

Killeen Independent School District

Killeen Elementary School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Killeen Elementary School is the largest, 3-story, elementary school in the Killeen Independent School District. The campus welcomed approximately 1,083 monolingual and bilingual students for the 2023-2024 school year.

Due to the high percentage of low SES students (89.2%) that attend this campus, much of the school supplies are donated at the beginning of the year, and those supplies are not always sufficient to make it through the end of the year. Killeen Elementary School receives many clothing, coats, shoes, and food donations. Our theme throughout the community has been that the "building has changed, but the students who attend have not changed."

Killeen Elementary School is comprised of students in pre-kindergarten through fifth grade. Our motto, "Every Learner...Educational Excellence," keeps the focus of the campus on the most important piece of our mission at Killeen Elementary School which is strong Tier 1 instruction, the use of a strong curriculum, and monitoring student learning.

Discipline

In looking at Killeen Elementary School's discipline data for the 2023-2024 school year, there were 965 referrals written which was a 17% decrease from the 2022-2023 school year. The breakdown of referrals for the top three incident types includes Assault (29%), Disruption (17%), and Defiance (19%). As we move into the 24-25 school year, we anticipate the need to reinforce our discipline plan while building new relationships with students and parents. Capturing Kids' Hearts will play a key role in addressing campus and classroom relationship building and discipline management. As a campus, we will implement and monitor CKH in every classroom to support the social/emotional well-being of the students. All grade levels will develop and utilize a Social Contract for their respective PLCs.

An increased emphasis on a reward system for positive behavior, punctuality, and attendance will be increased. It is the belief that if we address and incentivize positive behavior, being at school, and being to school on time, it will encourage the behaviors we want to continue seeing in all students.

Attendance

Our average daily attendance rate was 91% for the 23-24 school year. There were 16,261 unexcused absences. There were 11,631 tardies with some students having more than 100 tardies in a single school year. This year we will be adding tangible incentives for students who hit attendance goals. We will also be tracking and recognizing staff for attendance as well.

Mobility Rate

Killeen Elementary's mobility rate for the 23-24 school year was 33.1% compared to the district at 25% and the state at 14%.

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Student Breakdown by Ethnicity (out of 1,083 total student population)

Ethnicity	Count	Percentage
White	120	11.03
Hispanic	510	46.88
Black	331	30.42
Asian	9	.83
Pacific Islander	12	1.10
2+ Races	107	9.3%

Special Programs Count and Percentage (out of 1,016 total student population)

Federal Program	Count	Percentage
504	69	6%
At-Risk (state)	749	65%
Dyslexia	75	6.5%
Homeless	44	4%
Immigrant	3	0.3%
LEP/EL	331	29%
Bilingual	209	18%
Title I	1141	100%
Free/Reduced	800	70%
TAG	11	1%
SPED	241	21%
Speech	164	14%
Military	76	7%

Student Retention

Grade Level	Didn't Earn Promotion	Recommended for Retention
KG	0	0
1 st	37	22/ 6 SPED
2 nd	31	20/ 8 SPED
3 rd	17	2/ 0 SPED
4 th	8	8/ 2 SPED
5 th	6	3/ 0 SPED

STAAR Scores:

Reading Grade	Campus Approaches	District Approaches	Campus Meets	District Meets	Campus Masters	District Masters
3	63%	76%	32%	47%	8%	18%
4	73%	82%	36%	45%	9%	17%
5	66%	78%	38%	51%	13%	24%

Math Grade	Campus Approaches	District Approaches	Campus Meets	District Meets	Campus Masters	District Masters
3	20%	52%	14%	20%	2%	13%
4	53%	65%	23%	39%	9%	16%
5	50%	73%	28%	45%	3%	15%

Science Grade	Campus Approaches	District Approaches	Campus Meets	District Meets	Campus Masters	District Masters
5	31%	47%	4%	17%	0%	5%

Goal 1: Pathways for All students to build connections

We have implemented Capturing Kids' Hearts this year, and it is a campus expectation that it will be used with fidelity...with all students and all teachers every day.

Killeen Elementary School participates in district initiatives such as Battle of the Books and Science Olympiad. We also have an Honor Choir and a Student Council, and we recognize a Student of the Month using the CKH character traits. Furthermore, we have a Literacy Night, a Math/STEM Night, Hispanic Heritage and Black History Month Celebrations, Field-Based Instruction, Semester Honor Roll Assemblies, 5th grade and Kindergarten end-of-year celebrations, and Water/Field Day.

Mandatory parent meetings will be held by district, state, and federal requirements. Parents will have an opportunity to review/revise documents according to legal requirements.

We will be having "clubs" this year in the second semester of school, allowing our students to explore different opportunities to experience different interests (which will help build background knowledge in accessing other content).

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

There will be a strong emphasis on Tier 1 instruction this year at Killeen Elementary School. Then, as needed, students will be provided targeted interventions to ensure deep learning of standards. Interventions such as I-Station and Summit K-12 will assist students in being able to access grade-level curriculum. Teachers will continue implementing the Science of Teaching Reading to meet the individual needs of each learning in their classrooms with the use of district resources, small group instruction, intentionally targeted instruction, and student goal setting. Teachers will also collaborate in weekly PLC meetings to plan instruction, create a schedule of formative assessments, review data, and review instructional strategies. Furthermore, teachers will be allowed to plan with their grade levels once per 9 weeks and the campus will provide substitute teachers.

Killeen Elementary will use interventionists to provide students with an individualized learning path to enhance their reading skills, track their progress, and provide teachers with formative assessments to guide their instruction.

Teachers in grades 2-5 will utilize rubrics to support students with constructed responses and by using Writeable. Students will get timely feedback on their constructed responses and teachers will get actionable data that they use to calibrate assessments.

We will adhere to the Get Better Faster coaching expectations and use the waterfall document to provide targeted and specific feedback.

Students will attend field trips, including virtual trips when appropriate to enhance and support learning experiences, and academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students in extending learning opportunities and assisting them with the TPSP project.

After-school tutoring will be made available to students to support their learning and achievement goals.

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

There will be a strong emphasis on Tier 1 instruction this year at Killeen Elementary School. Then, as needed, students will be provided targeted interventions to ensure deep learning of standards. Interventions such as I-Station and Summit K-12 will assist students in being able to access grade-level curriculum. Teachers will continue implementing the Science of Teaching Reading to meet the individual needs of each learning in their classrooms using district resources, small group instruction, intentionally targeted instruction, and student goal setting. Teachers will also collaborate in weekly PLC meetings to plan instruction, create a schedule of formative assessments, review data, and review instructional strategies. Furthermore, teachers will be allowed to plan with their grade levels once per 9 weeks and the campus will provide substitute teachers.

Killeen Elementary will use interventionists to provide students with an individualized learning path to enhance their math skills, track their progress, and provide teachers with

formative assessments to guide their instruction.

GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students to extend learning opportunities and to assist them with the TPSP project.

After-school tutoring will be made available to students in support of their learning and achievement goals.

Teachers will be expected to provide hands-on learning for all students in math to create opportunities for concrete, pictorial, and abstract thinking.

Daily math problem-solving opportunities for students will be provided in Pre-K through 5th grade.

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

There will be opportunities for "Career Days", "College Days", and "Military Days" happening at Killeen Elementary School to provide background and exposure to each student's future story.

Student Success Strengths

*Discipline referrals had a 17% decrease in the 23-24 SY.

*Students showed growth in most areas of the STAAR test from prior years.

*EB students showed growth in the areas of Advanced and Advanced High from prior years.

*KES has 18 TIA Recognized Teachers (5 Masters, 5 Exemplary, and 8 Recognized)

*KES has an experienced administration team to support teachers, students, and parents.

Problem Statements Identifying Student Success Needs

Problem Statement 1: The attendance rate at Killeen Elementary was approximately 90% for the 23-24 SY. **Root Cause:** Due to the transient nature of our campus population, and with no true accountability, student attendance is lacking.

Problem Statement 2: There were over 16,000 absences and over 11,000 tardies for the 23-24 SY. **Root Cause:** Due to the transient nature of our campus population, and with no true accountability, student attendance is lacking.

Problem Statement 3: Over 900 discipline referrals were written and processed in the 23-24 SY. **Root Cause:** Self-regulation techniques need to be consistently reinforced on campus.

Problem Statement 4: KES EB students scored lower on TELPAS in Advanced and Advanced High areas than the district. **Root Cause:** There are many newcomers to Killeen Elementary School, from their home countries, with limited English or native language proficiency.

Problem Statement 5: Killeen Elementary School is below the district average in the identification of GT students. **Root Cause:** There is a need to challenge students of all levels through differentiation and extension.

Problem Statement 6: In 23-24, the average in Literacy scores in the Meets category for 3, 4, and 5th grades was 35%. **Root Cause:** Many students are reading below grade level in 3, 4, and 5 grades. Furthermore, there needs to be a concentration in Tier 1 instruction.

Problem Statement 7: In 23-24, the average in Math scores in the Meets category for 3, 4, and 5th grades was 23%. **Root Cause:** Math manipulatives and concrete models were not utilized effectively and with fidelity for students to build conceptual knowledge.

Problem Statement 8: In 23-24, the average in Science scores in the Meets category for 5th grade was 4%. **Root Cause:** There was a lack of spiraling content and a lack of science labs conducted in 4th and 5th grades.

Problem Statement 9: During the 23-24 school year, Killeen Elementary's special populations including Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. **Root Cause:** Need for increased collaboration to ensure students are not missing tier-one grade level content.

Human Capital

Human Capital Summary

The administration team of Killeen Elementary School consists of one principal, three assistant principals, two CISs, two CICs (we are currently trying to hire a bilingual CIC), one technologist, and two-parent liaison positions (monolingual and bilingual). Furthermore, the administration team is still new to bilingual teaching, the shift to Dual Language, students, families, and the instruction methodology, so it was important to designate one or more of the Curriculum Instructional Specialists or CICs as bilingual instructional specialists. They helped bridge the bilingual and monolingual methods of instruction and learning.

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

Killeen Elementary School works hard to maintain a positive work environment by being responsive to teacher, student, and parent needs. Based on recent comments and surveys, teachers and staff feel loved and supported. Killeen Elementary School has been 100% staffed even in the days of teacher shortages. We recognize a teacher and staff member of the month by posting it to social media and we put together a goody bag of their favorite things. Killeen Elementary School works with the HR department in providing recommendations on hiring, and they set the compensation and benefits plan for employees.

Killeen Elementary School currently has six DOI teachers/Instructors. These teachers need additional support and training for pedagogy, instructional practices, and district initiatives.

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

Killeen Elementary Works with the HR Department to keep Killeen Elementary School staffed. The principal works hard to promote a positive work environment so that current employees help recruit others to come to Killeen Elementary School. Furthermore, the campus works hard in using social media to its advantage by promoting a positive school work environment.

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

Killeen Elementary School uses the Get Better Faster initiative to provide consistent and targeted feedback to teachers.

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

TIA Teachers:

8 Recognized teachers

5 Exemplary teachers

5 Master teachers

Staff Ethnicity Breakdown

Staff Member by Ethnicity	Number	Percentage
White	51	41%
Hispanic	45	36%
Black	24	19%
Asian	0	0
Pacific-Islander	2	2%
2 or More	3	2%

Professional Staff Breakdown

Grade Level/Position	# of Teachers
Skills/ECSE Self Contained	6
Pre-Kindergarten	6
Kindergarten	9
1 st Grade	9
2 nd Grade	9
3 rd Grade	8
4 th Grade	9
5 th Grade	6
Physical Education	5
Music	2
Interventionists	4
SPED	4
Dyslexia	2
ESL	2

Human Capital Strengths

*High-functioning leadership team with significant years of experience.

*Most classroom teachers are highly qualified, certified teachers

- * None of the current staff members are on improvement plans.
- *The staff has worked hard to incorporate CKH Social Contracts into their daily plan to build relationships with students and staff.
- *There is a strong instructional focus; reaching all learners (bilingual and monolingual).
- * Multiple staff members have more than 15 years of experience. Some staff members have more than 30 years of experience in education.
- *One of the bilingual teachers was a Finalist for Teacher of the Year.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** There is a teacher shortage in the state of Texas.

Financial Stewardship

Financial Stewardship Summary

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

Killeen Elementary School works closely with district personnel to provide feedback regarding resources. Furthermore, the resources provided by the district are monitored on our campus and used with fidelity.

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

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

Killeen Elementary School will support and uphold the district's policies and procedures to promote a positive culture and climate.

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

Financial Stewardship Strengths

*The principal and the principal's secretary meet often to make sure the allocated budget funds are used appropriately and are planned.

*The CIP is reviewed at SBDM meetings six times per year.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: KES will implement Capturing Kids' Hearts to foster relationship building and empower students to take ownership of their behavior. All campus staff will be trained at the beginning of the school year.</p> <p>Progress Measure (Lead): -Continual monitoring -Exemplars provided to staff in meetings and PLCs -All classrooms/and campus having a Social Contract -Greeting students at the door -Good Things</p> <p>Outcome Measure (Lag): Be the end of the 2025 school year, referrals will have decreased by 10%.</p> <p>Dates/Timeframes: August to May</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Collaborating Departments: Student Success</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 3</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Three full-time counselors will support students in crises through individual and group discipline management programs and events.

Progress Measure (Lead: School Safety Week

Drug Awareness

Bullying Prevention

Character Education

Career Week

Outcome Measure (Lag): Students will be better equipped in dealing with conflict and be better able to self-regulate leading to more positive interactions with other students and staff.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Counselors

Collaborating Departments: Principal, AP, District Counseling

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 3

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will implement a PBIS Initiative to encourage positive behaviors and more timely attendance. Students will earn incentives from the campus and teachers to earn prizes.

Progress Measure (Lead: Positive calls home

Behavior Shout outs

Outcome Measure (Lag): By the end of 2025, referrals will show a decrease of 10%.

Dates/Timeframes: October to May

Staff Responsible for Monitoring: Teachers, AP, Principals

Problem Statements: Student Success 1, 2, 3

Funding Sources: The campus will need items to help incentivize behavior and attendance. - 211 - ESEA, Title I Part A - 211.11.6498.00.143.30.000 - \$2,500

Key Strategic Action 4 Details

Key Strategic Action 4: Killeen Elementary School will encourage students to attend school daily through an incentive program being implemented every month at the nine-week mark for perfect attendance. The RAAWEE system will be used to monitor absences and tardies.

Progress Measure (Lead): Joey Attendance Awards Monthly
Recognition at the end of each 9 weeks

Outcome Measure (Lag): The daily attendance rate will increase by 4% by the end of the 2025 school year.

Dates/Timeframes: October-May

Staff Responsible for Monitoring: Attendance Secretary, Teachers, APs and Principal

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 1, 2

Funding Sources: Attendance Certificates and Awards for monthly and quarterly recognition. - 211 - ESEA, Title I Part A - 211.11.6498.00.143.30.000 - \$1,000

Key Strategic Action 5 Details

Key Strategic Action 5: The monolingual and bilingual parent liaisons will provide preschool-aged children with opportunities to learn readiness skills at weekly meetings of the "Little Joeys." Parents will be provided with strategies and tips on how to support literacy and language development at home. Furthermore, parent liaisons will work with parents to support the learning of all students at home and school.

Progress Measure (Lead): Sign-In Sheets

Outcome Measure (Lag): By the end of the school year, the amount of students participating in the program will increase by 5%.

Dates/Timeframes: October-May

Staff Responsible for Monitoring: Parent Liaisons

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 9

Funding Sources: Instructional supplies for Little Joeys parent engagement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.143.24.PAR - \$1,500, Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.143.30.000 - \$44,000

Key Strategic Action 6 Details

Key Strategic Action 6: Students will participate in field-based instruction that provides them real-world, hands-on experiences that will allow them to build background knowledge and make connections to classroom learning. Field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting. Where appropriate, learning experiences may be brought to the campus instead of having students travel out. Field Based Instruction provides an opportunity for students to use crucial thinking and apply skills learned within the classroom.

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

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

Dates/Timeframes: October-May

Staff Responsible for Monitoring: Principal Secretary and Teachers

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 4, 5, 6, 8, 9

Funding Sources: Entry Fees for Field Based Instruction - 166 - State Comp Ed - 166.11.6412.00.143.30.AR0 - \$8,000, Transportation Fees for Field Based Instruction - 166 - State Comp Ed - 166.11.6494.00.143.30.AR0 - \$10,000, Entry Fees for 4th Grade Bob Bullock - 166 - State Comp Ed - 166.11.6412.00.143.30.AR0 - \$3,000, Transportation for 4th Grade Bob Bullock - 166 - State Comp Ed - 166.11.6412.TR.143.30.AR0 - \$7,000

Key Strategic Action 7 Details

Key Strategic Action 7: Killeen Elementary School will hold different events at the campus to educate parents and families about the learning happening at our school. The events currently planned are a literacy night (Christmas), a multi-cultural night, a math and science night, STAAR informational sessions, and grade-level informational sessions.

Progress Measure (Lead): We know that the more parents are involved with school, the more successful the students will be.

Outcome Measure (Lag): Students will ultimately be more successful at school and have higher achievement if they have the support they need from their parents at home.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Success 1, 2, 6, 7, 8, 9

Funding Sources: Refreshments for Parent Involvement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.143.24.PAR - \$1,500, Reading Materials for Parenting Classes/Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.143.24.PAR - \$930, Overtime Pay for Parent Liaisons for Parenting Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.143.24.PAR - \$500, Supplies for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.143.24.PAR - \$1,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: The attendance rate at Killeen Elementary was approximately 90% for the 23-24 SY. **Root Cause:** Due to the transient nature of our campus population, and with no true accountability, student attendance is lacking.

Problem Statement 2: There were over 16,000 absences and over 11,000 tardies for the 23-24 SY. **Root Cause:** Due to the transient nature of our campus population, and with no true accountability, student attendance is lacking.

Problem Statement 3: Over 900 discipline referrals were written and processed in the 23-24 SY. **Root Cause:** Self-regulation techniques need to be consistently reinforced on campus.

Problem Statement 4: KES EB students scored lower on TELPAS in Advanced and Advanced High areas than the district. **Root Cause:** There are many newcomers to Killeen Elementary School, from their home countries, with limited English or native language proficiency.

Problem Statement 5: Killeen Elementary School is below the district average in the identification of GT students. **Root Cause:** There is a need to challenge students of all levels through differentiation and extension.

Problem Statement 6: In 23-24, the average in Literacy scores in the Meets category for 3, 4, and 5th grades was 35%. **Root Cause:** Many students are reading below grade level in 3, 4, and 5 grades. Furthermore, there needs to be a concentration in Tier 1 instruction.

Problem Statement 7: In 23-24, the average in Math scores in the Meets category for 3, 4, and 5th grades was 23%. **Root Cause:** Math manipulatives and concrete models were not utilized effectively and with fidelity for students to build conceptual knowledge.

Problem Statement 8: In 23-24, the average in Science scores in the Meets category for 5th grade was 4%. **Root Cause:** There was a lack of spiraling content and a lack of science labs conducted in 4th and 5th grades.

Problem Statement 9: During the 23-24 school year, Killeen Elementary's special populations including Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. **Root Cause:** Need for increased collaboration to ensure students are not missing tier-one grade level content.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers will provide skills-based (i.e. phonemic awareness) and/or small group instruction in grades PK-5 on a daily basis.

Progress Measure (Lead): Students will be able to increase achievement in MAP, Circle, and ISIP assessments.

Outcome Measure (Lag): Students will improve overall literacy development by the end of the year.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team and Teachers

TEA Priorities:

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

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 6

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will utilize WIN time to intervene with struggling readers. Instructional Aides and Interventionists will be used to provide small-group instruction for students needing extra assistance.

Progress Measure (Lead): Students will be able to close literacy gaps and show increased scores on MAP, Circle, and ISIP.

Outcome Measure (Lag): Students will show an increase in literacy development by the end of the year.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Success 6

Funding Sources: Supplies Needed to Track Interventions - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$1,500, One Instructional Assistants needed to facilitate small group instruction - 211 - ESEA, Title I Part A - 211.11.6129.00.143.30.000 - \$30,000, Interventionist Needed to facilitate small group instruction - 211 - ESEA, Title I Part A - 211.11.6119.00.143.30.000 - \$90,306, One Instructional Assistant needed to facilitate small group instruction - 166 - State Comp Ed - 166.11.6129.00.143.30.AR0 - \$26,031, Flocabulary - 166 - State Comp Ed - 166.11.6299.OL.143.30.AR0 - \$5,000, Flocabulary Staff Training - 166 - State Comp Ed - 166.13.6299.00.143.30.AR0 - \$500, Brain Pop or similiar resource to assist with collaborative and independent learning - 166 - State Comp Ed - 166.11.6299.OL.143.30.AR0 - \$3,500, Instructional Supplies for Reading Intervention/Tutoring - 166 - State Comp Ed - 166.11.6329.00.143.30.AR0 - \$3,125

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will utilize online intervention tools and small group instruction to provide additional, targeted support for groups needing assistance (SPED, Bilingual, African American, Hispanic, ELL, and Economically Disadvantaged). Specifically, all EB students are required to spend a certain amount of time accessing the Summit K-12, which is when they need technology.

Progress Measure (Lead): Students will be able to access the required number of minutes for district-required intervention programs.

Outcome Measure (Lag): There will be an increase in student achievement as measured by state and district assessments.

Dates/Timeframes: September-May

Staff Responsible for Monitoring: CIS, Teachers

Collaborating Departments: Multi-Literacy Dept.

TEA Priorities:

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

- **ESF Levers:**

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

Problem Statements: Student Success 4, 6, 9

Funding Sources: Temporary Employees for Small group Tutoring - 166 - State Comp Ed - 166.11.6125.CA.143.30.AR0 - \$40,000, Quality headphones for students to use during interventions - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$10,000, Materials to use with reading interventions grades 2,3,4,and 5 (English and Spanish) - 211 - ESEA, Title I Part A - 211.11.6329.00.143.30.000 - \$16,000, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$5,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.143.30.000 - \$5,000

Key Strategic Action 4 Details

Key Strategic Action 4: Staff Members and administrators will travel to professional literacy conferences to support student achievement in literacy and support teachers in research-based instructional models for literacy.

Progress Measure (Lead): Conference attendance and evidence of implementation of ideas gained from conferences will increase student performance on assessments.

Outcome Measure (Lag): Teachers will improve Tier 1 Instruction which will lead to an increase in student achievement.

Dates/Timeframes: February 2025 to June 2025

Staff Responsible for Monitoring: Principal/Teachers

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 5, 6, 9

Funding Sources: Literacy Conference-Elevate - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$3,000, Literacy Conference-TEKS Resource Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$3,000, Literacy Conference-Elevate - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$6,500, Literacy Conference-TEKS Resource - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$8,000, Lead4Ward-Rocking Review - 211 - ESEA, Title I Part A - 211.13.6411.00.143.30.000 - \$5,000, Lead4Ward Rocking Review - 211 - ESEA, Title I Part A - 211.23.6411.00.143.30.000 - \$1,000

Key Strategic Action 5 Details

Key Strategic Action 5: The Campus Instructional Specialists will continually coach staff members of the implementation of strong Tier 1 Instruction and Targeted Interventions for students.

Progress Measure (Lead): CISs will observe and provide feedback to teachers using the coaching cycle and Get Better Faster resources.

Outcome Measure (Lag): Teachers will have on-site coaching in order to provide strong Tier 1 instruction and targeted interventions which will lead to an increase in student achievement.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Principal, APs, Curriculum Instructional Specialists

TEA Priorities:

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

Problem Statements: Student Success 4, 5, 6, 9 - Human Capital 1

Funding Sources: Salary and Benefits for One Full Time Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.143.30.000 - \$89,000, Salary and Benefits for One Full Time Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.143.30.000 - \$82,000

Key Strategic Action 6 Details

Key Strategic Action 6: The campus will provide substitutes every 9 weeks to allow teachers a day to internalize lesson plans and create formative assessments.

Progress Measure (Lead): Teachers will have uninterrupted time each 9 weeks to collaboratively work with their teams to internalize lesson plans and create a plan for formative assessments.

Outcome Measure (Lag): Teachers will be better able to internalize and plan formative assessments which will improve student achievement.

Dates/Timeframes: October-May

Staff Responsible for Monitoring: Admin Team/Teachers

Problem Statements: Student Success 6, 8, 9 - Human Capital 1

Funding Sources: Substitutes to cover teachers to allow them planning time with their colleagues. - 211 - ESEA, Title I Part A - 211.13.6299.00.143.30.SUB - \$5,000

Key Strategic Action 7 Details

Key Strategic Action 7: Teachers will provide 60 minutes per day for Science comprehension and science vocabulary to include hands-on science experiments once per week.

Progress Measure (Lead: If students are given ample time to learn the science curriculum, and teachers have an opportunity to plan for the learning, students will be able to access the curriculum.

Outcome Measure (Lag): Students will have greater success on Science assessments and the science STAAR test.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Success 8 - Human Capital 1

Funding Sources: Spiral Review and practice materials for Science in English and Spanish - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$12,594

Key Strategic Action 8 Details

Key Strategic Action 8: Students (who need additional support) will be referred to the MTSS (Multi-Tiered Systems of Support) to be evaluated for further academic and social-emotional interventions. These committees will meet as needed to support students.

Progress Measure (Lead: Students in need of intervention support will receive the support needed to be successful (academic or social-emotional).

Outcome Measure (Lag): Students will receive the proper interventions and will achieve greater academic and behavioral success.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

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

- **ESF Levers:**

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

Problem Statements: Student Success 3, 6, 7, 8, 9

Funding Sources: Social Stories-SEL Curriculum to support students - 211 - ESEA, Title I Part A - 211.31.6329.00.143.30.000 - \$3,000

Key Strategic Action 9 Details

Key Strategic Action 9: GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with the TPSP projects and in their blocks of instruction.

Progress Measure (Lead): By differentiating for our GT students, they will receive the different types of learning needed to grow.

Outcome Measure (Lag): GT students will show growth in achievement in varying levels of assessments.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Success 5

Funding Sources: Materials for TPSP Project - 177 - Gifted/Talented - 177.11.6399.00.143.21.000 - \$1,552, Legos - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$5,000

Key Strategic Action 10 Details

Key Strategic Action 10: Pre-Kindergarten, Kindergarten, and 1st grade Dual Language students will implement the Dual Language model of Dual Language education by providing hands on experiences to increase linguistic acquisition in both English and Spanish. For grades 2-5, they will be incorporating the late-exit bilingual teaching methods.

Progress Measure (Lead): Summit K12, MAP data, Circle data, i-Station, and TELPAS

Outcome Measure (Lag): By the end of the 2025 school year, TELPAS data will show an increase of students moving towards Intermediate, Advanced, and Advanced High in Listening, Speaking, Reading, and Writing by 10%.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: CIC, CIS, Teachers, Bi-Literacy Team

Problem Statements: Student Success 4

Funding Sources: Privacy boards for students to use during TELPAS and TELPAS practice - 165/BIO - Bilingual - 165.11.6399.00.143.25.BIO - \$2,000, Bilingual Reading Supplies for classroom use - 165/BIO - Bilingual - 165.11.6329.00.143.25.BIO - \$8,000, Bilingual Instructional Supplies to Support Vocabulary Acquisition - 165/BIO - Bilingual - 165.11.6399.00.143.25.BIO - \$4,770

Key Strategic Action 11 Details

Key Strategic Action 11: Social Studies Weekly and HMH Science curriculum will be utilized with the 5E Model of Engage, Explore/Explain, Elaborate, and Evaluate to provide background knowledge on topics to build academic language.

Progress Measure (Lead: Hands on Investigations

Data Trackers

HMH Assessments

SAAVAS Assessments

MAP

Outcome Measure (Lag): By the end of the 2025 school year, 60% of students will score at approaches or above on the Science STAAR.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: CIS, CIC, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Success 8

Key Strategic Action 12 Details

Key Strategic Action 12: ESL teachers will provide small group intervention lessons for Emergent Bilingual students that target vocabulary development and literacy skills. They will also host a parent night for our EB students.

Progress Measure (Lead: By targeting this specialized group of learners, we hope to close any gaps in literacy due to language acquisition.

Outcome Measure (Lag): Our EB students will make gains on TELPAS and STAAR.

Dates/Timeframes: August to May

Staff Responsible for Monitoring: Admin Team/Teachers

Problem Statements: Student Success 4

Funding Sources: Brain Pop for EB Students - 165/ES0 - ELL - 165.11.6299.OL.143.25.ES0 - \$1,500, Reading materials and other materials for EB Literacy Development - 165/ES0 - ELL - 165.11.6399.00.143.25.ES0 - \$2,000, Supplies to support Language Acquisition for EB students - 165/ES0 - ELL - 165.11.6399.00.143.25.ES0 - \$1,430, Reading materials and other materials for EB Literacy Development - 165/ES0 - ELL - 165.11.6329.00.143.25.ES0 - \$2,000

Goal 2 Problem Statements:

Student Success

Problem Statement 3: Over 900 discipline referrals were written and processed in the 23-24 SY. **Root Cause:** Self-regulation techniques need to be consistently reinforced on campus.

Problem Statement 4: KES EB students scored lower on TELPAS in Advanced and Advanced High areas than the district. **Root Cause:** There are many newcomers to Killeen Elementary School, from their home countries, with limited English or native language proficiency.

Student Success

Problem Statement 5: Killeen Elementary School is below the district average in the identification of GT students. **Root Cause:** There is a need to challenge students of all levels through differentiation and extension.

Problem Statement 6: In 23-24, the average in Literacy scores in the Meets category for 3, 4, and 5th grades was 35%. **Root Cause:** Many students are reading below grade level in 3, 4, and 5 grades. Furthermore, there needs to be a concentration in Tier 1 instruction.

Problem Statement 7: In 23-24, the average in Math scores in the Meets category for 3, 4, and 5th grades was 23%. **Root Cause:** Math manipulatives and concrete models were not utilized effectively and with fidelity for students to build conceptual knowledge.

Problem Statement 8: In 23-24, the average in Science scores in the Meets category for 5th grade was 4%. **Root Cause:** There was a lack of spiraling content and a lack of science labs conducted in 4th and 5th grades.

Problem Statement 9: During the 23-24 school year, Killeen Elementary's special populations including Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. **Root Cause:** Need for increased collaboration to ensure students are not missing tier-one grade level content.

Human Capital

Problem Statement 1: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** There is a teacher shortage in the state of Texas.

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: Teachers will collaborate with the instructional support team and administrators during grade-level planning to design high-quality, tier 1 math lessons built around the math framework using the district PLC norms and to internalize the lesson design in the SAVVAS math program.

Progress Measure (Lead): Internalization documents, Data Protocols, Student Data Folders, Student Data Worksheets

Outcome Measure (Lag): Student achievement in math will increase.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Success 7 - Human Capital 1

Funding Sources: SAAVAS Math Consumables - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$30,000

Key Strategic Action 2 Details

Key Strategic Action 2: Math lessons will regularly incorporate hands-on activities using manipulatives to help students move from concrete to abstract and increase oral language proficiency.

Progress Measure (Lead): SAVVAS Math Progress Checks

Outcome Measure (Lag): By the end of the 2025 school year, students will show growth in achievement in math.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: AdminTeam/Teachers

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Success 7 - Human Capital 1

Funding Sources: Items needed for math manipulatives/small group instruction - 166 - State Comp Ed - 166.11.6399.00.143.30.AR0 - \$3,124

Key Strategic Action 3 Details

Key Strategic Action 3: Para-Professionals and Interventionists will pull identified groups of students daily to support classroom instruction and close students' learning gaps.

Progress Measure (Lead): On a systemic schedule, students will be provided support from an interventionist.

Outcome Measure (Lag): Student math achievement will increase.

Dates/Timeframes: October to May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Success 7

Funding Sources: Paraprofessional to support learning and closing gaps - 211 - ESEA, Title I Part A - 211.11.6119.00.143.30.000 - \$30,000, Paraprofessional to support learning and closing gaps - 211 - ESEA, Title I Part A - 211.11.6129.00.143.30.000 - \$30,000, Materials and resources to use for math interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.143.30.000 - \$18,000

Goal 3 Problem Statements:

Student Success

Problem Statement 7: In 23-24, the average in Math scores in the Meets category for 3, 4, and 5th grades was 23%. **Root Cause:** Math manipulatives and concrete models were not utilized effectively and with fidelity for students to build conceptual knowledge.

Human Capital

Problem Statement 1: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** There is a teacher shortage in the state of Texas.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: Killeen Elementary School will create a partnership with community members to provide students with an opportunity to interact with a variety of stakeholders through guest speakers and face-to-face experiences.

Progress Measure (Lead): The more students have an opportunity to interact with the community, it helps to build speaking and listening opportunities.

Outcome Measure (Lag): Students will build background knowledge and gain confidence for future endeavors.

Dates/Timeframes: August-May

Staff Responsible for Monitoring: Admin Team/Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 9

Goal 4 Problem Statements:

Student Success

Problem Statement 9: During the 23-24 school year, Killeen Elementary's special populations including Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk showed less academic growth than their peers. **Root Cause:** Need for increased collaboration to ensure students are not missing tier-one grade level content.

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 2: Human Capital

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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