

**Killeen Independent School District**  
**Cavazos Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

**Richard E. Cavazos Elementary School is a diverse community of learners who strives for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others.**

# Vision

**Richard E. Cavazos Elementary School will strive to continue to develop life-long learners in a global community. Here, our students will be challenged and taught to their maximum potential for the development of their success.**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	11
Curriculum, Instruction, and Assessment .....	13
Family and Community Involvement .....	15
School Context and Organization .....	17
Technology .....	19
Comprehensive Needs Assessment Data Documentation .....	21
Goals .....	23
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success. . . .	23
Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success. . . . .	30
Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals. . . . .	36
Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community. . . . .	42
Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff. . .	47
System Safeguard Strategies .....	49
State Compensatory .....	50
Budget for Cavazos Elementary School: .....	50
Personnel for Cavazos Elementary School: .....	51
Title I Personnel .....	52
Plan Notes .....	53
Site-Based Decision Making Committee .....	54
Campus Funding Summary .....	55

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Richard E. Cavazos Elementary School is located at 1200 North 10th Street in Nolanville. At the end of the 2016-2017 school year, the school served 620 students. From 2010-2017, the total student population has been between 577 and 664. A review of the student population over the seven years since the school's inception in 2009 indicates that the surrounding community has experienced minimal growth. Richard E. Cavazos is located on the eastern boundary of Killeen ISD. Home sites surrounding the school vary from rural ranches to suburban neighborhoods. The neighborhoods zoned for Richard E. Cavazos vary in home value from low income housing to high-end home sites.

The student mobility rate at Richard E. Cavazos is lower than the district average. The school report card information reveals that the mobility rate in 2016-2017 was **22.5%**. Although these mobility rates are lower than the district's overall mobility rate, Cavazos' mobility rate is slightly above the state average of 16.5%.

Students attending Richard E. Cavazos are predominately white. Hispanic and African Americans comprise the next largest groups. An analysis of ethnicity information for the 2016-2017 school year revealed that 43.7% of the students were identified as white, 30.81% were identified as Hispanic, and 15.4% were identified as African American.

Richard E. Cavazos has an increasing percentage of students who qualify as Economically Disadvantaged. The campus opened with an Economically Disadvantaged population percentage of 46%. The percentage increased over seven years to 63.1% at the end of the 2016-2017 school year. The number of students who received identified as homeless for the 2016-2017 school year was 20.

The attendance rate at Richard E. Cavazos for 2009-2010 school year was 95.6%; 95.8% for the 2011-2012 school year and 95.7% for 2013-2014 school year. The attendance rate for 2014-2015 was 95.6%. The attendance rate for 2016-2017 is 96%. The attendance rates for most student groups increased last year. Students with a special education indicator had the lowest attendance rates compared to other student groups.

The number of students attending Richard E. Cavazos with a special education indicator for the 2016-2017 school year was 73 or 11.7% of the total student population of 620. The number of students with a LEP indicator was 58 or 9.3% of total student population. The campus had a high percentage of students with an At-Risk Indicator for the 2016-2017 school year, 233 students.

### Demographics Strengths

The community surrounding Richard E. Cavazos is comprised of hardworking families with a strong sense of pride and support for the military families who live in the community. Members are aware of the poverty that exists in our area and readily participate in activities to help their community, such as the local food bank, the volunteer fire department, and other community events. Parent and community response to any fund-raising need to support school activities was exceptional during the 2016-2017 school year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The Cavazos community is made up of 63% economically disadvantaged students.

# Student Achievement

## Student Achievement Summary

Under the accountability system, student achievement at Cavazos Elementary School earned a rating of "**met standard**" and exceeded the state target and the state average in all four performance indexes. In addition, on the state 2016 System Safeguards report, Cavazos exceeded the standard in all student groups for all 16 indicators.

	State Target Score	Cavazos Score	State Average Score
<b>Index 1: Student Achievement</b>	60	<b>80</b>	75
<b>Index 2: Student Progress</b>	32	<b>51</b>	41
<b>Index 3: Closing Performance Gaps</b>	28	<b>52</b>	40
<b>Index 4: Post-Secondary Readiness</b>	12	<b>48</b>	76

An analysis of student achievement by content area indicates that overall student achievement in each content area and at each grade level surpassed the district average with a few exceptions for our limited English proficient students. The table below shows the percent of students who "approached grade level standards" as measured by STAAR in 2016-2017.

Content	Campus	District	State
3rd Grade Reading	<b>65%</b>	70%	72%
LEP Students	<b>63%</b>	66%	63%
3rd Grade Math	<b>80%</b>	78%	76%
LEP Students	<b>88%</b>	81%	72%
<b>4th Grade</b>			
4th Grade Reading	<b>76%</b>	66%	70%
LEP Students	<b>29%</b>	62%	56%
4th Grade Math	<b>81%</b>	73%	75%
LEP Students	<b>57%</b>	71%	68%
4th Grade Writing	<b>68%</b>	60%	63%
LEP Students	<b>14%</b>	56%	54%
<b>5th Grade</b>			
5th Grade Reading	<b>89%</b>	85%	83%

LEP Students	<b>88%</b>	79%	72%
5th Grade Math	<b>94%</b>	?%	88%
LEP Students	<b>88%</b>	88%	83%
5th Grade Science	<b>86%</b>	72%	73%
LEP Students	<b>100%</b>	55%	56%

<b>STAAR</b>	<b>Masters</b>
3rd Grade Reading	19%
3rd Grade Math	18%
4th Grade Reading	16%
4th Grade Math	31%
4th Grade Writing	1%
5th Grade Reading	20%
5th Grade Math	42%
5th Grade Science	31%

Data from STAAR Summary Reports Arpil and June, 2017

Upon closer examination, the special education student group achieved at lower levels than other student groups in reading (42%). The white student group achieved at lower levels than other student groups in reading (74%) and the Hispanic student group in writing (53%). The white student group achieved lower in science (82%). The ELL student groups achieved at higher levels in science (100%). The achievement of the Special education student group falls behind in all content areas there was a 24% gap between the overall average and reading there is a 32% gap, math there is a 16% gap, and science there is a 19% gap between the other student sub-groups.

In the area of student achievement progress (Index 3) from 2016-2017, Cavazos earned an index score of 51. The state target was 32.

In reading student progress from 2016-2017, 87% of the African American student group, 60% of the Hispanic student group and 58% of the white student group exceeded the standard set by the state to indicate one year of academic progress. The White student group had the lowest percentage of students who met or exceeded 1 year of academic progress (58%).

Richard E. Cavazos Elementary School is a diverse community of learners who strive for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others. We want to increase the number of students who meet or exceed progress. The meet or exceeds progress in math is 77% and reading is 65%.

The student achievement at Cavazos Elementary earned five TEA Distinction Designations for mathematics, science, Top 25% for Student Progress, Top 25% closing the performance gaps, and postsecondary readiness. This reflects our continued focus on teaching and learning, implementation of the curriculum, and expert instruction -- every day, in every classroom, for every child.

### **Student Achievement Strengths**

The strengths of Richard E. Cavazos Elementary School reflect strong instructional practices. In all areas, the scores reflect -5% to 14% increase over district averages.

Areas of Strength include:

- 5th Grade Reading - 89%
- 5th Grade Math - 94%
- 5th Grade Science - 86%
- 4th Grade reading- 89%
- 4th Grade Math - 81%
- 78% of GT students achieved a years growth as measured by the 2016/2017 STAAR test in the subjects of Math and Reading.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The percent of students who master grade level standards as measured by STAAR ranges from 1% in 4th grade writing to 42% in 5th grade math.

**Problem Statement 2:** 22% of GT students did not achieve a years growth as measured on the STAAR Assessment.

**Problem Statement 3:** LEP students performed below the campus and district averages for approaching grade level in 3rd grade reading; 4th grade reading, writing and math; and 5th grade reading and math.



# School Culture and Climate

## School Culture and Climate Summary

Richard E. Cavazos Elementary School is a positive learning environment with high expectations for students both academically and behaviorally. Cavazos' staff is on duty starting at 7:00 a.m. to greet students and provide students with a positive school experience. It is estimated that there is an adult present every 20 feet in the building at all times during the school day to supervise students. Student safety is a #1 priority at our school. We participate in fire safety drills and lockdown drills monthly, and also tornado drills each semester. Teachers are highly encouraged to practice with their class on the safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. The random door checking sweeps are conducted to check for compliance in this area. All teachers have a key to their classroom for access to the locked doors.

The high expectations for student behavior are evident in our school discipline data. There were 498 students who received no discipline entries for 2016-2017. The table below provides the number of discipline entries by grade level.

Grade Level	Number of Discipline Entries
Prekindergarten	70
Kindergarten	38
First Grade	110
Second Grade	33
Third Grade	42
Fourth Grade	22
Fifth Grade	15

Student discipline data reveals that 87% of our student population did not receive a discipline referral for the 2016-2017 school year. Our largest number of discipline referrals came from our 1st Grade population. We have 1 documented accusation of bullying with 0 incidents confirmed as bullying after an investigation was conducted. We had 4 assignments to DAEP for discretionary purposes with 1 being assigned more than once. Expectations are posted in the classrooms, hallways, and voiced to students, which promotes appropriate behavior choices.

Our campus has six active student clubs: Chess Club, Student Council, Science Club, Run Club, Percussion Ensemble, and Cheetah Choir. All six clubs are exclusive to third through fifth graders. These clubs encourage better attendance and higher achievement as student membership can be denied due to failing grades or attendance concerns. There were a total of approximately 184 students that participated in student clubs on our campus.

## **School Culture and Climate Strengths**

Our campus strengths include teachers with strong classroom management and supervisory practices. Cavazos also provides opportunities to participate in clubs which helps students feel like they belong. Our staff, PTO, and parents work hard to provide activities to involve students and parents in campus life. Having strong home-school connections allows Cavazos staff the opportunity to build relationships with students and parents, which in turn promotes success for all.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** 87% of students at Cavazos did not receive a discipline referral. The staff would like to raise the number of students who do not receive a discipline referral to above 90%.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The profession faculty of Cavazos Elementary School meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act.

Cavazos staff members participate in the Killeen ISD annual job fair in search of highly qualified, effective and talented teachers to support the educational needs of our students. Personnel are selected only after an extensive screening and interview process. A representative of the grade level team is selected to sit in the interviews and help make the best decision for the team and campus. We keep in mind the personalities of the teams when looking for a new team member. Once hired, the new teachers are required to participate in the mentor program which provides support from an experienced teacher on campus. The campus turnover rate is low for being in such a mobile community.

The district offers a wide variety of professional development free to all teachers to provide the knowledge and support to allow success for staff and students. The campus provides monthly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input. Paraprofessionals are invited to attend if they choose. Walkthroughs and instructional rounds are used as tools to gather information about implementation of professional development topics.

Absences of staff members are a concern for our campus. Our highest reason for absence is personal illness/doctor appointments with personal days coming in second. This is an area of focus for 2017-2018 SY.

Teachers are evaluated using the T-TESS system. Walkthroughs, observations, and data are used to determine effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance.

### **Staff Quality, Recruitment, and Retention Strengths**

The expertise, commitment, and collaboration of the Cavazos staff is a strength that has moved the campus to high levels of student learning. The faculty and staff have a strong work ethic and are willing to step into leadership roles and strive to make the best decisions for students.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Cavazos ES currently has a average attendance rate for teachers and staff members.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Our district curriculum is the TEKS Resource System. Cavazos Elementary teachers use the Year at a Glance (YAG), Instructional Focus Documents (IFD's), and Lead4ward Snapshots to guide our instruction and guarantee TEKS alignment through collaborative unit mapping. The implementation of the curriculum is monitored and ensured through the review of lesson plans, the quality of conversations during our grade level Professional Learning Communities (PLC), data review from the unit assessments, and district assessments.

The TEKS Resource System unit assessments are used as one measure of student achievement. We spend time during PLCs analyzing assessments prior to instruction and administration to make sure the quality, depth, and rigor are aligned to the IFD and TEKS. After each assessment is given, the data is reviewed to analyze both the effectiveness of instruction and the needs of students. Student needs are also addressed through Cheetah Pride Time (CPT) and the Response to Intervention (Rtl) process. CPT is an hour of intensive interventions for all students in kindergarten through fifth grades. Based on needs and MAP scores students are placed into appropriate intervention groups or enrichment groups. Our Rtl committee meets twice a month to discuss the progress of students that are placed in Tier 2/3. The committee reviews progress monitoring data which classroom teachers document on a weekly basis. This data and teacher observations form the basis for individual recommendations from the Rtl committee.

During the 2017-2018 school year, grade level PLCs will focus on the gradual release of responsibility, learning targets, unit mapping, common assessments, Webb's DOK, cohesive team planning, and support teacher's professional growth to increase the instructional capacity of our teaching staff.

Cavazos will have a full-time Librarian for the 2017-2018 school year. The librarian will support the TEKS, provide exploration and research, and utilize the makerspace located inside the library as well as instill a lifelong love of reading.

### **Curriculum, Instruction, and Assessment Strengths**

The curriculum, instruction, and assessment strengths at Cavazos Elementary are listed below:

- Deep study and consistent implementation of the TEKS Resource System curriculum
- The implementation of learning goals and numerous progress tracking rubrics as a result of PLC studies and conversations. Through this process, students are getting better at understanding what they are learning and how the activity or task helps them reach that learning expectation.
- The designated hour of Cheetah Pride Time guarantees students are provided intentional interventions using data and teacher input to meet students academic needs. The CPT schedule maximizes instructional time.
- Continued implementation of learning targets throughout all classrooms and unit mapping throughout grade levels.

- Intervention paraprofessionals to provide intentional interventions during Cheetah Pride time and other times throughout the day.
- A deep study of the Guided Reading book by Fountas and Pinnell.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Cheetah pride time is an excellent opportunity to provide Tier I, II, and III interventions for our students.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Cavazos Elementary School has an active and vital parent and community involvement program. Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Killeen ISD student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives — at home, in school, and in their communities. Failure to establish a home-school-community collaboration aimed at increasing student success puts our children's futures at stake. Richard E. Cavazos is dedicated to providing a rich learning environment for students by encouraging and emphasizing the role of families and communities as a critical component of this process. At Richard E. Cavazos we have Pre-K Family Engagement, family nights for reading, math, science and Exceptional Child and Family Night, which encourage and facilitate the interaction of our families with teachers, administrators, and community members. In addition to family nights, we conduct an annual Title 1 parent information night to partner with parents in the requirements of Title 1 and to invite the parents to participate in the decision-making process by attending SBDM meetings that take place the 2nd Wednesday of each month. At Cavazos, we also have a strong PTO to provide opportunities to parents to volunteer in activities that involve the school and students. Also, we provide to parents of under school age students the opportunity to attend our "Cheetah Cub Club" where our future Cheetah's are acclimated to the school environment. The Cheetah Cub Club will be taught and coordinated by the halftime counselor. During the 2016/2017 school year 11 students attended the "Cheetah Cub Club", a 50% decline from the 2015/2016 school year where 22 students attended "Cheetah Cub Club". During the 2016/2017 school year, the number of volunteer hours declined XXXX in relation to the 2015/16 school year.

### **Family and Community Involvement Strengths**

The strengths of Family and Community Involvement at Cavazos include the following:

- High attendance at family nights.
- Cheetah Cub club for non-school age children
- Active PTO
- Parent Teacher Conferences twice a year

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** During the 2016-17 school year, a decline was shown in the number of volunteers and volunteer hours accumulated by the campus. Recruitment activities are needed to recruit and retain volunteers to promote community and family involvement.

**Problem Statement 2:** During the 2016/2017 school year the number of children who participated in our "Cheetah Cub Club" declined by 59% from the 2015/2016 school year.



## **School Context and Organization**

### **School Context and Organization Summary**

The context and organization of Cavazos Elementary are defined by a focus on teaching, learning, and a student-centered collective mindset. For example, the Cavazos schedules are developed to maximize instruction. The unique design of the master schedule allows teachers/paraprofessionals to cover classes and provide interventions while classroom teachers attend PLCs and collaborate on specific students and campus needs. Feedback and instructional updates are shared between interventionist and classroom teachers so everyone is aware of student needs and academic abilities.

Our campus will ensure that a viable curriculum is implemented in every classroom, and goals are set that align with our district. This is done through the implementation of the KISD LEARN Model which begins with the district curriculum and is followed by expert instructional delivery, ongoing assessments, and responding to the needs of all students. Student progress is tracked so that interventions can be put in place to maximize student learning. Grade level teams will meet weekly in PLCs to learn about Better Learning Through Structured Teaching and how it should be implemented in the classroom. Learning targets will be posted in every classroom, and students will be able to articulate the learning targets and tasks. The goal is for students in every classroom to learn and interact at high cognitive levels. Cavazos will also participate in Collaborative Learning in select classrooms.

PLCs will focus on student needs, how those needs drive instruction, and instructional strategies to meet those needs. Professional learning communities meet every week for an hour, and they include grade level teams, campus administration, and the campus instructional specialist. During this learning block, collaboration is evident, and needs assessments for the grade level are developed based on current universal screenings and student data. Student assessments are also reviewed to ensure that there is a direct correlation between the rigor of the instruction and the assessment that will be given. Students that are not showing progress on these universal screenings and classroom assessments are monitored, tracked and grouped so that interventions can be put in place.

Cavazos campus-based committees include Reading, Math, Science, SBDM, and Campus Conduct. It is the purpose of these committees to align the curriculum and campus instruction vertically so that we are crystal clear with student learning goals across the campus. This will ensure that students receive expert instruction in every classroom, for every student, every day. The subject-specific committees will meet every 3rd Tuesday of every month. The SBDM committee will meet a minimum of six times during the school year.

### **School Context and Organization Strengths**

The overarching strength of the context and organization of Cavazos Elementary is the agreement among all faculty and staff that student achievement is our number one priority. Our teachers work together during PLCs and outside the school day to provide quality instruction with targeted interventions which allow our students to be successful academically. Each staff member values and protects instruction time.

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Maximizing instructional time is important to ensure that all components of the curriculum can be taught to students with fidelity.

# Technology

## Technology Summary

At Cavazos Elementary School, it is the expectation that technology is integrated daily into lessons and used by staff and students for the improvement of all academics. Technology will be utilized in every step of the KISD LEARN model to ensure that students are engaged in an interactive classroom in which they can learn at high cognitive levels.

Cavazos has many forms of technology that are integrated into lessons:

1. Kindergarten-2nd grade classrooms participate in the iLearn initiative by using mini iPads and iPods in some classrooms.
2. 3rd-5th Grade classrooms are participating in the ActivExpressions Response System initiative allowing access to clickers for rapid responses to assessments and other classroom activities.
3. Every classroom is equipped with technology to utilize an interactive whiteboard maximize instruction and increase student learning.

Technology will support teachers and students in all phases of education. District goals will be supported in the following manner:

1. Provide teachers with technology resources to prepare rigorous lessons for expert instructional delivery
2. Participate in district initiatives – lifecycle deployment, career and college readiness, student Gallup survey, Bring Your Own Device program
3. Staff trainings
4. Student assessments
5. Implement and support research-based, integrated technology systems and solutions
6. Ensure access to reliable and well-supported technology that meet current and emerging needs
7. Provide resources needed for the daily use of technology

At Cavazos Elementary School, we have 2 computer labs, a mobile cart for each grade level, iPods, iPads, overhead projectors, interactive whiteboards, and document cameras that are used on a daily basis to supplement instruction and engage students using the latest technology to develop concepts that are essential to enhanced learning.

## Technology Strengths

The strengths of the technology program at Cavazos are listed below:

- Teachers use technology everyday in the classroom for teaching, enrichment of learning, and to provide interventions for struggling students.

- Our campus utilizes new tools to help students be successful in learning.
- We utilize rich campus resources where technology is available to enhance learning.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Students need to be exposed to innovative technology tools and resources to assist with mastering the curriculum Professional development sessions need to be incorporated into PLC's and grade level planning sessions so that teachers learn the strategies and latest technology tools to incorporate into lessons.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

**Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.**

**Performance Objective 1:** By June 2018, 90% of 3rd-5th grade students in each student group will meet the student achievement standard (index 1) in math, reading, science, and writing. 60% will meet the post-secondary readiness target (Index 4). 90% of the PK-2nd grade students will meet grade level standard as measured by MAPS.











**Evaluation Data Source(s) 1:** End of year STAAR Reading/Math results for grades 3-5 and MAP. 5th Grade Science STAAR.

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Provide Tier I, II, and III interventions during Cheetah Pride Time for 1st to 5th grade students identified as in need of assistance in reading, math, and science.	1, 2, 9	Administration Team, AMI, ARI, RICA, ELL teacher,(iTeam) Classroom Teachers	Tracking Sheets and intervention folders				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 78390.66						
2) Continue to develop and implement strategies in grades 1 and 2 to build reading fluency.		Joe Gullekson Courtney Wilkins CIS 1st and 2nd Grade Teachers	Increased fluency rates throughout the year.				
3) Continue "Johnny Can Spell" in grades Pre-K to 3rd Grade to assess language arts rules continually throughout the year.	2	Admin CIS RICA	Increased scores in MAPS, CIRCLE, and STAAR.				
4) Provide small group intervention for Pre-K and kindergarten students.	1, 2, 9	Prek teachers, kindergarten teachers, and instructional assistants	Increased scores in Circle assessment scores for prek and increased scores in MAPS scores for kindergarten.				

5) Implement the components of balanced literacy and comprehension at the core at all grade levels. Implement research based strategies for mathematics .	1, 2, 9	Joe Gullekson Liz Barragan Courtney Wilkins CIS	Increased scores on local and state assessment.				
	Problem Statements: Student Achievement 1 Funding Sources: 166 - State Comp Ed - 2112.59, 211 - ESEA, Title I Part A - 16686.75						
6) Offer after-school tutoring for students who are At-Risk and in need of additional assistance in all core subjects	1, 2, 9	Joe Gullekson, CIS, Liz Barragan, Courtney Wilkins, Betty, Hermosillo, and classroom teachers, instructional aides.	Increased scores on local and state assessments.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 2000.00						
7) Administer two benchmarks annually in state assessed subject areas.	2	Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
8) The RtI team will meet to design intervention plans, monitor progress, and implement the RtI continuum of interventions.	1, 2, 9	Administration CIS Counselor Intervention Team Teachers	SSP documentation				
9) In order to increase student vocabulary and background experiences, common areas within the campus will have displays of vocabulary words with visual representations, being studied each grading period for all core content areas. The complexity of vocabulary on display will range from Pre-K to 5th grade.	1, 2	Administration, CIS, Content Committees	Increased scores on local and state assessments.				
10) Universal screenings given at the beginning, middle, and end of the year. MAPS will be used to determine student gaps in learning and purposeful interventions will be developed to address those identified gaps.		Administration CIS Grade level teams	Intervention folders, Progress monitoring reports.				
11) Cavazos Elementary will provide hands on experiments in science to support the TEKS in Grades PK-5.	1	Administration and Science Committee	Participation in Science Olympiad Event and increased science scores on STAAR				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 500.00						
12) The campus instructional technologist will facilitate digital learning across all grade levels.	1, 4	Administration	Increased MAPS and end of year STAAR scores.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 62998.38						



13) Technologist, admin, and teachers will attend the TCEA conference in Austin, TX. Participation will enhance the instructional core using technology to assist student in grasping educational concepts.	1, 4	Joe Gullekson, CIT	Attendance at TCEA Conference and PD provided to Cavazos Staff.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 1487.06						
14) Cavazos Elementary will plan and deliver instruction in the Empowering Writers: Powerful Models Initiative in Grades 2-5.	1, 4	Administration and CIS	Writing Samples Increase in 4th grade STAAR writing scores Lesson Plans Walk-throughs				
15) Cavazos Elementary will employ ST Math to support the math program in Grades PK - 5.	1	Administration CIT CIS Classroom Teachers	ST Math Reports STAAR Results in Grades 3-5				
16) Cavazos Elementary will use instructional mapping in the subjects of Reading, Math, and Writing for provide teacher clarity on the curriculum expectations and includes real world connections and enrichment activities.	1, 8	All Staff Members	Curriculum Maps for each grade level.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**









<b>Student Achievement</b>
<b>Problem Statement 1:</b> The percent of students who master grade level standards as measured by STAAR ranges from 1% in 4th grade writing to 42% in 5th grade math.

**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 2:** By June 2018, there will be no more than a 5% gap among all student groups with focus on Economically Disadvantaged, African American, and white students.

**Evaluation Data Source(s) 2:** End of Year STAAR results

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Aides will provide intervention services for at-risk students under the direct supervision of a certified teacher.	1, 9	Instructional assistants Joe Gullekson Liz Barragan Courtney Williams Tara Wells	Increased MAPS scores and STAAR scores.				
Problem Statements: Student Achievement 1 Funding Sources: 166 - State Comp Ed - 54674.75							
2) ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. Academic content vocabulary will be pre-taught whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. ELL teacher will integrate technology that encourages English vocabulary development in real-world situations.	1	Administration CIS ELL teachers	Increased local and state assessment scores.				
Problem Statements: Student Achievement 3 Funding Sources: 165/ES0 - ELL - 2480.00, 263 - ESEA, Title III Part A - 1772.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**








Student Achievement
<b>Problem Statement 1:</b> The percent of students who master grade level standards as measured by STAAR ranges from 1% in 4th grade writing to 42% in 5th grade math.
<b>Problem Statement 3:</b> LEP students performed below the campus and district averages for approaching grade level in 3rd grade reading; 4th grade reading, writing and math; and 5th grade reading and math.

**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 3:** 60% of 3-5 grade students will achieve post-secondary readiness standard as measured by Index 4 on the state accountability system.

**Evaluation Data Source(s) 3:** End of year STAAR results grade 3-5.

**Summative Evaluation 3:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop lessons designed around hard to teach and difficult to learn TEKS.	1, 2, 9	Joe Gullekson, Tara Wells, Courtney Williams, Liz Barragan, Betty Hermosillo, Teachers	Increased percentage of students who achieve the advanced level of performance on the state assessment for all areas compared.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 4:** During the 2017/2018 school year 100% of special program students (special education, ELL, gifted) will be provided differentiated instruction.

**Evaluation Data Source(s) 4:** State and local assessments

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Talented and gifted students will be taught by certified TAG teachers and participate in activities which align with district expectations.  Provide funds for Staff and Administration to attend TAGT/staff development on the latest strategies in gifted education.	2, 9	Administration, CIS, and TAG certified teachers.	Percentage of students who score a Level 3 on the STAAR assessments				
Problem Statements: Student Achievement 2 Funding Sources: 177 - Gifted/Talented - 1860.00							
2) ELL students will be provided small group instruction to include guided reading, vocabulary building, reading comprehension, and math.	1, 2, 9	Administration ELL teachers	Increased scores on local and state assessments.				
<b>System Safeguard Strategy</b> 3) Intervention and special education teams will meet monthly to monitor student progress and provide feedback to teachers.	1, 10	Administration, CIS, intervention staff, and special education staff.	Increased student progress as documented in intervention folders.				
<b>System Safeguard Strategy</b> 4) Staff providing inclusion services will maintain a student contact and progress log to facilitate communication and collaboration among all personnel providing services to special education students.	1, 9	Administration CIS General education teachers Special education teachers	Inclusion binders a kept in each general education classroom to document services.				
<b>System Safeguard Strategy</b> 5) Monthly meetings with SKILLS staff and administration to provide training and support for special education teachers on writing and implementing goals in the classroom to increase the rigor of instruction.  Easy IEP training offered by the special education department		Administration	Sign in sheets Increased passing rate for STAAR Alt.				

6) Hold classes for parents of ELL students that provide them with the skills needed to help their students succeed academically.	6	Administration ESL Teachers Parent Liaison	Increase in ESL progress toward state curriculum.				
	Problem Statements: Student Achievement 3 Funding Sources: 263 - ESEA, Title III Part A - 1400.00						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Performance Objective 4 Problem Statements:**



<b>Student Achievement</b>
<b>Problem Statement 2:</b> 22% of GT students did not achieve a years growth as measured on the STAAR Assessment.
<b>Problem Statement 3:</b> LEP students performed below the campus and district averages for approaching grade level in 3rd grade reading; 4th grade reading, writing and math; and 5th grade reading and math.

**Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.**

**Performance Objective 1:** By the end of school year 2017/2018, 100% of the professional staff will attend a minimum of three off-campus professional development sessions.

**Evaluation Data Source(s) 1:** Teachers present their learning to the campus as documented on staff meeting or early out agendas. LEARN transcripts.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase instructional capacity of staff by attending professional development activities.	3, 4	Principal CIS AP SBDM	Professional learners will present their learning on the benefit of attending professional development at the staff meetings following their professional training.				
Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 920.00, 166 - State Comp Ed - 5267.66, 165/ES0 - ELL - 3500.00							
							

**Performance Objective 1 Problem Statements:**





Student Achievement
<b>Problem Statement 1:</b> The percent of students who master grade level standards as measured by STAAR ranges from 1% in 4th grade writing to 42% in 5th grade math.

**Goal 2:** Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 2:** 100% of classroom teachers in grades PK to 5th will design lessons that address hard to teach and/or difficult to learn TEKS

**Evaluation Data Source(s) 2:** Lesson plan bank of "hard to teach" and difficult to learn" TEKS by grade level and subject.

**Summative Evaluation 2:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The display and reference of learning targets and objectives throughout TEKS based lessons.	1, 2	Administration CIS Teachers	Lesson plans, walkthroughs, instructional rounds, Throwback Thursdays				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 3:** By the end of school year 2017/2018, technology integration will be evident in 100% of the classrooms.

**Evaluation Data Source(s) 3:** Sign in Logs for campus training and walk-through documentation on implementation strategies across the campus.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional training on the use of technology for teachers from the campus technologist to assist the reinforcement, enrichment, and expansion of student learning.	2, 3, 4	Amanda Davis, Joe Gullekson, CIS, grade level teams	Increased effective use of technology by teachers and students				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							












**Goal 2:** Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 4:** By the end of the school year 2017/2018, 100% of the professional staff will participate in campus professional learning through PLCs, after-school specials, and campus professional development days.

**Evaluation Data Source(s) 4:** Surveys, PLC Topics and sign-in sheet.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Instructional Rounds model to support student articulation of the learning goal, student interaction a high cognitive levels (Blooms) with the learning taks that are aligned to the goal, and track their progress toward the learning goal.	2, 3, 4	Administration CIS	Increased student performance as evidenced by local and state assessments.				
2) Campus wide training on Blooms II/DOK and the instructional implementations of students asking and being asked high level questions.		Administration CIS	PLC Agendas				
3) A momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district wide problem of practice. The focus of our momentum plan learning for this year will be digging deeper into tight alignment, gradual release of responsibility model, and Webb's DOK.	1, 2, 4	Principal SBDM Assistant Principals	Momentum plan developed and documented in meetings and trainings throughout the year.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 5:** Increase student engagement through a variety of school-wide activities.

**Evaluation Data Source(s) 5:** Gallup Poll

**Summative Evaluation 5:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule a school-wide "No Child Left Inside Day" at which students will participate in hands-on academic activities involving the 4 core subjects. A majority of instruction will take place outside of the school.		Administration Counselors CIS Teachers Instructional aides	Student survey	✓	✓	✓	

**Goal 2:** Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 6:** Increase staff morale and attendance by regular and consistent recognition throughout the year.

**Evaluation Data Source(s) 6:** Staff survey at the end of the year!

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a teacher/staff member of the month recognition program for job performance and attendance.	5	Principal AP	Climate survey of the staff at the end of the year.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.**

**Performance Objective 1:** Increase the parents' perceptions of our school's effectiveness as measured by a parent survey measuring friendliness, effective customer service, and opportunities for involvement.

**Evaluation Data Source(s) 1:** Utilize a Cavazos Family Involvement and Insight survey in August and again in April.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a Cavazos Family Involvement and Insight survey to administer to families of Richard E. Cavazos.	1, 6	Principal - Mr. Gullekson Parent Liaison	Likert-Like scores will a reflect positive scores in friendliness, customer service, and opportunities for involvement.				
2) Recognize students for Character Traits and invite parents to attend.	6	Administration Counselors Parent liaison	Sign-in Sheets				
3) Encourage 100% attendance at parent/teacher conferences.	6	Administration CIS Teachers	Sign-in sheets				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 3:** All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 2:** Engage non-school age children in weekly early literacy classes (Cavazos Cheetah Cub Club) for children who are 3 to 4 years of age to increase their ability to transition from the home to school in future years.

**Evaluation Data Source(s) 2:** Consistent attendance in the Early Literacy class (Cavazos Cheetah Cub Club) and parent survey.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Have parents of Cavazos Cheetah Cub Club sign the attendance roster.	7	Principal - Mr. Gullekson Counselor	Sign in sheets and end of year survey of parents.				
2) Deliver instruction and plan activities that develop early literacy skills for 3 and 4 year old children and their parents in our weekly Cheetah Cub Club.	7	Principal - Mr. Gullekson Counselor	Student growth will be measured by a Pre Literacy assessment completed at the beginning of the year and a Post Literacy Assessment at the end of the year.				
Problem Statements: Family and Community Involvement 2 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2280.00							

**Performance Objective 2 Problem Statements:**

Family and Community Involvement
<b>Problem Statement 2:</b> During the 2016/2017 school year the number of children who participated in our "Cheetah Cub Club" declined by 59% from the 2015/2016 school year.

**Goal 3:** All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 3:** By the end of the school year 2017/2018, the number of parent volunteers and the number of volunteer hours will increase from 5000+ hours to 6000hours.

**Evaluation Data Source(s) 3:** Volunteer hours will be logged and maintained throughout the year.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain a volunteer log at the sign-in desk in the front office.	1	Principal - Mr. Gullekson Counselor Secretary	Maintain monthly log calculations.				
2) Provide a Volunteer Appreciation Brunch.	1	Principal - Mr. Gullekson Counselor Secretary	Celebrating the efforts of volunteers will promote and encourage continued support.				
3) Provide a Volunteer Appreciation Luncheon honoring the volunteers with certificates of volunteer hours completed.	1	Principal - Mr. Gullekson Counselor Secretary	Celebrating the efforts of volunteers will promote and encourage continued support.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							







**Goal 3:** All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 4:** Richard E. Cavazos will increase parents' awareness of state and local academic expectations and ways to support their child's learning.

**Evaluation Data Source(s) 4:** Sign In Sheets

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct parent information meetings for prek-5th grade parents designed to provide information about available resources and study strategies for use at home.	6	Joe Gullekson, CIS, Liz Barragan, Courtney Wilkins, Betty Hermosillo, teachers	Increased access to online resources by students and parents. Increased scores on local and state assessments	✓	✓	✓	
2) Host subject specific family nights to include math night, science night, and reading night.	6	Joe Gullekson Courtney Wilkins Liz Barragan CIS Committee members	Increased attendance as evidenced by sign in sheets.	🟡			

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3:** All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 5:** Increase parent participation by providing early childhood program, parenting training, and facilitate communication between school and community.

**Evaluation Data Source(s) 5:** Parent survey

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will teach our "Cheetah Cub Club", and provide parent opportunities to connect with the school.	1, 6, 7	Administration	Parent survey				
2) "Hugs and Kisses" Station in the school lobby as a parent greeting and communication station.	1, 6	Administration	Parent survey				
3) Coordinate with PTO board to plan and implement parent involvement activities throughout the year.	6	Administration CIS Counselor PTO	Parent survey				
4) The school will coordinate "Mom" and "Watch Dog" events, which will incorporate parenting training.	1, 6	Administration	Parent survey				

= Accomplished  
 = Continue/Modify  
 = Considerable  
 = Some Progress  
 = No Progress  
 = Discontinue



**Goal 3:** All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 6:** Increase the amount of information about outside support organizations to parents with an economic need.

**Evaluation Data Source(s) 6:** Parent survey

**Summative Evaluation 6:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will provide a flyer of outside resources to share with families that need assistance to help with specific situations.	6	Counselors	Binder of resources	✓	✓	✓	

**Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.**

**Performance Objective 1:** Increase students feeling of wellbeing and hope.

**Evaluation Data Source(s) 1:** Increase student well-being as measured on the GALLUP Student Poll Survey.

**Summative Evaluation 1:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide weekly grade level guidance classes to increase student hope from 48%, and engagement from 72%.	1, 2	Principal - Mr. Gullekson Counselor - Lynda Roberts	GALLUP Student Poll Survey				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							







**Goal 4:** Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 2:** By the end of the 2017/2018 school year, 90% of the Cavazos students will report that they feel physically and emotionally safe at school as measured by student survey.

**Evaluation Data Source(s) 2:** Student survey on feeling safe in school.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct safety exercises throughout the year to include lock down, shelter in place, tornado, and fire drills as mandated by district policy.	1	Administration, CIS, Counselors, Teachers, Instructional Staff	Percentage of students feeling safe on the end of the year survey.				
2) Plan master schedule with mandatory recess for pre-k through 5th grade.	2	All staff	student survey				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 4:** Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 3:** Increase student attendance.

**Evaluation Data Source(s) 3:** An increase from 96% to 96.4% for student attendance.

**Summative Evaluation 3:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) At the end of each quarter, students who achieve perfect attendance for the quarter will be invited to attend an "Attend Dance."	1	Attendance secretary, administration, CIS, school counselors, and classroom teachers.	The number of students attending the "Attend Dance" will increase each quarter. Attendance is for students who earn "Perfect Attendance" for the 9 week period.				

**Goal 4:** Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 4:** Reduce the number of discipline referrals for 1st grade to under 100 for the 2016-2017 school year

**Evaluation Data Source(s) 4:** End of the year count of pre-kindergarten referrals for the 2016-2017 school year.

**Summative Evaluation 4:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide student training on proper behavior in the pre-kindergarten to 5th grade classrooms through social skills lesson provided by the counselors.	1	Principal Assistant Principals Counselor	Number of discipline reduced from 330 to under 200 by the end of the school year.				
2) Professional development on bullying, child abuse, suicide will be provided for and completed by all staff members. HB 1942	1, 2, 9	All Staff	Training Logs				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 5:** Increase the fitness level of the students in Pre-K to 5th Grade by providing the required physical activity as outlined in SB 892.

**Evaluation Data Source(s) 5:** Fitness gram, grade level schedules, club participation

**Summative Evaluation 5:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will participate in physical activity weekly, Jump Rope for the Heart, Run Club, Bike Club, and Field Day activities.	2	PE Teachers Club Sponsors	Fitness Gram Club Participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.**

**Performance Objective 1:** Increase teacher perception in regards to technology as measured by the BrightBytes survey for the 2016/2017 school year.

**Evaluation Data Source(s) 1:** BrightBytes Survey

**Summative Evaluation 1:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will provide professional development for teachers on the use of interactive whiteboards, ActivExpressions, iPods, and iPads.	3, 4	Administration, CIS	-Walkthrough data -Student Assessment Data -Student success				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5:** Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

**Performance Objective 2:** Increase the use of the library by providing a full-time Librarian that sparks student interest through the use of library resources and MakerSpace resources.

**Evaluation Data Source(s) 2:** STAAR scores and MAPS data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The librarian will teach students the proper way to access the library and spark creative interest in students using MakerSpace ideas and resources.	1	Adminstration	Increased scores on STAAR scores and MAPS data				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 29517.15						
							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> The percent of students who master grade level standards as measured by STAAR ranges from 1% in 4th grade writing to 42% in 5th grade math.



## System Safeguard Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	1	Provide Tier I, II, and III interventions during Cheetah Pride Time for 1st to 5th grade students identified as in need of assistance in reading, math, and science.
1	4	3	Intervention and special education teams will meet monthly to monitor student progress and provide feedback to teachers.
1	4	4	Staff providing inclusion services will maintain a student contact and progress log to facilitate communication and collaboration among all personnel providing services to special education students.
1	4	5	Monthly meetings with SKILLS staff and administration to provide training and support for special education teachers on writing and implementing goals in the classroom to increase the rigor of instruction. Easy IEP training offered by the special education department

# State Compensatory

## Budget for Cavazos Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
166-11-6129-00-137-30-AR0	6129 Salaries or Wages for Support Personnel	\$47,963.30
	<b>6100 Subtotal:</b>	<b>\$47,963.30</b>

**Personnel for Cavazos Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Curtis, Katina	Aide PCN 17133	B: 08-08-17 E: 08-27-17	0.5
Godoy, Rocio	Aide PCN 14159	ST Math Intervention	1.0
Jackson, Yaminah	Aide PCN 17133	B: 09-25-17	.5
Simmons, Linda	Aide PCN 14154	Interventions	1.0

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bolten, Amanda	Librarian PCN 21321		0.5
Curtis, Katina	Aide PCN 20672	Began: 8-28-17	1.0
Davis, Amanda	CIT PCN 19456	PK-5th	0.5
King, Brenda	Aide PCN 20672	B: 08-08-17 E: 08-13-17	1.0
Lacour, Lisa	Aide PCN 21370	B: 08-08-17 E: 08-28-17	1.0
Miller, Patricia	Aide PCN 21371	B: 9-11-17	1.0
Talbert, Jennifer	Aide PCN 21370	B: 8-29-17	1.0

## Plan Notes

06-20-13 SCE personnel and budget blank. Discrepancies between TEAMS and spreadsheet. Emailed Joe. pb

09/20/2013 CIP Review #2 - Spoke with Principal via phone. Needed revisions completed. Recommend for approval. BS

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator/Chair	Joseph Gullekson	Principal
Classroom Teacher	Cathy Salazar	ELL Teacher
Classroom Teacher	Clinton Ellis	Self-Contained DAEP
Classroom Teacher	Affma Martin	Kinder Teacher
Classroom Teacher	Wendy Stork	3rd Grade Teacher
Classroom Teacher	Amie VonStosch	1st Grade Teacher
Classroom Teacher	Frances Taylor	1st Grade Teacher DAEP
Classroom Teacher	Brian Wadsworth	5th Grade Teacher
Classroom Teacher	Crystal Smith	4th Grade Teacher
Classroom Teacher	Omar Esson	2nd Grade Teacher DAEP
Parent	Bonita Henderson	Parent
District-level Professional	Teresa Connell	Diagnostician
Business Representative	Becky Escobar	Business Representative: Home-Based Jewelry

## Campus Funding Summary

<b>166 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	Supplies - Instructional for students At-Risk	166.11.6399.00.137.30.AR0	\$2,112.59
1	2	1	Salaries for aides to work w/ at-risk students	166.11.6129.00.137.30.AR0	\$54,674.75
2	1	1	Conference fees and Travel	166.13.6411.00.137.30.AR0	\$1,500.00
2	1	1	Conference fees and Travel	166.23.6411.00.137.30.AR0	\$3,767.66
<b>Sub-Total</b>					\$62,055.00
<b>Budgeted Fund Source Amount</b>					\$62,055.00
<b>+/- Difference</b>					\$0
<b>165/ES0 - ELL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Supplemental instructional supplies for ELL Students	165.11.6399.00.137.25.ES0	\$2,480.00
2	1	1	Professional development for teachers of ESL students	165.13.6411.00.137.25.ES0	\$2,500.00
2	1	1	Professional development for Administrators of ESL students	165.23.6411.00.137.25.ES0	\$1,000.00
<b>Sub-Total</b>					\$5,980.00
<b>Budgeted Fund Source Amount</b>					\$5,980.00
<b>+/- Difference</b>					\$0
<b>177 - Gifted/Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1	GT Student transportation for field trips	177.11.6494.00.137.21.000	\$100.00
1	4	1	Instructional supplies for GT designated activities	177.11.6399.00.137.21.000	\$419.33
1	4	1	GT Student travel not including yellow buses	177.11.6412.00.137.21.000	\$230.00
1	4	1	Staff Development Travel and Registration Fees	177.13.6411.00.137.21.000	\$235.67
1	4	1	Staff Development Travel and Registration Fees	177.23.6411.00.137.21.000	\$200.00
1	4	1	Staff Development Travel and Registration Fees	177.13.6411.00.137.21.000	\$200.00
1	4	1	Instructional Books for GT students in the classroom	177.11.6329.00.137.21.000	\$475.00

<b>Sub-Total</b>	\$1,860.00
<b>Budgeted Fund Source Amount</b>	\$1,860.00
<b>+/- Difference</b>	\$0

**211 - ESEA, Title I Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mentoring Minds Instructional Supplies	211.11.6399.00.137.30.000	\$13,680.00
1	1	1	Interventionist Aides 1	211.11.6129.00.137.30.000	\$64,710.66
1	1	5	Supplies - Instructional	211.11.6399.00.137.30.000	\$13,723.83
1	1	5	Books for literacy library and classroom use	211.11.6329.00.137.30.000	\$2,962.92
1	1	6	professional instructional staff tutors for students At-Risk	211.11.6118.CA.137.30.000	\$2,000.00
1	1	11	Science Supplies	211.11.6399.00.137.30.000	\$500.00
1	1	12	Funding for .50 Campus Instructional Technologist	211.11.6119.00.137.30.000	\$34,244.17
1	1	12	Technology	211.11.6398.00.137.30.000	\$19,754.21
1	1	12	Online subscriptions	211.11.6299.OL.137.30.000	\$9,000.00
1	1	13	Funds for CIT to attend TCEA Conference	211.12.6411.00.137.30.000	\$487.06
1	1	13	Funds for Teachers to attend the TCEA Conference	211.13.6411.00.137.30.000	\$1,000.00
2	1	1	Conference fees and Travel	211.13.6411.00.137.30.000	\$920.00
5	2	1	Salary & estimated benefits for .5 Librarian	211.12.6119.00.137.30.000	\$29,517.15
<b>Sub-Total</b>					\$192,500.00
<b>Budgeted Fund Source Amount</b>					\$192,500.00
<b>+/- Difference</b>					\$0

**211/PAR - ESEA, Title I Parent Involvement**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Instructional supplies Cheetah Cub Club	211.61.6399.00.137.24.PAR	\$1,742.00
3	2	2	Snacks for Cheetah Cub Club	211.61.6499.00.137.24.PAR	\$538.00
<b>Sub-Total</b>					\$2,280.00
<b>Budgeted Fund Source Amount</b>					\$2,280.00
<b>+/- Difference</b>					\$0



**263 - ESEA, Title III Part A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Supplemental instructional supplies for ELL Students	263.11.6399.LE.137.25.000	\$1,772.00
1	4	6	Purchase supplies and consumables for ESL parenting Classes	263.61.6399.LE.137.25.000	\$1,400.00
<b>Sub-Total</b>					\$3,172.00
<b>Budgeted Fund Source Amount</b>					\$3,172.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$267,847.00