

# **Killeen Independent School District**

## **Pat Carney Elementary School**

**2023-2024**



# Mission Statement

To work together to build a safe, respectful and nurturing environment, focused on maximizing each child's sense of well-being and acquisition of skills for life and learning.

## Vision

Pat Carney seeks to develop well rounded, confident & responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, safe & supportive learning environment in which all achievements are celebrated.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pat Carney Elementary was dedicated as a new elementary campus in the Killeen Independent School District on August 15, 2021. For the 2023-24 school year we are projected to serve 814 students. The campus consists of four Pre-K classrooms, five Kindergarten classrooms, six 1st grade and 2nd grade classrooms, seven 3rd grade classrooms, six 4th grade classrooms and five 5th grade classrooms. 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 APS with 12 and 28 years of experience, two Campus Instructional Specialists with 14 and 16 years and a principal with 21 years of experience. Fourteen 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. Our current enrollment is at 734 students. The percentage of economically disadvantaged students is projected to be 57.54%. The campus mobility rate is 30.13% compared to the district rate of 24.26%. The campus attendance rate is 94.07%.

The student population consists of 79 SPED students, 97 ELL students, 40 Dyslexia students, 62 students who receive 504 services and 361 students are identified as At-Risk. The number of Gifted and Talented students at Pat Carney is 20 students. The campus will continue to place an emphasis in identifying and screening new GT students during the upcoming school year.

Pat Carney will continue to promote a positive school culture and climate and will continue to use the Restorative Practice approach. During the 2021-22 school year the campus formed a Restorative Practice Campus Committee. This committee reflected and shared with staff members Restorative Practice techniques as well as written office referral data in an effort to reduce the number of referrals. Teachers instituted restorative practice techniques in the classroom to include morning circles time and student conferences. Teachers and staff will continue to receive further training to further develop Restorative Practice techniques during the 2023-2024 school year.

### Pat Carney Staff

|                  |   |
|------------------|---|
| Pre-Kindergarten | 4 |
| Kindergarten     | 5 |
| 1st Grade        | 6 |

|   |          |
|---|----------|
| <b>Pre-Kindergarten</b>                   | <b>4</b> |
| 2 <sup>nd</sup> Grade                     | 6        |
| 3 <sup>rd</sup> Grade                     | 7        |
| 4 <sup>th</sup> Grade                     | 6        |
| 5 <sup>th</sup> Grade                     | 5        |
| Special Education                         | 5        |
| Dyslexia                                  | 1        |
| ESL                                       | 1        |
| PE/Music                                  | 5        |
| Paraprofessional General Education & SPED | 16       |
| Principal/Assistant Principal             | 3        |
| Curriculum Specialist                     | 2        |
| Facilitator                               | 1        |
| Office/Clinic                             | 6        |
| Librarian                                 | 1        |
| Technologist                              | 1        |
| Counselors                                | 3        |
| Interventionist                           | 3        |
|   |          |

| <b>Pat Carney Staff Experience Category</b> |        |
|---|--------|
| Beginning teachers                          | 5.66%  |
| 1-5 Years Experience                        | 57.40% |
| 6-10 Years Experience                       | 14.81% |
| 11-15 Years Experience                      | 12.96% |
| 16-20 Years Experience                      | 5.66 % |
|   |        |

### Ethnic breakdown of Students at Pat Carney Elementary

|                         |               |
|-------------------------|---------------|
| <b>African American</b> | <b>38.78%</b> |
| Asian                   | 2.41%         |
| Hispanic                | 32.86%        |
| Pacific Islander        | 1.70%         |
| White                   | 16.86%        |
| Indian                  | 0.14%         |
| Two or More Races       | 10.76%        |

### Specials Populations of Pat Carney Elementary Students

|                            |              |
|----------------------------|--------------|
| <b>At Risk</b>             | <b>48.9%</b> |
| Dyslexia                   | 5.42%        |
| LEP                        | 13.16%       |
| Military                   | 36.02%       |
| GT                         | 2.71%        |
| Special Education          | 10.7%        |
| Self-Contained             | 3.54%        |
| Speech Services            | 10.21%       |
| Mobility Rate              | 30.13%       |
| Economically Disadvantaged | 55.76%       |
| 504                        | 8.41%        |

### Demographics Strengths

#### Student Demographics:

Pat Carney Elementary student population is diverse.

Enrollment continues to grow due to housing development within and surrounding our campus. Pat Carney is projected to increase the number of students enrolled from 734 to 814

students for the upcoming school year

**Staff:**

All staff members are highly qualified.

Pat Carney Elementary encourages instructional assistants to continue their education to include pursuing a teaching certificate.

Our staff has a balance of experience and expertise.

The demographics of our staff are similar to the demographics of the students at Pat Carney and help to meet the needs of diverse learners.

New teachers are assigned a mentor teacher to provide support with lesson planning, instruction and delivery. The Campus Instructional Specialist works closely with the mentor and new teacher to provide feedback and additional support.

Teachers are given opportunities to serve in leadership roles on campus committees such as SBDM, teaching peers on campus as well as at the district level, leading after school clubs, mentoring and serving as grade level leaders.

**Community:**

Parents want to attend activities and events on campus throughout the school year.

Parents are involved and willing to support their child's academic success.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Over 57% of the teaching staff have 0-5 years of experience. New teachers lack knowledge of research based instructional practices. **Root Cause:** The campus has 3 teachers on a certification waiver. Teachers will need ongoing training and support.

**Problem Statement 2:** The campus attendance rate is below 95%. **Root Cause:** COVID impacted the way people view and value time and schedules.

# Student Learning

## Student Learning Summary

| <b>PK CIRCLE EOY 2023 RESULTS</b>      |
|--|
| Rapid Vocabulary - 60% on track        |
| Phonological Awareness - 85 % on track |
| Math - 89% on track                    |

As indicated in the table below, Pat Carney’s average math RIT for end of year 2023 is at or above the district average for grades 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> and below the district average for grades Kindergarten and 3<sup>rd</sup>.

| <b>MAP Mean RIT SCORE RESULTS</b> |                   |             |
|-----------------------------------|-------------------|-------------|
| <b>MATH EOY 2023</b>              |                   |             |
|                                   | <b>PAT CARNEY</b> | <b>KISD</b> |
| KINDERGARTEN                      | 157               | 158         |
| 1 <sup>st</sup>                   | 179               | 176         |
| 2 <sup>nd</sup>                   | 187               | 187         |
| 3 <sup>rd</sup>                   | 198               | 200         |
| 4 <sup>th</sup>                   | 209               | 209         |
| 5 <sup>th</sup>                   | 217               | 216         |

The table below reflects that Pat Carney scored at or above the district average for the 2022-2023 end of year Reading RIT in grade 1<sup>st</sup> and 5<sup>th</sup> but below the district average in Kindergarten, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade.



**MAP Mean RIT SCORE RESULTS**

**READING EOY 2023**

|                     | <b>PAT CARNEY</b> | <b>KISD</b> |
|---------------------|-------------------|-------------|
| <b>KINDERGARTEN</b> | 151               | 153         |
| 1 <sup>st</sup>     | 171               | 167         |
| 2 <sup>nd</sup>     | 185               | 186         |
| 3 <sup>rd</sup>     | 193               | 197         |
| 4 <sup>th</sup>     | 204               | 205         |
| 5 <sup>th</sup>     | 211               | 211         |

During the 2023-23 school year the STAAR test was given to 322 students in grades 3<sup>rd</sup>-5<sup>th</sup> grade. The data shows that the number of 3rd grade students that scored in the Approaches or Meets category on the 3rd Grade Math STAAR was below the district average of 33% and below the state average of 29%. During the 2022-23 school year students who took the 4th Grade STAAR Math test did not score above the district in the Approaches, Meets or Masters category. In 5th grade students scored above the district and state averages on the Math STAAR in the Approaches category but did not score at or above in the Meets or Masters categories.

For the 2022-23 school year students in 3<sup>rd</sup>-5<sup>th</sup> grade did score above the district in the Approaches category for the STAAR Reading test.

Pat Carney 5th graders performed above the district and state average in the Approaches and Meets categories on the Reading STAAR. 5th grade students scored below the state in the Masters category. 3<sup>rd</sup> & 4<sup>th</sup> grade students scored below the state in the Meets and Masters categories for reading.

5th graders scored above the district and state on the Science STAAR in both the Approaches and Meets categories.

**STAAR MATH 2023**

|                            | <b>Approaches Only</b> |             |              | <b>Meets Only</b> |             |              | <b>Masters Only</b> |             |              |
|----------------------------|------------------------|-------------|--------------|-------------------|-------------|--------------|---------------------|-------------|--------------|
|                            | <b>PCES</b>            | <b>KISD</b> | <b>STATE</b> | <b>PCES</b>       | <b>KISD</b> | <b>STATE</b> | <b>PCES</b>         | <b>KISD</b> | <b>STATE</b> |
| 3 <sup>rd</sup> Grade MATH | 23%                    | 33%         | 29%          | 23%               | 24%         | 25%          | 15%                 | 14%         | 19%          |

| STAAR MATH 2023            |     |     |     |     |     |     |     |     |     |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 4 <sup>th</sup> Grade MATH | 30% | 27% | 27% | 20% | 22% | 19% | 9%  | 15% | 23% |
| 5 <sup>th</sup> Grade MATH | 33% | 34% | 29% | 32% | 28% | 22% | 14% | 14% | 24% |

| STAAR READING 2022            |            |      |       |       |      |       |         |      |       |
|-------------------------------|------------|------|-------|-------|------|-------|---------|------|-------|
|                               | Approaches |      |       | Meets |      |       | Masters |      |       |
|                               | PCES       | KISD | STATE | PCES  | KISD | STATE | PCES    | KISD | STATE |
| 3 <sup>rd</sup> Grade READING | 35%        | 30%  | 26%   | 22%   | 30%  | 31%   | 10%     | 15%  | 20%   |
| 4 <sup>th</sup> Grade READING | 38%        | 36%  | 23%   | 28%   | 26%  | 25%   | 13%     | 16%  | 29%   |
| 5 <sup>th</sup> Grade READING | 36%        | 29%  | 23%   | 34%   | 29%  | 20%   | 13%     | 22%  | 37%   |

| STAAR SCIENCE 2022            |            |      |       |       |      |       |         |      |       |
|-------------------------------|------------|------|-------|-------|------|-------|---------|------|-------|
|                               | Approaches |      |       | Meets |      |       | Masters |      |       |
|                               | PCES       | KISD | STATE | PCES  | KISD | STATE | PCES    | KISD | STATE |
| 5 <sup>th</sup> Grade READING | 36%        | 33%  | 30%   | 16%   | 16%  | 19%   | 8%      | 8%   | 15%   |

There is a continued need to address the gaps in learning and the social-emotional impact stemming from the extended school closures during the 2019-2020 and 2020-2021 school years. All continued learning is consistently monitored and supported by our classroom teachers. Due to these concerns we will use Title I funds to hire an additional interventionist to work with pulling students in small groups to target specific core content areas and use funding to hire two At-Risk aides to work with students in small groups to address learning gaps and improve reading and math skills. We will also fund a part time CIS to provide additional support to new teachers with lesson planning, instruction and delivery.

### Student Learning Strengths

2022-23 Spring MAP: 1st, 2nd 3rd and 4th graders scored at or above the district RIT score for the end of year.

2022-23 Spring MAP: 5th graders scored at the district RIT level and 1st graders scored above the district RIT for end of year.

2022-23 3rd, 4th & 5th Grade STAAR Reading: 3rd, 4th & 5th grade students scored above the district and state average in the Approaches category. 5th Grade scored above the

district in the Meets category.

2022-23 5th Grade STAAR Math: Fifth grade students scored above the district and state average in the Approaches category on the Math STAAR.

2022-23 5th Grade STAAR Science: Fifth graders scored above the district and state average in the Approaches category and scored the same as a district percentage for the Meets and Masters category.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** According to the 2023 STAAR data, less than 50% of SPED and EB students in 3rd and 4th grade met the Approaches level on the Math STAAR.

**Problem Statement 2:** According to 2023 STAAR data, EB students scored below the campus average at the Approaches level in Reading, Math and Science.

**Problem Statement 3:** Kinder & 3rd grade did not meet growth for EOY RIT projections on the MAP Math Assessment for Spring 2023.

**Problem Statement 4:** 40% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary across all grade levels.

**Problem Statement 5:** In 2023 less than 25% of 5th grade students scored in the Meets level on the Science STAAR. **Root Cause:** There was a lack of hands on experiments and activities related to science TEKS.

**Problem Statement 6:** The percentage of students scoring in the Masters level for STAAR in 2023 decreased from the previous school year.

**Problem Statement 7:** According to STAAR 2023 data GT students at Pat Carney showed lack of academic growth from the previous academic year on STAAR.

**Problem Statement 8:** According to 2023 STAAR data our SPED students are struggling to show academic growth in all content areas on STAAR.

**Problem Statement 9:** According to 2023 STAAR data, approximately 40% of 3rd (32%), 4th (41%), and 5th (47%) grade students achieved the Meets level or above on STAAR Reading.

**Problem Statement 10:** According to 2023 STAAR data, approximately 38% of 3rd (38%), 4th (29%), and 5th (46%) grade students achieved the Meets level or above on STAAR Math.

# School Processes & Programs

## School Processes & Programs Summary

Ongoing staff professional development is provided throughout the year and teachers and administrative staff continue work in PLC to review student data and set goals for attainment. To ensure that instruction is aligned with the TEKS, teachers use the Cognitive Rigor Matrix and the Gradual Release of Responsibility Model. Administrators review lesson plans weekly, conduct walkthroughs to ensure alignment of instruction and that all lesson plans and activities follow the district's curriculum and scope and sequence. The Curriculum is guided by Balanced Literacy, TEKS Resources, Empowering Writers, Fountas and Pinnell, Comprehension Toolkit and Leveled Literacy Intervention Kits. Each quarter, grade level teams map out the specific skills and standards that will be taught for the upcoming quarter, during team PLC meetings under the guidance of the Principal, Campus Instructional Assistant and Assistant Principal.

Long range planning takes place in PLC planning meetings prior to the beginning of each grading period. District assessments are reviewed by grades 2<sup>nd</sup> – 5<sup>th</sup> to assess student knowledge of skills at the end of the grading period, prior to the beginning of the instructional period, at a level aligned with state and district standards. In addition to assessing students' mastery of knowledge and skills at the end of each grading period in reading, language arts, math and science using campus developed common assessments, teachers monitor student progress utilizing additional assessments. Kindergarten through second grade focus on LLI, Fountas & Pinnell Benchmarks, TELPAS Assessments and NWEA MAP data. Third through fifth grade focus on STAAR data, iStation, Fountas and Pinnell benchmarks, TELPAS Assessments, and MAP screeners. Dyslexia students are administered beginning of year and end of year assessments through the Wilson Dyslexia program to monitor progress. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Data is collected and analyzed at the end of each grading period for intervention and instructional purposes.

Grade level Meetings and PLCs are scheduled twice per week for the purpose of collaborative planning. These grade level learning communities target lesson planning, data review, strategic planning and collaborative teaching strategies for the following week. Grade levels are also expected to meet at least one time per week as an entire team to ensure consistency among team members. Grade levels also meet quarterly during PLCs with the administrative staff to analyze data and map out strategies. SPED, Dyslexia, ELL and Interventionists will also be meeting in weekly PLCs to discuss specific students with grade level teachers to discuss goals and progress.

All student progress is monitored through the campus RTI meetings with the administrative team, grade level teachers, support team. Struggling students are discussed and intervention plans are developed or monitored using data from staff. Student progress is determined based on various assessments and input from intervention teachers. These meetings are scheduled by the RTI coordinator (CIS) and attended by the principal, counselor, RTI Coordinator and Assistant Principal and classroom teacher.

As a result of COVID-19 and the winter storm closure, students experienced interruption to instruction and two platforms of learning: face-to-face and remote learning. All continued learning was monitored and supported by our classroom teachers. There is a continued need to address the gaps in learning and the social-emotional impact stemming from the extended school closures during the 2019-2020 and 2020-2021 school years.

## School Processes & Programs Strengths

A shared vision by each staff member to make a difference in the lives of others.

Weekly Team PLC planning meetings and Grade Level Planning Meetings as well as quarterly long- range planning in PLCs.

Staff members continue to work to identify, implement and monitor strategies for RTI.

Interpret and use district assessments to drive and make adjustments to instructional decisions

Effectively use the RTI, 504 and SPED processes which is an integral part of assisting struggling learners.

Provide opportunities for students to participate in STEM related activities that extend math, science and programming skills.

1. Staff's common passion for students drives all to seek out and implement best instructional practices to meet the needs of each student
2. Teachers accommodate special populations with individualized instructional plans
3. RTI is successfully utilized to effectively monitor student progress and acts as a "safety net" to make sure no student goes unnoticed
4. Interruptions to the instructional day are kept to a minimum and staff removal from instructional time is minimized
5. Safety drills are performed frequently and efficiently

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers struggle to plan and implement ELAR, Math and Science lessons to the depth and complexity needed to achieve mastery of TEKS.

**Problem Statement 2:** Teachers struggle with implementing academic or behavior interventions. **Root Cause:** Professional development is needed for all staff in the areas of academics and behavior strategies.

**Problem Statement 3:** Teachers will need time to review student data, determine student needs, and develop a plan to address those needs.

**Problem Statement 4:** There is a need for additional technology for students to support changes to the online STAAR and to strengthen skills for 21st century learners. **Root Cause:** Now that the STAAR is administered online students need practice and strategies that address typing short answer questions as well as written response.

# Perceptions

## Perceptions Summary

Pat Carney Elementary is committed to maintaining a welcoming and positive school environment that promotes continued parental and community involvement. We strive to provide a responsive climate for parents and to widely communicate ways for parents and community members to partner with us in educating the children of Pat Carney. We will utilize a variety of options to assist parents and community members in staying informed about campus events that include school newsletter, email communication, Remind text or emails, campus and grade level specific web sites, school Facebook page and school website, blackboard connect, the campus marquee, and hard copies of notes in the front office. In addition we will offer parent night events and activities related to curriculum and technology and we will provide parents the ability to use campus computers to access electronic information for registration. Our campus will conduct parent conferences with 100% of its students each year. We provide interpreters for parent conferences and ARDs for parents who are not fluent English speakers.

Pat Carney Elementary staff members will routinely practice school and classroom procedures designed to establish and maintain a positive learning environment. Respect for staff, students, community, country and world is modeled and reinforced daily to support the importance of good citizenship attributes. Due to staffing changes in most grade levels and new staff members joining our campus all homeroom teachers will continue to receive Restorative Practice training and encouraged to facilitate classroom community circles through the daily use of Restorative Practice techniques, which strives to model empathy and acceptance for others' differences and reduce occurrences of bullying and disruptive behavior. Our campus staff will consistently model and promote school wide procedures/routines using our posted Pat Carney Elementary Classroom Expectations. The implementation of morning circles will continue to build a positive classroom environment through the development of relationships and proactively prevent disruptive behaviors before they begin. In an effort to establish a culture of trust and provide a point of contact for parents and welcome parents into our school our two full time counselors as well as an At-Risk counselor will assist with parent and community involvement and to work directly with teachers to help our students be successful. Our counselors will work collaboratively to plan meaningful parent involvement activities and learning as well as support and promote our volunteer opportunities for parents and community members to include the Adopt-a-Unit.

Volunteers provide hours of support to our teachers by working with students in the classroom, helping prepare materials and projects for student use, helping at the book fairs, as well as chaperoning field trips.

A school Facebook page is used to communicate via social media in addition to the campus webpage.. A monthly school newsletter as well as grade level news letters provides parents with grade level specific information regarding activities, events and specific information related to content and instruction. We provide automatic phone calls/emails/texts sent home to let parents know when there are important events and to notify them of student absences. Parents can monitor student academic progress through the online grade book once an account is established.

Perceptions:

Meet the Teacher

Open House

Consistent communication to parents and students: school website, Facebook page, blackboard connect calls, newsletters, emails, phone calls and in person conferences

Transitions: 5<sup>th</sup> graders – work on. Schedule/attend orientation at the feeder middle school

New students: tours and information packet

After School club opportunities to be determined by the students and staff of Pat Carney

## Field Trips

Monthly music performance, science fair, curriculum nights,

Adopt a Unit – Assist with 9/11 Tribute & Field Day

Volunteer opportunities will be provided to parents and community members, throughout the school year

Parents feel welcomed and involved

Treat all stakeholders with respect & fairness.

## Perceptions Strengths

Good social media presence.

Pat Carney staff has a shared vision which is committed to facilitating student growth and promoting a positive learning environment.

Promote the involvement of parents in establishing a school PTO.

Promote the number of community and parent volunteers on campus.

Guests and visitors will report a positive and welcoming school environment.

Promote and provide parent events related to curriculum, technology and hands on activities to support academic progress.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need for increased parental involvement to support student learning and to reinforce reading and math skills at home.

**Problem Statement 2:** Parents need to be made aware of the varied changes to the online STAAR test as well as strategies teachers are working on to support students with the online platform.

**Problem Statement 3:** There is a need to build and strengthen relationships with the staff, students and families of Pat Carney Elementary.

# Goals

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 1:** By June 2024, 100% of students to include At-Risk, Special Education, English Learners, and Gifted and Talented student populations will demonstrate at least one year of academic growth.

**Evaluation Data Sources:** One year's growth as measured by STAAR, MAP and Circle data.

## Strategy 1 Details

**Strategy 1:** According to campus STAAR data and the number of new teachers on campus there is a need to build capacity, meet the needs of students, improve achievement and mastery of standards, therefore an Essential Schools Framework Diagnostic is needed.

**Strategy's Expected Result/Impact:** 15% increase on unit assessments

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

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 6, 8 - School Processes & Programs 1, 3

**Funding Sources:** Essential Schools Framework Diagnostic - Region 12 - 211 - ESEA, Title I Part A - 211.23.6239.00.145.30.000 - \$7,000

## Strategy 2 Details

**Strategy 2:** All support positions to include ELL, SPED, Dyslexia, and Interventionist support will attend grade level PLC meetings and will attend and participate in RTI committee meetings to closely monitor student progress.

**Strategy's Expected Result/Impact:** An increase in scores for unit assessments and STAAR through targeted support in the classroom as well a small group intervention and pull out support.

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

**TEA Priorities:**

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

**Problem Statements:** Demographics 1 - School Processes & Programs 1, 3



### Strategy 3 Details

**Strategy 3:** At-Risk Instructional assistants and interventionists will provide RTI 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.

**Strategy's Expected Result/Impact:** Reduced learning gaps from STAAR and MAP data.

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

**ESF Levers:**

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

**Problem Statements:** Student Learning 9, 10

**Funding Sources:** Salary and Benefits for Title I Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.145.30.000 - \$81,339, Salary and Benefits for Title I Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.145.30.000 - \$50,684, Salary and Benefits for At Risk Aides - 166 - State Comp Ed - 166.11.6129.00.145.30.AR0 - \$48,931, Instructional resources for student intervention in reading and math - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$10,000

### Strategy 4 Details

**Strategy 4:** Students will be provided interventions in core content areas during a designated intervention time for each grade level. Priority will be given to identified student groups based on STAAR and MAP performance to increase achievement in reading and math. Interventions will include: LLI and structured spiral review of readiness TEKS.

**Strategy's Expected Result/Impact:** STAAR

MAP - Reading & Math

Circle EOY

Fountas & Pinnell End of Year Assessment

**Staff Responsible for Monitoring:** Principal

APs

CIS

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 9, 10

**Funding Sources:** Spiral Review & Practice Workbooks - 166 - State Comp Ed - 166.11.6399.00.145.30.AR0 - \$17,000

### Strategy 5 Details

**Strategy 5:** Increase student achievement with at-risk students in 1st-3rd grades by utilizing Title I teachers and aides to supplement instruction with extended day and/or extended learning time tutorials. These highly qualified aides are trained during the year with F&P phonics, guided reading strategies, and math strategies to support students in closing the gaps.

**Strategy's Expected Result/Impact:** The expected impact will be increased student achievement.

**Staff Responsible for Monitoring:** ADMIN

CIS

Title I teacher

**Problem Statements:** Student Learning 3, 4, 9, 10

### Strategy 6 Details

**Strategy 6:** Kindergarten, 1st & 2nd Grade teachers will utilize Education Software for guiding instruction of foundational reading and math skills to target and differentiate TEKS based on student needs.

**Strategy's Expected Result/Impact:** Increased MAP Reading and Math scores by 10%

**Staff Responsible for Monitoring:** ADMIN

CIS

Teachers

**Problem Statements:** Student Learning 3

**Funding Sources:** ESGI Software - 166 - State Comp Ed - 166.11.6299.OL.145.30.AR0 - \$3,978

### Strategy 7 Details

**Strategy 7:** The ELL teacher will work in small groups and collaborate with the classroom teacher using supplemental texts to support vocabulary and background knowledge to increase achievement of ELL students.

**Strategy's Expected Result/Impact:** Increased achievement of all students.

**Staff Responsible for Monitoring:** ELL teacher

Classroom teacher

ADMIN

**Problem Statements:** Student Learning 2

**Funding Sources:** ELL visual vocabulary cards & games - 165/ES0 - ELL - 165.11.6399.00.145.25.ES0 - \$1,770

### Strategy 8 Details

**Strategy 8:** ELL students will receive supplemental instruction from an ESL teacher in order to increase English vocabulary and become fluent speakers, readers, and writers of English.

**Strategy's Expected Result/Impact:** Increased vocabulary and literacy skills for ELL students. Deeper understanding of second language learning instructional strategies for teachers.

**Staff Responsible for Monitoring:** ELL teacher

ADMIN

**Problem Statements:** Student Learning 2

**Funding Sources:** Books for ELL students - 165/ES0 - ELL - 165.11.6329.00.145.25.ES0 - \$2,500

### Strategy 9 Details

**Strategy 9:** 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.

**Strategy's Expected Result/Impact:** Increased achievement and critical thinking skills for all GT students.

**Staff Responsible for Monitoring:** Principal

APs

Teachers

**ESF Levers:**

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

**Problem Statements:** Student Learning 6, 7

**Funding Sources:** Gifted/ Talented field trip opportunities - 177 - Gifted/Talented - 177.11.6494.00.145.21.000 - \$1,500, Gifted/Talented supplies for TPSP - 177 - Gifted/ Talented - 177.11.6399.00.145.21.000 - \$1,250

### Strategy 10 Details

**Strategy 10:** Online instructional software programs, such as Brainpop, Brainpop Jr., or similar resources, will be used during focused instruction to provide a visual and interactive learning experience to support student understanding.

**Strategy's Expected Result/Impact:** Increased student achievement on grade level assessments.

**Staff Responsible for Monitoring:** ADMIN

CIS

Teachers

**Problem Statements:** Student Learning 5, 9, 10

**Funding Sources:** Online Software Program such as Brain Pop or similar resource - 166 - State Comp Ed - 166.11.6299.OL.145.30.AR0 - \$4,050

### Strategy 11 Details

**Strategy 11:** Technology will be utilized to increase student achievement in reading, math, science, and writing by allowing students to actively engage with specific content and skills. With increased enrollment for the upcoming school year students will need access to the computer lab, mobile computer labs and online keyboarding program to enhance instruction in all content areas and to support the use of online intervention programs and prepare for online testing to include: district CUA's, MAP testing and STAAR.

**Strategy's Expected Result/Impact:** Increased student achievement on CUA's, MAP and STAAR

**Staff Responsible for Monitoring:** Teachers  
Administrators

**TEA Priorities:**

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

**- ESF Levers:**

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

**Problem Statements:** School Processes & Programs 4

**Funding Sources:** iPads and Apple Care - 211 - ESEA, Title I Part A - 211.11.6398.00.145.30.000 - \$25,710, Charging Carts - 211 - ESEA, Title I Part A - 211.11.6394.00.145.30.000 - \$6,300, Online Keyboarding program - 211 - ESEA, Title I Part A - 211.11.6299.OL.145.30.000 - \$3,000, iPad cases and headphones - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$9,500

### Strategy 12 Details

**Strategy 12:** In an effort to support our music program and promote student interest of music the campus will work to integrate music into the classroom using technology and related resources.

**Staff Responsible for Monitoring:** Teachers  
Administrators

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Over 57% of the teaching staff have 0-5 years of experience. New teachers lack knowledge of research based instructional practices. **Root Cause:** The campus has 3 teachers on a certification waiver. Teachers will need ongoing training and support.

#### Student Learning

**Problem Statement 1:** According to the 2023 STAAR data, less than 50% of SPED and EB students in 3rd and 4th grade met the Approaches level on the Math STAAR.

**Problem Statement 2:** According to 2023 STAAR data, EB students scored below the campus average at the Approaches level in Reading, Math and Science.

**Problem Statement 3:** Kinder & 3rd grade did not meet growth for EOY RIT projections on the MAP Math Assessment for Spring 2023.

**Problem Statement 4:** 40% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary across all grade levels.

**Problem Statement 5:** In 2023 less than 25% of 5th grade students scored in the Meets level on the Science STAAR. **Root Cause:** There was a lack of hands on experiments and activities related to science TEKS.

**Problem Statement 6:** The percentage of students scoring in the Masters level for STAAR in 2023 decreased from the previous school year.

**Problem Statement 7:** According to STAAR 2023 data GT students at Pat Carney showed lack of academic growth from the previous academic year on STAAR.

### Student Learning

**Problem Statement 8:** According to 2023 STAAR data our SPED students are struggling to show academic growth in all content areas on STAAR.

**Problem Statement 9:** According to 2023 STAAR data, approximately 40% of 3rd (32%), 4th (41%), and 5th (47%) grade students achieved the Meets level or above on STAAR Reading.

**Problem Statement 10:** According to 2023 STAAR data, approximately 38% of 3rd (38%), 4th (29%), and 5th (46%) grade students achieved the Meets level or above on STAAR Math.

### School Processes & Programs

**Problem Statement 1:** Teachers struggle to plan and implement ELAR, Math and Science lessons to the depth and complexity needed to achieve mastery of TEKS.

**Problem Statement 3:** Teachers will need time to review student data, determine student needs, and develop a plan to address those needs.

**Problem Statement 4:** There is a need for additional technology for students to support changes to the online STAAR and to strengthen skills for 21st century learners. **Root Cause:** Now that the STAAR is administered online students need practice and strategies that address typing short answer questions as well as written response.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 2:** By June 2023, the average of 3rd-5th grade students scoring Meets Grade Level Standard on the STAAR Reading will increase from 40% to 55%.

**Evaluation Data Sources:** % Meets Grade Level Standard  
STAAR data  
CUA data

**Strategy 1 Details**

**Strategy 1:** Teachers will meet weekly in PLCs to identify red line TEKS and design lessons to support student growth and achievement through implementing Backwards Design and the Gradual Release of Responsibility within the Unit Planning Process.

**Strategy's Expected Result/Impact:** Increased teacher clarity on student needs and providing differentiated instruction to meet the needs of all students.

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

**Problem Statements:** School Processes & Programs 3

**Strategy 2 Details**

**Strategy 2:** Balanced Literacy components will consist of a 120 minute block schedule and will be implemented in Kindergarten-5th grade. Reading lessons and guided reading instruction will include the Gradual Release model, Phonics Collaborative, Comprehension at the Core, Vocabulary development Phonemic Awareness.

**Strategy's Expected Result/Impact:** CUA's and STAAR assessments will show improvement in reading and writing.

**Staff Responsible for Monitoring:** ADMIN

CIS  
Classroom Teachers

**ESF Levers:**

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

**Problem Statements:** Student Learning 4, 9

**Funding Sources:** Student reading materials for balanced literacy - emphasis on comprehension, vocabulary and phonics - 211 - ESEA, Title I Part A - 211.11.6329.00.145.30.000 - \$5,000

### Strategy 3 Details

**Strategy 3:** Teachers will review data from Circle, MAP and CUA's to design unit lessons and plan next steps for students using the district planning process. Teachers will be provided a half day planning day in the fall and in the spring to create lessons that incorporate Backwards Design and Gradual Release of Responsibility.

**Strategy's Expected Result/Impact:** Increased student achievement and in all content areas as measured by STAAR, MAP, CUA's, CIRCLE and formative assessments.

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

**Problem Statements:** School Processes & Programs 3

**Funding Sources:** Payment for subs to cover planning day - 211 - ESEA, Title I Part A - 211.11.6116.00.145.30.000 - \$10,000

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 4:** 40% of PK students were not identified as On Track on the 22-23 CIRCLE Rapid Vocabulary Assessment. There is a need to build a strong foundation in language and vocabulary across all grade levels.

**Problem Statement 9:** According to 2023 STAAR data, approximately 40% of 3rd (32%), 4th (41%), and 5th (47%) grade students achieved the Meets level or above on STAAR Reading.

#### School Processes & Programs

**Problem Statement 3:** Teachers will need time to review student data, determine student needs, and develop a plan to address those needs.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 3:** By June 2024, the average percentage of 3rd-5th grade students scoring Meets Grade level Standard on the STAAR Math will increase from 21% to 35%.

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> During weekly PLC meetings teachers will identify red line TEKS and redesign lessons to support increased student achievement through the Gradual Release of Responsibility and Backwards Designing of lessons. Teachers will devote 90 minutes daily to math instruction and provide daily spiral review to address problem solving and fact fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher clarity and implementation of differentiated lessons to meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS</p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 1, 3</p> |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> Math lessons will incorporate hands on activities especially during the introduction of new concepts to help students move from concrete to abstract thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR, MAP and CUA's</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CIS</p> <p><b>Problem Statements:</b> Student Learning 10</p>  |
| Strategy 3 Details  |
| <p><b>Strategy 3:</b> Guided Math will be implemented in foundational math concepts as well as new content to deepen students understanding of math standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR, CUA data, MAP, Circle and formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>CIS</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3, 10</p> <p><b>Funding Sources:</b> Instructional supplies for guided math - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$5,000</p>                  |

**Performance Objective 3 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 3:</b> Kinder &amp; 3rd grade did not meet growth for EOY RIT projections on the MAP Math Assessment for Spring 2023.</p> |



### Student Learning

**Problem Statement 10:** According to 2023 STAAR data, approximately 38% of 3rd (38%), 4th (29%), and 5th (46%) grade students achieved the Meets level or above on STAAR Math.

### School Processes & Programs

**Problem Statement 1:** Teachers struggle to plan and implement ELAR, Math and Science lessons to the depth and complexity needed to achieve mastery of TEKS.

**Problem Statement 3:** Teachers will need time to review student data, determine student needs, and develop a plan to address those needs.

**Goal 1:** Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

**Performance Objective 4:** By the end of the 2023-24 school year science scores for Pat Carney Elementary students who have met grade level standard will increase by 20%.

**Evaluation Data Sources:** STAAR, MAP, CUA's and formative assessments.

### Strategy 1 Details

**Strategy 1:** Students will regularly engage in hands on investigations and discovery each week. Students will use journals to document hands on scientific investigations. The learning will be shared with parents during STEM night events.

**Strategy's Expected Result/Impact:** Increased student achievement on Science formative, summative and STAAR assessments.

**Staff Responsible for Monitoring:** ADMIN  
CIS

**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 5: Effective Instruction

**Problem Statements:** Student Learning 5

**Funding Sources:** Live Specimen order - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$750, Supplies for hands on science investigations - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$5,000

### Strategy 2 Details

**Strategy 2:** Students will participate in activities that provide hands on learning to include STEM night and field based instruction experiences. Field based instruction will include locations that teach or reinforce concepts that are difficult to replicate in the classroom setting such as: zoos, parks, ponds, farms, museums, planetariums, and caverns to increase real world understanding of science concepts and skills.

**Strategy's Expected Result/Impact:** Increased achievement on STAAR, summative and formative assessments.

**Staff Responsible for Monitoring:** ADMIN  
CIS  
Teachers

**Problem Statements:** Student Learning 5

**Funding Sources:** Transportation for Approved Field Trips - 166 - State Comp Ed - 166.11.6494.00.145.30.AR0 - \$6,000, Entry Fees for Approved Field Trips - 166 - State Comp Ed - 166.11.6412.00.145.30.AR0 - \$4,776

### Strategy 3 Details

**Strategy 3:** An interventionist will plan weekly science experiments for grades 3rd-5th and plan co-teaching lessons with classroom teacher to expose students to science content and specific vocabulary each week.

**Strategy's Expected Result/Impact:** STAAR improvement  
CUA improvement  
MAP growth & improvement

**Staff Responsible for Monitoring:** Principal  
CIS

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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

**Problem Statements:** Student Learning 2, 5

**Funding Sources:** Science resources to supplement STEMSCOPES - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$5,000

### Strategy 4 Details

**Strategy 4:** During PLC or Grade level meetings teachers will identify strategies to support students in their mastery of science related vocabulary terms.

**Strategy's Expected Result/Impact:** STAAR improvement  
CUA improvement  
MAP growth & improvement

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

**Problem Statements:** School Processes & Programs 1

### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 2:** According to 2023 STAAR data, EB students scored below the campus average at the Approaches level in Reading, Math and Science.

**Problem Statement 5:** In 2023 less than 25% of 5th grade students scored in the Meets level on the Science STAAR. **Root Cause:** There was a lack of hands on experiments and activities related to science TEKS.

#### School Processes & Programs

**Problem Statement 1:** Teachers struggle to plan and implement ELAR, Math and Science lessons to the depth and complexity needed to achieve mastery of TEKS.

**Goal 2:** Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

**Performance Objective 1:** BY June 2024, 100% of teachers and leaders will engage in rigorous professional development that increases collaboration and builds capacity for state standards and ways to implement CFA 2.0 curriculum documents.

**Evaluation Data Sources:** Sign in sheets  
Professional Learning Data

### Strategy 1 Details

**Strategy 1:** Provide professional development throughout the school year to support teachers in developing strategies that strengthen instructional delivery, as well as align content, provide differentiation and meet the needs of all learners.

**Strategy's Expected Result/Impact:** Increase in percentage of students that met Approaching grade level and Meets grade level performance on STAAR assessments in Reading and Math.

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

**Problem Statements:** Demographics 1 - Student Learning 5, 9, 10 - School Processes & Programs 1

**Funding Sources:** Registration and Travel for Approved PD - Teachers/CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.145.30.000 - \$5,000, On campus PD focused on strengthening instructional practices - 211 - ESEA, Title I Part A - 211.13.6299.00.145.30.000 - \$5,000, Registration and travel for approved PD - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.145.30.000 - \$1,000

### Strategy 2 Details

**Strategy 2:** Conduct and use data from Coaching Walks to plan for PD and improve instructional practices within the campus.

**Strategy's Expected Result/Impact:** Data related to short and long term goals will be reviewed and shared with staff on a regular basis.

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

**Problem Statements:** Demographics 1 - School Processes & Programs 1

### Strategy 3 Details

**Strategy 3:** All new teachers at Pat Carney Elementary will be assigned a mentor teacher and will attend monthly new teacher PLC meetings.

**Strategy's Expected Result/Impact:** Mentor paperwork and required documentation

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

**Problem Statements:** Demographics 1

### Strategy 4 Details

**Strategy 4:** Half Time Campus Instructional Specialist will be funded to work with mentors to support new teachers and ensure high quality instruction and delivery of instruction is being implemented with fidelity.

**Strategy's Expected Result/Impact:** Teachers will become stronger with planning and delivering instruction based on student needs.

**Staff Responsible for Monitoring:** Principal

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

**Problem Statements:** Demographics 1 - School Processes & Programs 1, 2

**Funding Sources:** Half Time Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.145.30.000 - \$40,029, Materials for mentoring new teachers - 211 - ESEA, Title I Part A - 211.13.6399.00.145.30.000 - \$1,688, Books to support new teachers and mentors - 211 - ESEA, Title I Part A - 211.13.6329.00.145.30.000 - \$1,000

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Over 57% of the teaching staff have 0-5 years of experience. New teachers lack knowledge of research based instructional practices. **Root Cause:** The campus has 3 teachers on a certification waiver. Teachers will need ongoing training and support.

#### Student Learning

**Problem Statement 5:** In 2023 less than 25% of 5th grade students scored in the Meets level on the Science STAAR. **Root Cause:** There was a lack of hands on experiments and activities related to science TEKS.

**Problem Statement 9:** According to 2023 STAAR data, approximately 40% of 3rd (32%), 4th (41%), and 5th (47%) grade students achieved the Meets level or above on STAAR Reading.

**Problem Statement 10:** According to 2023 STAAR data, approximately 38% of 3rd (38%), 4th (29%), and 5th (46%) grade students achieved the Meets level or above on STAAR Math.

#### School Processes & Programs

**Problem Statement 1:** Teachers struggle to plan and implement ELAR, Math and Science lessons to the depth and complexity needed to achieve mastery of TEKS.

**Problem Statement 2:** Teachers struggle with implementing academic or behavior interventions. **Root Cause:** Professional development is needed for all staff in the areas of academics and behavior strategies.

**Goal 3:** Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

**Performance Objective 1:** By June 2024, at least 80% of our families and students will have participated in a school sponsored parent involvement event or activity.

**Evaluation Data Sources:** Sign in sheets, parent participation data, parent perceptions of family events on the end of year survey,

#### Strategy 1 Details

**Strategy 1:** In an effort to increase parent engagement, we will hold monthly parent events and communicate resources related to education, wellness, early literacy events, math and science activities as well as other topics determined by campus need and parent interests, including the specific needs of our Emergent Bilingual parents and families.

**Strategy's Expected Result/Impact:** Each event will yield and increase in parent involvement throughout the year.

**Staff Responsible for Monitoring:** ADMIN

CIS

**Problem Statements:** Perceptions 1, 3

**Funding Sources:** Refreshments for Parenting Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.145.24.PAR - \$880, Resources for Parenting Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.145.24.PAR, Resources for ELL Specific Parent Events - 263 - ESEA, Title III Part A - 263.61.6399.LE.145.25.000 - \$400

#### Strategy 2 Details

**Strategy 2:** Counselors will assist parents in working with their children and their child's teachers by acting as a point of contact, promoting school events, facilitating communication and being a resource for questions and concerns.

**Strategy's Expected Result/Impact:** More parent involvement and communication between school and home.

**Staff Responsible for Monitoring:** Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1, 3

#### Strategy 3 Details

**Strategy 3:** Counselors will provide volunteer training, home access training and additional training and resources to parents to help them support their student's education.

**Strategy's Expected Result/Impact:** The number of volunteer hours will increase.

**Staff Responsible for Monitoring:** Secretary

**Problem Statements:** Perceptions 2, 3

#### Strategy 4 Details

**Strategy 4:** Pat Carney will provide community participation programs such as STAAR informational sessions, multicultural nights, parent outreach and training activities to include ELL students and their families.

**Strategy's Expected Result/Impact:** Increased parent knowledge of test taking strategies and STAAR expectations will result in increased student achievement for all learners.

**Staff Responsible for Monitoring:** Admin  
CIS

**Problem Statements:** Perceptions 1, 2, 3

**Funding Sources:** ELL Parent Resources - games to check out - 263 - ESEA, Title III Part A - 263.61.6399.LE.145.25.000 - \$250, ELL Parent Resources - books to check out - 263 - ESEA, Title III Part A - 263.61.6329.LE.145.25.000 - \$265

#### Strategy 5 Details

**Strategy 5:** Pat Carney will provide take home folders to communicate consistently with parents on a regular basis.

**Strategy's Expected Result/Impact:** Improved communication and parent involvement and understanding of their student's academic progress.

**Staff Responsible for Monitoring:** Teacher  
CIS

**ESF Levers:**

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

**Problem Statements:** Perceptions 3

**Funding Sources:** Weekly Take Home Folders - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.145.24.PAR - \$2,400

### Performance Objective 1 Problem Statements:

#### Perceptions

**Problem Statement 1:** There is a need for increased parental involvement to support student learning and to reinforce reading and math skills at home.

**Problem Statement 2:** Parents need to be made aware of the varied changes to the online STAAR test as well as strategies teachers are working on to support students with the online platform.

**Problem Statement 3:** There is a need to build and strengthen relationships with the staff, students and families of Pat Carney Elementary.

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 1:** By May of 2024, 100% of scheduled safety drills (to include fire, lockdown, and tornadoes) will be conducted.

**Evaluation Data Sources:** Completed monthly drill documentation sheets & required district safety documents.

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Monthly safety drills will be planned and scheduled on the leadership calendar. The leadership team will conduct after action reports following each drill.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY Documentation<br/>Adjustments to processes will be made as needed to ensure school safety and that our campus is ready in the event of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>APs</p> |



**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 2:** Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner we will provide a safe and secure learning environment for all students and staff with the desired result of reducing discipline referrals by the end of the year by 15%.

**Evaluation Data Sources:** EOY discipline reports and admin and counselor reports

**Strategy 1 Details**

**Strategy 1:** Guidance and At-Risk Counselors will work with classroom teachers, students and parents as needed to help with self motivation and self-esteem. Students can earn CUB CASH for prizes at school store for exhibiting positive behavior.

**Strategy's Expected Result/Impact:** reduce monthly discipline referral data

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

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**Problem Statements:** Demographics 2 - Perceptions 3

**Funding Sources:** Low cost incentives (such as pencils, small erasers, and certificates) for positive behavior choices - 211 - ESEA, Title I Part A - 211.11.6498.00.145.30.000 - \$2,000

**Strategy 2 Details**

**Strategy 2:** The Campus Conduct/Restorative Practice Committee will review discipline referrals monthly in an effort to reduce the number of referrals. They will provide strategies for teachers to use with Restorative Circles and Calm Down tubs in each classroom as well small group conferences to reduce conflict between students and improve social and emotional interactions between students at school.

**Strategy's Expected Result/Impact:** Decrease in discipline referrals and increase in student achievement.

**Staff Responsible for Monitoring:** Principal Counselors

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2 - Perceptions 3

**Funding Sources:** Calm Down Tubs - Restorative Practice - 211 - ESEA, Title I Part A - 211.11.6399.00.145.30.000 - \$2,000

### Strategy 3 Details

**Strategy 3:** Implement the Bully Reporter System in order to watch and report incidents of bullying.

**Strategy's Expected Result/Impact:** Use of Bully Reporter  
Discipline reports and counselor reports

**Staff Responsible for Monitoring:** Principal  
Counselor

### Strategy 4 Details

**Strategy 4:** Counselors will spend time during their guidance lessons on bullying to identify what it is, what to do and provide strategies for reporting and stopping the act of bullying.

**Strategy's Expected Result/Impact:** Use of Bully Reporter  
EOY discipline reports and counselor referrals.

### Strategy 5 Details

**Strategy 5:** Students will be recognized for exemplify character of the month traits. Staff members will continue to recognize all students for academic performance and grades through certificates and rewards.

**Strategy's Expected Result/Impact:** Increased number of students recognized for Cub of the Month and academic awards.

**Staff Responsible for Monitoring:** Admin

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - Perceptions 3

**Funding Sources:** Award certificates - 211 - ESEA, Title I Part A - 211.11.6498.00.145.30.000 - \$2,000

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 2:** The campus attendance rate is below 95%. **Root Cause:** COVID impacted the way people view and value time and schedules.

### School Processes & Programs

**Problem Statement 2:** Teachers struggle with implementing academic or behavior interventions. **Root Cause:** Professional development is needed for all staff in the areas of academics and behavior strategies.

### Perceptions

**Problem Statement 3:** There is a need to build and strengthen relationships with the staff, students and families of Pat Carney Elementary.

**Goal 4:** Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

**Performance Objective 3:** During the 2022-23 school year, 100% of the district state guidelines for health and physical education will be followed.

**Evaluation Data Sources:** PE lesson plans

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Students will participate in PE and meet the required number of minutes of movement activity. Physical Education teachers will utilize instructional strategies that promote health and fitness as targeted by the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop healthy habits around physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>APs</p> |

**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 1:** By June 2024, 100% of monthly SBDM meetings will be conducted to ensure that Pat Carney Elementary has addressed and managed resources to maximize learning for students.

**Evaluation Data Sources:** SBDM minutes from monthly meetings and adjustments to CIP.

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Our SBDM will meet six times a year to ensure that students are learning and we have responded to all of their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly meeting minutes and agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals</p> |

**Goal 5:** Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

**Performance Objective 2:** By June 2024, Pat Carney ES will effectively manage resources, and operations 100% of the time so that learning time is maximized.

**Evaluation Data Sources:** Tutoring Logs; State and Local Assessment Data

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Reduction in learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Admin; CIS</p> <p><b>Funding Sources:</b> Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.145.30.000 - \$3,000</p> |

## 2023-2024 SBDM & Title I Stakeholders (ES)

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b>               |
|-----------------------------|--------------------|-------------------------------|
| Administrator               | Paige Gawryszewski | Principal                     |
| Classroom Teacher           | Candace Manzueta   | PK4 Teacher                   |
| Classroom Teacher           | Blair Martin       | Kindergarten Teacher          |
| Classroom Teacher           | Joann Cabrera      | 1st Grade Teacher             |
| Classroom Teacher           | Britny Drake       | 2nd Grade Teacher             |
| Classroom Teacher           | Brendan Stanco     | 3rd Grade Teacher             |
| Classroom Teacher           | Towanda McNeil     | 4th Grade Teacher             |
| Classroom Teacher           | Danielle Tanner    | 5th Grade Teacher             |
| Classroom Teacher           | Melissa McIntosh   | SPED Teacher                  |
| Business Representative     |                    | Business Representative       |
| Community Representative    |                    | Community Member              |
| District-level Professional | Todd Gawryszewski  | District-Level Professional   |
| Parent                      | Sarah Gerdes       | Parent                        |
| Paraprofessional            | Esther Brown       | Paraprofessional (Title I)    |
| Paraprofessional            | Jeris Watkins      | Paraprofessional (Title I)    |
| Non-classroom Professional  | Elizabeth Parker   | Technologist                  |
| Non-classroom Professional  | Erin Mills         | Other School Leader (Title I) |
| Non-classroom Professional  | Ariel Woods        | Assistant Principal           |
| Non-classroom Professional  | James Bilberry     | Counselor (Title I)           |
| Classroom Teacher           | Samantha Wozniak   | Interventionist               |