

Killeen Independent School District

Maude Moore Wood Elementary

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Clubs and Organizations: Science Olympiad, National Elementary Honor Society, Good News Club, Warrior Voices Choir, Student Council, Warriors in Action Leadership Club, Battle of the Books, Warrior of the Month Lunch,

Community Connections/Parent Engagement: Little Warriors Early Literacy Club, Warrior of the Month Luncheon, Father Son Activity, Father Daughter Dance, Mother Daughter Tea, Mother Son Activity, PE Have a Ball Night, Black History Play, Freedom Walk, Parade into the Holidays, Career Day, Family Projects (Can a Character, Hot Potato Character, Disguise a turkey),

Academic Family Events: STEAM night, Open House, Math Night, Reading Night, Parent Teacher Conferences, STAAR Action Conferences in the Fall, Academic Awards (1st & 2nd Semester), PK ABC Fashion Show, Gifted and Talented Showcase; Principal Award given at the semester

Field Based Learning

School wide behavior incentives and cultural routines: Office Referrals: 2022-515; 2023-439; 2024-330

- The Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies. The RtI committee discusses and supports positive behavior interventions for students with recurring behavior challenges.
- Some students have a strong need for movement and struggle with formalized seating. These students would benefit from options to stand or move without disturbing others.
- Campus staff have previously received training and implemented Restorative practices. For the 2024-2025 school year all campus staff will be trained and transition to implementing Capturing Kids Hearts across campus with fidelity. This researched based program focuses on social-emotional well being, student connectedness and positive relationships.
- Good behavior incentives will be provided to students who are role models of meeting all campus behavioral expectations.
- Positive incentives include: Warrior Store visits for earning 20 stickers, Incentives in cafeé (earning helmets for class chart), Golden Pencil Nominations for students who display perseverance and dedicated work habits, Jiji visits and key chains awarded for ST Math Completion, Treatment Agreements, Morning Circle

Military Connections: MFLAC groups, Purple STAR applicant, Adopt A Unit Volunteers, Student Ambassadors, Military Family Luncheon

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

RtI Process/Intervention: Student achievement is measured through the use of assessments, STAAR, MAP universal screeners, and CIRCLE assessments. The assessment results, both formative and summative, combined with the study of our curriculum documents and state standards, drive the instruction and the decisions at Maude Moore Wood. Based on the assessment results, we determine which standards we need to spiral and/ or reteach and which students are in need of RtI Intervention. Clear success criteria for performance assessments are needed in order to determine the validity of the results and ensure that appropriate interventions are provided when needed.

Our master schedule includes a specific non-negotiable time set aside during the school day for interventions for all students by grade level. This year, we will continue to implement the strategies addressed in our intentional interventions to assist in meeting the needs of ALL students in order to increase achievement. Maude Moore Wood Elementary uses district-provided, research-based interventions including Leveled Literacy Interventions and standards based small group support. . RtI is implemented school-wide. When a teacher has concerns regarding a student, behavioral or academic, an RtI meeting is called to identify interventions or different strategies to use with the child. Interventions are successful when used with fidelity. In the 2023-2024 school year, we noticed great gains with our "Orange You Glad You're Tracking Your Progress" data tracking folders campus wide. Students set goals and monitored their own progress toward goal mastery. In addition, Maude Moore Wood Elementary has the following instructional programs to meet the needs of all students: Gifted and Talented Program, English Language Learners, Dyslexia, and the Skills/ECSE programs. Students who qualify for Special Education are provided services through an inclusion model consisting of co-teaching support.

- EL 8.1%
- SPED 22%
- Eco Dis 47.8%

- Mobility: 17.4% (2023-2-24)

- Attendance Rate: 94% (2023-2024)

- Tardies
 - 2022-2023- 3,986 tardies
 - 2024-2025-4,471 tardies

Instructional Goals:

- Our campus goal is to ensure that all students are provided rigorous tier one instruction derived from the Texas Standards while aggressively monitoring progress and intervening when needed.
- Ensure Benchmark phonics is implemented consistently and with fidelity across grade levels and that students are exposed to a variety of text genres to increase reading comprehension skills.
- Implement daily problem solving using the model draw process with aligned, rigorous problems. This practice will improve problem solving skills across grade levels.
- Utilize the ARACE strategy from PK-5th grade to construct written responses.
- Incorporate hands on experiences in Science
- SPED teachers will maintain close communication with the general education teachers and staff to ensure high quality instruction for our special education population while accommodating and modifying the curriculum.
- Ensure Summit K-12 is implemented and data desegregated to drive instruction for our EB students.
- Track and monitor the accommodations and progress of our At Risk Student Population.
- Provide enriched learning opportunities for our GT student population.

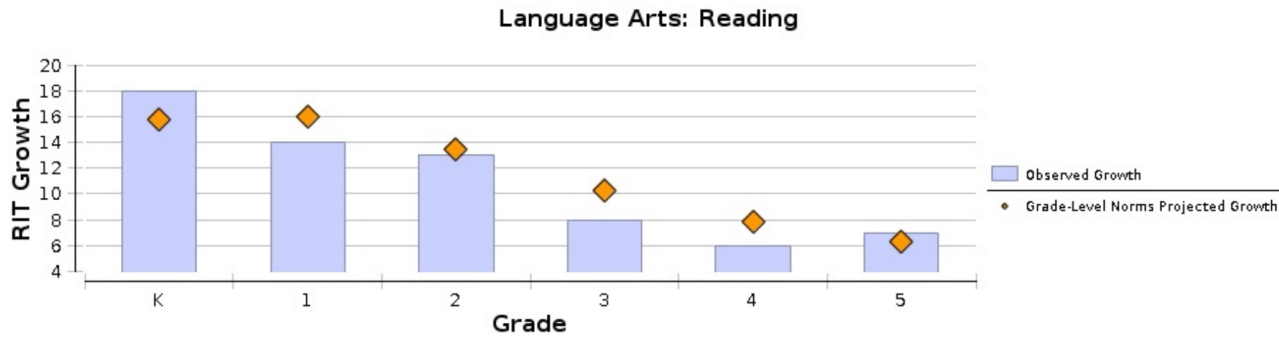
Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

- **Campus Wide Data Tracking Folders**-CUA data protocols, Orange folders: ISIP, MAP, reading level, Sight word, letter recognition, writing portfolio

Literacy CIRCLE data: (PK)

- Rapid letter naming: 85%
- Rapid vocabulary: 70%
- Phonological Awareness: 79%

MAP Reading Data (KG-5th)



STAAR Reading Data (3rd-5th)

	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%
MAUDE MOORE WOOD EL	13%	16%	87%	84%	68%	60%	34%	23%

	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%
MAUDE MOORE WOOD EL	9%	6%	91%	94%	57%	56%	27%	24%

	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%
MAUDE MOORE WOOD EL	17%	15%	83%	85%	55%	57%	24%	31%

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

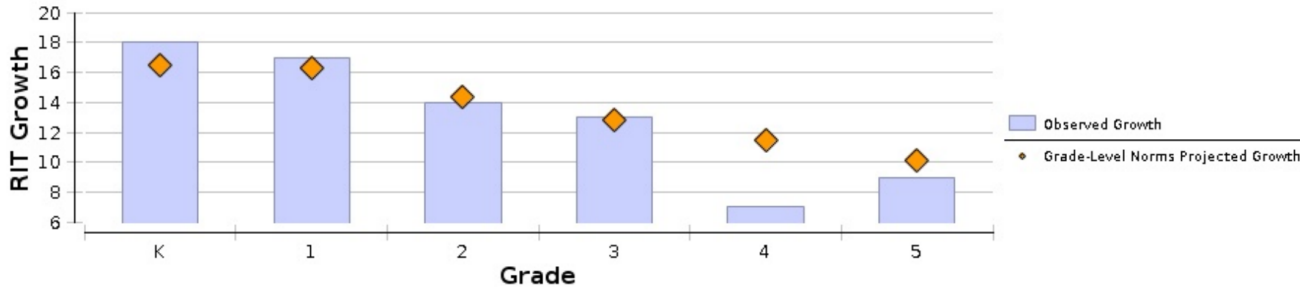
- Data Tracking Folders-CUA data protocols, Orange folders: STMath, MAP, fluency facts

Math CIRCLE data (PK)

Math: 92%

Math MAP Data (KG-5th)

Math: Math K-12



Math STAAR data (3rd-5th)

	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%
MAUDE MOORE WOOD EL	10%	17%	90%	83%	70%	61%	31%	26%

	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%
MAUDE MOORE WOOD EL	10%	22%	90%	78%	60%	50%	31%	15%

	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%
MAUDE MOORE WOOD EL	9%	9%	91%	91%	54%	69%	13%	32%

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

At Risk students are monitored and tracked

RtI is implemented with fidelity and additional assessments are requested if needed

End of Year grade committee review

Campus Career Day

Special Education STAAR Data

64% of our Special Education Students scored at approaches & 21% at meets for STAAR Reading .

53% of our Special Education students scored at approaches & 21% at meets for STAAR Math.

35% of our Special Education students scored at approaches & 9% at meets for STAAR Science.

Emergent Bilingual STAAR Data

87% of our EB Students scored at approaches, 65% at meets and 39% at masters for STAAR Reading .

91% of our EB students scored at approaches, 52% at meets and 17% at Masters for STAAR Math.

38% of our EB students scored at approaches and 31% at meets for STAAR Science.

Economic Disadvantaged STAAR Data

82% of our Eco Dis Students scored at approaches, 47% at meets and 18% at masters for STAAR Reading .

78% of our Eco Dis students scored at approaches, 50% at meets and 15% at Masters for STAAR Math.

47% of our Eco Dis students scored at approaches and 16% at meets for STAAR Science.

Student Success Strengths

MAP Growth:

KG-70% met Math growth goals and 73% met Reading growth goals

1st-57% met Math growth goals

2nd -54% met Math growth goals and 50% met Reading growth goals

3rd-61% met Math growth goals

5th-58% met Reading growth goals

STAAR:

All grade levels were above the district in each performance category (approaches, meets, masters) for both reading and math except 4th grade math masters and 5th grade science masters.

4th grade reading approaches or above grew from 91% to 94%

5th grade reading approaches or above grew from 83% to 85%; meets and above grew from 55% to 57%; masters grew from 24% to 31%

83% of 3rd grade students were at approaches or above in Math

All categories (approaches, meets and masters) grew from the previous year in 5th grade math.

62 percent scored approaches or above on 5th grade Science.

CIRCLE:

PK math overall was 92%

Problem Statements Identifying Student Success Needs

Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 5: The attendance rate for the 2023-24 school year was 94%. Student tardies and early sign out were excessive. **Root Cause:** Students missed problem solving if tardy and core content at the end of the day if signed out early. Absent students missed Tier 1 instruction and excessive absences led to learning loss.

Problem Statement 6: There were 330 office referrals for the 2023-2024 school year. **Root Cause:** Self regulation strategies and socials emotional interactions need to be reinforced and explicitly taught.

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

Problem Statement 8: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks. **Root Cause:** Ongoing curriculum changes and student needs require continued PD for the instructional leadership team. Leaders need to remain innovative and responsive to the needs of the campus.

Problem Statement 9: There is a need to establish clear and consistent success criteria for all assessments. **Root Cause:** Teachers need support and adequate training on how to develop and implement success criteria. Without a clear understanding, they may struggle to create meaningful and measurable criteria.

Problem Statement 10: PK vocabulary was at 70% and phonological awareness was at 79% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary and phonological awareness instruction.

Problem Statement 11: 38% of students did not meet grade level standard on the STAAR Science assessment. **Root Cause:** Schedules did not allow for consistent science instruction.

Problem Statement 12: Inconsistent seating arrangements across campus. The campus needs additional seating options in all classrooms. **Root Cause:** The lack of transitional seating options create student distraction and limit engagement.

Human Capital

Human Capital Summary

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

Campus Teachers Experience-Maude Moore Wood works to recruit and retain high quality teachers and instructional assistants. The faculty and staff represent a wide range of demographics, have a strong work ethic, and are eager and excited to provide exceptional instructional experiences to meet the needs of all learners.

Staff members are celebrated throughout the school year and provided intentional, specific and targeted coaching feedback to help ensure rigorous instructional delivery for each student. As a result, teacher retention remains high on our campus.

- Staff member of the month
- Teacher of the month
- Staff submit weekly Kudos to principal to share in the weekly newsletter
- Staff Christmas Party

Teachers by Years of Experience:

Beginning Teachers	0.0
1-5 Years Experience	7.0
6-10 Years Experience	12.0
11-20 Years Experience	15.2
21-30 Years Experience	5.1
Over 30 Years Experience	3.0

2 teachers are on a waiver (DOI)

Teacher Incentive Allotment-Maude Moore Wood has a total of 13 teachers that have earned designations through the Teacher Incentive Allotment

2021-2022-4 teachers earned designations

2022-2023-9 teachers earned designations

Recognized-5

Exemplary-7

Masters-1

100% of staff surveyed feel that their evaluator provides them with feedback they need to learn and grow professionally.

100% of staff surveyed feel that adults working in the school treat all students respectfully.

100% of staff surveyed feel they receive timely and relevant information from their principal/supervisor.

98% of staff surveyed feel that the principal/supervisor encourages and supports collaboration within our building/department.

87% of the staff surveyed see a clear link between their work and the districts continuous improvement

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

The campus works to empower teacher leader and teams. Campus leadership continuously looks ahead at grade levels and data to ensure high quality teams to move student achievement.

The campus leadership attends job fairs to recruit teachers and staff.

The AP's meet regularly with the instructional assistants to train and equip them with tools needed to support student achievement. The campus interventionist works closely with the intervention aides to analyze data, debrief student needs and design, plan and execute intervention lessons.

Family and Community Engagement: At Maude Moore Wood Elementary, we welcome support from all stakeholders. Parental involvement is recognized and valued as a means to increase student achievement. We provide several opportunities for parents and community members to participate in the instructional program such as an open house, family nights, awards assemblies, and the Freedom Walk to name a few.

Volunteers: The campus encourages parents and students to volunteer throughout the school year. During the 2023-2024 school year we saw an increased number of volunteers. Our volunteers served a total of 880 hours throughout the school year. Additionally, 20 of our student volunteers received recognition at the Presidential Awards Ceremony hosted by Killeen Volunteers Inc.

Our Adopt-a-School soldiers support many of the events on campus. We received the Partnership of the Year award for our support and partnering with the 1st Calvary Division Artillery in 2021-2022. Also, Maude Moore Wood Elementary will provide non-school-age children the opportunity to attend our Little Warriors Club where our future Warriors are provided opportunities to acclimate to the school environment. The Little Warrior Club will be coordinated by our library. We value communication with our parents and community. School communication is provided in both English and Spanish. Parent notes are sent home every Thursday, as well as a monthly Parent Newsletter to provide information about upcoming events and activities. In addition, Maude Moore Wood Elementary publishes information on our school website, the marquee, ConnectEd messages, and our Facebook page. Parents, staff members, and community members serve on the Site-Based Decision Making Committee (SBDM). The membership of SBDM represents the ethnic and socio-economic make-up of the community.

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

Grade level Professional Learning Communities (PLCs) occur on a weekly basis. Each PLC meets for 45 minutes. PLCs focus on teaching and learning with an emphasis on tracking

and monitoring student progress.

The Campus Instructional Coach will provide individual and/or group instructional coaching for teachers to improve classroom instruction for all learners.

Campus leadership consistently perform fidelity walks around best practices in problem solving, phonics, intervention and tier 1 instruction.

100% of the instructional staff will engage in PLC work and professional development

Campus leadership attend and facilitate weekly PLC meetings with all grade levels. Professional development opportunities include: Lead4ward Rockin' Review, STAAR data analysis and action planning day for 3rd-5th (blue folders), CIRCLE data desegregation, daily problem solving calibration, Teach Big, ARACE Writing Strategies, Phonics refreshers, writing calibration and rubric analysis, phonics and lesson internalization.

The district has an excellent mentoring program for all new teachers. Teachers are assigned a mentor and/or buddy and complete certain requirements mandated by the district and campus. New teachers meet monthly with the Campus Instructional Specialists to provide additional support to address questions, concerns, or learning needs.

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

All staff receive annual evaluations. Teachers continue to be appraised using the TTESS evaluation system.

All staff participate in an annual survey

Human Capital Strengths

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

- Most teachers have between 6-20 years experience
- Staff member of the month
- Teacher of the monthly
- Staff submit weekly Kudos to principal to share in the weekly newsletter
- Staff Christmas Party

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

The campus works to empower teacher leader and teams. Campus leadership continuously looks ahead at grade levels and data to ensure high quality teams to move student achievement.

The campus leadership attends job fairs to recruit teachers and staff.

The AP's meet regularly with the instructional assistants to train and equip them with tools needed to support student achievement. The campus interventionist works closely with the intervention aides to analyze data, debrief student needs and design, plan and execute intervention lessons.

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

All staff receive annual evaluations. Teachers continue to be appraised using the TTESS evaluation system.

All staff participate in an annual survey

Maude Moore Wood continues to strive to cultivate a culture of high expectations and support to all personnel. There is a high rate of retention of staff that allows for continued momentum with campus instructional practices and routines.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: 87% of the staff surveyed see a clear link between their work and the districts continuous improvement **Root Cause:** The district priorities and strategies need to be clearly communicated to teachers as they directly correlate to the campus improvement.

Financial Stewardship

Financial Stewardship Summary

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

SBDM meets throughout the year to vote on and recommend professional learning opportunities both in and outside of the district. The CIS and principal work closely with the principals secretary to obtain quotes and ensure all funds are spend by the deadlines throughout the school year.

The SBDM provides feedback and closely monitors the progress towards meeting the goals in the plan.

The EL teacher also works closely with the principal and principal secretary to ensure funds are spend for parenting and resources to supplement the curriculum for EL students.

Our counselors host a variety of parent events to include Lil Warriors, our early literacy program.

The instructional leadership team performs regular fidelity walks to monitor the use of programs and products that have been purchased for instruction.

Our campus has a 94 percent attendance rate. Also, student early sign outs and tardiness continue to be problem.

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

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

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

The campus received an audit in 2023. As a result, the staff received additional training and monitoring to ensure all quotes were signed and fundraising forms completed in their entirety. The staff handbook was also updated regarding financial spending with clubs and charters.

All PD in and out of district are decided upon based on data and the campus needs assessment.

A system was implemented for teachers requesting online PD. This request requires teacher to submit the PD to their appraiser prior to completing the PD. Additionally, staff are required to submit a log of time spent on the PD assignments.

We encourage all staff to participate in professional development offered through the district. District PD is offered to all staff free of charge and aligned closely with the district and campus goals.

The campus will utilize resources from the curriculum, as well as supplement when needed. All supplemental material purchased are standards based (TEKS aligned) and rigorous. They are used to meet the needs of all special populations and spiral review.

Financial Stewardship Strengths

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

The SBDM committee meets at least 6 times per year to review the campus plan, resources and PD based on the data that is presented (MAP, CUA, STAAR and Survey). The committee provides feedback regarding the needs of the campus and resources that are purchased. Teachers submit requests for professional learning to the CIS and SBDM committee.

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

The principal secretary provides monthly reconciliation for review. Additionally, there is open and clear communications between the principal, secretary and curriculum instructional specialist regarding procurement of items and expenditures.

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

The principal secretary enters all work orders into the system for repair. Campus policy and procedures are consistently reevaluated and reflected up on to ensure maximum efficiency and sustainability.

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

The curriculum specialists regularly audit classroom inventory. Teachers request PD and instructional supplies through the CIS.

The principal will meet weekly with the CIS and principal secretary to ensure orders are placed and received in a timely manner. Budgets are analyzed and spending deadlines are to be placed on the calendar to ensure good stewardship of allocated resources.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. **Root Cause:** Orders were not prioritized and entered in the system resulting in delays in getting materials to the teachers for instruction.

Problem Statement 2: Students are missing Tier 1 instruction, services and interventions when they are tardy, signed out early, or absent. **Root Cause:** Teachers need students present for the duration of the school day in order to teach.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Teachers of ELL students will provide a parenting information event about how to help children academically at home.</p> <p>Progress Measure (Lead): Track the number of parents invited through various communication outlets.</p> <p>Outcome Measure (Lag): Increased parental attendance at ELL Events</p> <p>Dates/Timeframes: Annually</p> <p>Staff Responsible for Monitoring: EL Teacher, CIS/C, Principal</p> <p>Problem Statements: Student Success 1, 2, 3, 4, 10, 11</p> <p>Funding Sources: Resources for Parent Training Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.141.24.PAR - \$1,378, Refreshments for Parent Training Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.141.24.PAR - \$500</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: Teachers will utilize project based learning including the TPSP projects to differentiate learning for Gifted and Talented students.</p> <p>Progress Measure (Lead): Monthly progress checks will be conducted and timelines given to monitor and ensure participation</p> <p>Outcome Measure (Lag): Ensure 100 percent of GT students present a quality project based learning product</p> <p>Dates/Timeframes: Monthly</p> <p>Staff Responsible for Monitoring: Teachers, CIS/C, Librarian, Principal</p> <p>Problem Statements: Student Success 4</p> <p>Funding Sources: Lego Education Curriculum Materials - 177 - Gifted/Talented - 177.11.6399.00.141.21.000 - \$5,277</p>

Key Strategic Action 3 Details

Key Strategic Action 3: Students will be recognized for exemplifying character of the month traits. Staff members will continue to recognize all students for academic performance and grades through certificates and awards. Persistent effort and growth will be recognized through Golden Pencil nominations.

Progress Measure (Lead): Allocate resources and time for recognition events and ceremonies.

Track the number of events or ceremonies held each month/quarter to recognize students for character traits, academic performance, and effort.

Outcome Measure (Lag): 100 percent of teachers nominate and recognize students for character traits and academic performance.

Dates/Timeframes: Weekly

Staff Responsible for Monitoring: Teachers, AP's, CIS/C, Principal, Counselors

Problem Statements: Student Success 1, 2, 3, 6, 10

Funding Sources: Awards and Certificates - 211 - ESEA, Title I Part A - 211.11.6498.00.141.30.000 - \$500

Key Strategic Action 4 Details

Key Strategic Action 4: MM Wood will provide community participation programs such as physical education wellness and choir nights. Parenting sessions will be provided to include curriculum parent academies Little Warriors, STAAR informational sessions, parent outreach and training activities.

Progress Measure (Lead): *Campus will host the following events after school:

Fine Arts:

*Music Performances (all Grade levels);

*Choir Club "Warrior Voices";

Athletics:

PE and Wellness Engagement (3 events/year);

Archery Club

Leadership:

National Elementary Honor Society, Student Council, Warriors in Leadership;

Academic:

Battle of the Books; Science Olympiad, Curriculum Nights; Little Warriors (Monthly);

Warriors of the Month (Monthly lunch)

Outcome Measure (Lag): By May 2025:

Little Warriors early literacy club will increase from 36 annual participants to 50 annual participants.

Community participation will increase by 10 %.

Student participation in clubs will increase by 5%.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Teachers, AP's, CIS/C, Principal, Counselor

Problem Statements: Student Success 1, 2, 3, 4, 11

Funding Sources: Instructional Materials for TEKS aligned activities - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$1,000

Key Strategic Action 5 Details

Key Strategic Action 5: Attendance (and Tardy) incentives will be offered to students who are consistently present for the duration of the school day

Progress Measure (Lead): Monitor attendance rates including tardies weekly.

Outcome Measure (Lag): Absences decrease from 6% to 4%
Tardies decrease from 3,986 to 2,500.

Dates/Timeframes: Weekly

Staff Responsible for Monitoring: AP, Principal, Counselor

Problem Statements: Student Success 5

Funding Sources: Attendance award and small prizes - 166 - State Comp Ed - 166.11.6498.00.141.30.AR0 - \$2,000

Key Strategic Action 6 Details

Key Strategic Action 6: Increase seating options to ensure that all students are successful in class.

Progress Measure (Lead): Regularly collect feedback from teachers and students on seating needs and preferences to inform decisions.

Outcome Measure (Lag): By May 2025, student seating options in classrooms will increase by 10%

Dates/Timeframes: Monthly

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

Problem Statements: Student Success 6

Funding Sources: Student chairs - 211 - ESEA, Title I Part A - 211.11.6393.00.141.30.000 - \$5,000

Key Strategic Action 7 Details

Key Strategic Action 7: Students will participate in field-based instruction in the core content areas. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

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

Outcome Measure (Lag): STAAR Meets on Science 5th grade will increase from 27% to 30%

Dates/Timeframes: annual

Staff Responsible for Monitoring: CIS/C, Principal

Problem Statements: Student Success 10, 11

Funding Sources: School busses for field based experiences - 166 - State Comp Ed - 166.11.6494.00.141.30.AR0 - \$10,000, Entry Fees for Field Based Instruction - 166 - State Comp Ed - 166.11.6412.00.141.30.AR0 - \$5,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 5: The attendance rate for the 2023-24 school year was 94%. Student tardies and early sign out were excessive. **Root Cause:** Students missed problem solving if tardy and core content at the end of the day if signed out early. Absent students missed Tier 1 instruction and excessive absences led to learning loss.

Problem Statement 6: There were 330 office referrals for the 2023-2024 school year. **Root Cause:** Self regulation strategies and socials emotional interactions need to be reinforced and explicitly taught.

Problem Statement 10: PK vocabulary was at 70% and phonological awareness was at 79% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary and phonological awareness instruction.

Problem Statement 11: 38% of students did not meet grade level standard on the STAAR Science assessment. **Root Cause:** Schedules did not allow for consistent science instruction.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: All students and teachers will track their own progress in reading and reflect on their growth

Progress Measure (Lead): Students and teachers will utilize Orange folders and teacher binders. 3rd-5th grade teachers will track Interim and STAAR data using Blue folders and teacher binders.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 79% to 85% for Phonological Awareness

PK EOY Circle will increase from 70% to 85% for Rapid Vocabulary

All grade levels will increase EOY MAP growth from 48% to 55%.

STAAR Meets on Reading and Writing in 3rd grade will increase from 60% to 65%. The percentage of 3rd graders scoring a 0 on the ECR will decrease from 27% to 20%.

STAAR Meets on Reading and Writing in 4th grade will increase from 57% to 60%. The percentage of 4th graders scoring a 0 on the ECR will decrease from 16% to 14%.

STAAR Meets on Reading and Writing in 5th grade will increase from 57% to 60%. The percentage of 5th graders scoring a 0 on the ECR will decrease from 46% to 30%.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: CIC/CIC, teacher, AP's Principal

Problem Statements: Student Success 1, 2, 3, 4, 10, 11

Funding Sources: Orange Folders & Blue Folders (plastic with Prongs) & Binders - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$1,500, Ink for printing data - 211 - ESEA, Title I Part A - 211.11.6394.00.141.30.000 - \$500, Paper and Ink for tracking data - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$3,045

Key Strategic Action 2 Details

Key Strategic Action 2: All students participate in reading and math interventions at their personal level of learning allowing each student to make expected annual progress.

Progress Measure (Lead): Provide the necessary resources and support to ensure effective implementation of personalized reading interventions.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 79% to 85% for Phonological Awareness

PK EOY Circle will increase from 70% to 85% for Rapid Vocabulary

All grade levels will increase EOY MAP growth from 48% to 55%.

STAAR Meets on Reading and Writing in 3rd grade will increase from 60% to 65%. The percentage of 3rd graders scoring a 0 on the ECR will decrease from 27% to 20%.

STAAR Meets on Reading and Writing in 4th grade will increase from 57% to 60%. The percentage of 4th graders scoring a 0 on the ECR will decrease from 16% to 14%.

STAAR Meets on Reading and Writing in 5th grade will increase from 57% to 60%. The percentage of 5th graders scoring a 0 on the ECR will decrease from 46% to 30%.

Dates/Timeframes: Daily

Staff Responsible for Monitoring: Teachers, CIS/C, Principal, AP's

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

Funding Sources: rigorous TEKS aligned spiral review materials & manipulatives - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$15,000

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will incorporate weekly hands-on science investigations (documented in lesson plans) and emphasize content area vocabulary. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review. Students will record the lab investigations in their science journals.

Progress Measure (Lead): Conduct PLC's to internalize new science curriculum and standards

Fidelity walks during the 60 minute science block

Teachers will conduct weekly labs

Outcome Measure (Lag): STAAR Meets on Science 5th grade will increase from 27% to 30%

Dates/Timeframes: Weekly

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

Problem Statements: Student Success 10, 11

Funding Sources: Paper for Science Journals - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$2,000

Key Strategic Action 4 Details

Key Strategic Action 4: BrainPop and Brain Pop Jr will be utilized to provide a supplemental visual and interactive learning experience to support student understanding in science

Progress Measure (Lead): Quizzes will be used to check for understanding and differentiate instruction.

Outcome Measure (Lag): STAAR Meets on Science 5th grade will increase from 27% to 30%

Dates/Timeframes: Weekly

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

Problem Statements: Student Success 1, 2, 3, 4, 10, 11

Funding Sources: BrainPop and BrainPop Jr Schoolwide Licenses - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - \$3,500

Key Strategic Action 5 Details

Key Strategic Action 5: The ELL teacher will work in small groups and collaborate with the classroom teacher using supplemental texts and hands on materials to support vocabulary and background knowledge to increase achievement of ELL students.

Progress Measure (Lead): Train staff and monitor usage of language objectives.

Monitor Summit K-12 usage and reports

Provide time in PLC for special programs teachers to collaborate with grade levels

Outcome Measure (Lag): Increase the number of students earning reclassification from 21% to 25%

Increase the percentage of speaking by 10% for each grade level on TELPAS.

Dates/Timeframes: Monthly

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

Problem Statements: Student Success 1, 2, 3, 4, 10, 11

Funding Sources: Instructional resources for EL students - 165/ES0 - ELL - 165.11.6399.00.141.25.ES0 - \$1,710, supplemental texts to support EL students - 165/ES0 - ELL - 165.11.6329.00.141.25.ES0 - \$2,000

Key Strategic Action 6 Details

Key Strategic Action 6: At-risk students' vocabulary development in content area literacy will be enhanced with the online instructional support of videos, notecards, and interactive quizzes to check understanding.

Progress Measure (Lead): Monitor how often teachers integrate these online tools into their content area lessons and assignments.
Provide teachers access to high quality online resources.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 79% to 85% for Phonological Awareness

PK EOY Circle will increase from 70% to 85% for Rapid Vocabulary

All grade levels will increase EOY MAP growth from 48% to 55%.

STAAR Meets on Reading and Writing in 3rd grade will increase from 60% to 65%. The percentage of 3rd graders scoring a 0 on the ECR will decrease from 27% to 20%.

STAAR Meets on Reading and Writing in 4th grade will increase from 57% to 60%. The percentage of 4th graders scoring a 0 on the ECR will decrease from 16% to 14%.

STAAR Meets on Reading and Writing in 5th grade will increase from 57% to 60%. The percentage of 5th graders scoring a 0 on the ECR will decrease from 46% to 30%.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Teachers, AP's, Principal, CIS/C

Problem Statements: Student Success 1, 2, 3, 4, 10, 11

Funding Sources: Flocabulary Online Campus Subscription - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - \$3,300

Key Strategic Action 7 Details

Key Strategic Action 7: An After School Learning Academy will be established to provide tutoring and instructional support to support struggling students.

Staff Responsible for Monitoring: CIS/C, Principal, Teachers, AP's

Problem Statements: Student Success 1, 2, 3, 4, 7

Funding Sources: Instructional supplies for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$500, Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.141.30.000 - \$1,000

Key Strategic Action 8 Details

Key Strategic Action 8: The campus will implement small group reading instruction to deepen student understanding of reading and writing standards. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review.

Progress Measure (Lead): Monitor how often previously taught concepts and skills are reviewed and reinforced during small group instruction. Ensure that teachers prepare and use diverse instructional materials and activities to address different reading and writing standards.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 79% to 85% for Phonological Awareness

PK EOY Circle will increase from 70% to 85% for Rapid Vocabulary

All grade levels will increase EOY MAP growth from 48% to 55%.

STAAR Meets on Reading and Writing in 3rd grade will increase from 60% to 65%. The percentage of 3rd graders scoring a 0 on the ECR will decrease from 27% to 20%.

STAAR Meets on Reading and Writing in 4th grade will increase from 57% to 60%. The percentage of 4th graders scoring a 0 on the ECR will decrease from 16% to 14%.

STAAR Meets on Reading and Writing in 5th grade will increase from 57% to 60%. The percentage of 5th graders scoring a 0 on the ECR will decrease from 46% to 30%.

Dates/Timeframes: Monthly

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

Problem Statements: Student Success 2, 3, 4, 9

Funding Sources: Rigorous TEKS aligned spiral review for at risk students reading materials - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$9,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

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

Problem Statement 9: There is a need to establish clear and consistent success criteria for all assessments. **Root Cause:** Teachers need support and adequate training on how to develop and implement success criteria. Without a clear understanding, they may struggle to create meaningful and measurable criteria.

Problem Statement 10: PK vocabulary was at 70% and phonological awareness was at 79% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary and phonological awareness instruction.

Student Success

Problem Statement 11: 38% of students did not meet grade level standard on the STAAR Science assessment. **Root Cause:** Schedules did not allow for consistent 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: All students and teachers will track their own progress in reading and math and reflect on their growth

Progress Measure (Lead): Students and teachers will utilize Orange folders and teacher binders. 3rd-5th grade teachers will track Interim and STAAR data using Blue folders and teacher binders.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 92% to 95%

All grade levels will increase EOY MAP growth from 51% to 56%

STAAR Meets on Math in 3rd grade will increase from 60% to 66%

STAAR Meets on Math in 4th grade will increase from 50% to 57%

STAAR Meets on Math in 5th grade will increase from 68% to 70%

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Teachers, CIC/CIC, AP's Principal

Problem Statements: Student Success 1, 2, 3, 4, 10, 11

Funding Sources: Paper for tracking progress data - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$1,500, Ink for printing data - 211 - ESEA, Title I Part A - 211.11.6394.00.141.30.000 - \$500

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will implement small group guided math to deepen student understanding of math standards. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review.

Progress Measure (Lead): Monitor how often previously taught concepts and skills are reviewed and reinforced during small group instruction. Ensure that teachers prepare and use diverse instructional materials and activities to address different math standards.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 92% to 95%

All grade levels will increase EOY MAP growth from 51% to 56%

STAAR Meets on Math in 3rd grade will increase from 60% to 66%

STAAR Meets on Math in 4th grade will increase from 50% to 57%

STAAR Meets on Math in 5th grade will increase from 68% to 70%

Dates/Timeframes: Monthly

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

Problem Statements: Student Success 1, 3, 4

Funding Sources: Rigorous TEKS aligned spiral review materials and related math resources - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - \$9,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 10: PK vocabulary was at 70% and phonological awareness was at 79% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary and phonological awareness instruction.

Problem Statement 11: 38% of students did not meet grade level standard on the STAAR Science assessment. **Root Cause:** Schedules did not allow for consistent science 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: Instructional assistants and interventionists will provide instructional support in all 4 core subjects through small group interventions.

Progress Measure (Lead): Allocate resources for instructional materials and tools needed for small group interventions.

Monitor the scheduling and consistency of small group intervention sessions.

Review student progress data and provide support or adjustments as needed.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 79% to 85% for Phonological Awareness

PK EOY Circle will increase from 70% to 85% for Rapid Vocabulary

All grade levels will increase EOY MAP growth from 48% to 55%.

STAAR Meets on Reading and Writing in 3rd grade will increase from 60% to 65%. The percentage of 3rd graders scoring a 0 on the ECR will decrease from 27% to 20%.

STAAR Meets on Reading and Writing in 4th grade will increase from 57% to 60%. The percentage of 4th graders scoring a 0 on the ECR will decrease from 16% to 14%.

STAAR Meets on Reading and Writing in 5th grade will increase from 57% to 60%. The percentage of 5th graders scoring a 0 on the ECR will decrease from 46% to 30%.

By May 2025:

PK EOY Circle will increase from 92% to 95%

All grade levels will increase EOY MAP growth from 51% to 56%

STAAR Meets on Math in 3rd grade will increase from 60% to 66%

STAAR Meets on Math in 4th grade will increase from 50% to 57%

STAAR Meets on Math in 5th grade will increase from 68% to 70%

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Teachers, AP's, Principal, CIS/C

Problem Statements: Student Success 1, 2, 3, 4, 11

Funding Sources: Instructional Assistants - 166 - State Comp Ed - 166.11.6129.00.141.30.AR0 - \$13,000, Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.141.30.000 - \$42,000

Key Strategic Action 2 Details

Key Strategic Action 2: In order to ensure the continuation of the education process, MM Wood will provide an area for on-campus learning for students who disrupt the learning environment or violate classroom, campus, and/or district behavioral expectations. Students will be recognized for demonstrating positive behavior.

Progress Measure (Lead): Implement CKH strategies

Provide incentives for positive behavior

Outcome Measure (Lag): Reduction in office referrals from 330 to 300

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Counselor, AP

Problem Statements: Student Success 6

Funding Sources: Low cost incentives for positive behavior - 211 - ESEA, Title I Part A - 211.31.6399.00.141.30.000 - \$500

Goal 1 Problem Statements:

Student Success

Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 6: There were 330 office referrals for the 2023-2024 school year. **Root Cause:** Self regulation strategies and socials emotional interactions need to be reinforced and explicitly taught.

Problem Statement 11: 38% of students did not meet grade level standard on the STAAR Science assessment. **Root Cause:** Schedules did not allow for consistent science instruction.

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.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers will participate in PLCs that will include a focus on increasing the depth and complexity of rigor in the classroom. Printers will be utilized to print internalization protocols, student work analysis protocols, progress checks, data (MAP, writing formatives, common assessments, ISIP, and RtI documentation). PLC time will focus addressing research based instructional strategies in order to address the learning needs of At-Risk, economically disadvantaged, and special education student populations.

Progress Measure (Lead): Support effective PLCs and the implementation of rigorous Tier 1 Instruction
Ensure that PLCs are focused on increasing rigor and addressing the needs of At-Risk, economically disadvantaged, and special education students.
Ensure effective collaboration between the general education teacher and special programs teachers.
Review data on student achievement and instructional practices to guide support and adjustments.

Outcome Measure (Lag): Increase the percentage of SPED students in the meets category on STAAR by 10%

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: CIS/C, AP's, Principals

Problem Statements: Student Success 1, 2, 3, 4, 9, 10, 11

Funding Sources: Printer & Ink for PLC room - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - \$5,000

Key Strategic Action 2 Details

Key Strategic Action 2: An additional allocation for a Campus Instructional Specialist will monitor student progress and support teachers and students to address student academic needs.

Progress Measure (Lead): Desegregate student achievement data and teacher effectiveness to guide support, adjustments and coaching (Get Better Faster)
Conduct regular progress monitoring through assessments, data analysis, and observations. (Protocols)
Provide targeted support and coaching to teachers, including feedback and professional development.
Develop and implement targeted interventions to address student academic needs.
Facilitate collaboration and communication among staff to address academic challenges and share best practices.
Use data to inform and adjust instructional practices and interventions.

Outcome Measure (Lag): Increase in student achievement on assessments, MAP, STAAR
Increase in teacher performance and alignment

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal

Problem Statements: Student Success 1, 2, 3, 4, 6, 7, 8, 9, 10, 11

Funding Sources: Allocation for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.141.30.000 - \$82,000

Key Strategic Action 3 Details

Key Strategic Action 3: Campus leadership and teacher leaders will attend conferences or workshops, both in and out of district, to build our leadership capacity in the areas of coaching, literacy, math, and science.

Progress Measure (Lead): To continuously provide professional development programs which will result in leadership and teacher growth in delivering and supporting rigorous, differentiated Tier 1 instruction.

Outcome Measure (Lag): Leaders and teachers will demonstrate and utilize new strategies to create engaging learning opportunities in the classroom.

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal, AP's, CIS/C

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Funding Sources: Admin professional development focused on coaching teachers and supporting core instruction - 211 - ESEA, Title I Part A - 211.23.6411.00.141.30.000 - \$8,000

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will attend conferences, both in and out of district, that will increase student achievement and are based on student needs in reading, writing, math, and science to include ESL teachers and special education staff.

Progress Measure (Lead): To continuously provide professional development programs which will result in teacher growth in delivering rigorous, differentiated Tier 1 instruction.

Outcome Measure (Lag): Teachers will demonstrate and utilize new strategies to create engaging learning opportunities in the classroom.

Dates/Timeframes: Monthly

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

Problem Statements: Student Success 1, 2, 3, 4, 7, 9, 10, 11

Funding Sources: Teacher professional development to support core content area instruction - 211 - ESEA, Title I Part A - 211.13.6411.00.141.30.000 - \$10,780

Goal 3 Problem Statements:

Student Success

Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.

Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Student Success

Problem Statement 5: The attendance rate for the 2023-24 school year was 94%. Student tardies and early sign out were excessive. **Root Cause:** Students missed problem solving if tardy and core content at the end of the day if signed out early. Absent students missed Tier 1 instruction and excessive absences led to learning loss.

Problem Statement 6: There were 330 office referrals for the 2023-2024 school year. **Root Cause:** Self regulation strategies and socials emotional interactions need to be reinforced and explicitly taught.

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

Problem Statement 8: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks. **Root Cause:** Ongoing curriculum changes and student needs require continued PD for the instructional leadership team. Leaders need to remain innovative and responsive to the needs of the campus.

Problem Statement 9: There is a need to establish clear and consistent success criteria for all assessments. **Root Cause:** Teachers need support and adequate training on how to develop and implement success criteria. Without a clear understanding, they may struggle to create meaningful and measurable criteria.

Problem Statement 10: PK vocabulary was at 70% and phonological awareness was at 79% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary and phonological awareness instruction.

Problem Statement 11: 38% of students did not meet grade level standard on the STAAR Science assessment. **Root Cause:** Schedules did not allow for consistent science instruction.

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Conduct structured surveys or questionnaires to gather feedback on job satisfaction and performance.</p> <p>Progress Measure (Lead): 100 percent of staff will have the opportunity to participate in various surveys throughout the year</p> <p>Outcome Measure (Lag): Increase staff morale and maintain positive school culture.</p> <p>Dates/Timeframes: 2 times/year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Success 1, 2, 3, 4, 8</p>

Goal 4 Problem Statements:

Student Success
<p>Problem Statement 1: On Math STAAR, 3rd and 4th grade students scoring in the approaches, meets and masters categories declined from the previous year. Root Cause: Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor.</p> <p>Problem Statement 2: On RLA STAAR, 3rd grade students scoring in the approaches, meets and masters categories declined from the previous year. 4th grade students scoring in meets and masters declined from the previous year. Students scoring 0's on the writing SCR was 27% for 3rd grade, 16% for 4th grade and 46% for 5th grade. Root Cause: Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.</p> <p>Problem Statement 3: Our special populations to include Emergent Bilingual, SPED, Economic Disadvantaged, and At Risk students showed less academic growth on average than their peers. Root Cause: Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.</p> <p>Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. Root Cause: Special programs teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.</p> <p>Problem Statement 8: Campus leadership need professional development to support staff in developing the capacity to plan for rigorous aligned collaborative and independent tasks. Root Cause: Ongoing curriculum changes and student needs require continued PD for the instructional leadership team. Leaders need to remain innovative and responsive to the needs of the campus.</p>

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Working closely the principal and principal secretary will be good stewards of the fiscal management of resources. Planning meetings are calendared and systems/spreadsheets utilized to track the progress of orders and funds.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Financial Stewardship 1</p>

Goal 2 Problem Statements:

Financial Stewardship
<p>Problem Statement 1: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. Root Cause: Orders were not prioritized and entered in the system resulting in delays in getting materials to the teachers for instruction.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus is well maintained and safe.</p> <p>Progress Measure (Lead): Work orders will be submitted in a timely manner when repair is needed and followed up on Safety drills will be conducted according to the frequency outlined by School Safety Daily door checks will be conducted by campus staff</p> <p>Outcome Measure (Lag): 100% of doors locked and secure daily 100% compliance on Region 12 safety audit</p> <p>Dates/Timeframes: Daily</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Principal</p> <p>Problem Statements: Student Success 5, 6 - Financial Stewardship 1</p>

Goal 3 Problem Statements:

Student Success
<p>Problem Statement 5: The attendance rate for the 2023-24 school year was 94%. Student tardies and early sign out were excessive. Root Cause: Students missed problem solving if tardy and core content at the end of the day if signed out early. Absent students missed Tier 1 instruction and excessive absences led to learning loss.</p> <p>Problem Statement 6: There were 330 office referrals for the 2023-2024 school year. Root Cause: Self regulation strategies and socials emotional interactions need to be reinforced and explicitly taught.</p>
Financial Stewardship
<p>Problem Statement 1: The campus needs a systematic process to ensure items requested are ordered and received in a timely manner. Root Cause: Orders were not prioritized and entered in the system resulting in delays in getting materials to the teachers for instruction.</p>

Priority 3: Financial Stewardship

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