

# **Killeen Independent School District**

## **Skipcha Elementary School**

**2024-2025**



# Mission Statement

Our Mission is to provide a safe and caring learning environment where engaging experiences result in profound and meaningful academic and social learning to prepare students for the future.

## Vision

We believe... \*Silver Stars will persevere through challenging work. \*Silver Stars will embrace opportunities to think critically as they relate learning to the real world. \*Silver Stars will collaborate with others in order to communicate their learning at deeper levels. \*Silver Stars will fuel creativity and innovation with their individual uniqueness.

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

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

Skipcha Elementary is a Title I elementary school in Killeen ISD serving families from the surrounding neighborhoods in Harker Heights, TX. We serve approximately 975 students from grades PK4 - 5. In the 2023 Qualtrics survey of students, 96% of students in grades 3-5 feel the adults at Skipcha care about them and 97% of said they know the expectations and understand there are consequences for their choices/actions. 95% of students said their teachers have high academic expectations for them.

Our Mission is to provide a safe and caring learning environment where engaging experiences result in profound and meaningful academic and social learning to prepare students for the future. As our vision, We believe... \*Silver Stars will persevere through challenging work. \*Silver Stars will embrace opportunities to think critically as they relate learning to the real world. \*Silver Stars will collaborate with others in order to communicate their learning at deeper levels. \*Silver Stars will fuel creativity and innovation with their individual uniqueness.

Teaching the whole child is important to us. That's why Skipcha introduced restorative practices in 2019. It has become part of our fabric as we teach students appropriate behavior and how to restore relationships when relationships are challenged. Through this multi-year endeavor, Skipcha has seen a 54% reduction in office referrals.

During the 2023-2024 school year, 148 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 16% of these students received more than one office referral during the school year. In the 2024-2025 school year, all KISD schools will participate in the Capturing Kids Hearts. CKH is a program for K-12 educators that aims to develop healthy relationships and effective skills in schools to:

- Relationships: Build productive relationships between students, teachers, and colleagues
- Social-emotional wellbeing: Create a relationship-driven campus culture and strengthen student connectedness
- Classroom management: Develop self-managing classrooms and decrease discipline issues
- Character education: Teach respect, responsibility, and emotional intelligence

With the introduction of restorative practices in 2019, Skipcha has experienced a progressive reduction in office referrals. We expect this reduction to continue as our campus becomes a Capturing Kids Heart campus during the 2024-2025 school year.

The fall Qualtrics survey showed 97% of parents report that the school provides a safe campus for students, staff, and families, 96% of students in grades 3-5 feel the adults at Skipcha care about them, and 97% of students in grades 3-5 said they know the expectations and understand there are consequences for their choices/actions.

When looking at last year's data for our youngest Silver Stars, we see that by the end of the school year our Pre-kindergarten students scored above the district's average in all areas evaluated by the CIRCLE universal screening. However, the social-emotional score reflected 82% mastery. The district's percentage reflected

81% mastery. The Capturing Kids Hearts program should improve that score in the upcoming year.

Student success does not only come from a great school experience. Our parents are true partners in the learning of their children. We are blessed with parents who participate in school in many ways and we have an active Parent-Teacher Organization (PTO). We encourage parent participation and partnership in developing lifelong learners. Building the capacity of our parents to ensure they have the tools needed to help their children continue learning at home will continue to be a focus during the 2024-2025 school year. Students learn best in an environment where they feel safe, secure and challenged. This will continue to be our goal with our parents as partners. In the 2023 Qualtrics survey, 96% of parents reported having overall confidence in the school and 97% are happy with the quality of instruction their children are receiving at Skipcha. 97% of parents report that the school provides a safe campus for students, staff, and families. On that same survey, 70% of respondents reported feeling connected to other parents/families at the school. Next year, we will work with our parents to find ways for more of them to feel connected to other families at the school.

Safety of our students and staff is most important. We meet the state and district required "locked door" checks. Additionally, we participate in all required safety drills. Our Safe & Supportive Schools team meets regularly to review the safety and security of all students, staff, families, and visitors.

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

A recent review of our STAAR data reflects that our students outperformed the state, region, and district averages for STAAR reading achievement. Although Skipcha students scores are above-average for STAAR reading, our STAAR score averages are not growing in all grade-levels.

On the 2024 STAAR, third grade students did reflect growth. On the 2024 STAAR reading, 64% of third grade students met or exceeded the state's expected standard of achievement, reflecting a 9% increase from 2023.

On the 2024 STAAR reading, 55% of fourth grade students met or exceeded the state's expected standard of achievement, reflecting a 2% decrease from 2023.

On the 2024 STAAR reading, 63% of fifth grade students met or exceeded the state's expected standard of achievement, reflecting a 4% decrease from 2023.

Economically disadvantaged students who took the 2024 STAAR reading were less successful at meeting the state's standard. For reading, 50.23% of Skipcha's economically disadvantaged students met or exceeded the standard as compared to 60.34% of non-economically disadvantaged students. However, this was an increase from 2023 when 42.13% of economically disadvantaged students met or exceeded the state standard for reading STAAR. This is evidence that our interventions are working.

Emerging bilingual (EB) students did not perform as well as their English as a first language peers on the 2024 STAAR. For reading, 46.67% of Skipcha's EB students met or exceeded the standard as compared to 60.34% of English as a first language students. This was a decrease from 2023 when 51.52% of EB students met or exceeded the state standard for reading STAAR. Growth of our EB student population's academic success will be a focus in the 2024-2025 school year.

STAAR is not the only data reviewed and monitored. Students in grades K-5 also participate in a universal screening test called NWEA MAP. This assessment takes place three times a year. At the end of the school year, we reviewed the data for all grades. Students in Kindergarten, 1st grade, 3rd grade, and 4th grade scored above the national average in reading and math. Students in 5th grade scored above the national average in reading and science, but slightly below the national average in math. Students in 2nd grade scored 4.1 RIT points below the national average in reading and 1.0 RIT point below the national average in math.

A closer review of STAAR and MAP data reflects (with the exception of third grade), Skipcha students are not growing as much as we would like them to grow. Growth will continue to be a focus in the 2024-2025 school year. Teachers and students will be closely tracking their progress toward mastery of the state standards.

Our pre-kindergarten students also complete a universal screener called CIRCLE. The CIRCLE data from the 2023-2024 school year reflects that 90% or more of Skipcha PK students met mastery for all literacy skills evaluated, except for Rapid Vocabulary. 82% of Skipcha PK students met mastery for Rapid Vocabulary. Although above the district's average of 74%, this is an area we will continue to focus on in the 2024-2025 school year.

We will continue to offer tutoring services during the school day for students who need remediation. Some students may receive after-school tutoring too. In addition to the classroom teacher, Skipcha has an intervention teacher, intervention assistants, two campus instructional coaches, and an instructional specialist. This team of professionals will work to ensure our students needs are met

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

A recent review of our STAAR data reflects that our students outperformed the state, region, and district averages for STAAR math achievement. Although Skipcha students scores are above-average for STAAR math, our STAAR score averages are not growing in all grade-levels.

On the 2024 STAAR, third grade students did reflect growth. On the 2024 STAAR math, 57% of third grade students met or exceeded the state's expected standard of achievement, reflecting a 1% increase from 2023.

On the 2024 STAAR math, 43% of fourth grade students met or exceeded the state's expected standard of achievement, reflecting a 7% decrease from 2023.

On the 2024 STAAR math, 40% of fifth grade students met or exceeded the state's expected standard of achievement, reflecting a 6% decrease from 2023.

Economically disadvantaged students who took the 2024 STAAR math were less successful at meeting the state's standard. For math, 41.01% of Skipcha's economically disadvantaged students met or exceeded the standard as compared to 49.89% of non-economically disadvantaged students. However, this was an increase from 2023 when 34.52% of economically disadvantaged students met or exceeded the state standard for math STAAR. This is evidence that our interventions are working and we have a continued need for interventionists and instructional coaches and specialists.

Emerging bilingual (EB) students performed as well as their English as a first language peers on the 2024 STAAR math. Growth of our EB student population's academic success will be a focus in the 2024-2025 school year, especially related to math vocabulary.

STAAR is not the only data reviewed and monitored. Students in grades K-5 also participate in a universal screening test called NWEA MAP. This assessment takes place three times a year. At the end of the school year, we reviewed the data for all grades. Students in Kindergarten, 1st grade, 3rd grade, and 4th grade scored above the national average in math. Students in 5th grade scored above the national average in reading and science, but slightly below the national average in math. Students in 2nd grade scored 1.0 RIT point below the national average in math.

A closer review of STAAR and MAP data reflects (with the exception of third grade) that Skipcha students are not growing as much as we would like them to grow. Growth will continue to be a focus in the 2024-2025 school year. Teachers and students will be closely tracking their progress toward mastery of the state standards.

Our pre-kindergarten students also complete a universal screener called CIRCLE. On the year-end CIRCLE assessment for math, 97% of Skipcha's PK students met mastery.

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

One of the things that makes Skipcha a great place is the diversity of our student population. The 2022-2023 TAPR report reflects an ethnic distribution of 24.8% African American, 29.4% Hispanic, and 30% White. The remaining students are two or more races, American Indian, Asian, or Pacific Islander.

As mentioned earlier, Skipcha is a Title I school. The 2022-2023 TAPR report reflects the following demographic data. 40.5% of our students are economically disadvantaged. 7.5% of our students are Emerging Bilingual. Although the percentage of students who are emerging bilingual is fairly low, this group of students represents 15 different home languages. Meeting the needs of these families will be a focus for the 2024-2025 school year. 14.6% of our students receive special education services and 7.7% receive services for dyslexia. According to the 2022-2023 TAPR report, our mobility rate is 18.3%, which is lower than the district's average of 28.6% but higher than the state's mobility rate. A contributing factor to the higher mobility rate is the fact that our school has a high number of military-connected families. During the 2023-2024 school year, 7.2% of our students were identified as gifted and talented. This is 3.4% higher than the district. It is important to meet the unique needs of all subgroups, including G/T students, so all children thrive and grow to their maximum potential.

We are proud of our military-connected families, which, according to the 2022-2023 TAPR report, represent 64.1% of our student population. Maintaining the status as a Purple Star campus is important to Skipcha. During the 2024-2025 school year, we will continue to focus on meeting the needs of military students and their families.

On the 2024 STAAR science, 54% of students scored "approaches" but only 22% of fifth grade students met or exceeded the state's expected standard of achievement. For this reason, the campus will place a focus on science instruction in all grades during the 2024-2025 school year.

A closer review of STAAR and MAP data reflects (with the exception of third grade), Skipcha students are not growing as much as we would like them to grow. Growth will continue to be a focus in the 2024-2025 school year. Teachers and students will be closely tracking their progress toward mastery of the state standards.

### Student Success Strengths

- Skipcha students outperformed the state, region, and district averages for STAAR reading and math achievement at the approaches, meets, and masters levels.
- Third grade achievement grew from 2023 to 2024.
- Students in Kindergarten, 1st grade, 3rd grade, and 4th grade scored above the national average in math. Students in 5th grade scored above the national average in reading and science.
- 64.1% of our students are military-connected
- Skipcha earned a Purple Star designation from the state of Texas
- Skipcha earned the Common Sense media designation
- 97% of parents are happy with the quality of instruction their children are receiving at Skipcha.
- 97% of parents report that the school provides a safe campus for students, staff, and families.
- 96% of students in grades 3-5 feel the adults at Skipcha care about them
- 97% of students said they know the expectations and understand there are consequences for their choices/actions.
- 95% of students said their teachers have high academic expectations for them.
- On the year-end CIRCLE assessment for math, 97% of Skipcha's PK students met mastery.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1:** During the 2023-2024 school year, 148 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 16% of these students received more than one office referral during the school year. Additionally, 82% of PK students mastered social-emotional learning on the year-end CIRCLE assessment. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

**Problem Statement 2:** STAAR reading achievement scores for 4th grade reflected a 2% decrease from the previous year. STAAR reading achievement scores for 5th grade reflected a 4% decrease from the previous year. Additionally, 82% of PK students mastered mastery for rapid vocabulary. **Root Cause:** Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve reading, writing, and vocabulary instruction.

**Problem Statement 3:** On the year-end MAP assessment, students in 2nd grade scored 4.1 RIT points below the national average in reading and 1.0 RIT points below the national average in math. **Root Cause:** The daily schedule was not designed to make the most of instructional time.

**Problem Statement 4:** STAAR math achievement scores for 4th grade reflected a 7% decrease from the previous year. STAAR math achievement scores for 5th grade reflected a 6% decrease from the previous year. **Root Cause:** Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve math instruction.

**Problem Statement 5:** 7% of Skipcha students qualify as gifted and talented students creating a need to challenge these students so they continue to grow academically and socially.

**Root Cause:** Gifted and talented students need opportunities to work with their peers and expand thinking opportunities.

**Problem Statement 6:** Economically disadvantaged students were less successful than non-economically disadvantaged students on the 2024 STAAR reading, math, and science assessments. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of economically disadvantaged students.

**Problem Statement 7:** Emerging bilingual students were less successful than their English as a first language peers on the 2024 STAAR reading and science assessments. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of emerging bilingual students.

**Problem Statement 8:** 22% of 5th grade students met or exceeded the state's expected standard on the science STAAR in 2024. **Root Cause:** There was not a designated science instructional time indicated on teacher schedules to allow hands-on and rigorous science instruction.

**Problem Statement 9:** 87% of parents report that school provides a safe campus for students, staff, and families.



# Human Capital

## Human Capital Summary

Our staff is highly qualified and committed to our students. The average years of experience for our teachers, according to the 2022-2023 TAPR report, is 9.2 years. 32% of our teachers hold masters degrees. However, 40.8% of our teachers have five or less years of experience. Building the capacity of newer teachers will be a focus during the 2024-2025 school year.

Teaching can be a stressful job, especially if a teacher still fairly new to the profession. During the 2024-2025 school year, teacher and staff wellness will be a focus so that our staff is best prepared to meet the needs of all students.

We will also make sure our teachers have time to collaboratively plan and internalize lessons that challenge our students.

Additionally, because of some promotions and a retirement last school year, we have some new leaders to our campus and will work to grow their capacity as Skipcha assistant principals and campus instructional coaches. The campus needs a designated campus instructional specialist who facilitates instructional effectiveness, mentors new teachers, and coordinates curriculum development so that the learning needs of district students can be met. That person will act as the project leader and ensure the district's curriculum is implemented with fidelity. This year, our leadership team will focus on servant-minded, instructional leadership.

It is important that Skipcha staff feel supported and challenged to continue to grow. Our culture is one where teachers are expected to be lifelong learners and share their learning with colleagues. Teachers are treated as the professionals they are and family/work life balance is important. Teachers work hard all day, incorporating learning into every moment so that they can spend as much time as possible with their families when not at work. During professional learning community (PLC) meetings, teachers learn from each other in a transparent environment designed to grow teachers and students.

During the Fall 2023 Qualtrics staff survey, Skipcha staff reported highest scores in the areas of collaboration and leadership support. 100% of teachers said they have high expectations for their students. However, 62% of responding teachers reported providing students feedback that includes where they are and what steps they need to take next in their learning and 79% said they help students set attainable goals. We will improve these percentages in the 2024-2025 school year so that all students are setting attainable goals and have a roadmap about how to reach their goals.

## Human Capital Strengths

- The average years of experience for our teachers, according to the 2022-2023 TAPR report, is 9.2 years.
- 32% of our teachers hold masters degrees.
- Teachers encouraged to have work/family balance.
- Early career teachers receive support from campus instructional coaches, a campus instructional specialist, an appraiser, and a designated mentor.
- Campus focus on life-long learning.
- Staff report a high level of satisfaction with campus leadership and report having ample opportunities to collaborate.
- 100% of teachers describe themselves as having high expectations.

## Problem Statements Identifying Human Capital Needs

**Problem Statement 1:** Teachers experience high levels of stress during certain times of the school year. **Root Cause:** 40.8% of teachers have five or less years of experience.

**Problem Statement 2:** 50% of the campus leadership team is new to their position in the 2024-2025 school year. **Root Cause:** The Skipcha leadership team experienced a retirement, promotions, and additional positions by the school district.

**Problem Statement 3:** 62% of teachers reported providing students feedback that includes where they are and what steps they need to take next in their learning and 79% said they help students set attainable goals. **Root Cause:** Campus expectations for student goal-setting were not adequately monitored for fidelity.

# Financial Stewardship

## Financial Stewardship Summary

Attendance is important because we can not teach students who are not in school. The 2022-2023 TAPR report reflects an attendance rate for the 2021-2022 school year of 93.4%. This is above the state and district percentage. However, this is a decrease of 1.6% from the prior year (2020-2021). One area of concern, is chronic absenteeism. In 2020-2021, chronic absenteeism was 13.6%. This rose in the 2021-2022 school year to 21.8%. Although this is still lower than the district average, the trend is concerning. Regular attendance, including tardiness, will be a focus for the 2024-2025 school year.

District, state, and federal funds are prudently spent by the campus to ensure maximum impact and benefit to our students. During the 2024-2025 school year, an emphasis will be placed on ensuring available funds are spent as early as possible in the school year to reflect maximum benefit to our students.

Professional development is required for our teachers and staff to continue to be life-long learners. To ensure fidelity of professional learning, teachers who participate in professional learning are expected to share that learning with colleagues during professional learning communities, grade-level meetings, or staff meetings.

## Financial Stewardship Strengths

- Attendance rate for the 2021-2022 school year is above the state and district percentage.
- Internal audit financial report reflected minimal needed changes.

## Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** Chronic absenteeism rose from 13.6% in 2020 - 2021 to 21.8% in 2021-2022. **Root Cause:** We have not clearly communicated to all parents the importance of regular school attendance.

# Priorities

**Priority 1: Student Success**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> All students participate in reading and math interventions at their personal level of learning allowing each student to make expected annual progress.  <b>Staff Responsible for Monitoring:</b> Principal, CIS, CIC, Teachers</p> <p><b>Problem Statements:</b> Student Success 2, 3, 4, 5, 6</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> All students will track their own progress in reading and math and reflect on their growth.  <b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, CIC</p> <p><b>Problem Statements:</b> Student Success 2, 3, 5, 6, 7, 8 - Human Capital 3  <b>Funding Sources:</b> Binders, dividers, paper, and ink for student tracking - 166 - State Comp Ed - 166.11.6399.00.136.30.AR0 - \$2,098</p>
<b>Key Strategic Action 3 Details</b>
<p><b>Key Strategic Action 3:</b> The campus will embrace the district's Capturing Kids Hearts program that aims to develop healthy relationships and effective skills in school to improve social-emotional wellbeing.  <b>Staff Responsible for Monitoring:</b> Principal, APs, CIS, CIC, Counselors</p> <p><b>Problem Statements:</b> Student Success 1</p>
<b>Key Strategic Action 4 Details</b>
<p><b>Key Strategic Action 4:</b> Students will be recognized for reaching goals.  <b>Staff Responsible for Monitoring:</b> Principal, CIS, Counselors</p> <p><b>Problem Statements:</b> Student Success 2, 3, 4, 5, 6, 8  <b>Funding Sources:</b> Brag Tags for backpacks - 211 - ESEA, Title I Part A - 211.31.6399.00.136.30.000 - \$2,000</p>

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Students will learn coping skills to de-escalate emotions.

**Problem Statements:** Student Success 1

**Funding Sources:** Self-regulations and sensory tools - 211 - ESEA, Title I Part A - 211.31.6399.00.136.30.000 - \$3,000

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Parents will be involved in the development of the Campus Improvement Plan, the Parent and Family Engagement Policy, and the Home/School Compact.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Success 9

### Goal 1 Problem Statements:

#### Student Success

**Problem Statement 1:** During the 2023-2024 school year, 148 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 16% of these students received more than one office referral during the school year. Additionally, 82% of PK students mastered social-emotional learning on the year-end CIRCLE assessment. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

**Problem Statement 2:** STAAR reading achievement scores for 4th grade reflected a 2% decrease from the previous year. STAAR reading achievement scores for 5th grade reflected a 4% decrease from the previous year. Additionally, 82% of PK students mastered mastery for rapid vocabulary. **Root Cause:** Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve reading, writing, and vocabulary instruction.

**Problem Statement 3:** On the year-end MAP assessment, students in 2nd grade scored 4.1 RIT points below the national average in reading and 1.0 RIT points below the national average in math. **Root Cause:** The daily schedule was not designed to make the most of instructional time.

**Problem Statement 4:** STAAR math achievement scores for 4th grade reflected a 7% decrease from the previous year. STAAR math achievement scores for 5th grade reflected a 6% decrease from the previous year. **Root Cause:** Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve math instruction.

**Problem Statement 5:** 7% of Skipcha students qualify as gifted and talented students creating a need to challenge these students so they continue to grow academically and socially. **Root Cause:** Gifted and talented students need opportunities to work with their peers and expand thinking opportunities.

**Problem Statement 6:** Economically disadvantaged students were less successful than non-economically disadvantaged students on the 2024 STAAR reading, math, and science assessments. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of economically disadvantaged students.

**Problem Statement 7:** Emerging bilingual students were less successful than their English as a first language peers on the 2024 STAAR reading and science assessments. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of emerging bilingual students.

**Problem Statement 8:** 22% of 5th grade students met or exceeded the state's expected standard on the science STAAR in 2024. **Root Cause:** There was not a designated science instructional time indicated on teacher schedules to allow hands-on and rigorous science instruction.

**Problem Statement 9:** 87% of parents report that school provides a safe campus for students, staff, and families.

## Human Capital

**Problem Statement 3:** 62% of teachers reported providing students feedback that includes where they are and what steps they need to take next in their learning and 79% said they help students set attainable goals. **Root Cause:** Campus expectations for student goal-setting were not adequately monitored for fidelity.

**Priority 1: Student Success**

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

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Teachers/assistants will provide intensive reading instruction and small group intervention to at-risk or other students struggling to learn how to read. Targeted support will be provided to students who were unsuccessful on the reading STAAR assessment and subgroups identified as needing intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Success 2, 3</p> <p><b>Funding Sources:</b> Instructional assistants - 166 - State Comp Ed - 166.11.6129.00.136.30.ARO - \$72,441, Instructional assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.136.30.000 - \$110,139.59, Student headphones for new ipads - 211 - ESEA, Title I Part A - 211.11.6399.00.136.30.000 - \$6,600</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> ESL certified teachers will learn evidence-based instructional strategies to better meet the needs of EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS, CIC</p> <p><b>Problem Statements:</b> Student Success 7</p> <p><b>Funding Sources:</b> ESL conference for 4 teachers - 165/ES0 - ELL - 165.13.6411.00.136.25.ES0 - \$4,200</p>
<b>Key Strategic Action 3 Details</b>
<p><b>Key Strategic Action 3:</b> Campus instructional specialist hired to ensure content-area interventions, small-group instruction, and specialized student subgroups meet the are successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Success 2, 3, 4, 5, 6, 8</p> <p><b>Funding Sources:</b> Campus instructional specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.136.30.000 - \$92,504</p>

**Goal 2 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 2:</b> STAAR reading achievement scores for 4th grade reflected a 2% decrease from the previous year. STAAR reading achievement scores for 5th grade reflected a 4% decrease from the previous year. Additionally, 82% of PK students mastered mastery for rapid vocabulary. <b>Root Cause:</b> Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve reading, writing, and vocabulary instruction.</p>

## Student Success

**Problem Statement 3:** On the year-end MAP assessment, students in 2nd grade scored 4.1 RIT points below the national average in reading and 1.0 RIT points below the national average in math. **Root Cause:** The daily schedule was not designed to make the most of instructional time.

**Problem Statement 4:** STAAR math achievement scores for 4th grade reflected a 7% decrease from the previous year. STAAR math achievement scores for 5th grade reflected a 6% decrease from the previous year. **Root Cause:** Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve math instruction.

**Problem Statement 5:** 7% of Skipcha students qualify as gifted and talented students creating a need to challenge these students so they continue to grow academically and socially. **Root Cause:** Gifted and talented students need opportunities to work with their peers and expand thinking opportunities.

**Problem Statement 6:** Economically disadvantaged students were less successful than non-economically disadvantaged students on the 2024 STAAR reading, math, and science assessments. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of economically disadvantaged students.

**Problem Statement 7:** Emerging bilingual students were less successful than their English as a first language peers on the 2024 STAAR reading and science assessments. **Root Cause:** Targeted small-group instruction did not adequately meet the needs of emerging bilingual students.

**Problem Statement 8:** 22% of 5th grade students met or exceeded the state's expected standard on the science STAAR in 2024. **Root Cause:** There was not a designated science instructional time indicated on teacher schedules to allow hands-on and rigorous science instruction.



**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:** Sponsor a content-area night where parents and students learn fun, engaging activities.

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

**Problem Statements:** Student Success 4

**Funding Sources:** Snacks for content-area night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.136.24.PAR - \$1,000, Supplies for content-area night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.136.24.PAR - \$1,622

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Incorporate academic vocabulary instruction into PLC to improve teacher understanding of best practices for vocabulary instruction.

**Problem Statements:** Student Success 3, 4

**Funding Sources:** Flocabulary Subscription - 166 - State Comp Ed - 166.11.6299.OL.136.30.AR0 - \$3,960, Brainpop Subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.136.30.000 - \$3,795, SAVVAS Envision consumables for grades K-2 - 211 - ESEA, Title I Part A - 211.11.6399.00.136.30.000 - \$11,000

**Goal 3 Problem Statements:**

**Student Success**

**Problem Statement 3:** On the year-end MAP assessment, students in 2nd grade scored 4.1 RIT points below the national average in reading and 1.0 RIT points below the national average in math. **Root Cause:** The daily schedule was not designed to make the most of instructional time.

**Problem Statement 4:** STAAR math achievement scores for 4th grade reflected a 7% decrease from the previous year. STAAR math achievement scores for 5th grade reflected a 6% decrease from the previous year. **Root Cause:** Teachers, especially early-career teachers, have not received adequate professional development in instructional methods to improve math instruction.

**Priority 1: Student Success**

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

## Priority 2: Human Capital

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

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Focus on teacher wellness by ensuring adequate time for collaborative planning which will result in improved instructional outcomes.

**Progress Measure (Lead):** Teachers will submit agenda and share with CICs and CIS what was accomplished during planning days.

**Outcome Measure (Lag):** Coaching walks and walk-thru data will reflect improved instruction on domain II in T-TESS.

**Dates/Timeframes:** 24-25 school year

**Staff Responsible for Monitoring:** Principal, CIS, CIC

**Problem Statements:** Human Capital 1

**Funding Sources:** Substitute teachers for teacher planning and professional development days - 211 - ESEA, Title I Part A - 211.13.6299.00.136.30.SUB - \$8,181.41, Substitute teachers for planning and professional development - 166 - State Comp Ed - 166.13.6299.SB.136.30.AR0 - \$6,633

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Provide a wellness resource to all teachers and staff, including regular professional development.

**Progress Measure (Lead):** Teachers will have access to wellness program.

Teachers will view wellness videos during PLC followed by wellness discussion during PLC.

**Outcome Measure (Lag):** Teacher retention rate will improve next year.

**Dates/Timeframes:** 24-25 school year.

**Staff Responsible for Monitoring:** Principal, APs, CIS, Counselors

**Problem Statements:** Student Success 1 - Human Capital 1

**Funding Sources:** Living Well Aware wellness resource (Dr. Sulak's program) for campus employees - 211 - ESEA, Title I Part A - 211.13.6299.OL.136.30.000 - \$6,500, Living Well Aware wellness resource (Dr. Sulak's program) for campus employees - 211 - ESEA, Title I Part A - 211.13.6299.00.136.30.000, Living Well Aware teacher books - 211 - ESEA, Title I Part A - 211.13.6329.00.136.30.000

## Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** During the 2023-2024 school year, 148 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 16% of these students received more than one office referral during the school year. Additionally, 82% of PK students mastered social-emotional learning on the year-end CIRCLE assessment. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

## Human Capital

**Problem Statement 1:** Teachers experience high levels of stress during certain times of the school year. **Root Cause:** 40.8% of teachers have five or less years of experience.

**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.

<b>Key Strategic Action 1 Details</b>
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<p><b>Key Strategic Action 1:</b> Provide professional development and coaching to new and veteran campus leaders to help them improve their instructional leadership.</p>
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<p><b>Progress Measure (Lead):</b> CICs and CIS will participate in fidelity walks with a Region 12 coach and perform coaching walks and feedback sessions with all grade-level teachers by December.</p>
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<p><b>Outcome Measure (Lag):</b> T-TESS Domain II and III will reflect proficient for above for 90% of classroom teachers.</p>
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<p><b>Staff Responsible for Monitoring:</b> Principal/APs/CIS/CIC</p>
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<p><b>Problem Statements:</b> Human Capital 2</p>
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<p><b>Funding Sources:</b> Region 12 on-site coaching for new Instructional Coaches and CIS - 166 - State Comp Ed - 166.23.6239.00.136.30.AR0 - \$3,600</p>
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**Goal 3 Problem Statements:**

<b>Human Capital</b>
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<p><b>Problem Statement 2:</b> 50% of the campus leadership team is new to their position in the 2024-2025 school year. <b>Root Cause:</b> The Skipcha leadership team experienced a retirement, promotions, and additional positions by the school district.</p>
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**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.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Students will receive small, educational awards for attendance incentive</p> <p><b>Progress Measure (Lead):</b> Parents of students with chronic absentee will participate in phone and/or in-person conferences with SEL counselor to develop a plan for improvement. Student improvement will be rewarded with small educational trinkets to encourage continued attendance.</p> <p><b>Outcome Measure (Lag):</b> Attendance rate will improve by the end of the year.</p> <p><b>Dates/Timeframes:</b> 24-25 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, APs</p> <p><b>Problem Statements:</b> Financial Stewardship 1</p> <p><b>Funding Sources:</b> Attendance Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.136.30.000 - \$1,000</p>

**Goal 1 Problem Statements:**

<b>Financial Stewardship</b>
<p><b>Problem Statement 1:</b> Chronic absenteeism rose from 13.6% in 2020 - 2021 to 21.8% in 2021-2022. <b>Root Cause:</b> We have not clearly communicated to all parents the importance of regular school attendance.</p>



**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.

# SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Other School Leader	D'Lynn Brown	Campus Instructional Specialist
Other School Leader	Amanda Zbranek	Campus Instructional Coach
Other School Leader	Latrice Roberts	Campus Instructional Coach
Business Representative	Bryan Miller	Business Representative
Community Representative	Terry Teston	Community Representative
District-level Professional	Diana Davidson	District-Level Professional
Parent	Dana Jackson	Parent
Parent	Andrew Stahl	Parent
Administrator/Chair	Jane Apodaca	Principal
Classroom Teacher	Joann Galinsky	Teacher: 1st Grade
Classroom Teacher	Sarina Trevino	Teacher: 2nd Grade
Classroom Teacher	Emily Hoenig	Teacher: 3rd Grade
Classroom Teacher	Teresa Tomlin	Teacher: 4th Grade
Classroom Teacher	Keleigh O'Neil-Walters	Teacher: 5th Grade
Classroom Teacher	Britta Cleve-Ball	Teacher: Kindergarten
Classroom Teacher	Jamie Anderson	Teacher: PK4
Classroom Teacher	Susan Miller	Teacher: SPED
Other Appropriate Personnel	Heath Miller	Title I: Other Appropriate Personnel
Other School Leader	Gloria Mays	Other School Leader
Other School Leader	Holly Hall	Title I: Other School Leader
Paraprofessional	Kimberly Reed	Title I: Paraprofessional
Specialized Instructional Support	Neely Tracy	Title I: Specialized Instructional Support