

Killeen Independent School District

Iduma Elementary School

2024-2025



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Strengths

Goal 2 Reading and Writing-

- 71% third grade student, 83% of fourth grade students and 72% of fifth grade students performed at the approaches level or higher on STAAR in 2024.
- 46% of fourth grade students were at Meets and 18% were at Masters.
- 77% of pre-kindergarten students met grade level benchmarks for letter recognition and 70% met grade level benchmarks for vocabulary.

Goal 3 Math-

- 13% of fourth graders scored at the mastery STAAR level which was an increase from the year before.
- Third grade students met observed growth as measured by MAPS
- 84% of pre-kindergarten students met grade level standards in overall mathematics skills

Student Success

Student Success Summary

Student Success Summary

Iduma has 800 students in Pre-K through fifth grade. Iduma's mission is to foster an environment that encourages and empowers the entire school community to become life-long, reflective learners who are committed to making the world a better place. By developing awareness beyond each family's back door, all will be prepared for the next leg of the journey. Iduma is a No Place for Hate Campus as well as a Purple Designation campus. All students are provided "Breakfast in the Classroom" each day.

Goal 1: Pathways for All students to build connections

Attendance Data Iduma's attendance rate is 93% for 2023 which remained consistent from 2022.

Building	Date Absent	Attendance Code Description	Count Of Absences by Code	Membership Total	%Absent
131	08/15/2023 to 05/23/2024	Excused Absence	57	135,260	0.04%
		In School Suspension	168	135,260	0.12%
		Medical Note	1957	135,260	1.45%
		Out of School Suspension	12	135,260	0.01%
		Parent Note	1459	135,260	1.08%
		Unexcused Absence	6223	135,260	4.60%
		Total Absences	9876	135,260	7.30%

Discipline: Qualtrics

survey showed that. Parent survey-safety protocols-look at end of year data from survey, school safety, Safe and Supportive School Program. Bullying threats-ensured students safety; Bullying-lessons and how to report bullying by counselors.

Connections to school: Students have the ability to participate in Choir, Instrument Ensemble, Science Olympiad, and Battle of the Books.

Parent Survey data-safety

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

Parent survey data about parent engagement activities (lack of) and parent volunteers

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

Achievement gap in math ED, EB, and were lower than all students growth in math STAAR. Ten points lower.....sped...

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

Science-foundation of science needed-hands on Wednesdays, stem scope. Percentages of ECoD, EB sped...point out now performing as well as peers. Intervention process need to be improved and reflected upon. RTI processes. Counseling program, MFLC

Student Success Strengths

Goal 2 Reading and Writing-

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Problem Statements Identifying Student Success Needs

Problem Statement 1: Grade 5 2024 Science STAAR scores of students were at meets which is below the district and state average. **Root Cause:** Intentional planning using hot spot data has not consistently occurred in all grade levels along with hands on learning experiences.

Problem Statement 2: 2024 Math STAAR scores show the percentage of 3rd , 4th, and 5th grade students who met expectations were below our campus goal. **Root Cause:** Detailed lesson planning, utilization of Gradual Release of Responsibility, higher level learning tasks and manipulatives are not consistently implemented in all grade levels.

Problem Statement 3: Data from coaching walks reveals that the level of learning during instruction does not consistently reach the rigor required to master the TEKS. **Root Cause:** We do not consistently analyze the standards and determine the appropriate learning task with the appropriate rigor as well as implement all of the Unit Planning Process with fidelity.

Problem Statement 4: Our 2024 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. **Root Cause:** Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.

Problem Statement 5: There was low turn out at parent informational and training sessions. **Root Cause:** Parent learning opportunities were held infrequently.

Problem Statement 6: The total number of discipline referrals in PK through fifth grades was 831 incidents, which interferes with a productive and safe learning environment for all students **Root Cause:** School environment must provide consistent routines, strategies, and support to ensure students are safely engaged in the learning environment.

Problem Statement 7: The percentage of 3rd grade (19%) ELL students meeting the standard on STAAR math and 5th grade (6%) ELL students meeting the standard on STAAR science is below the campus "All Student" group. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered instruction within Math and Science lessons

Problem Statement 8: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning

Problem Statement 9: Many students struggle with social-emotional regulation, which impacts their ability to reach their academic potential. In an increasing number of cases, it impacts their ability to remain in the classroom and interact appropriately with peers because of overstimulation that leads to aggression, verbal outbursts, and attention-seeking behaviors. **Root Cause:** Some students have an inability to manage emotions and communicate in a positive manner with others due to potential trauma, an unidentified sensory issue, or a lack of modeled positive interactions with others.

Problem Statement 10: Attendance rates have hovered around 90% for the last few years since the COVID pandemic. **Root Cause:** Parents do not connect the relationship between consistent attendance and prompt arrival to school with a strong, foundational education.

Problem Statement 11: Students struggle to monitor and track their own academic progress independently. **Root Cause:** Teachers need professional development on how to provide students with the strategies or tools needed to track their own academic progress independently without all the teacher support

Problem Statement 12: Only 10% of our 5th grade students met or mastered grade level standards on the STAAR science test. **Root Cause:** Teachers struggled to plan engaging, rigorous TEKS based lessons for the year.

Problem Statement 13: Although we cluster identified GT students in classes with trained teachers, these students do not make expected growth at the rate expected (as evidenced by STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities/learning are not a focus, and teachers tend to spend more instructional and intervention energy and planning on struggling students. Differentiated instruction needs to increase in classrooms.

Human Capital

Human Capital Summary

New teachers

Science teacher

Interventionists Aides

Feedback from CW

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Data shows that alternatively certified teachers need continued support to positively impact student growth. With six alternatively certified teachers on staff (three new this year), we anticipate the need to create and provide opportunities for timely professional development specific to their needs. **Root Cause:** A national teacher shortage has caused a drop in traditionally prepared teacher candidates

Financial Stewardship

Financial Stewardship Summary

SBDM meetings

Budget meetings will be held bi-weekly with the Principal's Secretary to implement budget requirements and spending plan.

Resources

Attendance

formative progress measures for \$

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 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: CKH website lessons (in the Leadworthy resources); continued CKH morning greetings, good things, and EXCEL model utilization, Implementation Walks, CKH Process Champions Team will meet once a nine weeks to plan and support PD for coaching teachers.

Outcome Measure (Lag): Attendance rate increase, decreased discipline referrals at EOY check

Dates/Timeframes: August through May

Staff Responsible for Monitoring: AP's, Counselors

Problem Statements: Student Success 6, 9

Funding Sources: sensory items and self-regulatory items for students to help control big emotions - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$4,000, Classroom carpets for circle time and calm corners - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$12,000

Key Strategic Action 2 Details

Key Strategic Action 2: The Parent Liaison will provide pre-school aged children with opportunities to learn readiness skills at bi-monthly meetings of the "Little Mavericks" during which time parents will be provided with strategies and tips on how to support literacy and language development at home.

Progress Measure (Lead: Literacy lessons
Bi-monthly meetings

Outcome Measure (Lag): Increased parent participation

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Parent Liaison, Principal

Problem Statements: Student Success 4, 5

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.131.30.000 - \$37,095, Literacy materials - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.131.24.PAR - \$263

Key Strategic Action 3 Details

Key Strategic Action 3: Iduma will foster partnerships with families and the community through hosting academic and culturally based family nights to support student achievement across content areas. To better equip families on supporting their student with the curriculum, additional family training sessions will be held. Additionally, the counseling team has scheduled monthly social/emotional counseling conversation meetings for the community.

Problem Statements: Student Success 2, 5, 9, 10

Key Strategic Action 4 Details

Key Strategic Action 4: Each grade level will be provided one field-based learning experience. This experience will focus on building background knowledge that will lead to a greater understanding of grade level standards and will allow teachers to plan for subsequent instruction knowing that all students shared the experience. Teachers will use this shared experience to build curriculum connections throughout the year.

Progress Measure (Lead): Exposure to texts about experiences they will partake in, researching the location, writing about the experience

Outcome Measure (Lag): Fewer retentions in grade levels, improved MAP growth, stronger writing samples (ECR and SCR)

Dates/Timeframes: November through May

Problem Statements: Student Success 1

Funding Sources: Field Based Experiences-yellow buses - 166 - State Comp Ed - 166.11.6494.00.131.30.AR0 - \$8,000, Field Based Experiences-entry fees - 166 - State Comp Ed - 166.11.6412.00.131.30.AR0 - \$5,000

Key Strategic Action 5 Details

Key Strategic Action 5: Bully prevention education and intervention strategies will be implemented routinely to ensure students feel safe at school.

Progress Measure (Lead): Counselor lessons on bully reporting and intervention strategies in October and January.

Threat assessment team will meet monthly to review intervention strategies.

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

Dates/Timeframes: September 2024-May 2025

Staff Responsible for Monitoring: Counselors, Principal, APs

Problem Statements: Student Success 6

Key Strategic Action 6 Details

Key Strategic Action 6: Provide differentiated enrichment to high achieving students .

Progress Measure (Lead: CIC, Librarian and classroom teachers will collaborate to plan differentiated learning after BOY and MOY MAPS. Enrichment opportunities will be provided to build problem-solving and logic skills for high achieving students.

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

Dates/Timeframes: August 2024 to May 2025

Staff Responsible for Monitoring: CIS, Principals

Problem Statements: Student Success 13

Funding Sources: Yellow buses to travel to field experience - 177 - Gifted/Talented - 177.11.6494.00.131.21.000 - \$1,000, Instructional supplies for extension and enrichment activities - 177 - Gifted/Talented - 177.11.6399.00.131.21.000 - \$2,225, Entry fees for field based experience - 177 - Gifted/Talented - 177.11.6412.00.131.21.000 - \$500

Key Strategic Action 7 Details

Key Strategic Action 7: Monitor and motivate students to attend school daily.

Progress Measure (Lead:

Outcome Measure (Lag): I

Dates/Timeframes: September 2024 to May of 2025.

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

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

Outcome Measure (Lag): Improve average attendance from 91% in 2024 95% in 2025.

Dates/Timeframes: September 2024 to May of 2025

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

Problem Statements: Student Success 9, 10

Funding Sources: Awards and incentives for attendance - 166 - State Comp Ed - 166.11.6498.00.131.30.AR0 - \$1,930

Goal 1 Problem Statements:

Student Success

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Student Success

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Problem Statement 13: Although we cluster identified GT students in classes with trained teachers, these students do not make expected growth at the rate expected (as evidenced by STAAR and MAP assessments). **Root Cause:** Extension and enrichment activities/learning are not a focus, and teachers tend to spend more instructional and intervention energy and planning on struggling students. Differentiated instruction needs to increase in classrooms.

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: Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

Progress Measure (Lead): GBF coaching walks, walk-throughs, PLC work and feedback.

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Reading.

Dates/Timeframes: Once per nine weeks, per grade level

Problem Statements: Student Success 3, 11

Funding Sources: Substitutes for planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.131.30.SUB - \$8,000

Key Strategic Action 2 Details

Key Strategic Action 2: Parents and family members will be invited to review/revise documents according to legal requirements. These meetings include Annual Title 1 meeting and Parent Family Engagement Meeting.

Progress Measure (Lead): Monthly volunteer trainings provided.

Parent training opportunities to include academic family nights

Coffee with the counselor monthly.

Outcome Measure (Lag): Increased parent volunteers from 2024 to 2025 by 10%.

Increased parent engagement in parent engagement opportunities by 20% from 2024 to 2025.

Dates/Timeframes: August 2024 to May of 2025

Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals

Problem Statements: Student Success 5

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers in grades K-5 will receive professional development in IReady.

Progress Measure (Lead): I-ready (I-Station in pre-k) and ST math usage reports; analysis of these reports and student growth in leadership meetings and teacher PLC's

Outcome Measure (Lag): EOY usage reports; more students making or exceeding expected growth as a result of consistent use of I-Ready and ST math (and I-Station in pre-K)

Dates/Timeframes: August through May; students will use devices daily

Staff Responsible for Monitoring: Teachers, CIS/CIS, Campus Technologist

Problem Statements: Student Success 1, 11

Funding Sources: Onsite Professional Development training - ESC - 166 - State Comp Ed - 166.13.6239.00.131.30.AR0 - \$8,500

Key Strategic Action 4 Details

Key Strategic Action 4: At Risk instructional assistants and interventionists will provide RtI Tier 2 and 3 intervention services to at-risk students to increase mastery of grade level reading and math skills through small group guided instruction.

Progress Measure (Lead): RtI meetings; PLC meetings for progress check reviews;

Outcome Measure (Lag): F&P EOY; MAP EOY growth, TELPAS and STAAR results

Dates/Timeframes: August through May

Staff Responsible for Monitoring: CIC; Principal

Problem Statements: Student Success 2, 3, 13

Funding Sources: Interventionist for Reading Support - 211 - ESEA, Title I Part A - 211.11.6119.00.131.30.000 - \$89,375, Intervention aides for Reading and Math Support - 211 - ESEA, Title I Part A - 211.11.6129.00.131.30.000 - \$105,000

Key Strategic Action 5 Details

Key Strategic Action 5: Students read grade level texts daily in kindergarten through third grade with differentiated supports to meet the needs of all student groups including economically disadvantaged, at risk, and special education students .

Progress Measure (Lead): Small group reading
Planning for small groups and Tier 1 instruction

Outcome Measure (Lag): F&P EOY; MAP EOY growth, and STAAR results

Dates/Timeframes: August through May

Staff Responsible for Monitoring: CIC; Principal, APs

Problem Statements: Student Success 4, 8

Funding Sources: Rigorous Aligned STAAR Materials - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$5,000

Key Strategic Action 6 Details

Key Strategic Action 6: All students (K-5) will engage in online intervention support for reading through I-Ready. To gauge student growth and determine next steps for support, lesson assessments will be given frequently, and MAP assessments will be given three times a year. Technology equipment is needed for these programs.

Progress Measure (Lead): I-ready (I-Station in pre-k) and ST math usage reports; analysis of these reports and student growth in leadership meetings and teacher PLC's

Outcome Measure (Lag): EOY usage reports; more students making or exceeding expected growth as a result of consistent use of I-Ready and ST math (and I-Station in pre-K)

Dates/Timeframes: August through May; students will use devices daily

Staff Responsible for Monitoring: Staff Responsible for Monitoring: Teachers, CIS/CIS, Campus Technologist

Problem Statements: Student Success 2, 4

Funding Sources: Technology to support online interventions - 166 - State Comp Ed - 166.11.6398.00.131.30.AR0 - \$10,000

Key Strategic Action 7 Details

Key Strategic Action 7: Family nights will be planned with a focus on reading, math, and science; teachers will plan activities that demonstrate the rigor of grade-level standards and encourage active participation from parents and caregivers.

Progress Measure (Lead): PIC's focusing on instruction in reading, math, and science

Outcome Measure (Lag): STAAR and MAP scores

Dates/Timeframes: October through May

Staff Responsible for Monitoring: Leadership team

Problem Statements: Student Success 2, 4, 12

Funding Sources: Instructional Supplies - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$2,000, Refreshments for Parenting Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.131.24.PAR - \$2,000, Supplies for parent and family meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.131.24.PAR - \$1,000, Reading materials for parent engagement activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.131.24.PAR - \$319

Key Strategic Action 8 Details

Key Strategic Action 8: In order to help our parents of EB students to work with students at home to meet challenging grade level standards, family events will be hosted by our ESL teacher and grade level teachers. These events will feature exposure to strategies that teachers use as well as to provide materials for parents to use at home to engage their children in English literature.

Progress Measure (Lead)
ESL services provided in classrooms with occasional pull-out into the ESL classroom

Outcome Measure (Lag)
ESL students will meet standards at a 5% higher rate than last year.

Dates/Timeframes
October through April

Staff Responsible for Monitoring
ESL teacher, CIS/CIC

Progress Measure (Lead): ESL services provided in classrooms with occasional pull-out into the ESL classroom

Outcome Measure (Lag): ESL students will meet standards at a 5% higher rate than last year.

Dates/Timeframes: October through April

Staff Responsible for Monitoring: ESL teacher, CIC, Principal, AP

Problem Statements: Student Success 4, 7

Key Strategic Action 9 Details

Key Strategic Action 9: Small group targeted instruction for increasing speaking skills and writing proficiently will be provided by the ESL teacher. EB students will participate in online programs to increase achievement.

Progress Measure (Lead): Language Objectives will be posted and used.
Use of sentence stems and the See It, Say It Speak It, strategy will be utilized.
Students will practice speaking and writing responses monthly.

Outcome Measure (Lag): Students performing in the Intermediate level in speaking for kindergarten through second grade will decrease. Students performing in the Intermediate level in writing for kindergarten through second grade will decrease. Students performing in the Intermediate level in speaking in 3rd through 5th grade will decrease.

Dates/Timeframes: September 2024 to May 2025

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

Problem Statements: Student Success 8

Funding Sources: Technology to support online platform for EB learners. - 165/ES0 - ELL - 165.11.6398.00.131.25.ES0 - \$2,730

Goal 2 Problem Statements:

Student Success

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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: Students will participate in intervention during a common intervention time.

Progress Measure (Lead): Planning for data driven groups in PLC, RTI, Team meetings

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Math.

Dates/Timeframes: August to May

Staff Responsible for Monitoring: CIC, Interventionist, Principal, APs

Problem Statements: Student Success 2, 8

Funding Sources: Materials for intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$2,319, Technology supplies for online interventions - 166 - State Comp Ed - 166.11.6394.00.131.30.ARO - \$6,000, Technology for online interventions - 166 - State Comp Ed - 166.11.6398.00.131.30.ARO - \$6,000

Key Strategic Action 2 Details

Key Strategic Action 2: Math lessons will regularly incorporate hands-on activities, especially during the introduction of new units and concepts, to help students move from concrete to abstract thinking.

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

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

Dates/Timeframes: August 2024 to May 2025

Problem Statements: Student Success 2, 8

Funding Sources: Supplemental hands on materials for math instruction - 166 - State Comp Ed - 166.11.6399.00.131.30.ARO - \$6,000

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

Progress Measure (Lead): GBF coaching walks, walk-throughs, PLC work and feedback

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Math.

Dates/Timeframes: 1 per nine weeks

Staff Responsible for Monitoring: Principal, APs, CIC

Problem Statements: Student Success 3, 4

Funding Sources: Substitues for planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.131.30.SUB - \$10,000

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will plan and internalize lessons together weekly with the guidance of Campus Instructional Coach and TTESS Appraisers.

Progress Measure (Lead): Unit checks and Benchmark Assessments

Outcome Measure (Lag): EOY Assessments, STAAR

Dates/Timeframes: August 2024-May 2024

Staff Responsible for Monitoring: Principal, APs, CIC

Problem Statements: Student Success 2, 3, 4

Key Strategic Action 5 Details

Key Strategic Action 5: Many of our students come to school with limited background knowledge and language acquisition, and sometimes struggle with the structure and pace of the classroom. In addition to the SAVVAS curriculum, teachers will use BrainPOP resources to enhance lessons and allow students to see concepts visually.

Progress Measure (Lead): PLC work and MTSS meetings to look at student gains and hot spots

BrainPOP resources (videos, interventions, quizzes);

Outcome Measure (Lag): STAAR performance, MAP growth

Dates/Timeframes: October through May

Staff Responsible for Monitoring: CIC

Problem Statements: Student Success 2

Funding Sources: Brainpop Subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.131.30.000 - \$5,000

Key Strategic Action 6 Details

Key Strategic Action 6: In order to fill in gaps for students, after-school tutoring will be provided by teachers in grades 2-5.

Progress Measure (Lead): Interventionists plan tutoring pacing and goals, students selected for invite using grades and MAP data (prior year STAAR if applicable)

Outcome Measure (Lag): STAAR scores will increase in Reading and Math

Dates/Timeframes: October to May

Staff Responsible for Monitoring: CIS, Interventionists, Principal

Problem Statements: Student Success 2, 4, 7

Funding Sources: instructional workbooks for reading and math during tutoring - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$7,000, Healthy snacks for tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.131.30.000 - \$1,500

Goal 3 Problem Statements:

Student Success

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Problem Statement 4: Our 2024 Reading STAAR scores show the percentage of 3rd (45%), 4th (35%), and 5th (56%) grade students who met expectations were below our campus goal. **Root Cause:** Balanced literacy, utilization of Gradual Release of Responsibility in lessons, and higher level learning tasks are not consistently implemented.

Problem Statement 7: The percentage of 3rd grade (19%) ELL students meeting the standard on STAAR math and 5th grade (6%) ELL students meeting the standard on STAAR science is below the campus "All Student" group. **Root Cause:** Teachers have limited proficiency in the design and implementation of sheltered instruction within Math and Science lessons

Problem Statement 8: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning

Priority 1: Student Success

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Students will engage in hands-on and real-life experiences which build concepts and build background knowledge needed for higher level learning.</p> <p>Progress Measure (Lead): Science lab rotations Science quick checks Daily science instruction</p> <p>Outcome Measure (Lag): Increased science map and Science STAAR</p> <p>Dates/Timeframes: August 2024-May 2024</p> <p>Staff Responsible for Monitoring: Principals, APs, CIC, Science lab teacher</p> <p>Problem Statements: Student Success 1, 8</p> <p>Funding Sources: Science Lab Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.131.30.000 - \$77,971, Supplemental Science lab supplies and materials - 166 - State Comp Ed - 166.11.6399.00.131.30.AR0 - \$8,000</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Students will be provided with appropriate interventions in the core content areas during a common intervention time for each grade level and during after school tutoring. Priority will be given to identified student groups based on STAAR performance to provide Additional Targeted Support to increase achievement in reading and math.</p> <p>Progress Measure (Lead): Planning for data driven groups in PLC, RTI, Team meetings</p> <p>Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase of students scoring at meet or above on STAAR Math.</p> <p>Dates/Timeframes: August 2024-May 2024</p> <p>Staff Responsible for Monitoring: CIC, Interventionists, Principal, APs</p> <p>Problem Statements: Student Success 8, 9</p> <p>Funding Sources: Instructional Supplies for small group and tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$6,000, Rigorous TEKS aligned spiral review materials - 211 - ESEA, Title I Part A - 211.11.6399.00.131.30.000 - \$4,000</p>

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 1: Grade 5 2024 Science STAAR scores of students were at meets which is below the district and state average. Root Cause: Intentional planning using hot spot data has not consistently occurred in all grade levels along with hands on learning experiences.</p>

Student Success

Problem Statement 8: There is a need to differentiate instruction, including remediation and enrichment, to meet the various learning needs of our students (particularly our English learners and students served through 504, Special Education, and Gifted and Talented programs). **Root Cause:** Students served through special programs often need accommodations in order to remove barriers to learning

Problem Statement 9: Many students struggle with social-emotional regulation, which impacts their ability to reach their academic potential. In an increasing number of cases, it impacts their ability to remain in the classroom and interact appropriately with peers because of overstimulation that leads to aggression, verbal outbursts, and attention-seeking behaviors. **Root Cause:** Some students have an inability to manage emotions and communicate in a positive manner with others due to potential trauma, an unidentified sensory issue, or a lack of modeled positive interactions with others.

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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