Killeen Independent School District
Trimmier Elementary School
2021-2022 Campus Improvement Plan
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Demographics

Demographics Summary

Trimmier Elementary opened in the fall of 1998. We celebrate diversity and successes within our Trimmier family. Trimmier is one of five bilingual campuses. Trimmier has had the bilingual program since the 2014-2015 school year. Our total student population for the 2020-2021 school year was 863 with an average daily attendance rate of 91.13%. This rate is lower than usual, we believe this is due to the Covid pandemic in which students had the optional to switch back and forth to virtual or face to face learning. We are projected to have 795 students for the 2021-2022 school year.

Demographic Summary:

Students

<table>
<thead>
<tr>
<th>Ethnic Breakdown of Trimmier Elementary Students</th>
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<tr>
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<td>Hispanic</td>
<td>65.9%</td>
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<td>White</td>
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<tr>
<td>American Indian</td>
<td>.8%</td>
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<tr>
<td>Asian</td>
<td>1.3%</td>
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<tr>
<td>Pacific Islander</td>
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</tr>
<tr>
<td>Two or More Races</td>
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</tr>
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<table>
<thead>
<tr>
<th>Special Populations of Trimmier Elementary Students</th>
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<tbody>
<tr>
<td>Economically Disadvantaged</td>
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</tr>
<tr>
<td>LEP</td>
<td>58.1%</td>
</tr>
<tr>
<td>Dyslexia</td>
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</tr>
<tr>
<td>Military</td>
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<tr>
<td>Foster</td>
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<td>Immigrant</td>
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**Special Populations of Trimmier Elementary Students**

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<tr>
<th>Population</th>
<th>Percentage</th>
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<tr>
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<td>Mobility</td>
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**Staff**

**Trimmier Staff Experience Categories**

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<td>Over 20 Years Experience</td>
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Trimmier Elementary implements a variety of activities to ensure that our partnership with parents and the community are strong. Our parent liaison works with our staff to plan weekly and monthly family and community involvement activities. Next year we plan to focus on the communication for events and activities in a timely manner. Our parent liaison will need to continue to reach out to bilingual and non-bilingual parents. Through SBDM, Trimmier facilitates, encourages and considers input from stakeholders.

We have several new teachers and teachers with less than 5 years of teaching experience. We find that some teachers lack pedagogical knowledge of balanced literacy, the implementation of reading and writing workshop models, the new math standards and science TEKS. As we learn together in PLCs teachers lack implementation knowledge and struggle with transferring professional development into practice. This was evident in walk-throughs, PLCs and individual teacher dialogues with administrators. We also found that some teachers had difficulties analyzing standards and planning integrated lessons. This was caused by having limited time to plan as a team. More time will be provided for teachers to analyze and plan lessons during PLCs, grade level planning time during the day and after school.
Demographics Strengths

- Trimmier hosts a bilingual program.
- We are adequately staffed to serve both monolingual and bilingual students.
- Trimmier student population is diverse.
- Students who qualify participate in either the Bilingual or ESL program.
- New teachers are assigned a mentor or buddy teacher to support the successful development of their expertise.
- Teachers collaborate to create lesson plans.
- Paraprofessionals are encouraged to continue their education and pursue a teaching certification.
- Leadership opportunities available to our staff includes, being a mentor to new teachers, serving on the SBDM, participating in leadership teams and various campus committees, presenting professional development at the campus and district levels, and serving as a grade level leader.
- Our Campus Instructional Specialists provides additional support for teachers in instruction, lesson planning, mentoring, classroom management, and professional development.

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our attendance rate in 2020-2021 declined to at 91.3%.

**Problem Statement 2 (Prioritized):** Due to Covid there was little to no parent involvement.

**Problem Statement 3 (Prioritized):** There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.
## May 2021 STAAR Reading

<table>
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<tr>
<th>Grade</th>
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<th>Raw Score</th>
<th>Scale Score</th>
<th>Percent Score</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Date Taken</th>
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<td>05/01/21</td>
</tr>
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## May 2021 STAAR Math

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## May 2021 STAAR Reading Spanish, Grade 3

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<th>Masters</th>
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## May 2021 STAAR Reading, Grade 3

<table>
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<th>Meets</th>
<th>Masters</th>
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<tbody>
<tr>
<td>Trimmier EL</td>
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## May 2021 STAAR Mathematics, Grade 3

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<th>Scale Score</th>
<th>Percent Score</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
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<tbody>
<tr>
<td>Trimmier EL</td>
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<td>18</td>
<td>1391</td>
<td>55.73%</td>
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## May 2021 STAAR Mathematics Spanish, Grade 3

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<th>Meets</th>
<th>Masters</th>
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### May 2021 STAAR Mathematics, Grade 4

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<th>Masters</th>
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<tr>
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<td>1461</td>
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<tr>
<td>Economic Disadvantage</td>
<td>51</td>
<td>17</td>
<td>1469</td>
<td>48.94%</td>
<td>45.10%</td>
<td>21.57%</td>
<td>7.84%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Black/African American</td>
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<td>13.64%</td>
<td>9.09%</td>
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<td>2748</td>
<td>31%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35</td>
<td>18</td>
<td>3411</td>
<td>54.94%</td>
<td>40%</td>
<td>5.71%</td>
<td>5.71%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>LEP</td>
<td>36</td>
<td>17</td>
<td>3392</td>
<td>54.28%</td>
<td>38.89%</td>
<td>5.56%</td>
<td>5.56%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>5</td>
<td>17</td>
<td>3359</td>
<td>53.20%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>05/01/21</td>
</tr>
</tbody>
</table>

### May 2021 STAAR Science, Grade 5

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>Raw Score</th>
<th>Scale Score</th>
<th>Percent Score</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>Date Taken</th>
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</thead>
<tbody>
<tr>
<td>Trimmier EL</td>
<td>83</td>
<td>21</td>
<td>3570</td>
<td>57.76%</td>
<td>53.01%</td>
<td>16.87%</td>
<td>4.82%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>49</td>
<td>20</td>
<td>3505</td>
<td>55.37%</td>
<td>51.02%</td>
<td>12.24%</td>
<td>2.04%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>26</td>
<td>3862</td>
<td>72%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Black/African American</td>
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<td>54.87%</td>
<td>53.33%</td>
<td>13.33%</td>
<td>6.67%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>56</td>
<td>20</td>
<td>3528</td>
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<td>50%</td>
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<td>1.79%</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
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<td>21</td>
<td>3575</td>
<td>57%</td>
<td>50%</td>
<td>50%</td>
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<td>05/01/21</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>17</td>
<td>3327</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>27</td>
<td>4094</td>
<td>76.14%</td>
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<td>57.14%</td>
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<td>05/01/21</td>
</tr>
<tr>
<td>LEP</td>
<td>50</td>
<td>20</td>
<td>3491</td>
<td>54.68%</td>
<td>46%</td>
<td>10%</td>
<td>2%</td>
<td>05/01/21</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>17</td>
<td>16</td>
<td>3265</td>
<td>45.06%</td>
<td>23.53%</td>
<td>11.76%</td>
<td>0%</td>
<td>05/01/21</td>
</tr>
</tbody>
</table>
An analysis of student achievement by content area and grade indicates that overall student achievement at the Approaches level is below the district average in reading, writing, and math.

Trimmier Elementary works hard to meet our district's mission of teaching so that all students learn to their maximum potential; therefore, we want to increase the number of students who reach the Meets and Master level of achievement.

The special education student group continues to achieved at lower levels than other student groups across all grade levels and core subject areas. Reading, writing, math and science achievement for all student groups is a point of concern. The ESL student groups achieved at higher levels in 5th grade math, reading and science. However, a look at individual results revealed that 28% of EL students did not meet the minimum standard on their respective STAAR assessments.

The strength is in the area of fifth grade math. Continued focus on grades three through five in the areas of math, reading and science across sub-groups, special education and at-risk students. A focus on bilingual reading for grades 3 and 5.

The following information shows the end of year MAP Growth Summary Report for 2020-2021.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>18%</td>
<td>40%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>18%</td>
<td>46%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>33%</td>
<td>45%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>51%</td>
<td>43%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>48%</td>
<td>27%</td>
</tr>
</tbody>
</table>
The overall average of the MAP growth summary in reading was 35% and the overall growth in math was 40% for 2020-2021 school year. Overall 65% of students did not make a years worth of growth according to the MAP Reading scores. The information above also reveals 60% of students did not make a years growth according to the MAP Math scores.

Trimmier Elementary School uses the district curriculum, which is tightly aligned to the state standards and 21st century learning skills. The TEKS Resource System curriculum is used for grades kindergarten through fifth grade. Curriculum lessons are written in lesson plans each week as a guide for what is to be taught. Lesson plans are aligned with the TEKS-TRS Year at a Glance document.

In addition to our goal of providing expert classroom instruction for all students, interventions provide strategic differentiated instruction for identified students. An hour long intervention time is set aside every day for students of all levels. Using aggregated assessment data, students are put into flexible groups with students achieving at similar levels in the areas of math or reading for intense academic intervention. If a student continues to struggle despite the more individualized instructional delivery and suggestions and feedback given by their grade level, a teacher will bring a student to a Response to Intervention (RTI) committee meeting for further suggestions and targeted goals. The students are then progress monitored weekly to determine their progress and provide information on the effectiveness of the instruction and modify if necessary.

Students are formally assessed three times a year using district-adopted assessments to track their progress in the areas of math and reading. These assessments are administered in September, January and May. Pre-K students are assessed on their early literacy and early math development using the CIRCLE assessment. Kindergarten through 5th grade teachers use the Measures of Academic Progress (MAP), a computer based adaptive assessment, to identify and track their students’ reading and math development. This assessment also tracks growth both during the year and from grade to grade. The Fountas and Pinnell Benchmark assessment is also used in Kindergarten through 5th grade to determine reading levels for planning instruction. Students are also assessed using the district curriculum unit assessments each nine weeks.

All of the assessment programs mentioned above provide immediate data for effective instruction. The MAP assessment is correlated directly to our TEKS and identifies students’ strengths and weaknesses. The teachers are able to use the aggregated reports to identify patterns and address deficits in the curriculum as well as plan for individual, group and class activities based on the students’ performance and progress.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

As a result of COVID-19, KISD closed all campuses and district offices for the final nine-week grading period of the 19-20 school year. To support students through this time, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. Approximately 60% of our students regularly participated in distance learning. There is a need to address the gaps in learning and the social-emotional impact stemming from the extended school closure. In the 2020-2021 school year students continue to have option for switching from virtual to face to face learning platforms. The data showed significant gaps in learning for the students that continued to disengaged in the virtual learning platform. We also had an extendd closure due to the ice storm of 2021 where all students did not engaged in learning the severity of the effects of the winter storm.
Student Learning Strengths

Student achievement is the focus of all our work at Trimmier Elementary. The following areas are identified as strengths in student achievement:

The MAP course indicated that students growth increased in the upper grades, 2nd-5th grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 65% of the students did not make a year's growth according to the MAP reading assessment. **Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

Problem Statement 2 (Prioritized): 60% of the students did not make a year's growth according to the MAP math assessment. **Root Cause:** Teachers are not incorporating guided math in their daily instruction.

Problem Statement 3 (Prioritized): 47% of the students did not meet the minimum required standard on the science STAAR test. **Root Cause:** Science is not a consistent focus for all grade levels and there is not accountability for teachers PreK-4.

Problem Statement 4 (Prioritized): In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish. **Root Cause:** Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.

Problem Statement 5 (Prioritized): Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP. **Root Cause:** There is limited implementation of the balanced literacy framework in the primary classrooms.

Problem Statement 6 (Prioritized): 28% of EL students did not meet minimum standard on their respective STAAR assessment. **Root Cause:** Lack of consistent and explicit instruction during the school day.

Problem Statement 7 (Prioritized): In 2020-2021, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%. **Root Cause:** Students do not have a strong foundation in their home language before being switched to English in addition to the lack of explicit vocabulary instruction.

Problem Statement 8 (Prioritized): All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.

Problem Statement 9 (Prioritized): Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.

Problem Statement 10 (Prioritized): Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.
School Processes & Programs

School Processes & Programs Summary

As a school-wide Title 1 campus, 100% of our faculty and staff meet state certification requirements. In addition to Title 1 funds, we also receive State Compensatory Education funds. Title I funds are used to fund four intervention aides to provide academic support for our students and teachers. State Compensatory Education funds are used to fund three instructional aides to support students and teachers during the intervention process.

Trimmier recruited 5 teachers for the 2020-2021. Three bilingual teachers were added due to campus growth. We had one teacher retire this year and two teachers choose to take a year off to spend time with their family. Three teachers transferred to middle school and four bilingual teachers transferred to campus closer to their home. We currently have three bilingual teacher vacancies.

Our leadership team includes the principal, two assistant principals, one campus facilitator, two CISs, two counselors, a technologist and a librarian.

As a result of COVID-19, KISD closed all campuses and district offices for the final nine-week grading period of the 19-20 school year. To support students through this time, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. Approximately 60% of our students regularly participated in distance learning. There is a need to address the gaps in learning and the social-emotional impact stemming from the extended school closure.

Trimmier has a strong mentoring program for teachers new to the profession. They are supported by a campus mentor, administrators, and CIS staff, and district personnel. The CIS staff meet with the new teachers once a month to provide support and do a "pulse check" to see how they are coming along. We also provide support for teachers who are new to Trimmier and those who have teaching experience but are new to the district. These teachers are assigned a "buddy" to help guide them through the "KISD and Trimmier Way".

Teachers are given support to learn and grow. They are given opportunities to observe other teachers, attend professional development sessions in the area(s) of needed growth, and to read/research strategies that work in the classroom.

Professional development is provided for all teachers and instructional aides. This year, professional development opportunities were provided during the beginning of the year and early-out days. Teachers also participated in professional learning communities during the school day every two weeks. Other professional development opportunities were available after school and outside of the school district. Professional development is planned based on individual teacher needs as well as campus and student need. Staff is required to share their learning with others during grade level meetings, in-services, PLCs, and after-school meetings. There is also an expectation that the new learning is implemented and measured for success.
Trimmier will continue to provide teachers with professional development on strategic lesson design. Teachers in grades pre-kindergarten through fifth will be given one strategic planning day per semester for "instruction under construction" to support planning and expert delivery of instruction. Professional development will also be provided to align with the district's problem of practice focusing on the framework for the Gradual Release of Responsibility Model, New Generation Balanced Literacy and Co-teaching. Teachers will continue to focus on grade level standards to support the planning of lessons.

Professional development highlighted in our campus momentum plan:

- Better Learning through Structured Teaching (Fisher & Frey)
- Developing Assessment Capable Visible Learners (Frey, Hattie & Fisher)
- Reading Strategies Book (Serravallo)
- Co-Teaching- A How-To Guide: Guidelines for Co-Teaching in Texas
- Restorative Discipline
- Who's Doing the Work (Burkins & Yaris)

All campus goals are aligned with the district goals. Campus strategies support campus and district goals and objectives.

Professional learning communities provide the structure for job-embedded professional development and collaboration. The PLCs are re-organized by grade levels and departments. to ensure the 3 Essentials are addressed. During PLCs, teachers and leaders will learn and discuss: (1) Implementing standards-based aligned instruction. (2) Monitoring and coaching the implementation through the GRR model. (3) Will monitor progress and students will monitor their own progress. Teachers will look at data trends and allow the student data to drive their instruction. Teachers view data from common assessments and district assessments. Teachers track and monitor student progress every week. Teachers will also conduct protocols in looking at student work, looking at the curriculum and planning lessons together.

The context and organization of Trimmier Elementary School is defined by our commitment to our students and their academic success. The daily schedule plays a big role in the efficiency of the organization and the protection of instructional time. We want to ensure we protect instructional time by reducing the number of classroom interruptions. Examples: interruptions by visitors, staff members, intercom announcements.

Trimmier operates on a master schedule that is created around the co-teaching schedule for the next school year. The schedule maximizes the amount of time spent on instruction for all core subject areas. Music, PE, intervention time, lunch, ST Math and PLCs are built into the master schedule. Teachers are tasked to schedule ST Math, computer lab, science lab, and library time into their schedule to support the core subject areas. The maximum amount of instructional time is spent on language arts and math. Teachers' schedules contain the following amounts of instructional time: Language arts with social studies integrated is 3 hours, math is 1.5 hours, and science is 30/45 minutes.

The master schedule also has an hour block for intervention support for students in grades 1-5. Systematic and explicit instruction is not provided among all teachers during interventions for all students at all levels. Teachers need additional professional development and build their capacity to carry out intervention plans for students. Some teachers do not use the available resources to provide intense instructions for all students. Teachers will have an opportunity to become familiar with all resources in the classroom as well as through our campus libraries.
The following committees provide shared leadership responsibilities among the faculty and staff of Trimmier:

- **Site-Based Decision Making Committee**: The SBDM Committee includes one parent, one business member, teachers, and support staff. Trimmier is in search of a community member who can support SBDM as a community member. This committee makes decisions for increasing student achievement in the core subject areas. Other areas of focus are budget, staffing, curriculum, staff development needs, and school organization. SBDM meetings are on every third or fourth Tuesday of the month.

- **Campus Advocacy Committee**: The Advocacy Committee is an elected committee which meets once a month. Questions concerning district, campus, students, and staff are submitted for discussion and sent to the district level DEAC, if necessary.

- **Campus Student Conduct Committee**: This committee consists of staff members who have volunteered to serve. The committee meets once a month. Committee members view and track student office referrals as well as the discipline process. Brainstorming sessions are focused on reducing the number of office referrals each nine weeks.

- **Safety Committee**: The members on this committee are also volunteers who meet once a month to discuss campus safety and safety procedures. They also discuss suggestions given for improvement in campus drills and other safety issues.

- **Title I Parent Involvement Committee**: This committee includes parent and community members. This committee reviews the Parent Involvement Policy and the Home/School Compact.

- **Hospitality Committee**: This committee includes representatives from each department/grade level of the school. The committee collects funds and plans for staff activities to promote the morale of the staff.

- **Teacher Cadre**: This committee of campus teacher leaders will look over all school data and make suggestions for improvement. Teachers will be involved in book studies and article studies and take the learning back to their grade levels. Teachers will also be involved in providing professional development to the rest of the staff.

Additional committees are created for special planning of events such as Hispanic Heritage Month, United Way Campaign activities, and Talent Show.

Decisions are made according to student needs based on a variety of data such as attendance, assessment, and discipline. However, the decisions made are approved by the principal.

Trimmier will continue to support our gifted and talented students by giving them opportunities to complete a Texas Performance Standards Project within the GT program. Trimmier had approximately 15 students who were recommended and tested for the GT program. Three of the fifteen students who were tested qualified for the GT program.

Pre-K students attend a full day program except for the PPCD 3 yr. old class. They attend half day sessions. Our Pre-K students struggle with routines and procedures in addition to academics. Some students have never been in an educational setting before. Therefore, there is a lack of exposure in social settings and getting used to structure within a classroom. Students have a difficult time following rules and expectations. Evidence is shown through office referrals and frequent visits to classrooms by administrators.
School Processes & Programs Strengths

The stability and tenure of our staff is a definite strength.

- We have had success in growing our instructional aides to become teachers at Trimmier. They are already familiar with our staff and students and how we operate at Trimmier.
- All teachers and instructional aides are highly qualified and meet the standard for a Title I campus.

Trimmier participates in shared decision making through the Campus Site-Based Committee.

- Several planning committees are in place throughout the year for planning specific events.
- Teachers are invited to sit on interviews and participate in the hiring process.

The strengths of the curriculum, instruction, and assessment at Trimmier Elementary are the following:

- Teachers are given time to plan lessons from the curriculum. Teachers plan after school one day a week as a grade level team.
- Their instruction is aligned to TEKS Resource System.
- Teachers use common assessments as well as the end of unit assessments and district assessments.
- Teachers are given time during grade level meetings and PLCs to go over assessment data and plan for next steps to improve student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students). Root Cause: Some teachers do not use the resources available to provide intense instruction for all students.

Problem Statement 2 (Prioritized): The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.

Problem Statement 3 (Prioritized): Technology was limited for student use for the 2020-2021 school year. Some of our current ipads do not meet the state assessment requirement to meet the needs to test online.
Perceptions

Perceptions Summary

Trimmier Elementary is defined by our student-centered and family-oriented philosophy. The strengths of Trimmier's culture and climate all tie to our focus on students and our appreciation of the faculty and staff. Trimmier has a family style atmosphere. We maintain this through the following:

Trimmier has a Hospitality Committee which provides pizza to those members who were ill and hospitalized overnight once they are released to come home. A card and a plant are given to staff members for bereavement of immediate family members when they return. The committee organizes farewell potlucks for staff members who are leaving Trimmier. Small tokens are purchased throughout the year for recognition and morale building. Cupcakes are given out at monthly faculty meetings to celebrate birthdays. The committee also plans retirement receptions and the staff holiday party.

The number of office referrals for discipline has decreased over the last year with less than 65 referrals processed for the 2020-2021 school year. We have a campus-wide discipline management plan. The plan is posted in the hallways, classrooms, and cafeteria. The three basic rules/expectations are: Be Respectful, Be Responsible, Be Safe. Students are disciplined in a positive way in order to change negative behavior and assist students in making good choices. We incorporate strategies the learnings fro Restorative practices trainings. More counseling guidance lessons are incorporated to address discipline issues. Counselors need to be readily available in assisting students in specific situations when they actually occur.

Most of our discipline concerns have been classroom disruptions, defiance, insubordination, and persistent misconduct. We solicit the help of our counselors to teach classroom guidance lessons to address these issues.

The counselors include character traits in her comprehensive guidance program such as Respect, Self-Control, Responsibility, Empathy, Teamwork, Problem Solving, Integrity, Perseverance and Honesty. Students are recognized each month for exhibiting the trait for the month with a special lunch time with the counselors.

A Climate Survey was conducted through SBDM committee members representing the grade levels to reveal the overall moral has increased for the 2020-2021 school year.

We will continue to look at ways to promote respect for diversity, such as building relationships with students and their families throughout the year. Carving a time during the day for students participate in morning meetings and establishing a meaningful time for Pride Time on Fridays for students who have worked hard during the week.

To show appreciation for Trimmier family members specific groups are recognized by the staff each month. The following is the recognition schedule:

- September: Custodians
- October: Principal & Assistant Principals
- November: Campus Instructional Specialists and Technologist
- December: Librarian & Crossing Guards
- January: Diagnostician, Speech Therapist
- February: Counselors and Parent Liaison
- March: Volunteers
- April: Secretaries
- May: Teachers, Aides, Nurse, & Food Services

Perceptions Strengths
Trimmier welcomes visitors and encourages parents to be involved in their child's education. Families are informed and encouraged to attend family events, both during the school day and in the evenings. Monthly newsletters are sent out to inform parents of all events that happen on campus. Teachers also meet with parents for conferences before the end of the first semester.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Trimmier had 65 office referrals for the 2020-2021 school year. Though the number is low, many students were not on campus due to Covid.

**Root Cause:** Counselors are not always available to assist students when situations are actually occurring. Teachers do not understand what is referral worthy and what can be addressed in the classroom.

**Problem Statement 2 (Prioritized):** Students have had a lack of outdoor learning opportunities.

**Problem Statement 3 (Prioritized):** Students are not exposed to playing instruments due to age of equipment and teachers are unable to address all standards.
Priority Problem Statements

Problem Statement 12: Our attendance rate in 2020-2021 declined to at 91.3%.
Root Cause 12:
Problem Statement 12 Areas: Demographics

Problem Statement 2: 65% of the students did not make a years growth according to the MAP reading assessment.
Root Cause 2: Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.
Problem Statement 2 Areas: Student Learning

Problem Statement 8: Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students).
Root Cause 8: Some teachers do not use the resources available to provide intense instruction for all students.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Trimmier had 65 office referrals for the 2020-2021 school year. Though the number is low, many students were not on campus due to Covid.
Root Cause 9: Counselors are not always available to assist students when situations are actually occurring. Teachers do not understand what is referral worthy and what can be addressed in the classroom.
Problem Statement 9 Areas: Perceptions

Problem Statement 1: Due to Covid there was little to no parent involvement.
Root Cause 1:
Problem Statement 1 Areas: Demographics

Problem Statement 3: 60% of the students did not make a years growth according to the MAP math assessment.
Root Cause 3: Teachers are not incorporating guided math in their daily instruction.
Problem Statement 3 Areas: Student Learning

Problem Statement 14: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.
Root Cause 14:
Problem Statement 14 Areas: School Processes & Programs
**Problem Statement 17**: Students have had a lack of outdoor learning opportunities.
*Root Cause 17:*
*Problem Statement 17 Areas*: Perceptions

**Problem Statement 19**: There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.
*Root Cause 19:*
*Problem Statement 19 Areas*: Demographics

**Problem Statement 4**: 47% of the students did not meet the minimum required standard on the science STAAR test.
*Root Cause 4*: Science is not a consistent focus for all grade levels and there is not accountability for teachers PreK-4.
*Problem Statement 4 Areas*: Student Learning

**Problem Statement 10**: Technology was limited for student use for the 2020-2021 school year. Some of our current ipads do not meet the state assessment requirement to meet the needs to test online.
*Root Cause 10:*
*Problem Statement 10 Areas*: School Processes & Programs

**Problem Statement 18**: Students are not exposed to playing instruments due to age of equipment and teachers are unable to address all standards.
*Root Cause 18:*
*Problem Statement 18 Areas*: Perceptions

**Problem Statement 5**: In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish.
*Root Cause 5*: Empowering Writer’s has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.
*Problem Statement 5 Areas*: Student Learning

**Problem Statement 6**: Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.
*Root Cause 6*: There is limited implementation of the balanced literacy framework in the primary classrooms.
*Problem Statement 6 Areas*: Student Learning

**Problem Statement 7**: 28% of EL students did not meet minimum standard on their respective STAAR assessment.
*Root Cause 7*: Lack of consistent and explicit instruction during the school day.
*Problem Statement 7 Areas*: Student Learning
Problem Statement 11: In 2020-2021, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.
Root Cause 11: Students do not have a strong foundation in their home language before being switched to English in addition to the lack of explicit vocabulary instruction.
Problem Statement 11 Areas: Student Learning

Problem Statement 13: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.
Root Cause 13:
Problem Statement 13 Areas: Student Learning

Problem Statement 15: Students have difficulties in fine motor skills which leads to difficulty with letter formation, writing development and typing.
Root Cause 15:
Problem Statement 15 Areas: Student Learning

Problem Statement 16: Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.
Root Cause 16:
Problem Statement 16 Areas: Student Learning
Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**
- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

**Accountability Data**
- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**
- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**
- Discipline records
- Class size averages by grade and subject
- Enrollment trends
Employee Data
- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data
- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
**Goals**

**Goal 1:** Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

**Performance Objective 1:** According to the MAP growth summary report, the percentage of students in EACH grade level (K-5) that show at least a year of growth in reading and math will increase by 3% by the end of the 2021-22 school year. The EOY Circle data will increase by 3% in the area of phonemic awareness and math by the end of the 2021-22 school year.

**Evaluation Data Sources:** CIRCLE, and MAP

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize the unit planning process to plan engaging and rigorous experiences, according to grade level TEKS.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers will prepare rigorous and engaging lessons based on desegregated data and according to state standards.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal and CIS</td>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1, 2, 3</td>
<td><strong>Funding Sources:</strong> Subs for planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - $7,600, Instructional supplies to support reading and math - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - $0</td>
</tr>
<tr>
<td><strong>Strategy 2 Details</strong></td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy 2:</strong> Systematic targeted interventions will be provided by intervention aides.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> CISs</td>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2, 3, 4, 5, 6</td>
<td><strong>Funding Sources:</strong> Salaries for intervention instructional aides - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - $49,000</td>
</tr>
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</table>
### Strategy 3 Details

**Strategy 3:** An additional CIS will support teachers in the instructional process to help teachers plan, analyze data and model lesson delivery.

**Strategy's Expected Result/Impact:** The CIS will work with teachers to increase their knowledge and awareness of pedagogical delivery, best practices, and effective use of instructional resources on campus.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

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

**Funding Sources:** Salary for a 1.0 campus instructional specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.127.30.000 - $69,500

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<tr>
<td>Nov</td>
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### Strategy 4 Details

**Strategy 4:** A bilingual aide will provide additional support to our 1st grade and 2nd grade students by providing additional small group interventions and student inclusion support.

**Strategy's Expected Result/Impact:** The percentage of students who master each skill as assessed on MAP will increase by 3%.

**Staff Responsible for Monitoring:** Principal and CISs

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 5, 7

**Funding Sources:** Instructional aide to work with bilingual 1st grade students - 166 - State Comp Ed - 166.11.6129.00.127.30.AR0 - $23,337

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<td>Nov</td>
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### Strategy 5 Details

**Strategy 5:** The principal, two assistant principals and two CISs will have weekly campus core meetings with a focus on instructional practices and campus procedures.

**Strategy's Expected Result/Impact:** Student learning will increase through focused instruction.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 1

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### Strategy 6 Details

**Strategy 6:** GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students. Supplies will be purchased to support the GT students with their TPSP projects as well as logic puzzles/brainteasers and STEM kits to foster the differentiation during stations and interventions.

**Strategy's Expected Result/Impact:** GT students that make a year's worth of growth as measured by MAP will increase by 3%.

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

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6

**Problem Statements:** Student Learning 8

**Funding Sources:** Instructional Supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.127.21.000 - $2,200, Books for Gt students - 177 - Gifted/Talented - 177.11.6329.00.127.21.000 - $2,000

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<tr>
<td>June</td>
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### Strategy 7 Details

**Strategy 7:** Additional targeted reading and math support will be available through after school tutoring.

**Strategy's Expected Result/Impact:** Students that make a year's worth of growth as measured by MAP will increase by 3%.

**Staff Responsible for Monitoring:** Admin

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6

**Problem Statements:** Student Learning 1, 2, 3

**Funding Sources:** Supplemental Pay - Teachers for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6118.CA.127.30.000 - $7,400

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### Strategy 8 Details

**Strategy 8:** An additional certified teacher will be hired as an interventionist to work with 4th and 5th grade teachers and students. The interventionist will help with guided math and reading groups as well as provide additional support to students during intervention times.

**Strategy's Expected Result/Impact:** Students will make a year's worth of growth as measured by MAP will increase by 3%.

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

**Problem Statements:** Student Learning 1, 2, 8

**Funding Sources:** Certified Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.127.30.000 - $66,815

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<td>June</td>
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Performance Objective 1 Problem Statements:
### Student Learning

**Problem Statement 1:** 65% of the students did not make a year's growth according to the MAP reading assessment.  
**Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

**Problem Statement 2:** 60% of the students did not make a year's growth according to the MAP math assessment.  
**Root Cause:** Teachers are not incorporating guided math in their daily instruction.

**Problem Statement 3:** 47% of the students did not meet the minimum required standard on the science STAAR test.  
**Root Cause:** Science is not a consistent focus for all grade levels and there is no accountability for teachers PreK-4.

**Problem Statement 4:** In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish.  
**Root Cause:** Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.

**Problem Statement 5:** Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP.  
**Root Cause:** There is limited implementation of the balanced literacy framework in the primary classrooms.

**Problem Statement 6:** 28% of EL students did not meet minimum standard on their respective STAAR assessment.  
**Root Cause:** Lack of consistent and explicit instruction during the school day.

**Problem Statement 7:** In 2020-2021, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%.  
**Root Cause:** Students do not have a strong foundation in their home language before being switched to English in addition to the lack of explicit vocabulary instruction.

**Problem Statement 8:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.

### School Processes & Programs

**Problem Statement 1:** Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students).  
**Root Cause:** Some teachers do not use the resources available to provide intense instruction for all students.
Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By May 2022, 50% of the LEP cohort groups moving from one grade level to another will progress so that the number of students who raise their English proficiency by one proficiency level will increase by 3%.

Evaluation Data Sources: Telpas Summary Report

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</table>
| **Strategy 1:** Sessions will be offered for parents of ELL students about how to help their children academically at home. There will be a library of take home materials that can be checked out by parents to support LEP students at home and involve parents in the learning process.  
  **Strategy's Expected Result/Impact:** The materials that students can check out will support LEP students' learning and parental academic involvement at home.  
  **Staff Responsible for Monitoring:** Principal  
  **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2  
  **Problem Statements:** Student Learning 6, 7  
  **Funding Sources:** Parent/student check out materials for home activities - 263 - ESEA, Title III Part A - 263.61.6399.LE.127.25.000 - $2,544.14, Books for ELL and Bilingual parents to check out - 263 - ESEA, Title III Part A - 263.61.6329.LE.127.25.000 - $3,415.13, Instructional supplies for parenting sessions - 263 - ESEA, Title III Part A - 263.61.6399.LE.127.25.000 - $2,827.73, Parent/student check out reading materials for home activities - 263 - ESEA, Title III Part A - 263.61.6329.LE.127.25.000 - $0 | Formative | Summative |
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<tr>
<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> Teachers of ELL/Bilingual students will design lessons and activities that address the depth and rigor of the ELPS in addition to TEK based comprehension and vocabulary skills across all content areas. High interest reading material will be utilized to engage English learners, promote a love of reading, and support the development of academic language</td>
<td>Formative</td>
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<td>Jan</td>
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</table>
Strategy's Expected Result/Impact: Students will have a more accurate conceptual understanding of the content specific vocabulary and be able to comprehend at deeper levels to include cognitively rigorous comprehension.

Staff Responsible for Monitoring: Principal, Assistant Principals, CISs

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6

Problem Statements: Student Learning 4, 5, 6, 7

Funding Sources: Spanish reading materials for balanced literacy - 263 - ESEA, Title III Part A - 263.11.6329.LE.127.25.000 - $1,913, Reading materials for ELL students - 165/ES0 - ELL - 165.11.6329.00.127.25.ES0 - $973.50

Performance Objective 2 Problem Statements:

**Problem Statement 4:** In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish. **Root Cause:** Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.

**Problem Statement 5:** Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP. **Root Cause:** There is limited implementation of the balanced literacy framework in the primary classrooms.

**Problem Statement 6:** 28% of EL students did not meet minimum standard on their respective STAAR assessment. **Root Cause:** Lack of consistent and explicit instruction during the school day.

**Problem Statement 7:** In 2020-2021, the percentage of students who progressed at least one proficiency level according to TELPAS was 30%. **Root Cause:** Students do not have a strong foundation in their home language before being switched to English in addition to the lack of explicit vocabulary instruction.
**Goal 1:** Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

**Performance Objective 3:** At least 40% of students will meet grade level standards in the new revising and editing portion of the reading test by the end of the 2021-22 school year.

**Evaluation Data Sources:** CUA's & STAAR

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize Empowering Writers to enhance student writing.</td>
<td><strong>Strategy 1 Details</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase the quality of student writing.</td>
<td><strong>Strategy 2 Details</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin and CISs</td>
<td><strong>Strategy 2:</strong> Teachers will use the writers workshop approach in their ELAR block and across the curriculum.</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td><strong>Strategy 2 Details</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 4</td>
<td><strong>Strategy 2 Details</strong></td>
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<td><strong>Strategy 2 Details</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will become more proficient in the writing process.</td>
<td><strong>Strategy 3 Details</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Admin</td>
<td><strong>Strategy 3:</strong> Teachers will utilize the Patterns of Power book to teach conventions in order to enhance student writing.</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td><strong>Strategy 3 Details</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 4</td>
<td><strong>Strategy 3 Details</strong></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Handwriting without Tears for PreK-grade 1 students - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $8,160.32, PD for Handwriting without Tears - 211 - ESEA, Title I Part A - 211.13.6299.00.127.30.000 - $600</td>
<td><strong>Strategy 3 Details</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase the quality of student writing.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Admin and CISs</td>
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<td><strong>Problem Statements:</strong> Student Learning 4</td>
<td><strong>Strategy 3 Details</strong></td>
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<tr>
<td><strong>Funding Sources:</strong> Patterns of Power Espanol Books for writing - 165/ES0 - ELL - 165.13.6329.00.127.25.ES0 - $0, Patterns of Power Espanol Books for writing - 165/B10 - Bilingual - 165.13.6329.00.127.25.B10 - $0</td>
<td><strong>Strategy 3 Details</strong></td>
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</tbody>
</table>
Strategy 4 Details

**Strategy 4:** Teachers will have the opportunity to attend the Patterns on Power writing conference.

**Strategy's Expected Result/Impact:** Teachers will leave with strategies to effectively teach authentic grammar instruction.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

**Problem Statements:**
- Student Learning 4

**Funding Sources:**
- Professional Development (Patterns of Power) for Bilingual Teachers - 165/B10 - Bilingual - 165.13.6411.00.127.25.B10 - $0
- Professional Development Travel (Patterns of Power) for ELL Teachers - 165/ES0 - ELL - 165.13.6411.00.127.25.ES0 - $0

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Strategy 5 Details

**Strategy 5:** Teachers will utilize the Unit learning progression design process to plan lessons.

**Strategy's Expected Result/Impact:** Increase in quality of lesson plans.

**Staff Responsible for Monitoring:** Admin. CISs

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6

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

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Performance Objective 3 Problem Statements:

**Student Learning**

**Problem Statement 1:** 65% of the students did not make a years growth according to the MAP reading assessment. **Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

**Problem Statement 2:** 60% of the students did not make a years growth according to the MAP math assessment. **Root Cause:** Teachers are not incorporating guided math in their daily instruction.

**Problem Statement 4:** In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish. **Root Cause:** Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.

**School Processes & Programs**

**Problem Statement 1:** Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students). **Root Cause:** Some teachers do not use the resources available to provide intense instruction for all students.
**Goal 1:** Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

**Performance Objective 4:** STAAR Math scores will increase from 44% at approaches in 2020-2021 to 70% in 2021-2022.

**Evaluation Data Sources:** CUA's, STAAR Data, and MAP data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Systematic targeted interventions will be provided by interventionist. The same will do reading as well. <strong>Strategy's Expected Result/Impact:</strong> Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers. <strong>Staff Responsible for Monitoring:</strong> CISs</td>
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<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
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<tr>
<td><strong>Strategy 2:</strong> Consistent use of CUA data protocol will be utilized to monitor student growth in math for all grade levels. The data will be posted in ONE Drive for all stake holders to have access and data will be used to drive instruction. <strong>Strategy’s Expected Result/Impact:</strong> Students will make a years growth as measured by MAP. <strong>Staff Responsible for Monitoring:</strong> Principal and CISs</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2</td>
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### Strategy 3 Details

**Strategy 3:** Teachers will use the GRR model when designing their lessons. Guided math will be implemented and will be evident in their schedules, lesson plans and instruction throughout the year.

**Strategy’s Expected Result/Impact:** The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, CISs

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 8

**Funding Sources:** Instructional supplies to support Guided Math - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $3,179.18, Measuring Up math workbooks for grades 2-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $6,325.62, Professional Development: Guided Math Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000, Measuring Up math workbooks for grades 2-5 online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $350.76, Kamico STAAR Connection - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $1,455.85

### Strategy 4 Details

**Strategy 4:** Teachers will utilize the Teach Transform instructional resource by Lead4Ward during guided math, small group tutoring and interventions.

**Strategy’s Expected Result/Impact:** The percentage of students that show a years worth of growth according to the MAP math assessment will increase by 3%.

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

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6

**Problem Statements:** Student Learning 2, 8

**Funding Sources:** Purchase the Teach Transform Instructional resource by Lead4ward - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - $0

### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 1:** 65% of the students did not make a years growth according to the MAP reading assessment. **Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

**Problem Statement 2:** 60% of the students did not make a years growth according to the MAP math assessment. **Root Cause:** Teachers are not incorporating guided math in their daily instruction.
Student Learning

**Problem Statement 3**: 47% of the students did not meet the minimum required standard on the science STAAR test. **Root Cause**: Science is not a consistent focus for all grade levels and there is not accountability for teachers PreK-4.

**Problem Statement 4**: In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish. **Root Cause**: Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.

**Problem Statement 8**: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.
Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 5: STAAR Reading scores will increase from 55% approaches in 2020-2021 and to 70% in 2021-2022.

Evaluation Data Sources: CUA's, STAAR & MAP data

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will use the Next Generation Balanced Literacy Framework when designing their lessons throughout the school year. The book Who's Doing the Work will be a resource.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The percentage of students that show a year's worth of growth according to the MAP reading assessment, will increase by 3%</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, CISs</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Systematic targeted interventions will be provided by interventionist and aides. The same will work in the area of math.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students who receive Tier 2 and Tier 3 interventions will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to their peers.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> CISs</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Salary for intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - $24,600, Salary for intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - $24,600, Instructional supplies to support reading intervention - 166 - State Comp Ed - 166.11.6399.00.127.30.ARO - $5,188, Instructional supplies to support reading intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $4,795.29, Salary for intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - $24,600, Salary for intervention Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.127.30.000 - $24,600</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 3 Details

**Strategy 3:** Additional targeted support will be provided to struggling students through after school tutoring in order to increase student achievement.

**Strategy’s Expected Result/Impact:** Students who receive additional targeted instruction will increase their reading levels as measured by MAP and Fountas and Pinnell assessments. This increase will reduce the gaps in reading levels as compared to peers.

**Staff Responsible for Monitoring:** Admin and CISs

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - Additional Targeted Support Strategy

**Problem Statements:** Student Learning 1, 8

**Funding Sources:** Instructional supplies to support reading tutoring for ELL students - 165/ES0 - ELL - 165.11.6399.00.127.25.ES0 - $1,525.50, Books for use during tutoring of at-risk students - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - $6,243.50

### Reviews

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Nov</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Jan</td>
<td>35%</td>
<td></td>
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<td>Mar</td>
<td></td>
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<tr>
<td>June</td>
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</tbody>
</table>

### Strategy 4 Details

**Strategy 4:** A data wall in One Drive will be utilized to monitor student growth in reading for all grade levels and projected proficiency in grades 2-5.

**Strategy’s Expected Result/Impact:** Students will make a years growth as measured by MAP.

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

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

**Problem Statements:** Student Learning 1, 2

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Nov</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Jan</td>
<td>0%</td>
<td>0%</td>
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<td>Mar</td>
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<td>0%</td>
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<tr>
<td>June</td>
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</tbody>
</table>
### Strategy 5 Details

**Strategy 5:** Teachers will use the GRR model when designing their lessons. Guided Reading will be evident in their schedules and through classroom visits starting the 4th week of school.

**Strategy’s Expected Result/Impact:** The percentage of students that show a year's worth of growth according to the MAP reading assessment will increase by 3%.

**Staff Responsible for Monitoring:** Admin and CISs

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6

**Problem Statements:**

- **Funding Sources:** Measuring Up reading workbooks for grades 2-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $6,632.97, Instructional supplies for reading to support bilingual students - 165/B10 - Bilingual - 165.11.6399.00.127.25.B10 - $11,890, Measuring Up reading workbook for grades 2-5 online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $350.76, Kamico STAAR Connnection Readingg - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $1,969.45, Reading Strategieks Espanol book - 165/B10 - Bilingual - 165.13.6329.00.127.25.B10 - $555, Time for Kids - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - $1,104, Scholastic Classroom magazine - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - $811.80, Instructional supplies for reading to support bilingual students - 165/B10 - Bilingual - 165.11.6399.00.127.25.B10 - $11,890, Measuring Up reading workbook for grades 2-5 online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $350.76, Kamico STAAR Connnection Readingg - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $1,104, Studies Weekly - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - $811.80, Scholastic Classroom magazine - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - $1,628.81

### Strategy 6 Details

**Strategy 6:** Trimmier will participate in Schoolwide book of the quarter. All students will read the same book and complete a reading task to support low reading TEKS.

**Strategy’s Expected Result/Impact:** The percentage of students that show a year's worth of growth according to the MAP reading assessment will increase by 3%.

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

**Problem Statements:**

- **Funding Sources:** 1 student book per teacher per 9 weeks - 211 - ESEA, Title I Part A - 211.11.6329.00.127.30.000 - $4,303.40

### Performance Objective 5 Problem Statements:

**Problem Statement 1:** 65% of the students did not make a year's growth according to the MAP reading assessment. **Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

**Problem Statement 2:** 60% of the students did not make a year's growth according to the MAP math assessment. **Root Cause:** Teachers are not incorporating guided math in their daily instruction.
Problem Statement 8: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.
**Goal 1:** Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

**Performance Objective 6:** STAAR Science scores will increase from 53% at approaches in 2020-2021 and to 70% in 2021-2022.

**Evaluation Data Sources:** CUA's. STAAR & MAP data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Through weekly hands-on experiments in the science lab, students will become more familiar with the science process standards as an experimental unit.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will become more proficient in the higher level of the scientific method process.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> CISs</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 3</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Instructional supplies for science experiments - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $5,953</td>
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<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Teachers will use the GRR model when designing their science lessons. Science instruction will occur a minimum of 90/week for PK-2 and 135/week 3-5.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 60% of students will show a years worth of growth according to the MAP science assessment.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, CISs</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 3</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Measuring Up science workbooks for 5th grade online - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $350.76, Kamico STAAR connection Science - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $227.70, Measuring Up workbook science - 211 - ESEA, Title I Part A - 211.11.6399.00.127.30.000 - $1,377.84</td>
<td></td>
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</table>
**Strategy 3 Details**

<table>
<thead>
<tr>
<th>Strategy 3: Systematic targeted interventions will be provided for 5th grade students weekly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students who receive additional targeted instruction will increase their science levels as measured by MAP.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, CISs</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Nov</td>
<td>Jan</td>
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<tr>
<td></td>
<td>35%</td>
<td>60%</td>
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</tbody>
</table>

**Performance Objective 6 Problem Statements:**

<table>
<thead>
<tr>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 3:</strong> 47% of the students did not meet the minimum required standard on the science STAAR test. <strong>Root Cause:</strong> Science is not a consistent focus for all grade levels and there is not accountability for teachers PreK-4.</td>
</tr>
</tbody>
</table>
Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: By the end of the 2020-2021 school year, the percentage of staff members who feel positive about the work environment at Trimmier Elementary will increase from 64% to 70%.

Evaluation Data Sources: Staff Climate Survey

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Communication and climate will be positively impacted through monthly morale and team-building activities.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Team building activities conducted at various staff training session throughout the year will contribute to a respectful and positive school climate.</td>
<td>Nov</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: Principal, Assistance Principals, CISs</td>
<td>20%</td>
</tr>
<tr>
<td>Problem Statements: School Processes &amp; Programs 2</td>
<td>0% No Progress</td>
</tr>
</tbody>
</table>

Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement 2: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.</td>
</tr>
</tbody>
</table>
**Goal 2:** Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

**Performance Objective 2:** By the end of 2021-2022 school year, 100% of the professional staff will participate in campus professional learning through PLC, campus professional development day and off campus workshops and conferences.

**Evaluation Data Sources:** end of year staff survey, STAAR, sign in sheets

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** Staff will participate in highly structured PLCs. PLC conversations will be focused on unit mapping, lesson design, response to instruction and utilize CUA data protocols. Teachers will be afforded 2 planning days to plan instruction collaboratively as a team.  
**Strategy's Expected Result/Impact:** Increased student achievement in all content areas as measured by STAAR, CUA, MAP, Circle and formative assessments.  
**Staff Responsible for Monitoring:** Admin, CIS  
**Problem Statements:** Student Learning 1, 2  
**Funding Sources:** Substitutes for teacher planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - $5,332 | Formative | Summative |
| | Nov | Jan | Mar | June |
| | 25% | 40% | 65% | |

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 2:** Professional development opportunities will be available for teachers in reading, writing and math to support at-risk and struggling students. Teachers will have the opportunity to attend conferences with a focus on guided math and balanced literacy instruction. The new learning will be shared with their grade level/department and followed up during walkthroughs and observations.  
**Strategy's Expected Result/Impact:** Staff professional development will increase teachers' knowledge of instructional and pedagogical practices and lead to increase students' success in the academic areas and with student behavior.  
**Staff Responsible for Monitoring:** Principal, CIS  
**Schoolwide and Targeted Assistance Title 1 Elements:** 2.4, 2.5, 2.6  
**Problem Statements:** Student Learning 2, 3, 8  
**Funding Sources:** Professional Development for Bilingual Teachers that focuses on guided math and balanced literacy. - 165/BI0 - Bilingual - 165.13.6411.00.127.25.BI0 - $6,500, Professional Development for ELL Teachers that focuses on balanced literacy and guided math - 165/ES0 - ELL - 165.13.6411.00.127.25.ES0 - $2,100, Professional Development for Intervention Teachers - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - $450, Subs for Professional Development - 211 - ESEA, Title I Part A - 211.11.6116.00.127.30.000 - $5,000, Professional Development for guided math and balanced literacy - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - $1,050 | Formative | Summative |
<p>| | Nov | Jan | Mar | June |
| | 25% | 45% | 65% | |</p>
<table>
<thead>
<tr>
<th>Strategy 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 3:</strong> The principal, two assistant principals and two CISs will attend a coaching conference to support teachers and their instruction.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teacher's knowledge of instructional and pedagogical practices will lead to an increase in students' success in the academic areas and with student behavior.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Instructional Coaching Conference-CIS - 211 - ESEA, Title I Part A - 211.13.6411.00.127.30.000 - $1,200, Instructional Coaching Conference-Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.127.30.000 - $6,200</td>
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<thead>
<tr>
<th>Strategy 4 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 4:</strong> CISs will attend the conference &quot;School Improvement for All&quot; and bring and provide PD for grade level teachers.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The CISs will use the information gained from the conference to facilitate collaborative effort among teams to drive increased academic achievement.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.5</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> School Improvement for All Conference - 166 - State Comp Ed - 166.13.6411.00.127.30.AR0 - $0</td>
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</tbody>
</table>

**Performance Objective 2 Problem Statements:**

<table>
<thead>
<tr>
<th>Problem Statement 3: There is a need to grow and support teachers in the development of pedagogical knowledge and skills through professional development, mentoring, and coaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> 65% of the students did not make a year's growth according to the MAP reading assessment. <strong>Root Cause:</strong> Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.</td>
</tr>
<tr>
<td><strong>Problem Statement 2:</strong> 60% of the students did not make a year's growth according to the MAP math assessment. <strong>Root Cause:</strong> Teachers are not incorporating guided math in their daily instruction.</td>
</tr>
</tbody>
</table>
### Student Learning

**Problem Statement 3**: 47% of the students did not meet the minimum required standard on the science STAAR test. **Root Cause**: Science is not a consistent focus for all grade levels and there is not accountability for teachers PreK-4.

**Problem Statement 8**: All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.

### School Processes & Programs

**Problem Statement 1**: Based on walkthroughs and formal observations, systematic and explicit instruction is not provided consistently among all teachers during interventions for all students at all levels (with a focus on SPED, ELL, and RTI students). **Root Cause**: Some teachers do not use the resources available to provide intense instruction for all students.
Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: To increase the level of parental involvement and increase number of parent and community members attending monthly events.

Evaluation Data Sources: Sign-in sheets and composite parent involvement report.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** The Parent Liaison will build relationships with Trimmier parents through home visits and parenting sessions that focus on: Building Vocabulary, Academic Support using Technology at home, STAAR taking tips, and how to support their child in ELAR.  
**Strategy's Expected Result/Impact:** The activities executed through the position of the Parent Liaison will lead to increased parental involvement and improvements for students' educational outcomes as parents are better equipped to assist them at home with academic tasks.  
**Staff Responsible for Monitoring:** Principal |
| **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2  
**Problem Statements:** Student Learning 1, 4, 6, 8  
**Funding Sources:** Supplies for Parent Sessions - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - $1,885.50, Parent Liaison Travel - Mileage - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.127.24.PAR - $50, Light snacks to encourage parent participation - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - $0, Reading materials for parent library corner - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.127.24.PAR - $64.50 |
| **Formative** | **Summative** |
| Nov | Jan | Mar | June |
| 35% | 60% | 80% |

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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</thead>
</table>
| **Strategy 2:** The Parent Liaison will facilitate an early literacy group targeting pre-school age children from our school community.  
**Strategy's Expected Result/Impact:** Exposure to school routines and procedures for students not yet enrolled at school, will ease their transition when they begin in PK or KG. They should be familiar with simple routines and procedures and more successful in their daily routines.  
**Staff Responsible for Monitoring:** Principal |
| **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1, 3.2  
**Problem Statements:** Student Learning 1, 2, 10  
**Funding Sources:** Instructional Supplies for Early Literacy Groups - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - $1,829 |
| **Formative** | **Summative** |
| Nov | Jan | Mar | June |
| 40% | 65% | 75% |
Strategy 3 Details

**Strategy 3:** In order to give the parents an insight into their child's academic day and provide strategies for them to extend their learning and provide support at home, we will host various monthly family/community events.

**Strategy's Expected Result/Impact:** Family and community events will connect students, their families with school and the outside community to build educational partnerships that support the campus and students in their educational experience.

**Staff Responsible for Monitoring:** Principal

**Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1, 3.2

**Problem Statements:**

- **Demographics**
  
- **Student Learning**

**Funding Sources:** Supplies for community events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.127.24.PAR - $0, Food for community events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.127.24.PAR - $0

Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Problem Statement 2</th>
<th>Problem Statement 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> 65% of the students did not make a year's growth according to the MAP reading assessment. <strong>Root Cause:</strong> Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.</td>
<td><strong>Problem Statement 2:</strong> Due to Covid there was little to no parent involvement.</td>
<td><strong>Problem Statement 3:</strong> In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish. <strong>Root Cause:</strong> Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.</td>
</tr>
<tr>
<td><strong>Problem Statement 4:</strong> In 2020-2021 the percentage of students who scored Approaching Grade Level on the STAAR writing test was 44% and 40% on STAAR Spanish. <strong>Root Cause:</strong> Empowering Writer's has not been implemented with fidelity in grades K-5 and conventions were not taught in depth in grades K-5.</td>
<td></td>
<td><strong>Problem Statement 5:</strong> 28% of EL students did not meet minimum standard on their respective STAAR assessment. <strong>Root Cause:</strong> Lack of consistent and explicit instruction during the school day.</td>
</tr>
<tr>
<td><strong>Problem Statement 6:</strong> All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.</td>
<td></td>
<td><strong>Problem Statement 7:</strong> Students have limited vocabulary development when starting school according to Circle data given to Pre-K students.</td>
</tr>
</tbody>
</table>

**Reviews**

<table>
<thead>
<tr>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>June</th>
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<tbody>
<tr>
<td>30%</td>
<td>50%</td>
<td>65%</td>
<td></td>
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</table>
**Goal 4:** Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

**Performance Objective 1:** By the end of the 2021-2022 school year, the number of students that incur one or more infractions will continue to be less than 100.

**Evaluation Data Sources:** Students w/ Incident Referrals by Campus Report (by semester) and EOY report

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Trimmier staff will follow the Restorative Practices model and continue to incorporate a school-wide expectation that includes three basic principles (be respectful, responsible and safe) with consistent expectations in the common areas and classrooms of the school.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The Trimmier school wide discipline plan and principles are posted in the classrooms and in the hallways. Teachers consistently reinforce the expectations and address infractions promptly.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principals</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 2 - Perceptions 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> The assistant principals will introduce and outline the basic tenets of a restorative practice approach to major and minor discipline infractions. Periodic check-ins using discipline data will inform campus decisions.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will receive basic tenets of restorative practices to include circle development, the 7 core assumptions, and the respect agreement. Staff will engage in ongoing lessons designed to immerse students in the restorative discipline process.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principals</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements:</strong> 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 1</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Objective 1 Problem Statements:**

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing.</td>
</tr>
<tr>
<td>Perceptions</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td><strong>Problem Statement 1</strong>: Trimmier had 65 office referrals for the 2020-2021 school year. Though the number is low, many students were not on campus due to Covid. <strong>Root Cause</strong>: Counselors are not always available to assist students when situations are actually occurring. Teachers do not understand what is referral worthy and what can be addressed in the classroom.</td>
</tr>
</tbody>
</table>
Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 2: Student attendance will increase from 93% in the 2020-2021 school year to 96% in the 2021-2022 school year.

Evaluation Data Sources: Attendance Report

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Trimmier staff will follow the campus attendance policy as outlined in the student/parent handbook.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Student achievement will increase as measured by the universal screens.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Assistance Principals and Attendance Secretary</td>
<td></td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements</strong>: 2.4, 2.5, 2.6</td>
<td></td>
</tr>
</tbody>
</table>

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- X Discontinue
**Goal 4:** Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

**Performance Objective 3:** During the 2020-2021 school year, 100% of district and state guidelines for health and physical education will be followed.

**Evaluation Data Sources:** Master schedule and lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Students will participate in PE and will meet the required number of minutes of movement activities each day. Physical education teachers will use sound instructional strategies that promote health and fitness as targeted by the TEKS.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will develop healthy habits around physical activity</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>55%</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Objective 3 Problem Statements:**

**Perceptions**

**Problem Statement 2:** Students have had a lack of outdoor learning opportunities.
Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: The percentage of teachers that utilize technology to support instruction and increase student achievement will increase for the 2021-2022 school year.

Evaluation Data Sources: Walkthroughs, lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Teachers will design lessons that incorporate both the content area and technology standards to prepare students for 21st century skills.</td>
<td><strong>Strategy’s Expected Result/Impact</strong>: Through the consistent use of technology, students increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, CIS, Campus Technologist</td>
<td><strong>Staff Responsible for Monitoring</strong>:</td>
</tr>
<tr>
<td><strong>Schoolwide and Targeted Assistance Title I Elements</strong>: 2.4, 2.5, 2.6</td>
<td><strong>Strategy’s Expected Result/Impact</strong>: Through the consistent use of technology, students increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.</td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 8 - School Processes &amp; Programs 3</td>
<td><strong>Staff Responsible for Monitoring</strong>:</td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Purchase Scholastic -Watch and learn/Trueflix - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $1,236, Purchase My On on-line resource for students - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $6,450.99, Peeble Go - 211 - ESEA, Title I Part A - 211.11.6299.OL.127.30.000 - $1,000</td>
<td><strong>Strategy’s Expected Result/Impact</strong>: Through the consistent use of technology, students increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong>: Students will use technology to support intervention programs and to demonstrate their learning in the academic areas and with the technology standards.</td>
<td><strong>Strategy’s Expected Result/Impact</strong>: Through the consistent use of technology, students will increase their knowledge and skills on grade level relevant standards in the academic areas and with the technology standards.</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact</strong>:</td>
<td><strong>Strategy’s Expected Result/Impact</strong>:</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact</strong>:</td>
<td><strong>Strategy’s Expected Result/Impact</strong>:</td>
</tr>
</tbody>
</table>
knowledge and skills on grade level relevant standards in the academic areas and with the technology standards. 

**Staff Responsible for Monitoring:** Principal, Assistance Principals, Campus Technologist

**Schoolwide and Targeted Assistance Title I Elements:** 2.4

**Problem Statements:** Student Learning 1, 2, 5

**Funding Sources:**
- Purchase ipads for bilingual student use - 165/B10 - Bilingual - 165.11.6398.00.127.25.B10 - $5,880,
- Purchase ipad cart for ipads for bilingual students - 165/B10 - Bilingual - 165.11.6394.00.127.25.B10 - $0,
- Purchase ipads for student use - 211 - ESEA, Title I Part A - 211.11.6398.00.127.30.000 - $3,530,
- Purchase ipads cases - 166 - State Comp Ed - 166.11.6399.00.127.30.AR0 - $920,
- Purchase ipads for At Risk students - 166 - State Comp Ed - 166.11.6398.00.127.30.AR0 - $3,530

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**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** 65% of the students did not make a years growth according to the MAP reading assessment. **Root Cause:** Student motivation and teacher monitoring may affect assessment results. The assessment is only offered in English which impacts the scores of LEP students. Limited implementation of the balance literacy program and tool-kit lessons do not allow for instructions to reach the required rigor and complexity for students to succeed at higher levels.

**Problem Statement 2:** 60% of the students did not make a years growth according to the MAP math assessment. **Root Cause:** Teachers are not incorporating guided math in their daily instruction.

**Problem Statement 5:** Greater than 40% of the bilingual students did not meet minimum expectation for comprehension according to Spanish MAP. **Root Cause:** There is limited implementation of the balanced literacy framework in the primary classrooms.

**Problem Statement 8:** All students have experienced gaps in learning as a result of COVID 19 and the extend school closure.

**School Processes & Programs**

**Problem Statement 3:** Technology was limited for student use for the 2020-2021 school year. Some of our current ipads do not meet the state assessment requirement to meet the needs to test online.
State Compensatory

Budget for Trimmier Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finley, Kalisha</td>
<td>Aide PCN 21352</td>
<td>1</td>
</tr>
<tr>
<td>Luna Torres, Anet</td>
<td>Aide PCN 22102</td>
<td>1</td>
</tr>
<tr>
<td>Torres, Yaritza</td>
<td>Aide PCN 22146</td>
<td>1</td>
</tr>
</tbody>
</table>
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eujenia Rueda</td>
<td>CIS PCN 22101</td>
<td>PK-5</td>
<td>1.0</td>
</tr>
<tr>
<td>Ferrer Muniz, Gladys</td>
<td>Aide PCN 22872</td>
<td>Reading &amp; Math</td>
<td>1.0</td>
</tr>
<tr>
<td>Pacheco, Maricely</td>
<td>Aide PCN 22869</td>
<td>Reading &amp; Math</td>
<td>1.0</td>
</tr>
<tr>
<td>Sabino, Angela</td>
<td>Aide PCN 22870</td>
<td>Reading &amp; Math</td>
<td>1.0</td>
</tr>
<tr>
<td>Vacant</td>
<td>Teacher Interventionist PCN 24358</td>
<td>PK-5</td>
<td>1.0</td>
</tr>
<tr>
<td>Wells, Teri</td>
<td>Aide PCN 22871</td>
<td>Reading &amp; Math</td>
<td>1.0</td>
</tr>
</tbody>
</table>
## Campus Funding Summary

### 165/B10 - Bilingual

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>Patterns of Power Espanol Books for writing</td>
<td>165.13.6329.00.127.25.BI0</td>
<td>$0.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>Professional Development (Patterns of Power) for Bilingual Teachers</td>
<td>165.13.6411.00.127.25.BI0</td>
<td>$0.00</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>5</td>
<td>Reading Startegies Espanol book</td>
<td>165.13.6329.00.127.25.BI0</td>
<td>$535.00</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>5</td>
<td>Instructional supplies for reading to support bilingual students</td>
<td>165.11.6399.00.127.25.BI0</td>
<td>$11,890.00</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Professional Development for Bilingual Teachers that focuses on guided math and balanced literacy.</td>
<td>165.13.6411.00.127.25.BI0</td>
<td>$6,500.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>Ipad cases for ipads</td>
<td>165.11.6399.00.127.25.BI0</td>
<td>$1,840.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>Purchase ipads for bilingual student use</td>
<td>165.11.6398.00.127.25.BI0</td>
<td>$5,880.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>Purchase ipad cart for ipads for bilingual students</td>
<td>165.11.6394.00.127.25.BI0</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $26,645.00

---

### 166 - State Comp Ed

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Instructional supplies to support reading and math</td>
<td>166.11.6399.00.127.30.AR0</td>
<td>$0.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Salaries for intervention instructional aides</td>
<td>166.11.6129.00.127.30.AR0</td>
<td>$49,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>4</td>
<td>Instructional aide to work with bilingual 1st grade students</td>
<td>166.11.6129.00.127.30.AR0</td>
<td>$23,337.00</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>4</td>
<td>Purchase the Teach Transform Instructional resource by Lead4ward</td>
<td>166.11.6399.00.127.30.AR0</td>
<td>$0.00</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>2</td>
<td>Instructional supplies to support reading intervention</td>
<td>166.11.6399.00.127.30.AR0</td>
<td>$5,188.00</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Professional Development for Intervention Teachers</td>
<td>166.13.6411.00.127.30.AR0</td>
<td>$450.00</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Professional Development for guided math and balanced literacy</td>
<td>166.13.6411.00.127.30.AR0</td>
<td>$1,050.00</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>School Improvement for All Conference</td>
<td>166.13.6411.00.127.30.AR0</td>
<td>$0.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>Purchase ipads for At Risk students</td>
<td>166.11.6398.00.127.30.AR0</td>
<td>$3,530.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>Purchase ipads cases</td>
<td>166.11.6399.00.127.30.AR0</td>
<td>$920.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $83,475.00

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**Budgeted Fund Source Amount**

- **165/B10 - Bilingual**: $26,645.00
- **166 - State Comp Ed**: $83,475.00

**+/- Difference**

- **165/B10 - Bilingual**: $0.00
- **166 - State Comp Ed**: $0.00

---

*Trimmier Elementary School*

*Generated by Plan4Learning.com*

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### 165/ES0 - ELL

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Reading materials for ELL students</td>
<td>165.11.6329.00.127.25.ES0</td>
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<tr>
<td>1</td>
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<td>3</td>
<td>Patterns of Power Espanol Books for writing</td>
<td>165.13.6329.00.127.25.ES0</td>
<td>$0.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>Professional Development Travel (Patterns of Power) for ELL Teachers</td>
<td>165.13.6411.00.127.25.ES0</td>
<td>$0.00</td>
</tr>
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<td>3</td>
<td>Instructional supplies to support reading tutoring for ELL students</td>
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<td>$1,525.50</td>
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<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Professional Development for ELL Teachers that focuses on balanced literacy and guided math</td>
<td>165.13.6411.00.127.25.ES0</td>
<td>$2,100.00</td>
</tr>
</tbody>
</table>

Sub-Total $4,599.00

Budgeted Fund Source Amount $4,599.00

+/- Difference $0.00

### 177 - Gifted/Talented

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>6</td>
<td>Instructional Supplies for GT students</td>
<td>177.11.6399.00.127.21.000</td>
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<tr>
<td>1</td>
<td>1</td>
<td>6</td>
<td>Books for Gt students</td>
<td>177.11.6329.00.127.21.000</td>
<td>$2,000.00</td>
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</table>

Sub-Total $4,200.00

Budgeted Fund Source Amount $4,200.00

+/- Difference $0.00

### 211 - ESEA, Title I Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Subs for planning days</td>
<td>211.11.6116.00.127.30.000</td>
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<tr>
<td>1</td>
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<td>3</td>
<td>Salary for a 1.0 campus instructional specialist</td>
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<tr>
<td>1</td>
<td>1</td>
<td>7</td>
<td>Supplemental Pay - Teachers for After School Tutoring</td>
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<td>$7,400.00</td>
</tr>
<tr>
<td>1</td>
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<td>8</td>
<td>Certified Interventionian</td>
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<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>PD for Handwriting without Tears</td>
<td>211.13.6299.00.127.30.000</td>
<td>$600.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>Handwriting without Tears for PreK- grade 1 students</td>
<td>211.11.6399.00.127.30.000</td>
<td>$8,160.32</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
<td>Kamico STAAR Connection</td>
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<tr>
<td>1</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
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<td>4</td>
<td>3</td>
<td>Measuring Up math workbooks for grades 2-5</td>
<td>211.11.6399.00.127.30.000</td>
<td>$6,325.62</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
<td>Professional Development: Guided Math Conference</td>
<td>211.13.6411.00.127.30.000</td>
<td>$0.00</td>
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<tr>
<td>1</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
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<tr>
<td>Goal</td>
<td>Objective</td>
<td>Strategy</td>
<td>Resources Needed</td>
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<td>Amount</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>----------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
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<td>Salary for intervention Aide</td>
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**Sub-Total** $336,405.00

**Budgeted Fund Source Amount** $336,405.00

**+- Difference** $0.00
## 211/PAR - ESEA, Title I Parent Involvement

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Sub-Total $3,829.00

Budgeted Fund Source Amount $3,829.00

+-/ Difference $0.00

## 263 - ESEA, Title III Part A

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Sub-Total $10,700.00

Budgeted Fund Source Amount $10,700.00

+-/ Difference $0.00

Grand Total Budgeted $469,853.00

Grand Total Spent $469,853.00

+-/ Difference $0.00