

**Killeen Independent School District**

**Timber Ridge 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

Timber Ridge has implemented Restorative Practices to support the social-emotional development and well-being of our students. Relationship building is a key component of our efforts to develop a positive culture that engages all students. For the 2024-2025 school year, all staff will be trained to implement Capturing Kids Hearts. We will transition to the Capturing Kids Hearts program and implement with fidelity to connect with students, foster a positive culture, and support the social-emotional well-being of all students. Building connections with all students is important as students who feel connected are more likely to attend school regularly.

**Clubs and Organizations:** Battle of the Books, Choir, Art Club, Archery Club, Drone Club, Chess Club, Good News Club/Party Club, Ranger Ambassadors, No Place for Hate campus designation

**Community Connections/Parent Engagement:** Ranger of the Month Luncheon, Kite Days, Freedom Walk, Thanksgiving Parade, Career Day, Kinder Graduation, 5th Grade Celebration

**Academic Family Events:** STEAM Night, Literacy Night, Parent/Teacher Conferences, Academic Awards, Gifted and Talented Showcase

**Military Connections:** Purple Star Campus designation, Adopt-a-Unit Volunteers, MFLAC groups

#### **Response to Intervention (RTI):**

High-quality Tier I instruction is essential to student growth and achievement. Tier II and Tier III intervention is provided to students who have been identified as needing additional support. Universal screeners, curriculum-based assessments, and on-going progress monitoring are utilized to both determine student need and evaluate the effectiveness of the intervention(s). RTI meetings are regularly held to discuss student progress with a committee.

#### **Attendance Data:**

Mobility rate: 24.7%

Attendance rate(2023-2024) - 93.51%

**Discipline Referrals:** 2023-2024 - 380; 2022-2023 - 521

#### **Instructional Goals:**

- All students will be provided rigorous Tier I instruction tightly aligned to the grade level Texas Standards while aggressively monitoring progress and intervening when needed.
- Ensure Benchmark phonics is implemented with fidelity in grades K-3rd, and ensure all students are exposed to increasingly complex texts as appropriate to develop reading comprehension.
- Implement daily problem solving using the model drawing process with aligned, rigorous problems.
- Utilize the ARACE strategy from PK-5th to construct oral and written responses.
- Incorporate daily Science instruction with frequent hands-on experiences.
- SPED, ESL, Dyslexia, and interventionists will maintain close communication with the general education teachers and staff to ensure high-quality, aligned instruction for our

- special populations.
- Provide enriched learning opportunities for our GT and above-average students.

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

**Circle: Literacy Data**

Rapid Letter Naming - 77% On Track

Rapid Vocabulary - 73% On Track

Phonological Awareness - 76% On Track

**MAP: Reading Data**

Grade	Reading MAP 2022/2023			Reading MAP 2023/2024		
	% at or above District grade level mean RIT	% at or above grade level mean RIT	% of students who met projected growth	% at or above District grade level mean RIT	% at or above grade level mean RIT	% of students who met projected growth
K	34%	30%	20%	49%	49%	39%
1st	54%	38%	40%	52%	41%	54%
2nd	50%	50%	58%	47%	46%	46%
3rd	51%	49%	46%	57%	57%	57%
4th	61%	61%	59%	53%	49%	40%
5th	58%	58%	41%	47%	45%	30%

**STAAR: RLA Spring 2024**

	Grade 3 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	24%	24%	76%	76%	40%	47%	11%	18%
Region	25%	27%	75%	73%	47%	45%	16%	17%
State	24%	25%	76%	75%	50%	49%	20%	21%
TIMBER RIDGE EL	23%	23%	77%	77%	46%	45%	12%	19%

  

	Grade 4 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%
Region	23%	20%	77%	80%	44%	45%	17%	17%
State	23%	19%	77%	81%	48%	51%	22%	23%
TIMBER RIDGE EL	16%	20%	84%	80%	47%	41%	20%	15%

  

	Grade 5 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	19%	22%	81%	78%	53%	51%	22%	24%
Region	20%	23%	80%	77%	53%	50%	24%	24%
State	29%	22%	81%	78%	57%	54%	28%	29%
TIMBER RIDGE EL	16%	29%	84%	71%	45%	42%	14%	18%

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

**Circle: Math Data**

Overall measure - 82% On Track

**MAP: Math Data**

Grade	Math MAP 2022/2023			Math MAP 2023/2024		
	% at or above District grade level mean RIT	% at or above grade level mean RIT	% of students who met projected growth	% at or above District grade level mean RIT	% at or above grade level mean RIT	% of students who met projected growth
K	45%	45%	34%	54%	63%	53%
1st	56%	44%	41%	58%	58%	54%
2nd	51%	44%	47%	54%	49%	32%
3rd	45%	41%	37%	53%	53%	58%
4th	52%	50%	59%	51%	51%	36%
5th	54%	46%	26%	43%	37%	34%

**STAAR: Math Spring 2024**

	Grade 3 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Region	29%	32%	71%	68%	41%	39%	16%	13%
State	27%	31%	73%	69%	45%	41%	19%	15%
TIMBER RIDGE EL	30%	29%	70%	71%	35%	39%	9%	10%

  

	Grade 4 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	16%
Region	34%	36%	66%	64%	42%	40%	17%	17%
State	29%	32%	71%	68%	48%	45%	22%	21%
TIMBER RIDGE EL	32%	44%	68%	56%	38%	30%	16%	12%

  

	Grade 5 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Region	21%	27%	79%	73%	48%	45%	18%	15%
State	20%	24%	80%	76%	51%	49%	21%	19%
TIMBER RIDGE EL	20%	34%	80%	66%	42%	44%	13%	13%

**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 regularly monitored
- RTI is implemented for academics and behavior
- Interventions are done with fidelity
- Grades are reviewed regularly to monitor those who are falling behind and may be in need of intervention
- Enrichment opportunities are provided to students
- Career Day is held in the spring

## Student Success Strengths

### Goal 1: Pathways for All students to build connections

- Increased participation in extra-curricular activities/clubs, and a variety of options to engage students.
- Decreased discipline referrals (521 to 380)

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

- 3rd and 5th grade Masters increased 12% to 19% and 14% to 18% respectively
- 57% of Third Grade students met projected growth on MAP reading, increased from 46% in 2022-23

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

- Increase in 3rd Grade Math in Approaches, Meets, and Masters categories
- Increase in 5th Grade Math Meets (42% to 44%)
- Percentage of students who met projected growth on MAP math increased in Kinder, 1st, and 3rd grades.

## 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 46% to 45%, 4th grade from 47% to 41%, and 5th grade from 45% to 42%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 2:** On Math STAAR, the percentage of 4th and 5th grade students in approaches or above category decreased. 4th grade went from 68% to 56%, 5th grade went from 80% to 66%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 3:** On Science STAAR, the percentage of 5th grade students in the meets and above category decreased from 28% to 13%. **Root Cause:** Insufficient use of hands-on experiences and inquiry-based learning methods. Insufficient instruction on essential vocabulary.

**Problem Statement 4:** The attendance rate for the 2023-2024 school year was 93.51%. Student absences negatively impact student achievement. **Root Cause:** Campus efforts to increase student attendance have not been highly effective. More innovative strategies are needed to address the concern.

**Problem Statement 5:** There were 380 discipline referrals for the 2023-2024 school year. While this is a significant decrease from previous years, the rate is higher than expected. **Root Cause:** Self-regulation strategies and social emotional skills need to be consistently and explicitly taught and reinforced.

**Problem Statement 6:** There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those with learning gaps. Additionally, students would benefit from enrichment opportunities available through extracurricular clubs **Root Cause:** High mobility, lack of enrichment opportunities throughout the school

day

**Problem Statement 7:** Our subgroups of special education, economically disadvantaged, and emergent bilinguals are scoring below their peers for Approaches and Meets in Reading and Math in 4th and 5th grade. **Root Cause:** Tier I instruction is not consistently provided across campus. Interventions may not be provided during the intervention block as students may be pulled for support in special programs.

**Problem Statement 8:** The percentage of students who scored 0 on the STAAR ECR in 3rd-5th grades is higher than the district average (3rd grade - 47%, 4th grade - 39%, 5th grade - 65%). **Root Cause:** Inconsistent use of the ARACE writing model for ECR/SCR. Failure to explicitly teach the writing model in some classrooms.

**Problem Statement 9:** Parent participation in Family Learning Night activities and parent/teacher conferences is inconsistent and decreasing. **Root Cause:** Ineffective communication methods and limited opportunities at times that work for families.

**Problem Statement 10:** Lower than district average of students identified as GT. GT students do not consistently meet expected growth according to MAP and STAAR. **Root Cause:** Lessons for enrichment and extension are not planned or implemented consistently as the focus tends to be on students who are below grade level.

# Human Capital

## Human Capital Summary

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

- The campus leadership team strives to create a positive work environment that attracts and retains teachers and paraeducators through staff appreciation, personal notes of acknowledgement, and morale boosting activities such as treats, games, and spirit weeks.
- Weekly Ranger awards for one teacher and one support staff member.

### **Staff Demographics:**

#### Teacher Years of Experience:

- Beginning Teachers - 9
- 1-5 Years - 14
- 6-10 Years - 10
- 11-20 Years - 17
- 21-30 Years - 4

#### Teachers by Ethnicity

- African-American - 9
- Hispanic - 5
- White - 37
- Asian - 2
- Two or more races - 1

### **Goal 2.2 - The district will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

- Campus leadership will continue to attend district job fairs to recruit certified teachers and instructional assistants.
- Campus leadership will continue to follow district guidelines for all staffing.
- Campus leadership will continue to desegregate campus data, instructional strengths, years of experience, and leadership abilities to form strong, collaborative teams to increase student achievement.

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

- Professional development will be provided at both the district and campus levels, during PLCs, and after school to continue to improve instructional practices.
- Continued coaching will be available for all teachers and staff by the Campus Instructional Coach and Campus Instructional Specialist to improve instruction for all learners.
- All new teachers will be provided a mentor through the district mentoring program.
- Campus leadership will complete coaching walks and program fidelity checks to identify additional needs for the campus or individual staff members.

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

- All staff will have the opportunity to give and receive feedback on job satisfaction and performance through discussions after coaching, coaching walks, walkthroughs, formal appraisals, and surveys.



## Human Capital Strengths

- 32% of TRES teachers have 11-20 years of experience.
- There is intentional effort to show appreciation to all staff members regularly throughout the year.

## Problem Statements Identifying Human Capital Needs

**Problem Statement 1:** 30% of our teachers will be DOI/instructors in the next school year. **Root Cause:** Fewer certified teachers available to be hired.

**Problem Statement 2:** We have 7 teacher vacancies for the next school year. **Root Cause:** Fewer qualified applicants in the hiring pool; two vacancies are SPED/ESL.

**Problem Statement 3:** Retention of high-quality staff members is a challenge and a top priority. **Root Cause:** Teacher/staff retention is complex given the level of stress and burnout, as well as the opportunities available outside of education.

# Financial Stewardship

## Financial Stewardship Summary

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

- The Campus Improvement Plan must be created using campus data to ensure that the needs specific to the campus are being met.
- The SBDM committee reviews the Campus Improvement Plan at monthly meetings to ensure that spending is meeting identified campus needs and aligned to the district/campus goals.
- The campus leadership creates procedures to ensure that the programs purchased are being used with fidelity. Monitoring and feedback are instrumental to making sure that student achievement is always in the forefront of classroom instruction.

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

- The principal's secretary completes monthly reconciliation for review.
- Through SBDM, transparency of the budget expenditures is communicated to ensure they are aligned with campus goals.
- Clear and ongoing communication about expenditures are discussed between administration staff to ensure appropriate alignment to need.

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

- Campus leadership will emphasize the importance of policy compliance and its impact on school culture through staff trainings and meetings.
- The campus leadership team will continue to recognize staff and students who positively contribute to the school culture and climate.
- Campus administration will continue to communicate policy changes and updates through all campus communication channels.

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

- Campus leadership will ensure all staff are trained regarding procedures and forms related to financial spending to include field trips, clubs, charters, and collecting of money.
- Campus leadership will continue to be transparent with staff on campus financial status through monthly SBDM meetings.
- Professional development on district resources will be created based on campus and individual needs.

## Financial Stewardship Strengths

- There are effective processes in place by the principal and principal secretary to ensure all purchases align with the needs of the campus and meet district expectations/guidelines.
- The principal and principal secretary meet weekly to review budgets and expenditures.

## Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** Not all available funds were used to purchase needed items/services. **Root Cause:** Spending deadlines were missed.

**Problem Statement 2:** There is no process for staff, including teachers and campus instructional specialist, to submit the required information for procurement. **Root Cause:** Without a process, staff are unaware of the need to supply information and the importance of alignment.

**Problem Statement 3:** There are limited opportunities for parents and other stakeholders to be actively involved in decisions/activities to support school success. **Root Cause:** Lack of parent liaison limits outreach efforts. Inconsistent communication with parents/community. Lack of intentional planning/funding for parent engagement.

# Priorities

## Priority 1: Student Success

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

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> All campus staff will implement and monitor Capturing Kids' Hearts throughout the campus to support the social and emotional well-being of all students. CKH implementation will foster relationship building and empower students to take ownership of their behavior.</p> <p><b>Progress Measure (Lead):</b> All staff will participate in training and PD throughout the year. 100% of teachers and support staff will greet students at building/classroom doors. Each class and grade-level PLC will develop Social Contracts and refer to them continually. Staff will utilize the behavior ladder and the four questions to help redirect student behavior. All staff will model and consistently utilize the hand gestures.</p> <p><b>Outcome Measure (Lag):</b> Student discipline referrals will decrease by 10% from last year's total.</p> <p><b>Dates/Timeframes:</b> August 2024 - May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Collaborating Departments:</b> None</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Success 5</p> <p><b>Funding Sources:</b> Supplies and materials for CKH implementation activities, posters, and other printed material - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$5,000, Counselor PD to support CKH Implementation - 211 - ESEA, Title I Part A - 211.31.6411.00.133.30.000 - \$3,000, SEL PD to support At Risk student Needs - 166 - State Comp Ed - 166.31.6411.00.133.30.AR0 - \$1,500</p>

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Students in 2nd thru 5th grades will have the opportunity to participate in extracurricular activities (clubs) to develop positive social interactions, increased confidence, and improved communication skills that will enhance their academic efforts. Extracurricular opportunities will be facilitated by staff members and include choir, chess, Science Olympiad, art, and Battle of the Books.

**Progress Measure (Lead):** Increase in the number of students participating in extracurricular activities compared to SY23/24.

**Outcome Measure (Lag):** Attendance rates will increase from 93.5% to 95%

Discipline referrals will decrease by 10% from last year's total.

**Dates/Timeframes:** October 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Principal's secretary, staff volunteers

**Collaborating Departments:** None

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 4, 5

**Funding Sources:** Materials for Extra Curricular activities intended to increase student achievement through connection to well-rounded education - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$2,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** The TRES student attendance rate will increase from 93.5% to 95% during the 2024-2025 school year.

**Progress Measure (Lead):** RaaWee program will utilized to monitor student attendance and to intervene in response to chronic absenteeism. Incentives, including nine-week perfect attendance awards/certificates, will be provided to encourage regular attendance.

**Outcome Measure (Lag):** Timber Ridge attendance will improve to 95%.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

**Collaborating Departments:** None

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Student Success 4

**Funding Sources:** Low cost student incentives: perfect attendance/principal certificates, etc. - 166 - State Comp Ed - 166.11.6498.00.133.30.AR0 - \$2,000

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** The campus will fund a parent liaison position in order to facilitate communication between parents and the school. The liaison will also serve as the volunteer coordinator and support the planning and implementation of community/school events.

**Progress Measure (Lead):** Increase coordination of parent/community events. Increase communication between school and parents/community.

**Outcome Measure (Lag):** Increase parent engagement to support student achievement as indicated by event sign-ins and parent survey at the end of the school year.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** None

**ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Financial Stewardship 3

**Funding Sources:** Parent Liaison Aide III - 211 - ESEA, Title I Part A - 211.61.6129.00.133.30.000 - \$27,523

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Parents/Family members will be invited to review and revise Title I documents during regular meetings scheduled in the Fall and Spring. Parent conferences will be held in the fall to share student progress and the Home/School Compact.

**Progress Measure (Lead):** Title I documents will be reviewed and revised: Parent & Family Engagement, Home/School Compact. Required Title I meetings will be held at various times to increase attendance. Parent conferences held in the fall using required conferencing form.

**Outcome Measure (Lag):** Parent involvement will increase 10% from last school year.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Collaborating Departments:** None

**Problem Statements:** Financial Stewardship 3

**Funding Sources:** Parent conference forms in triplicate - 211 - ESEA, Title I Part A - 211.11.6397.000.133.30.000 - \$1,000

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Timber Ridge will offer family learning nights to engage parents and students in literacy, math, and science activities. Additional celebrations will be held to recognize student achievement such as semester academic award celebrations.

**Progress Measure (Lead):** Parent surveys will identify ways to encourage parent involvement on campus. Increased attendance at after school activities as shown by parent sign-in sheets.

**Outcome Measure (Lag):** Increase parent engagement/involvement by 10% from previous school year.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS, Teachers

**Collaborating Departments:** None

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 9

**Funding Sources:** Refreshments for family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.133.24.PAR - \$1,448, Paper for weekly parent communication/flyers for special events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.133.24.PAR - \$1,000

### Goal 1 Problem Statements:

#### Student Success

**Problem Statement 4:** The attendance rate for the 2023-2024 school year was 93.51%. Student absences negatively impact student achievement. **Root Cause:** Campus efforts to increase student attendance have not been highly effective. More innovative strategies are needed to address the concern.

**Problem Statement 5:** There were 380 discipline referrals for the 2023-2024 school year. While this is a significant decrease from previous years, the rate is higher than expected. **Root Cause:** Self-regulation strategies and social emotional skills need to be consistently and explicitly taught and reinforced.

**Problem Statement 9:** Parent participation in Family Learning Night activities and parent/teacher conferences is inconsistent and decreasing. **Root Cause:** Ineffective communication methods and limited opportunities at times that work for families.

#### Financial Stewardship

**Problem Statement 3:** There are limited opportunities for parents and other stakeholders to be actively involved in decisions/activities to support school success. **Root Cause:** Lack of parent liaison limits outreach efforts. Inconsistent communication with parents/community. Lack of intentional planning/funding for parent engagement.

**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:** Daily schedules will ensure 120 minutes of ELAR instruction is provided to each student. Research-based instructional strategies and materials will be utilized to support student needs in reading and writing.

**Progress Measure (Lead):** Improved student learning as evidenced by scores on daily checks for understanding, progress checks, and benchmarks.

**Outcome Measure (Lag):** Increase student achievement by 5% on universal screeners, district benchmarks, and STAAR.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS/CIC, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

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

**Funding Sources:** Student reading materials for ELAR Instructional Support - 211 - ESEA, Title I Part A - 211.11.6329.00.133.30.000 - \$3,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Teachers in grades K-5th will utilize the ARACE ECR/SCR writing model to support students in response writing. In grades 3-5, students will utilize rubrics to analyze their writing. All students will receive timely feedback on their writing progress from teachers as teachers use feedback data to drive instructional decisions.

**Progress Measure (Lead):** ARACE model will be posted and utilized in each classroom. Student writing samples will be reviewed and rated according to rubrics at grades 3-5.

**Outcome Measure (Lag):** Decrease in percentage of 0s scored on constructed responses on district benchmarks and STAAR (3rd grade - from 47% to 40%, 4th grade - from 39% to 31%, 5th grade - from 65% to 50%).

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** Curriculum and Instruction Department

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 1, 8



### Key Strategic Action 3 Details

**Key Strategic Action 3:** Teachers (grades 2-5) will utilize a data protocol in PLCs to analyze data from RLA benchmark assessments to develop targeted plans for each student during small group instruction and/or WIN time.

**Progress Measure (Lead):** Data protocol documentation will be used to identify growth and need along with next steps.

**Outcome Measure (Lag):** Student achievement on district benchmarks and STAAR will increase by 5% by the end of the school year.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 7, 8

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teachers (K-5th) will utilize i-Ready to support intervention to close gaps and accelerated learning in reading. Teachers will regularly monitor and review progress reports to note areas to be addressed in teacher-led small group instruction and/or tutoring.

**Progress Measure (Lead):** i-Ready reports will be reviewed regularly at grade level planning/PLC meetings.

After school tutoring

**Outcome Measure (Lag):** Increased growth and achievement as indicated by MAP.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Funding Sources:** Instructional materials - printed - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$5,000, Snacks for tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.133.30.000 - \$4,207

### 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 46% to 45%, 4th grade from 47% to 41%, and 5th grade from 45% to 42%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

## Student Success

**Problem Statement 2:** On Math STAAR, the percentage of 4th and 5th grade students in approaches or above category decreased. 4th grade went from 68% to 56%, 5th grade went from 80% to 66%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 3:** On Science STAAR, the percentage of 5th grade students in the meets and above category decreased from 28% to 13%. **Root Cause:** Insufficient use of hands-on experiences and inquiry-based learning methods. Insufficient instruction on essential vocabulary.

**Problem Statement 7:** Our subgroups of special education, economically disadvantaged, and emergent bilinguals are scoring below their peers for Approaches and Meets in Reading and Math in 4th and 5th grade. **Root Cause:** Tier I instruction is not consistently provided across campus. Interventions may not be provided during the intervention block as students may be pulled for support in special programs.

**Problem Statement 8:** The percentage of students who scored 0 on the STAAR ECR in 3rd-5th grades is higher than the district average (3rd grade - 47%, 4th grade - 39%, 5th grade - 65%). **Root Cause:** Inconsistent use of the ARACE writing model for ECR/SCR. Failure to explicitly teach the writing model in some classrooms.

**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:** Daily schedules will ensure 80 minutes of systematic and explicit math instruction is provided to each student. The SAVVAS Math curriculum will be utilized with fidelity using the district pacing calendar.

**Progress Measure (Lead):** Daily schedules will show 80 minutes of math instruction. Improved student learning as evidenced through daily checks for understanding, progress checks, and unit benchmarks.

**Outcome Measure (Lag):** Increase in student scores on universal screeners, district benchmarks, and math STAAR.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principals, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 2

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Teachers (grades 2-5) will utilize a data protocol in PLCs to analyze data from Math benchmark assessments to develop targeted plans for each student during small group instruction and/or WIN time.

**Progress Measure (Lead):** Completed data protocol documents to indicate growth and need along with next steps.

**Outcome Measure (Lag):** Student achievement on district benchmarks and STAAR will increase by 5% by the end of the school year.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 2

### Key Strategic Action 3 Details

**Key Strategic Action 3:** A common math problem-solving model will be implemented in grades 2-5, aligning with the district's curriculum and resources to support critical thinking and problem solving skills.

**Progress Measure (Lead):** Grades 2-5 will include a problem-solving time during the math block to practice the problem-solving model. Notebooks/folders with paper/composition books will be used to show growth over time.

**Outcome Measure (Lag):** Increase in student achievement by 5% on district benchmark assessments and STAAR Math.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, CIC/CIS, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

**Funding Sources:** Notebooks/folders with paper/composition books/labels for daily problem solving - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$4,700, Printer toner for problem solving activities - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$5,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teachers (K-5th) will utilize i-Ready to support intervention to close gaps and accelerated learning in math. Teachers will regularly monitor and review progress reports to note areas to be addressed in teacher-led small group instruction.

**Progress Measure (Lead):** i-Ready reports will be reviewed regularly at grade level planning/PLC meetings.

**Outcome Measure (Lag):** Increased growth and achievement as indicated by MAP.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Teachers will provide math instruction utilizing the CRA approach and district curriculum resources. They will employ research-based best practices during interventions which include graphic organizers, word walls, SAVVAS resources, instructional posters, and other district approved supplemental resources to enhance learning.

**Progress Measure (Lead):** Teachers will utilize district resources with fidelity and include supplemental resources to support grade-level mastery of the TEKS.

**Outcome Measure (Lag):** Increase achievement on district benchmarks and STAAR by 5%.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

**Funding Sources:** Instructional supplies to include paper and manipulatives - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$3,500, Printer Toner for printing intervention material, data charts, etc. - 166 - State Comp Ed - 166.11.6399.00.133.30.AR0 - \$8,500

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 2:** On Math STAAR, the percentage of 4th and 5th grade students in approaches or above category decreased. 4th grade went from 68% to 56%, 5th grade went from 80% to 66%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 7:** Our subgroups of special education, economically disadvantaged, and emergent bilinguals are scoring below their peers for Approaches and Meets in Reading and Math in 4th and 5th grade. **Root Cause:** Tier I instruction is not consistently provided across campus. Interventions may not be provided during the intervention block as students may be pulled for support in special programs.

**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:** The instructional leadership team (administrators, CIS, CIC) will support teachers in the unit internalization process by regularly collaborating, observing, and coaching teachers during grade level planning and through coaching feedback. The use of PLC protocols will lead to greater internalization of units and support fidelity of curriculum implementation.

**Progress Measure (Lead):** Weekly PLCs will be held and include the use of protocols to examine student work, analyze data, and internalize lessons. Grade level planning will occur at least once a week as scheduled by each grade level.

**Outcome Measure (Lag):** Student achievement in reading will increase by 5% by the end of the 2024-2025 school year.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Success 1

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Increase student achievement with at-risk students by providing high-impact, targeted, small group instruction utilizing instructional aides during WIN time with tutorials in core content areas to accelerate learning.

**Progress Measure (Lead):** Utilize Think Up supplemental materials and other resources. Intervention progress will be documented and tracked.

**Outcome Measure (Lag):** Improve reading and math achievement by 5% on universal screeners, unit benchmarks, and STAAR for at-risk students.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS

**Collaborating Departments:** None

**Problem Statements:** Student Success 1, 2

**Funding Sources:** Intervention Aide - 166 - State Comp Ed - 166.11.6129.00.133.30.AR0 - \$29,200, Instructional Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.133.30.000 - \$82,617

### Key Strategic Action 3 Details

**Key Strategic Action 3:** The campus will fund a full-time Campus Instructional Specialist.

**Progress Measure (Lead):** The CIS will provide coaching, lesson internalization support, instructional resources and materials to support all teacher in delivering effective instruction that supports the KISD curriculum. Additionally, the CIS will support new teachers and mentors through the KISD mentoring program.

**Outcome Measure (Lag):** Increase student growth and achievement as evidenced by improved MAP scores by 5% and STAAR Meets scores by 5% in all tested subjects.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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

**Funding Sources:** CIS Salary - 211 - ESEA, Title I Part A - 211.13.6119.00.133.30.000 - \$77,713

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Struggling students will be referred to RtI as part of Multi-Tiered Systems of Support (MTSS). RtI is implemented and monitored monthly for effectiveness for students that fall below 30% on the MAP universal screener and with teacher recommendation. Evidence-based interventions will be put into place to address gaps in learning and will be monitored by the RtI committee.

**Progress Measure (Lead):** SSP notes will document and track progress with interventions. MAP reports and other data will be used to monitor progress as well.

**Outcome Measure (Lag):** Increase student achievement by 5% on MAP at EOY and STAAR scores.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS, teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

### Key Strategic Action 5 Details

**Key Strategic Action 5:** The CIS, teachers, and librarian will provide gifted students with supplemental instruction in their areas of giftedness and in areas for which they are not identified as gifted. Instructional support will be provided through interventions, enrichment, project-based learning, and projects for TPSP.

**Progress Measure (Lead):** TPSP project development will be documented and monitored. Campus GT showcase will be hosted to highlight accomplishments of our GT students. Field-based instruction for GT students will be planned and provided for enrichment. Opportunities for enrichment will also be provided during WIN time.

**Outcome Measure (Lag):** 100% of eligible students will complete a TPSP project and participate in the Campus GT Showcase.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS, Librarian, Teachers

**Collaborating Departments:** None

**ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 10

**Funding Sources:** Consumable supplies for TPSP projects - 177 - Gifted/Talented - 177.11.6399.00.133.21.000 - \$1,000, Field-based Instruction transportation - 177 - Gifted/Talented - 177.11.6494.00.133.21.000 - \$300, Field-based Instruction Expense - contract fee - 177 - Gifted/Talented - 177.11.6299.00.133.21.000 - \$500, Instructional supplies for GT enrichment lessons - 177 - Gifted/Talented - 177.11.6399.00.133.21.000 - \$804, Field-based Instruction Expense - Entry fee - 177 - Gifted/Talented - 177.11.6412.00.133.21.000 - \$500

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Teachers (K-5) will provide inquiry-based and hands-on lessons in science to improve master of science skills and academic vocabulary.

**Progress Measure (Lead):** Grade-level unit plans will include labs/hand-on activities to support growth and achievement in science. Small group instruction to address gaps will be provided as needed in alignment with benchmark data. Campus-wide science vocabulary parade will be held in the spring. Campus-wide science fair will be held in the spring.

**Outcome Measure (Lag):** Increase in percentage of students at Meets on the 5th grade Science STAAR from 13% in 2024 to 30% in 2025.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS, Teachers

**Collaborating Departments:** None

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 3

**Funding Sources:** Instructional supplies to include poster board (1 per student) - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$1,000, Consumable supplies for various science experiments - 211 - ESEA, Title I Part A - 211.11.6399.00.133.30.000 - \$5,000



### Key Strategic Action 7 Details

**Key Strategic Action 7:** Teachers of ELL will provide differentiated instruction using technology-based interventions and other research-based strategies for ELL students through small group.

**Progress Measure (Lead):** Students will participate in the district-provided technology based intervention regularly. The ESL teacher will provide small group instruction utilizing research-based strategies.

**Outcome Measure (Lag):** Increase student growth between the BOY and EOY MAP assessments as well as TELPAS and STAAR.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS, ESL Teachers

**Collaborating Departments:** None

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 7

**Funding Sources:** Headsets with flex tip adaptor (microphone) - 165/ES0 - ELL - 165.11.6399.00.133.25.ES0 - \$750, Instructional materials for small group instruction - 165/ES0 - ELL - 165.11.6399.00.133.25.ES0 - \$1,280

### 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 46% to 45%, 4th grade from 47% to 41%, and 5th grade from 45% to 42%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 2:** On Math STAAR, the percentage of 4th and 5th grade students in approaches or above category decreased. 4th grade went from 68% to 56%, 5th grade went from 80% to 66%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 3:** On Science STAAR, the percentage of 5th grade students in the meets and above category decreased from 28% to 13%. **Root Cause:** Insufficient use of hands-on experiences and inquiry-based learning methods. Insufficient instruction on essential vocabulary.

**Problem Statement 7:** Our subgroups of special education, economically disadvantaged, and emergent bilinguals are scoring below their peers for Approaches and Meets in Reading and Math in 4th and 5th grade. **Root Cause:** Tier I instruction is not consistently provided across campus. Interventions may not be provided during the intervention block as students may be pulled for support in special programs.

**Problem Statement 10:** Lower than district average of students identified as GT. GT students do not consistently meet expected growth according to MAP and STAAR. **Root Cause:** Lessons for enrichment and extension are not planned or implemented consistently as the focus tends to be on students who are below grade level.

**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:** Create and maintain a positive school culture by recognizing and appreciating the accomplishments of staff throughout the year through newsletter shout-outs, personalized notes, appreciation days, etc..

**Progress Measure (Lead):** Weekly recognition of staff accomplishments, celebration of staff appreciation days/week, personalized notes.

**Outcome Measure (Lag):** Improve staff retention to 90% at the end of the 2024-2025 school year.

**Dates/Timeframes:** August 2024 - June 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, CIS/CIC

**Collaborating Departments:** None

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 3

**Goal 1 Problem Statements:**

**Human Capital**

**Problem Statement 3:** Retention of high-quality staff members is a challenge and a top priority. **Root Cause:** Teacher/staff retention is complex given the level of stress and burnout, as well as the opportunities available outside of education.

**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:** Campus leadership team will participate in district job fairs and other hiring events throughout the year.

**Progress Measure (Lead):** Campus leadership and staff will attend job fairs and other hiring events as needed.

**Outcome Measure (Lag):** The campus will be fully staffed.

**Dates/Timeframes:** August 2024 - July 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Collaborating Departments:** Human Resources

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

**Problem Statements:** Human Capital 2

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** A survey will be offered to teachers before the end of the school year to collect teacher preferences, strengths, and weaknesses for assignments in the new school year.

**Progress Measure (Lead):** Campus staff will be given a preference survey prior to the end of the year.

**Outcome Measure (Lag):** Teacher preferences, strengths, and weaknesses will be considered for the upcoming school year in order to maximize potential.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Principals, Assistant Principals, CIS/CIC

**Collaborating Departments:** None

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Human Capital 3

**Goal 2 Problem Statements:**

**Human Capital**

**Problem Statement 2:** We have 7 teacher vacancies for the next school year. **Root Cause:** Fewer qualified applicants in the hiring pool; two vacancies are SPED/ESL.

## Human Capital

**Problem Statement 3:** Retention of high-quality staff members is a challenge and a top priority. **Root Cause:** Teacher/staff retention is complex given the level of stress and burnout, as well as the opportunities available outside of education.

**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**

**Key Strategic Action 1:** Campus professional development will be provided in identified areas of need to support teachers in their ongoing learning and growth.

**Progress Measure (Lead:** PD will be provided to support teachers in implementing district curriculum and resources, such as SAVVAS, HMH, Writable, iReady, and Lead4ward. Professional books to support research-based instructional strategies and professional development.

**Outcome Measure (Lag):** Increase in teacher clarity resulting in high quality, Tier I instruction to ensure growth and student achievement.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS/CIC

**Collaborating Departments:** Curriculum and Instruction

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Human Capital 1, 3

**Funding Sources:** Books for professional development - 166 - State Comp Ed - 166.13.6329.00.133.30.AR0 - \$2,970, Professional Development on RBIS - Teachers, CIC, CIS - 166 - State Comp Ed - 166.13.6411.00.133.30.AR0 - \$10,000, Professional Development on RBIS - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.133.30.000 - \$5,000, Substitutes for teachers to attend PD - 166 - State Comp Ed - 166.13.6299.SB.133.30.AR0 - \$5,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** The Campus Instructional Coach and Campus Instructional Specialist will provide on-going campus professional development as determined by campus data and provide specific and individualized coaching, and model lessons utilizing the Get Better Faster Coaching Model.

**Progress Measure (Lead:** Coaching cycle documentation will be reviewed to determine common areas of need.

**Outcome Measure (Lag):** Improved teacher efficacy.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS/CIC

**Collaborating Departments:** None

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Human Capital 1, 3

**Funding Sources:** Reading materials to support mentoring and coaching teachers - 211 - ESEA, Title I Part A - 211.13.6329.00.133.30.000 - \$2,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Teachers (PK-5th) will be provided planning days to internalize and plan lessons aligned to district curriculum resources and the district pacing calendars to ensure instruction is aligned to the depth and complexity of the standards and to plan appropriate intervention/remediation based on student data.

**Progress Measure (Lead):** Teachers will participate in three planning days (one each grading period) with substitutes provided.

**Outcome Measure (Lag):** Increase in student achievement by 5% on MAP, District Benchmarks, and STAAR.

**Dates/Timeframes:** October 2024 - March 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIC/CIS

**Collaborating Departments:** None

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 1, 2, 3, 7, 8 - Human Capital 1, 3

**Funding Sources:** Substitutes for Teachers for Planning Days - 166 - State Comp Ed - 166.13.6299.SB.133.30.AR0 - \$10,000, Substitutes for Teachers for Planning Days - 211 - ESEA, Title I Part A - 211.13.6299.00.133.30.SUB - \$5,000

### 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 46% to 45%, 4th grade from 47% to 41%, and 5th grade from 45% to 42%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 2:** On Math STAAR, the percentage of 4th and 5th grade students in approaches or above category decreased. 4th grade went from 68% to 56%, 5th grade went from 80% to 66%. **Root Cause:** Over reliance on Unit Map and district provided progressions instead of a clear understanding of standard specificity and rigor. PLCs did not provide enough opportunities to gain clarity of the standards, appropriate level of rigor, and research based instructional strategies.

**Problem Statement 3:** On Science STAAR, the percentage of 5th grade students in the meets and above category decreased from 28% to 13%. **Root Cause:** Insufficient use of hands-on experiences and inquiry-based learning methods. Insufficient instruction on essential vocabulary.

**Problem Statement 7:** Our subgroups of special education, economically disadvantaged, and emergent bilinguals are scoring below their peers for Approaches and Meets in Reading and Math in 4th and 5th grade. **Root Cause:** Tier I instruction is not consistently provided across campus. Interventions may not be provided during the intervention block as students may be pulled for support in special programs.

**Problem Statement 8:** The percentage of students who scored 0 on the STAAR ECR in 3rd-5th grades is higher than the district average (3rd grade - 47%, 4th grade - 39%, 5th grade - 65%). **Root Cause:** Inconsistent use of the ARACE writing model for ECR/SCR. Failure to explicitly teach the writing model in some classrooms.

#### Human Capital

**Problem Statement 1:** 30% of our teachers will be DOI/instructors in the next school year. **Root Cause:** Fewer certified teachers available to be hired.

**Problem Statement 3:** Retention of high-quality staff members is a challenge and a top priority. **Root Cause:** Teacher/staff retention is complex given the level of stress and burnout, as well as the opportunities available outside of education.

**Priority 2: Human Capital**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Paraprofessional staff will be evaluated annually using the auxiliary appraisal document in Strive.</p> <p><b>Progress Measure (Lead:</b> Appraisal documents in Eduphoria's Strive will be used to evaluate all paraprofessional staff annually and allow for goal setting.</p> <p><b>Outcome Measure (Lag):</b> Paraprofessional staff will set performance goals and receive performance feedback annually to support their growth.</p> <p><b>Dates/Timeframes:</b> 2024-2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Collaborating Departments:</b> Human Resources</p> <p><b>Problem Statements:</b> Human Capital 3</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> All teachers will receive job-embedded coaching through the T-TESS evaluation process and Get Better Faster waterfall document.</p> <p><b>Progress Measure (Lead:</b> All teachers will have two coaching walks and four walk-throughs over the course of the school year. Appraised teachers will have one formal observation. All teachers will participate in the GBF coaching cycle, frequency dependent on their tier.</p> <p><b>Outcome Measure (Lag):</b> Teacher efficacy and job satisfaction will increase, leading to improved retention.</p> <p><b>Dates/Timeframes:</b> August 2024 - May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CIS/CIC</p> <p><b>Collaborating Departments:</b> None</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Human Capital 1, 3</p>

**Goal 4 Problem Statements:**

<b>Human Capital</b>
<p><b>Problem Statement 1:</b> 30% of our teachers will be DOI/instructors in the next school year. <b>Root Cause:</b> Fewer certified teachers available to be hired.</p> <p><b>Problem Statement 3:</b> Retention of high-quality staff members is a challenge and a top priority. <b>Root Cause:</b> Teacher/staff retention is complex given the level of stress and burnout, as well as the opportunities available outside of education.</p>

### Priority 3: Financial Stewardship

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

#### Key Strategic Action 1 Details

**Key Strategic Action 1:** All purchases/spending will be 100% aligned with the campus improvement plan.

**Progress Measure (Lead):** Spending decisions will be made with input/feedback from SBDM. The campus improvement plan will guide all spending decisions.

**Outcome Measure (Lag):** 100% of funds will be spent according to the goals of the CIP.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Principal's Secretary, Assistant Principals, CIS

**Collaborating Departments:** None

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Financial Stewardship 1

#### Key Strategic Action 2 Details

**Key Strategic Action 2:** All budget allocations will be prioritized based on data-driven insights to ensure resources are directed to areas with the greatest impact on student achievement.

**Progress Measure (Lead):** Assessment data, including STAAR, MAP, and district assessments, will be used to determine areas of need and strength when allocating funds and selecting resources.

**Outcome Measure (Lag):** More effective use of resources will support improved student performance, more targeted support for critical needs, and overall improved educational outcomes.

**Dates/Timeframes:** August 2024 - June 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, CIS/CIC

**Collaborating Departments:** None

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Financial Stewardship 1

### Goal 1 Problem Statements:

#### Financial Stewardship

**Problem Statement 1:** Not all available funds were used to purchase needed items/services. **Root Cause:** Spending deadlines were missed.



**Priority 3: Financial Stewardship**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Review financial reports monthly with the principal's secretary to complete budget reviews and audits, monitoring spending and ensuring funds are used efficiently.</p> <p><b>Progress Measure (Lead):</b> Financial reports complete and accurate. Spending spreadsheet for campus funds maintained and accurate.</p> <p><b>Outcome Measure (Lag):</b> The campus will meet all district spending guidelines.</p> <p><b>Dates/Timeframes:</b> August 2024 - June 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Principal's Secretary</p> <p><b>Collaborating Departments:</b> None</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Financial Stewardship 1</p>

**Goal 2 Problem Statements:**

<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> Not all available funds were used to purchase needed items/services. <b>Root Cause:</b> Spending deadlines were missed.</p>

**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.