

# **Killeen Independent School District**

## **Pat Carney Elementary School**

**2024-2025**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Pat Carney Elementary opened its doors in the fall of 2021. For the 2024-2025 school year we are projected to serve 721 students. Pat Carney Elementary is a Title I campus with 69.50% of our students qualifying for free and reduced lunch. As a Title I campus additional resources are used to improve the educational program and experience for all students. Student mobility rate is 21.7% which is below the district rate of 25.4% but above the state average. Our school serves both military families and local families in the west area of Killeen. Pat Carney Elementary School makes it a high priority to employ and maintain a high-quality, talented staff. For the 2023-24 school year we have three new teachers, thirty-one teachers with 1-5 years of experience, eight teachers with 6-10 years of experience, seven teachers with 11-15 years of experience, and four teachers with 16 or more years of experience. The Administrative staff consists of two Assistant Principals, a Campus Instructional Specialist, a Campus Instructional Coach and a Principal. Twelve paraprofessionals will join the campus this year.

Two full time counselors will serve the students at Pat Carney. In addition, a Social Emotional Learning Counselor will work with students and families of at-risk students and a Military Family Life Counselor will support our military students and families. We also have a full time Facilitator, Dyslexia and ELL teacher, and five Special Education teachers to support our students in resource and inclusion services. Three Interventionist positions will work with at risk students and an ELL aide to assist ELL student populations. Our campus will serve as the Behavior Management Unit specialized to serve two SPED classrooms.

Pat Carney will provide ongoing professional development opportunities to staff throughout the year. All staff members who work with students daily will participate in Professional Learning Communities (PLCs) weekly to study curriculum and plan instruction and determine if student performance and achievement is achieved. Teachers will review and learn specific strategies during PLC and incorporate those into their daily instruction in the classroom. They will review student achievement data in follow up PLCs to determine next steps and effectiveness of strategies. Collaborative teaching strategies and co-teaching in grades K-5 will continue to be refined to provide for more inclusion of special education students in the general education setting.

### Grade Levels:

PK students: 80 (4 teachers)

Kindergarten students: 100 (5 teachers)

1<sup>st</sup> grade students: 117 (6 teachers)

2<sup>nd</sup> grade students: 105 (5 teachers)

3<sup>rd</sup> grade students: 104 (5 teachers)

4<sup>th</sup> grade students: 100 (5 teachers)

5<sup>th</sup> grade students: 108 (5 teachers)

**Ethnicity Breakdown:**

- 1.19% American Indian/Alaskan Native (8 students)
- 2.69% Asian (18 students)
- 39.76% African American (266 students)
- 13% White (87 students)
- 31.3% Hispanic/Latino (210 students)
- 10.76% Two or more races (72 students)
- 1.4% Hawaiian/Pacific Islander (10 students)

**Gender:**

- 47.68% -Female (319 students)
- 52.31% -Male (350 students)

**Special Populations:**

- 13.02% - Emergent Bilinguals (93 students)
- 1.6% - Gifted & Talented (12 students)
- 32.49% - Special Education (232 students)
- 43.69% - At Risk (312 students)
- 6.8% - 504 Services (49 students)

# Student Success

## Student Success Summary

### **GOAL 1.1: Pathways for all students to build connections:**

Pat Carney seeks to provide a welcoming, safe and supportive learning environment which results in developing well rounded and responsible individuals who achieve to their full potential.

**Capturing Kids Hearts:** Training will be provided for all teachers and staff to promote positive relationships with students.

Two full time counselors as well as a social emotional counselor work with teachers, students and families to help promote a positive home school connection and serve as sponsors to promote school clubs that include: student council, morning announcements and literacy events. In addition our counseling team promotes character traits that are recognized monthly and are closely connected to our school community. They work closely with teachers to establish morning circle routines and use this to connect with our campus efforts to reduce student discipline.

#### **Campus Clubs and After School Organizations:**

Student Council, Drone Club, Art Club, Choir, Morning Announcements & Science Olympiad

Community Connections: Hispanic Heritage Poster Event, Reading Night, Math Night, Read Across America, Science Olympiad Field Day Book Fair, PCES Book Club, Fun Run, Career Day Events, STAAR Saturday Reviews

**Academic Family Events:** Meet the Teacher, Open House, Parent Teacher Conferences, Gifted & Talented Showcase, End of Semester Academic Awards, STAAR Parent Information Nights, ESL Parent Events, Dyslexia Parent Meeting, Kindergarten Graduation, 5<sup>th</sup> Grade Celebration & PTA meetings

#### **School wide behavior incentives & character trait recognition:**

Cub Cash earned by students exhibiting positive behavior throughout the school year, Caught Being Good Coupons for students with no office referrals, Cub of the Month Lunch for students who exhibit specific character trait, MAP growth incentives earned for meeting or exceeding EOY goals, Istation & ST math incentives earned for meeting quarterly goals.

### **Goal 1.2: All students meet or exceed the Texas grade level standards in reading and writing.**

Conduct professional development related to effective Tier I reading and writing strategies to include ARACE strategy.

Continue to implement school wide reading programs to include Book Club, campus wide reading challenges and reading night events to promote a focus on literacy.

Review and analyze reading and writing data in PLC meetings to determine what additional support is needed (differentiation, acceleration, intervention and or tutoring).

Continue to provide computer lab opportunities focused on typing skills, creating a draft and typing a written response to support STAAR grade levels on Reading STAAR.

READING STAAR 3 <sup>rd</sup> -5 <sup>th</sup>								
	Did Not Meet		Approaches or above		Meets or above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
3rd Grade	23%	16%	67%	84%	33%	55%	10%	31%
4th Grade	20%	19%	80%	81%	42%	35%	13%	13%
5th Grade	14%	26%	86%	76%	50%	56%	14%	25%

**Goal 3: All students meet or exceed the Texas grade level standard in math.**

Differentiated instruction specific to hands on learning, problem solving skills and best practice math instruction will be provided to all students to ensure students are meeting or exceeding grade level standards.

Ongoing professional development will be provided to teachers focusing on effective math strategies and resources to support student achievement.

Provide targeted intervention for students struggling in math.

Review math data regularly in PLC meetings, grade level meetings and staff meetings to ensure student achievement remain a focus.

Involve parents in campus events such as math night and provide resources to support learning at home.

MATH STAAR 3rd-5th								
	Did Not Meet		Approaches or above		Meets or above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
3 <sup>rd</sup> Grade	38%	18%	62%	82%	39%	57%	16%	13%
4 <sup>th</sup> Grade	42%	43%	58%	57%	30%	37%	10%	16%
5 <sup>th</sup> Grade	16%	14%	84%	84%	50%	57%	16%	17%

SPRING 2024 TELPAS RESULTS – Composite Score					
	Student Count	Beginner	Intermediate	Advanced	Advanced High
		State	630392	23%	37%
District	2532	15%	38%	34%	13%

**SPRING 2024 TELPAS RESULTS – Composite Score**

Pat Carney	88	7%	40%	40%	14%
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The area of reading had the most students scoring in the Advanced (11) and AH (17) proficiency level.

There is a need to concentrate efforts on the four language domains with an emphasis on speaking and writing.

The area of speaking had the most students (15) scoring at the Beginner proficiency level.

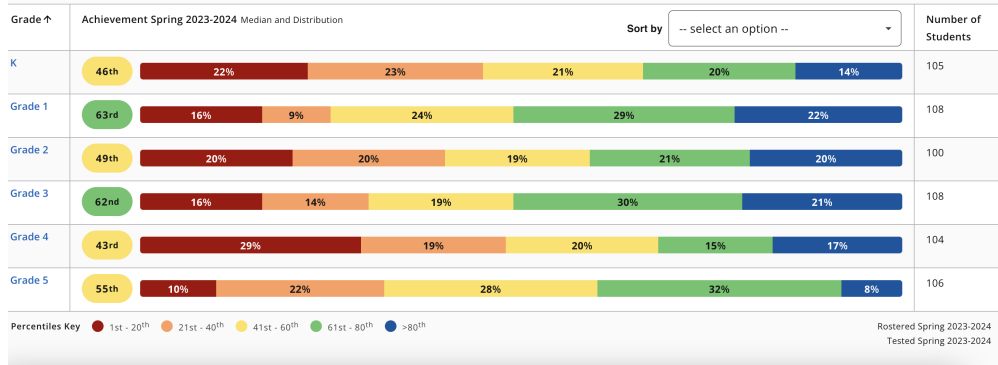
READING MAP 2023			READING MAP 2024			
Grade	Students at or above district grade level mean RIT	Students at or above grade level mean RIT	Percentage of students who met projected growth	Students at or above district grade level mean RIT	Students at or above grade level mean RIT	Percentage of students who met projected growth
Kinder	43%	40%	36%	44%	44%	21%
1 <sup>st</sup>	75%	62%	69%	75%	62%	66%
2 <sup>nd</sup>	50%	50%	42%	51%	48%	45%
3 <sup>rd</sup>	47%	42%	59%	48%	46%	51%
4 <sup>th</sup>	58%	58%	52%	48%	46%	46%
5 <sup>th</sup>	52%	52%	39%	62%	58%	44%

MATH MAP 2023			MATH MAP 2024			
Grade	Students at or above district grade level mean RIT	Students at or above grade level mean RIT	Percentage of students who met projected growth	Students at or above district grade level mean RIT	Students at or above grade level mean RIT	Percentage of students who met projected growth
Kinder	54%	54%	51%	39%	54%	34%
1 <sup>st</sup>	75%	69%	69%	75%	70%	73%
2 <sup>nd</sup>	55%	45%	42%	54%	49%	39%
3 <sup>rd</sup>	50%	47%	59%	71%	71%	64%
4 <sup>th</sup>	55%	55%	52%	51%	50%	37%
5 <sup>th</sup>	53%	49%	39%	64%	59%	55%

SCIENCE MAP 2023			SCIENCE MAP 2024			
Grade	Students at or above district grade level mean RIT	Students at or above grade level mean RIT	Percentage of students who met projected growth	Students at or above district grade level mean RIT	Students at or above grade level mean RIT	Percentage of students who met projected growth
5th	53%	71%	66%	59%	71%	68%

#### Achievement by Grade

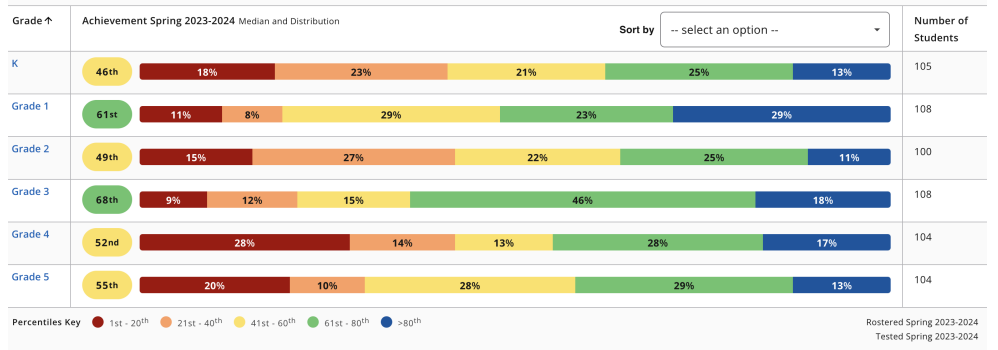
Pat Carney EL | Reading



School Profile

#### Achievement by Grade

Pat Carney EL | Math K-12



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

### Student Success Strengths



## **STUDENT SUCCESS:**

### **Goal 1.1 Pathways for ALL students to build connections.**

Students have opportunities to participate in a variety of school clubs to include: Morning Announcements, Drone Club, Science Olympiad, Book Club, Choir, Art and Student Council.

Students are familiar with morning circle routines that our counseling teams and teachers have implemented for the past 2 years.

Students will continue goal setting with classroom teachers related to academic goals in ELAR And MATH. Incentives will be promoted throughout the year to keep students motivated and on track to meet their individual goals based on performance on MAP, Istation & ST Math.

### **Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.**

#### Strengths:

3<sup>rd</sup> Grade students grew from 67% to 84% in approaches or above, from 33% to 55% in meets and from 10% to 31% in the masters category on the Reading STAAR.

3<sup>rd</sup> Grade students scored higher(3.92) than the district (2.46) or state average (2.82) on the extended written response on the Reading STAAR.

81% of 4<sup>th</sup> grade students were at approaches or above on the Reading STAAR.

5<sup>th</sup> grade students improved from 50% to 56% in meets or above and from 14% to 25% in the masters for the Reading STAAR.

62% of 1<sup>st</sup> grade students scored at or above grade level RIT on the reading MAP.

62% of 3<sup>rd</sup> grade students scored at or above the grade

### **Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.**

#### Strengths:

3<sup>rd</sup> grade students grew from 62% to 82% in the approaches or above category and from 39% 50 57% in the meets or above on the Math STAAR.

4<sup>th</sup> and 5<sup>th</sup> grade students improved in the meets or above and in the masters category on the Math STAAR.

### **Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.**

As a campus we will provide the following opportunities related to successful transitions to middle and high school, post secondary education, military or entering the workforce.

Career Day: Counseling team will plan a variety of activities to include guest speakers, career day activities as well as STEM activities on campus.

Interventions & After School Tutoring: Interventions specific to reading and math will be provided regularly and after school tutoring will be offered throughout the year to support academic progress.

## **HUMAN CAPITAL:**

### **Goal 2.1 The district will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

Create a welcoming and positive work environment that encourages collaboration and provides ongoing support through professional development, grade level planning and weekly PLC meetings.

Recognize and celebrate staff members each month to promote a supportive and positive campus culture.

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

Weekly PLC meetings for all grade levels are occurring regularly.

Campus Instructional Coach (CIC) and Campus Instructional Specialist (CIS) meet with regularly with Principal to plan weekly PLC agendas.

CIC and CIS work closely with Principal and APs to create coaching walk schedule for all teachers.

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

Encourage communication and feedback throughout the year to ensure teacher and staff needs are being addressed through regular feedback.

Walk throughs and observations will provide timely and consistent feedback throughout the year to teachers and will focus on continued growth.

Surveys provided during the year to all staff will provide feedback on work environment, professional learning and school climate.

## **FINANCIAL STEWARDSHIP:**

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

Review attendance issues regularly to promote to all stakeholders the importance of student attendance and respond to attendance concerns promptly resulting in increased student attendance rates.

Review campus data regularly to make informed decisions regarding student performance, enrollment and attendance and campus needs.

Regularly review and collaborate regarding district provided resources to ensure all staff are utilizing and designing instruction to meet the identified academic needs.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** The number of 5th grade students scoring in Approaches, Meets & Masters on the Science STAAR decreased from the previous year. **Root Cause:** Students need more consistent hands on learning opportunities related to science vocabulary and learning standards.

**Problem Statement 2:** The attendance rate for the campus during the 2023-2024 school year is 94.37%. Student absences remain a concern for the campus due to their link to student achievement. **Root Cause:** Excessive tardies which contributes to late arrival and absences are impacting instruction. There is a need for a more focused approach of improving tardies and attendance.

**Problem Statement 3:** 41% of Special Education students are predicted to not meet standard on the 5th Grade Reading STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**Problem Statement 4:** Over 70% of Special Education students are not predicted to meet standard on the 5th grade Math STAAR. **Root Cause:** Teachers struggle to implement differentiated instructional practices that address the needs of all learners.

**Problem Statement 5:** 60% of Emergent Bilingual students are not predicted to meet standard for the 5th grade Math STAAR. **Root Cause:** There is a need for collaboration in regards to scheduling to ensure students are receiving Tier I instruction that builds academic vocabulary in math skills.

**Problem Statement 6:** According to 2023-2024 MAP Data 75% of our Kindergarten students and 48% of our 3rd grade students did not meet projected growth in reading.

**Problem Statement 7:** According to 2023-2024 MAP data 70% of our Kindergarten students and 67% of our 4th grade students did not meet projected growth in math.

**Problem Statement 8:** There is a need to identify more gifted and talented identified students on campus. According to campus data the current GT student population is 1.6%. **Root Cause:** Teachers struggle with providing differentiated enrichment opportunities for GT students in all content areas.

# Human Capital

## Human Capital Summary

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

The campus Principal will work closely with HR to recruit and retain teachers. Campus Instructional Specialist will meet monthly with new teachers to provide varied levels of support as well as working closely with mentors to ensure new teachers feel supported and have regular guidance on classroom management and Tier I instruction.

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

The campus will utilize a campus funded Interventionist and district funded interventionist to meet the needs of K-5 students in reading and math by providing daily intervention to students to address academic deficits.

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

The Campus Instructional Coach will work closely with the Principal and Campus Instructional Specialist to ensure teachers receive ongoing training throughout the year based on grade level needs and campus data to include new curriculum resources.

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

The Principal, AP, CIS & CIC will provide frequent coaching through Get Better Faster Coaching walkthroughs focused on teacher growth and performance.

## Human Capital Strengths

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

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

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

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

### **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** Data shows that alternative certified teachers need ongoing support to positively impact student academic growth. We have six alternatively certified teachers and four of them are new to the campus. There is a need for consistent professional development specific to their needs as well as ongoing mentor and CIS support. **Root Cause:** Due to the national teacher shortage the number of traditionally certified teachers has decreased.

**Problem Statement 2:** The campus has been unable to fully staff instructional assistant positions. **Root Cause:** There is a lack of applicants applying for aide positions.

# Financial Stewardship

## Financial Stewardship Summary

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

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.

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

## Financial Stewardship Strengths

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

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.

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

## Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** There is a need of more parent engagement with understanding and reviewing student data. **Root Cause:** The campus should consider new approaches to promote and recruit more parent participation.

**Problem Statement 2:** Average daily attendance for the campus is 94% and many students arrive to school after the 7:30am start time and are missing classroom instruction. **Root Cause:** The campus needs to better communicate the connection of attendance and it's impact on student academic growth.

# Priorities

## Priority 1: Student Success

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

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Recruit and retain students in Fine Arts, Athletics, and scholastic events to include clubs and extracurricular activities.

**Progress Measure (Lead):** Based on EOY 2023-2024 student survey there is a need for increased Fine Arts opportunities allowing more students to participate. The campus will increase opportunities for students participating in Fine Arts after school clubs specific to Art and Choir.

**Outcome Measure (Lag):** More students will have an opportunity to participate in fine arts related after school clubs in 4th and 5th grade improving overall student performance in reading, writing, math and other academics.

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

**Staff Responsible for Monitoring:** Principal & AP's

**Collaborating Departments:** Music Teachers

**ESF Levers:**

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

**Funding Sources:** ART Supplies when used to support student achievement - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$3,500

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Implement and systematically sustain a culture build in program.

**Progress Measure (Lead):** The campus will increase staff capacity and utilize Capturing Kids Hearts program with fidelity to include recognizing students for exemplifying monthly CKH character traits.

**Outcome Measure (Lag):** Strengthened student connectedness resulting in improved academic achievement and fewer behavior incidents.

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

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

**Collaborating Departments:** Counselors & Teachers

**ESF Levers:**

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

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Recruit and retain students in Advanced Academics.

**Progress Measure (Lead):** The campus will increase opportunities for students to participate in STAAR Bootcamps for Math & Reading.

**Outcome Measure (Lag):** Increased academic achievement on STAAR Reading, Math and Science.

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

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

**Collaborating Departments:** Counselors & Teachers & Interventionists

**TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

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

**Funding Sources:** Supplies for STAAR SATURDAY - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$2,700, Snacks for STAAR SATURDAY - 211 - ESEA, Title I Part A - 211.11.6499.00.145.30.000 - \$2,750, Instructional supplies - Reading & Math - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$3,450

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Recruit and retain students in career and technical education.

**Progress Measure (Lead):** Increase the number of opportunities for students to explore career fields and interests in career and technical related fields.

**Outcome Measure (Lag):** The campus will see an increase in the number of students interested in pursuing academic learning related to career and technical related fields.

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

**Staff Responsible for Monitoring:** Principal, AP's & Counselors

**Collaborating Departments:** Teachers

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Interventionists and At Risk Instructional Assistant will provide Tier 2 and Tier 3 intervention services to at risk students to increase mastery of grade level reading and math skills through small group instruction.

**Progress Measure (Lead):** Progress checks ongoing

**Outcome Measure (Lag):** Reduce learning gaps from STAAR & Map data.

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

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** Interventionist & Teachers & At Risk Aides

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Funding Sources:** Salary for At Risk Aides - 166 - State Comp Ed - 166.11.6129.00.145.30.AR0 - \$50,000



### Key Strategic Action 6 Details

**Key Strategic Action 6:** In an effort to increase parent engagement, we will hold parenting events to communicate resources related to education, wellness, early literacy, math and science. Pat Carney will provide community participation programs such as STAAR informational sessions and parent outreach training related to test taking strategies.

**Progress Measure (Lead):** Increase parent knowledge of test taking strategies and STAAR expectations.

**Outcome Measure (Lag):** Increased student achievement

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

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

**Collaborating Departments:** CIC

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Funding Sources:** Refreshments for Parenting Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.145.24.PAR - \$538

### Key Strategic Action 7 Details

**Key Strategic Action 7:** GT students on our campus will experience hands on learning to include field based instruction and utilize the TPSP projects for differentiated learning opportunities for Gifted and Talented students.

**Progress Measure (Lead):** There is a need to identify more Gifted and Talented students at Pat Carney.

**Outcome Measure (Lag):** More students at Pat Carney will receive differentiated instruction aligned with the TPSP projects resulting in increased academic achievement and growth on MAP and STAAR.

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

**Staff Responsible for Monitoring:** May 2025

**Collaborating Departments:** CIC & Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

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

**Funding Sources:** Gifted & Talented Field Trip - 177 - Gifted/Talented - 177.11.6494.00.145.21.000 - \$1,700, Supplies for Gifted & Talented TPSP student projects - 177 - Gifted/Talented - 177.11.6399.00.145.21.000 - \$1,094

**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:** Ensure a vertically aligned guaranteed viable curriculum is taught and assessed in all classrooms.

Data driven instruction and intervention with evidence best practices with core instruction for Reading and Writing in all levels.

**Progress Measure (Lead:** Teachers will need to print and review Lead4ward documents, district benchmarks and lesson planning documents to collaborate and review data regularly in PLCs to develop lessons and targeted instruction to meet the academic needs and show growth in reading and writing.

**Outcome Measure (Lag):** Academic growth in reading and writing based on grade level standards.

**Dates/Timeframes:** Daily

**Staff Responsible for Monitoring:** Principal, AP's, CIS, CIC

**Collaborating Departments:** Teachers

**TEA Priorities:**

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

**Funding Sources:** Salary Title I Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.145.30.000 - \$85,000, Toner for printers used to support student achievement - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$3,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** SPED teachers will work with general education teachers to ensure that all students demonstrate growth and will determine and utilize accommodations and differentiation strategies to meet all student needs.

**Progress Measure (Lead:** Progress checks

**Outcome Measure (Lag):** Increased student achievement

**Dates/Timeframes:** daily

**Staff Responsible for Monitoring:** CIS, CIS & Teachers

**Collaborating Departments:** Principal & AP's

**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

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Teachers will collaborate to create TEK aligned lessons that include online instructional software programs, such as Brainpop, during focused instruction to provide a visual and interactive learning experience to support student understanding.

**Progress Measure (Lead):** Visual and interactive learning will support students understanding of specific content areas related to reading, math, science and social studies.

**Outcome Measure (Lag):** Increased student growth and achievement on MAP and STAAR.

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

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

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Funding Sources:** Brainpop Online Subscription - 166 - State Comp Ed - 166.11.6299.OL.145.30.AR0 - \$4,500

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Instructional Planning Days will be scheduled for classroom teachers to study state standards, district resources and curriculum documents and plan for students to engage rigorous tasks to prepare them for formative and summative assessments.

**Progress Measure (Lead):** Frequent opportunities for internalization of lessons, resources and curriculum documents to improve planning and delivery of lesson plans.

**Outcome Measure (Lag):** Increased student achievement on MAP & STAAR

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

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

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

**Funding Sources:** Payment for subs to cover planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.145.30.SUB - \$8,000

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Parent & Teacher conferences will be held during the first semester to ensure parents are informed of their child's attendance, academic progress and establish and build strong parent and teacher relationships that improve partnerships between home and school.

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

**Staff Responsible for Monitoring:** Principal, AP's, CIS

**Collaborating Departments:** CIC & Teachers

**ESF Levers:**

Lever 3: Positive School Culture

### Key Strategic Action 6 Details

**Key Strategic Action 6:** ESL Teacher will work with Emergent Bilinguals in small groups and collaborate with classroom teachers using supplement texts and ELL resources that support vocabulary and background knowledge.

**Progress Measure (Lead):** Focus of deeper understanding of ESL strategies for teachers.

**Outcome Measure (Lag):** Increased student achievement for EB students.

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

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

**Collaborating Departments:** ESL Teacher

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Funding Sources:** Supplemental Instructional Supplies to support academic growth for EB students. - 165/ES0 - ELL - 165.11.6399.00.145.25.ES0 - \$2,260, Professional Development for ELL teacher - 165/ES0 - ELL - 165.13.6411.00.145.25.ES0 - \$2,000, Professional resources for ELL teacher - 165/ES0 - ELL - 165.13.6329.00.145.25.ES0 - \$500

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Campus Instructional Specialist will model lesson planning and lesson delivery, Tier I instruction and will consistently coach teachers on implementing high quality instructional strategies

**Progress Measure (Lead):** Internalization documents

**Outcome Measure (Lag):** Increased student achievement

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

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** CIC & CIS

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Funding Sources:** Salary for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.145.30.000 - \$95,000

### Key Strategic Action 8 Details

**Key Strategic Action 8:** Provide professional development throughout the school year to support teachers in developing strategies to strengthen instructional practices specific to writing, revising, editing and constructed response.

**Progress Measure (Lead):** Benchmark assessments and Writeable Data

**Outcome Measure (Lag):** By the end of the 2025 school year 50% of students will score a 2 or above on the STAAR constructed response.

**Dates/Timeframes:** September 2024-April 2025

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

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Funding Sources:** Empowering Writers Campus PD - 211 - ESEA, Title I Part A - 211.13.6299.00.145.30.000 - \$12,000, Empowering Writers Campus PD - 166 - State Comp Ed - 166.13.6299.00.145.30.ARO - \$10,000

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Kindergarten, 1st & 2nd grade Teachers will use MAP data to guide instruction of foundational reading and math skills to target and differentiate TEKS based on student needs.

**Progress Measure (Lead):** Teachers will regularly assess and track student data related to foundational reading and math skills.

**Outcome Measure (Lag):** Increased MAP Reading and Math scores by 20%

**Dates/Timeframes:** September 2024-April 2025

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

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

**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:** Instructional Planning Days will be scheduled for classroom teachers to study state standards, district resources and curriculum documents and plan for students to engage rigorous tasks to prepare them for formative and summative assessments.

**Progress Measure (Lead):** Internalization of lessons to prepare students for formative and summative assessments.

**Outcome Measure (Lag):** Increased student achievement

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

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

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

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Parent & Teacher conferences will be held during the first semester to ensure parents are informed of their child's academic progress, attendance and establish and build strong parent and teacher relationships that improve partnerships between home and school.

**Progress Measure (Lead):** Increased parent involvement and understanding of their student's academic progress and the importance of attendance.

**Outcome Measure (Lag):** Increased student achievement

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

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** CIS, CIC & Teachers

**ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** Weekly Take Home Folders - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.145.24.PAR - \$2,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** There is a need for 1st, 2nd, 3rd, 4th & 5th grade students to demonstrate their understanding of math concepts through problem solving, fact fluency, and explaining and justifying their solutions.

**Progress Measure (Lead):** Progress checks - ongoing

**Outcome Measure (Lag):** Increased student achievement

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

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Funding Sources:** SAVVAS Math Consumables - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$15,000, Math Manipulatives - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$2,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Students will be provided interventions in core content areas during designated intervention time. Priority will be given to identified student groups based on STAAR and MAP performance to increase achievement in reading and math.

**Progress Measure (Lead):** Spiral review of readiness TEKS.

**Outcome Measure (Lag):** Increase in student achievement on STAAR and MAP.

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

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

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

**Funding Sources:** Think Up - Spiral Workbooks - 166 - State Comp Ed - 166.11.6399.00.145.30.AR0 - \$1,810

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Students will participate in activities that provide hands on learning to include STEM bus events and field based instruction experiences to increase real world understanding of math and science related concepts.

**Progress Measure (Lead):** Increased opportunities for student field trips and STEM experiences

**Outcome Measure (Lag):** Increased student achievement on MAP, STAAR and formative and summative assessments.

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

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

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

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

**Funding Sources:** Field Trips - travel cost for buses - 166 - State Comp Ed - 166.11.6494.00.145.30.AR0 - \$2,000, Field Trips - entry fees for all students - 166 - State Comp Ed - 166.11.6412.00.145.30.AR0 - \$2,000



**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:** Teachers will participate in professional development on campus, in district and out of district to incorporate research based strategies that align with district initiatives and meet the needs of all learners.

**Progress Measure (Lead):** Internalization of resources, lesson and Tier I instructional delivery.

**Outcome Measure (Lag):** Increased student achievement

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

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

**Collaborating Departments:** AP's & Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Campus Instructional Specialist and Campus Instructional Coach will ensure all teachers are provided support and professional development specific modeling and coaching focused on Tier I instruction, instructional resources, lesson planning, classroom management and data analysis.

**Progress Measure (Lead):** Focus on Tier I instruction

**Outcome Measure (Lag):** Increased student achievement

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

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** Teachers, Interventionists

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective 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.

**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.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** An After School Learning Academy is needed to provide tutoring and instructional support to struggling students and to those who experience learning deficits.

**Progress Measure (Lead):** Additional academic support provided to at risk students.

**Outcome Measure (Lag):** Increased student achievement

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

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Healthy After School Tutoring Snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.145.30.000 - \$3,000, Paper for tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$5,710

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Technology to include iPads, iPad cases and headphones are needed to ensure students have access to online learning platforms.

**Progress Measure (Lead):** Purchase replacement iPads, cases and headphones

**Outcome Measure (Lag):** Ensures all students have access to online learning platforms.

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

**Staff Responsible for Monitoring:** Technologist, CIS, CIS

**Collaborating Departments:** Principal

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Funding Sources:** iPads, - 166 - State Comp Ed - 166.11.6398.00.145.30.AR0 - \$4,000, iPad cases & Headphones - 166 - State Comp Ed - 166.11.6394.00.145.30.AR0 - \$2,000

**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.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Students will be recognized for exemplifying CKH character of the month traits. Staff members will recognize students for academic performance, perfect attendance and grades through certificates, rewards and brag tags

**Progress Measure (Lead):** Students will be selected and recognized for academic achievement and perfect attendance.

**Outcome Measure (Lag):** Increased student achievement and improved student attendance.

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

**Staff Responsible for Monitoring:** Principal, AP's, Counselors, CIS

**Collaborating Departments:** CIC & Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** Toner to print certificates - 166 - State Comp Ed - 166.11.6399.00.145.30.AR0 - \$3,000



**Priority 3:** Financial Stewardship

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

# SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Nick Canelos	Business Representative
Community Representative	Joyce Douglas	Community Representative
District-level Professional	Lloret McNeil	District-Level Professional
Parent	Sarah Gerdes	Parent
Administrator/Chair	Paige Gawryszewski	Principal
Classroom Teacher	Brandi Ingalls	Teacher: 1st Grade
Classroom Teacher	Sierra Snider	Teacher: 2nd Grade
Classroom Teacher	Cheryl Dillard	Teacher: 3rd Grade
Classroom Teacher	Melissa Welch	Teacher: 4th Grade
Classroom Teacher	Shelby Hudson	Teacher: 5th Grade
Classroom Teacher	Blair Martin	Teacher: Kindergarten
Classroom Teacher	Lauren Beauclair	Teacher: PK4
Classroom Teacher	Yolanda Klem	Teacher: SPED
Other School Leader	Julie Kearney	Title I: Other School Leader
Other School Leader	Ariel Woods	Title I: Other School Leader
Specialized Instructional Support	Emily Polson	Title I: Specialized Instructional Support