **Root Cause:** Use of research-based vocabulary instructional strategies is limited in classrooms.

Problem Statement 13: Students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills **Root Cause:**

Trimmier is over 88% Economilcally Disadvantage population. Opportunies for engaging in hanods-on, real world experiences are not consistanley implemtened across grade levels and classes.

Problem Statement 14: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Students that are in special populations, EB, At-Risk, GT are not achieving at the same average academic growth as their peers

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.</p> <p>Progress Measure (Lead): sign in sheets from parent meetings and community programs</p> <p>Outcome Measure (Lag): Increase number of parents participating in school events</p> <p>Dates/Timeframes: 2024-2025 school year</p> <p>Staff Responsible for Monitoring: Parent liaison, principal</p> <p>Problem Statements: Student Success 5</p> <p>Funding Sources: snacks for parenting sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - \$500, Supplies for parenting sessions and community events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - \$2,632</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Performance Objective: By May of 2025, Trimmier will decrease the number of referrals for assault, disruption, and insubordination, Other Serious Incidents by 10%.</p>
Key Strategic Action 3 Details
<p>Key Strategic Action 3: 100% of school staff will utilize Capturing Kids Hearts training to develop relationships with students.</p>
Key Strategic Action 4 Details
<p>Key Strategic Action 4: The campus will host Academic parent information and demonstration nights throughout the school year to engage parents and students in reading, writing, science, and math activities.</p>
Key Strategic Action 5 Details
<p>Key Strategic Action 5: The campus will conduct workshops for parents of Title I students at flexible times on various dates in order to provide them with strategies to help them support their students at home and improve Title I students' academic achievement. The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.</p>

Key Strategic Action 6 Details

Key Strategic Action 6: Trimmier will host one ELL/Bilingual parent/family event. The ELL program will be reviewed and strategies for supporting ELL students at home will be taught. Parents will be taught how to use the educational materials provided to work with their children at home throughout the year.

Key Strategic Action 7 Details

Key Strategic Action 7: Students will participate in field-based instruction that provides them real-world, hands-on experiences that will allow them to build background knowledge and make connections to classroom learning. Field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting. Where appropriate, learning experiences may be brought to the campus instead of having students travel out. Field Based Instruction provides an opportunity for students to use crucial thinking and apply skills learned within the classroom.

Progress Measure (Lead): Students will be able to provide pieces of writing to extend their learning based on their observations of the field trips.

Outcome Measure (Lag): Students will increase their background knowledge which will enhance their comprehension of different topics and subject matters.

Dates/Timeframes: October-May

Staff Responsible for Monitoring: Principal Secretary and Teachers

Problem Statements: Student Success 1, 2, 3, 12, 13

Funding Sources: Field Base experiences -transportation - 166 - State Comp Ed - 166.11.6494.00.127.30.AR0 - \$5,000, Entry fee for field trips - 166 - State Comp Ed - 166.11.6412.00.127.30.AR0 - \$5,000

Key Strategic Action 8 Details

Key Strategic Action 8: GT identified students will participate in the TPSP projects to differentiate learning for gifted students

Progress Measure (Lead): Monthly progress checks will be conducted and timelines given to monitor and ensure participation.

Outcome Measure (Lag): GT students will participate in the campus GT showcase

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Teachers, CIS/C, Principal

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

- **Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 14

Funding Sources: Instructional supplies for TPSP projects - 177 - Gifted/Talented - 177.11.6399.00.127.21.000 - \$1,500

Key Strategic Action 9 Details

Key Strategic Action 9: GT students will participate in a field based learning opportunity.

Progress Measure (Lead): Ensure that selected field trip locations directly align with and enhance the curriculum being taught in the classroom.

Outcome Measure (Lag): STAAR scored for GT students will increase in the meets and masters categories.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: CIS/C

Problem Statements: Student Success 13, 14

Funding Sources: Field base learning opportunities - 177 - Gifted/Talented - 177.11.6494.00.127.21.000 - \$500, Field base learning opportunities- Entry fees - 177 - Gifted/Talented - 177.11.6412.00.127.21.000 - \$1,104

Key Strategic Action 10 Details

Key Strategic Action 10: I Pads and iPad supplies will be purchased to update devices that no longer support the needed operating systems

Progress Measure (Lead): updated inventory of devices

Outcome Measure (Lag): students will be able to utilize updated devices as they participate in daily lessons and interventions online

Dates/Timeframes: August 2024 to May 2025

Staff Responsible for Monitoring: Campus Tech, principal

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Financial Stewardship 3

Funding Sources: Ipads and Ipads covers - 165/BIO - Bilingual - 165.11.6398.00.127.25.BIO - \$8,000, iPads and iPad covers - 211 - ESEA, Title I Part A - 211.11.6398.00.127.30.000 - \$8,000, iPad cases - 165/BIO - Bilingual - 165.11.6399.00.127.25.BIO - \$2,000, iPad cases - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$2,000

Goal 1 Problem Statements:

Student Success

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Problem Statement 2: Students in grades 3-5 continue to perform lower than the district and state average in reading, math and science STAAR. **Root Cause:** Students are coming to school with below grade level skills in reading, math and science.

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Student Success

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

Problem Statement 12: Students use limited vocabulary during oral and written communication. **Root Cause:** Use of research-based vocabulary instructional strategies is limited in classrooms.

Problem Statement 13: Students lack educational opportunities and real-world experiences which increase background knowledge and problem-solving skills **Root Cause:** Trimmier is over 88% Economilcally Disadvatage population. Opportunies for engaging in hanods-on, real world experiences are not consistanley implemtened across grade levels and classes.

Problem Statement 14: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Students that are in special populations, EB, At-Risk, GT are not achieving at the same average academic growth as their peers

Financial Stewardship

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

Priority 1: Student Success

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

Key Strategic Action 1 Details

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

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

Outcome Measure (Lag): By May of 2025, the number of 0s on constructed response on STAAR will decrease by 5%

Dates/Timeframes: August 2024 to May 2025

Staff Responsible for Monitoring: Principal, CIS/CIC, classroom teachers

Problem Statements: Student Success 2, 9, 10, 12

Key Strategic Action 2 Details

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

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

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

Dates/Timeframes: August 2024 to May 2025

Staff Responsible for Monitoring: Principal, AP,CIS/C, teachers

Problem Statements: Student Success 2, 3, 6, 9, 12

Funding Sources: Supplemental writing resource - 211 - ESEA, Title I Part A - 211.11.6299.00.127.30.000 - \$20,000, instructional supplies to support reading and writing. - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$12,581.50, instructional supplies to support reading and writing - 165/BI0 - Bilingual - 165.11.6399.00.127.25.BI0 - \$2,920, Online resource for supplemental science instructional material - 165/BI0 - Bilingual - 165.11.6299.OL.127.25.BI0 - \$2,000

Key Strategic Action 3 Details

Key Strategic Action 3: Trimmier teachers will have opportunity to attend professional Development that focuses on reading, writing, math or Science.

Progress Measure (Lead): Teachers will bring back learning to rest of staff to present during a PLC opportunity or after school special.

Outcome Measure (Lag): Students scores should increase by 10% in MAP data.

Dates/Timeframes: August 2024 to May 2025

Staff Responsible for Monitoring: Principal, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 1, 2, 3, 6, 7

Funding Sources: PD for teachers in reading, writing, math or Science - 165/BIO - Bilingual - 165.13.6411.00.127.25.BIO - \$10,000, PD for teachers in reading, writing, math or science - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - \$6,260

Key Strategic Action 4 Details

Key Strategic Action 4: ELL teachers will opportunity to attend PD for EB strategies.

Progress Measure (Lead): Teachers will share learning at PLCs or after school specials

Outcome Measure (Lag): EB students data will increase 10% in the area of vocabulary

Dates/Timeframes: August 2024 to June 2025

Staff Responsible for Monitoring: Principal and CIS/C

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Success 14 - Human Capital 5

Funding Sources: PD for ELL teachers focused on EB strategies - 165/ES0 - ELL - 165.13.6411.00.127.25.ES0 - \$2,660

Goal 2 Problem Statements:

Student Success

Problem Statement 1: MAP data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

Problem Statement 2: Students in grades 3-5 continue to perform lower than the district and state average in reading, math and science STAAR. **Root Cause:** Students are coming to school with below grade level skills in reading, math and science.

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Problem Statement 6: There is a need to address the percentage of students that do not meet approaching grade level standard in all subjects on STAAR that receive interventions all year through Response to Intervention. **Root Cause:** Intervention groups are large and there is a lack of organization of resources

Student Success

Problem Statement 7: According to the 23-24 MAP Growth Data, 56% of our 3rd, 4th and 5th grade students did not meet projected growth in math. **Root Cause:** Teachers struggle with interpreting assessment data to inform targeted instruction. Lack of ongoing formative assessments to regularly adjust groupings and interventions

Problem Statement 9: 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 10: Approximately 30% of pre-kindergarten students struggle with phonemic awareness skills by the EOY. **Root Cause:** Targeted small group instruction is not provided consistently

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Problem Statement 14: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Students that are in special populations, EB, At-Risk, GT are not achieving at the same average academic growth as their peers

Human Capital

Problem Statement 5: Trimmier is a bilingual/dual language campus. There is a need for continued professional development to learn updated research and strategies that support our EB students. **Root Cause:** Trimmier EB population is over 56%

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: Through Tier 1 instruction, teachers will continue utilizing the district Math framework to create and develop targeted instruction based on individual needs of students.

Progress Measure (Lead): SAAVAS math, District Pacing Calendar

Outcome Measure (Lag): Increase student achievement

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: AP, CIS/C, teachers

Problem Statements: Student Success 1, 2, 7

Funding Sources: Supplemental instructional resources to apply math strategic skills - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - \$9,472, Supplies to support math instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - \$5,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: MAP data from 2023 to 2024 shows a decrease in the percent of students at the average or above average range in math for kindergarten, second, third, and fourth grade. **Root Cause:** Students show performance with short-term learning. When skills are revisited later, students lack retention of grade level skills. Teachers need to determine mastery of learning versus exposure to new learning.

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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.

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: Trimmier will hire instructional aides to assist with intervention groups and small group instruction.

Progress Measure (Lead): 7 aides will be funded using Title 1 and State Comp to assist in classroom.

Outcome Measure (Lag): Student will increase opportunities to receive small group assistance to achieve academic growth measures.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Principal, CIS, CIC

Problem Statements: Student Success 1, 2, 6, 7, 10, 11, 12

Funding Sources: Instructional aides - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - \$47,528, Instructional aides - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - \$140,893.50

Key Strategic Action 2 Details

Key Strategic Action 2: A part time interventionist will be hired to assist with providing interventions to students who scored below 31% on MAP Reading and Math. Interventionist will also assist in providing

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 6, 7, 9, 10, 11, 12

Funding Sources: Interventionist Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.127.30.000 - \$44,000

Key Strategic Action 3 Details

Key Strategic Action 3: A CIS will be funded to help support teachers in the instructional process to help teachers plan, analyze data, and model lesson delivery.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Principal

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 11, 12 - Human Capital 1, 2, 4

Funding Sources: CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.127.30.000 - \$70,285

Goal 2 Problem Statements:

Student Success

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Human Capital

Problem Statement 1: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** The campus will have at least 3 teachers on a certification waiver this year.

Human Capital

Problem Statement 2: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Problem Statement 4: Teachers are in need of more time for internalizing lesson of plans. **Root Cause:** The pacing of lessons or fast and leave little time foe teachers to process and plan collaboratively.

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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