

Killeen Independent School District
Ira Cross Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Provide a safe and rich learning environment where students will interact with engaging and purposeful learning experiences, resulting in prepared life long learners.

Vision

Ira Cross Jr. Elementary will continue to be a learning community of high expectations, where each child will be challenged daily to reach their highest potential by engaging in profound learning experiences in order to prepare for future academic success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Ira Cross Elementary is a campus in the Killeen Independent School District, located near Fort Hood, Texas. We completed the 2017-2018 school year with a school population of approximately 714 students in PK-5th grades. The staff consists of 44 professional teachers who meet Texas Education Agency certification requirements and 14 auxiliary personnel who meet the highly qualified requirements of the Every Student Succeeds Act. All staff assist our students in learning and school performance. Community volunteers are highly encouraged and many participate throughout the school year.

The school mobility rate is approximately 27%. Approximately 18% of our students are affiliated with the military.

Our population at Ira Cross is made up of approximately 53% African American, 13% White, 25% Hispanic, 1% Asian and 8% other students making up our diverse campus culture. Approximately 78% of our students are economically disadvantaged.

At Ira Cross, we work with and support various special programs and populations. We are a Title I campus which ensures each and every student is provided appropriate educational opportunities in accordance with state and federal standards, in order to achieve at their highest potential.

We understand the importance of involving our parents in the academic lives of our students. Activities held throughout the year, surveys, interviews and volunteer experiences are used to gather data and continue improving our parent involvement. Based on the parent attendance at school functions, campus volunteers and teacher surveys from the last school year, our campus will continue to encourage parent involvement.

Ira Cross is a bully-free zone. The district adopted Bully Reporter program is utilized efficiently when needed. Bullying incidents are rare and addressed immediately.

At Ira Cross, we value attendance and punctuality. Attendance, tardiness and discipline referrals are monitored carefully through district and campus programs. Last school year, 5,475 tardies were accumulated across all grade levels. A campus tardy and attendance policy will continue to be implemented that aligns with the student code of conduct and promotes parent involvement.

Additionally, negative behaviors that distract students from learning are not tolerated. Discipline referrals are issued based on the student code of conduct but we understand the importance of keeping our students in the classroom. Last school year, 384 discipline incidents were accumulated on campus. This number decreased by 18 from the previous year. Our staff will continue to work well together in order to maintain a safe and fun learning environment.

Staff Quality

At Ira Cross, we select highly qualified staff to help ensure a great academic environment for student learning and development to take place. Currently our staff and human resources consist of the following:

- 4 - Pre-Kindergarten teachers
- 5 - Kindergarten teachers
- 5 - First Grade teachers
- 5 - Second Grade teachers
- 5 - Third Grade teachers
- 5 - Fourth Grade teachers
- 5 - Fifth Grade teachers
- Resource and Inclusion Programs
- Speech, Communication Lab
- English Language Learning (ELL)
- Reading In the Content Area Instruction (RICA/Dyslexia)
- 2 PE teachers and 2 Music teachers

Our education support team consists of the following:

- Curriculum Instructional Specialist (3rd-5th)
- Curriculum Instructional Specialist (PK-2nd)
- Campus Technology Support Specialist
- Librarian
- Counselor (PK-2)
- Counselor (3-5)
- 1/2 time Nurse
- Full time Nurse Assistant
- Librarian Assistant
- Technology Assistant

Our Special Education Support Team consists of:

- 2 - Special Education teachers
- 2 - Special Education assistants

Our Title I Support Team consists of:

- 1 Reading/Math Interventionist
- 4 Instructional aides
- 1 Parent Liaison

Staff Expectations:

- All staff is expected to remain professional at all times
- All staff is expected to collaborate and work as a team.
- All staff is expected to participate and attend ongoing professional development.

Demographics Strengths

Data analysis revealed the following strengths:

- We continue to be a very diverse campus serving the academic and social needs of a broad school population.
- Our administration, teachers, counselors and parent liaison provide various educational and social services to meet the needs of our school population and the community.
- Positive progress was visible through data results of the 2017-2018 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Tardies across all grade levels have increased by 18% over the last year and totaled 5,475 tardies. **Root Cause:** Lack of consistent follow through on consequences for parents and students who are consistently tardy.

Problem Statement 2: Discipline referrals across the entire campus decreased by 4% from last year but still totalled 384 referrals. **Root Cause:** We did not

have a systematic approach in place to educate new students on desired Ira Cross behaviors.

Student Academic Achievement

Student Academic Achievement Summary

Our 2017-2018 school year reflected continued growth in many areas and also revealed some areas of improvement needed, mirroring state and district results. In the 2018-2019 school year, our campus plans to continue implementing a campus-wide strategy to increase learning and teacher effectiveness in delivering instruction. Our goals are:

- Ensure that all students interact at high cognitive levels.
- Daily alignment of tasks and learning objectives with specific instructional goals.
- Increase student understanding of the learning targets.
- Improving reading comprehension across all grade levels by focusing on Balanced Literacy through guided reading, comprehension at the core and comprehension toolkit components.
- Writing and science will continue to be integrated across all grade levels and progress monitored throughout the school year.
- Mathematically, we will continue to focus on building process and problem solving skills across all grade levels.
- Our special education staff will work in conjunction with general staff to meet the needs of all students by implementing an efficient supportive program for all students.
- Implement an efficient ELL program to support the needs of all English language learners.
- Continue to align the adopted TRS curriculum with the Killeen ISD LEARN model to ensure student success.

MATH

Pre-kindergarten CLI overall results, BOY to EOY growth:

*Math 92% overall

- Rote counting 68%
- Number discrimination 95%
- Shape discrimination 89%
- Operations 71%
- Counting sets 90%
- Number naming 89%
- Shape naming 84%

*MAP Math Results:

98% of Kindergarten students met or exceeded their projected RIT scores on MAP (MPG) tests. 50% were at or above norm grade level mean RIT.

95% of First Grade students met or exceeded their projected RIT scores on MAP (MPG) tests. 46% were at or above norm grade level mean RIT.

100% of Second Grade students met or exceeded their projected RIT scores on MAP tests. 51% were at or above norm grade level mean RIT.

*STAAR Math Results:

71% of Third Grade students were satisfactory on STAAR.

79% of Fourth Grade students were satisfactory on STAAR.

86% of Fifth Grade students were satisfactory on STAAR.

READING

Pre-kindergarten CLI overall results, BOY to EOY growth:

- Phonological awareness 90%
- Social emotional behaviors 99%
- Early writing Skills 84%

*MAP Reading Results:

81% of Kindergarten students met or exceeded their projected RIT scores on MAP (MPG) tests. 30% were at or above norm grade level mean RIT.

80% of First Grade students met or exceeded their projected RIT scores on MAP (MPG) tests. 32% were at or above norm grade level mean RIT.

90% of Second Grade students met or exceeded their projected RIT scores on MAP (MPG) tests. 50% were at or above norm grade level mean RIT.

*STAAR Reading Results:

69% of Third Grade students were satisfactory on STAAR.

62% of Fourth Grade students were satisfactory on STAAR.

78% of the fifth grade students were satisfactory on STAAR.

FOURTH GRADE WRITING STAAR ASSESSMENT

60% of Fourth grade students were satisfactory on STAAR.

FIFTH GRADE SCIENCE STAAR ASSESSMENT

81% of Fifth grade students were satisfactory on STAAR.

Special Education Data:

24% of all SPED students were successful on STAAR Reading (11 out of 45)

51% of all SPED students were successful on STAAR Math. (23 out of 45)

13% of 4th grade students were successful on STAAR Writing. (2 out of 16)

38% of 5th grade students were successful on STAAR Science. (6 out of 16)

ELL data:

63% of ELL students passed the Writing STAAR (5 out of 8 students).

75% of ELL students passed the Science STAAR (6 out of 8 students).

50% of ELL students passed all Reading STAAR tests (12 out of 24 students).

58% of ELL students passed all Math STAAR tests (14 out of 24 students).

EOY Math MAP RIT scores

Kinder 156.6 KISD 160.6 Norm 157.9

First 175.1 KISD 179.3 Norm 179.7

Second 189.2 KISD 190.2 Norm 191.2

Third 201.5 KISD 203.7 Norm 202.6

Fourth 213.1 KISD 214.4 Norm 212.7

Fifth 224.1 KISD 223.4 Norm 220.7

EOY READING MAP RIT scores

Kinder 154.7 KISD 158.8 Norm 157.0

First 171.1 KISD 175.3 Norm 176.6

Second 186.1 KISD 187.2 Norm 188.1

Third 194.6 KISD 197.1 Norm 198.3

Fourth 205.4 KISD 205.1 Norm 205.6

Fifth 209.4 KISD 211.0 Norm 211.5

The RIT scale is a curriculum scale that uses individual values to estimate student achievement.

GT Student Data:

100% of our Third grade students performed at the "mastered grade level" on more than one STAAR exam. All met standard on the exams.

78% of our Fourth grade students performed at the "mastered grade level" on more than one STAAR exam. All met standard on the exams.

79% of our Fifth grade students performed at the "mastered grade level" on more than one STAAR exam. All met standard on the exams.

GT student performance affects all Domains (Student Achievement, School Progress, Closing the Achievement Gaps:

Domain I Student Achievement for campus= 76%, District=66%

Domain II School Progress for campus= 2A(82%), 2B(83%), District 2A(73%), 2B(56%)

Domain II Closing the Gaps for campus= 78%, District=74%

Student Academic Achievement Strengths

Data analysis revealed the following strengths:

- **EOY MAP (MPG) projected growth results reveal:**
- 98% of Kindergarten met the projected growth in Math. 81% of Kindergarten students met the projected growth in Reading.
- 97% of First Graders met the projected growth in Math. 80% of First Graders met the projected growth in Reading.
- 100% of Second Grade students met the projected growth in Math. 90% of Second Graders met the projected growth in Reading.
- Fifth Grade EOY RIT Math scores were above norm RIT scores.
- Fourth grade EOT RIT Reading scores were above norm RIT scores.

Additional Strengths:

- 4th grade Math STAAR scores were 5% above the district average.
- 4th grade Writing STAAR scores were 3% above the district average.
- 5th grade Science STAAR scores were 12% above the district average and increased 20% compared to last school year.
- 5th grade Math STAAR scores increased by 2% compared to last school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. **Root Cause:** Math spiral and intervention groups are not being carried out with fidelity.

Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. **Root Cause:** Guided reading and balanced literacy groups are not being carried out with fidelity.

Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. **Root Cause:** Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. **Root Cause:** There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.

Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. **Root Cause:** Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. **Root Cause:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. **Root Cause:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. **Root Cause:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards

mastery. **Root Cause:** GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and assessment

Ira Cross implements the LEARN model whereby we strive to ensure the guaranteed and viable curriculum is implemented in every class, for every student, every day. Our instruction is aligned to the Texas Essential Knowledge and Skills. Implementation of the curriculum is accomplished through district guidance, instructional implementation, and on campus Professional Learning Communities (PLCs) that include grade level opportunities for collaboration and growth. An additional Campus Instructional Specialist (CIS) will ensure that all aspects of the Killeen ISD LEARN model are implemented in every classroom.

Teachers deepen their knowledge by utilizing TEKS Resource System components during the implementation and instructional delivery of lessons. Many processes and programs such as reading programs and intervention student identifying processes are utilized to track and monitor progress on STAAR reporting categories. The categories are aligned with formative and summative assessments used throughout the year to ensure students are learning at the high level expected. STAAR domains are projected based on student achievement until after testing. Last year's state accountability were as follows:

Domain I Student Achievement for campus= 76%, District=66%

Domain II School Progress for campus= 2A (75%), 2B (84%), District 2A(73%), 2B(56%)

Domain II Closing the Gaps for campus= 78%, District=74%

By utilizing the approved research based curriculum, programs and processes to students' needs, we strive to ensure instruction is purposeful and rigorous enough to raise the learning taking place across the grade levels. We will continue to focus on reading comprehension beginning in the primary grades. We hope to build on gains by utilizing all campus resources to promote reading. Strategies such as an increase in purposeful library circulation and an emphasis on utilizing a variety of text will be implemented. In addition to our reading focus, we will continue to work on understanding mathematical concepts and emphasize writing across all grade levels. Research based curriculum and strategies will be used to deepen understanding.

Retention Summary:

Teacher retention has not usually been an issue at our campus, however during the 2017-18 school year, we had a total of 10 first year teachers throughout grades Kinder through 5th. Beginning the 2018-19 school year, we will have 3 first year and 4 experienced teachers on our campus who will require additional support in order to ensure high quality instruction for our students. The breakdown is as follows:

- Kindergarten-1 teacher
- 3rd grade- 1 teacher
- 4th grade-3 teacher
- Positive Behavioral Support -1 teacher
- Music- 1 teacher

School Organization

Ira Cross Elementary School is a neighborhood school located in the Marlboro Heights area on 1910 Herndon Drive, Killeen TX 76543. The school opened in 2003 with a small population of students and now serves approximately 714 students. We are honored to service a diverse population to include many military families. Our campus focus is to nurture individual students by meeting their needs and raising standards along the way. Ira Cross focuses on each individual student by managing a learning environment that allows each student to take advantage of their opportunity to learn in a nurturing and caring school environment.

Academic goals are always a high priority, but the safety of our students and staff always comes first. Best practices in the classroom are expected in order to ensure the highest quality of learning. For this reason, staff is expected to continue seeking knowledge in regards to the most effective instructional methods. Ongoing professional development is expected at our campus. Research based practices are utilized and monitored to ensure a successful learning environment. Campus stakeholders are regularly interviewed and surveyed in a variety of ways to gather feedback in order to ensure future success.

Technology

At Ira Cross, we use technology to support learning and instruction through research based software and electronic devices. New and existing electronic devices, such as Active Expressions, Active Slates, iPads, and iPods are utilized in the classrooms. Many classrooms also participate in technology based learning such as videoconferencing in order to promote student interaction. Research based programs such as ST Math are used throughout the school day to teach concepts in addition to traditional classroom instruction.

Computers are utilized throughout the campus. Currently, approximately 18% of our laptop inventory still needs to be updated to the latest product and all classrooms need to be outfitted with the latest interactive projector technology. Approximately 14% of our student technology fleet is no longer considered repairable by the district. If the technology stops working or breaks, they will not repair or update hardware or software. New processes to fund and purchase technology for students remain a priority. Each grade level has access to laptops and additional desktops in the classroom. Such technology brings the world into the classroom creating interactive learning experiences for our students.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

Data analysis revealed the following strengths based on yearly teacher appraisals, observations, district and state assessments:

- Staff increased implementation of TEKS Resource System.
- The implementation of the Empowering Writers program deepened our students clarity and ability to compose writing selections.
- Newly implemented progress monitoring assessments and strategies such as student self monitoring folders have increase accountability among students.
- Staff continues to do a great job building a collaborative team to work on curriculum and instruction.

School Organization

Data analysis revealed the following strengths:

- Welcoming campus environment
- Learner centered classrooms

Technology

Data analysis revealed the following strengths:

- Technology facilitates collaborative student learning that builds critical thinking and knowledge development.
- Technology is implemented with a purpose and utilized daily.
- Students are able to use our technology resources with fidelity as part of their learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. **Root Cause:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. **Root Cause:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

Problem Statement 3: Approximately 14% of our laptop fleet is no longer considered repairable by the district so new technology must be acquired to support learning in the classroom. **Root Cause:** District technology replacement schedule updates campus technology every five years which does not keep pace advancements needed to order to maintain full functionality of instructional software.

Perceptions

Perceptions Summary

Family and Community Engagement

At Ira Cross, we welcome students daily and support professional staff to assist students with academic, emotional and social needs. Our hope is to teach children to someday become a viable citizen within our community. We host seasonal programs and learning events throughout the school year in order to benefit the students and community. Our campus welcomes volunteers to serve purposeful roles throughout the school year. Our parent liaison helps prepare children for school through our early childhood readiness program.

Based on the feedback collected from volunteers, parents, sign-in logs and interviews, there is a need for more involvement opportunities and more participation in the form of attendance from parents. Last year we hosted approximately 26 school functions with an average of 44% parent involvement.

We appreciate our local businesses and any help they can provide to our campus. The Killeen Heights Rotary Club sponsored the literacy library refurbishment. In addition, six local businesses were involved with school functions last year and we would like to increase that number for the 2018-19 school year.

School Culture and Climate

Ira Cross Jr. Elementary school serves PK-5th grade students. The school motto is "Learning Today, Leading Tomorrow", as we realize that learning is a life-long journey. We emphasize the importance of reading and understand that it is critical to everything we seek to accomplish. We strive to develop partnerships with parents and promote community participation. Throughout the year, volunteers provide feedback to the parent liaison and campus administration that is used to gauge campus culture and climate. Based on the feedback collected from volunteers, parents and interviews, the climate on campus for the 2018-19 school year was very positive and fun for students. Parents felt welcomed and informed on school activities while the staff felt supported.

Although staff and parents felt informed and supported, we understand that there is always a need to build on school culture and climate. With new students and parents, change and flexibility are key components in continued success. We understand that different opportunities and experiences every year will help sustain a positive culture and climate.

As a Title I campus, our goal is to ensure that each student is enriched with the benefits of a rigorous well balanced educational environment. The culture here at Ira Cross is one of unity and teamwork. We understand that by working together, we can ensure that all students succeed.

A KISD survey is used to annually gauge the climate and culture at Ira Cross by garnering participation from staff, parents and students. Those results are then used to adjust and plan for the future direction of our campus.

Enrollment for the past four years has been very unpredictable. Campus enrollment has varied and has forced us to make changes to staff and classroom sizes after the start of the school year. This affects the initial climate of our campus for both staff and students so a plan will be put in place to help with the transition.

Perceptions Strengths

Family and Community Strengths

Data analysis revealed the following strengths:

- Adopt-a-School unit and community volunteers
- Community outreach activities and programs
- Parent liaison outreach
- Community organization partnerships
- High number of parent volunteers

School Culture and Climate

Data analysis revealed the following strengths:

- Site Based Decision Making Committee assists with planning opportunities for the students to experience additional learning events and activities.
- Ira Cross staff goes above and beyond to create positive life experiences through school clubs and enrichment opportunities.
- Volunteers and parent liaison plan engaging community involvement opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement in after-school functions across all grade levels has an average attendance rate of approximately 44% over the last year decreasing 1% from previous years. **Root Cause:** The systematic approach to reach out to parents in grades K-5 was not implemented with fidelity.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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 diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data




Goals

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

Performance Objective 1: By June 2019, 80% of all students and student groups will meet the standard on campus, district and state assessments with no more than a 5% gap in achievement.

Evaluation Data Source(s) 1: STAAR Performance Data, EOY MAP, CIRCLE assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide small group instruction and interventions utilizing hands-on materials and technology in PK-5 grade level classrooms.	2.4, 2.5, 2.6	Principal, AP, CIS, Support teachers AMI,ESL, SPED teachers	Increase results of local and state assessments				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 211 - ESEA, Title I Part A - 29031.84						
2) The grade level teams will implement research based strategies such as: problem solving mats, academic vocabulary, math word walls, anchor charts, and manipulatives, to enhance instruction and student understandings of learning standards.	2.4, 2.5, 2.6	Principals, CIS, Teachers	10% increase on unit assessments				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 166 - State Comp Ed - 1700.91, 211 - ESEA, Title I Part A - 5467.37						
Targeted Support Strategy 3) Additional paraprofessionals will be used to service particular grade level's reading and math at-risk students in order to support learning in the classroom. They will be utilized by classroom teachers to help with instructional needs of at-risk students across all subjects. Additionally, they will focus on providing small group targeted support for the (two or more races) population in both Math and Reading. They will also be providing additional targeted support through early morning and lunch tutoring for the (two or more races) population to increase academic achievement.	2.4, 2.5, 2.6	Principals, CIS, APs	10% increase in scores across common assessments and STAAR.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 211 - ESEA, Title I Part A - 80282.53						

4) A Campus Momentum Plan will be developed to address the district's problem of practice. We will focus on aligning students tasks and instruction to the rigor of the standard. Internal Instructional Rounds will be conducted as well.		Principal, APs, CIS and instructional staff	Increase in instructional delivery and student achievement scores				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2						
5) Visible learning information and expectations will be utilized on campus walkthroughs and feedback for teachers to ensure impactful instruction. Ongoing PD for teachers on visible learning will continue.		CIS, APs, Principal	Walkthroughs demonstrating visible learning, impactful instruction, increase in rigor and learning				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 6, 9 - School Processes & Programs 1, 2						
6) Separate PLCs will be held specifically for all support positions to include, ELL, SPED, RICA and ARI/AMI. In addition, they will still be required to attend grade level PLCs and participate in the RTI committee.		Principal, CIS, APs	Organized support in the classroom and pullout situations, increase in scores across common assessments and STAAR				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2						
7) Before and after-school tutoring in reading and math will be offered for students who are not proficient on state standards.	2.4, 2.5, 2.6	Principals, CIS, Teachers	Increase in common and state assessments like STAAR by 15%				
	Problem Statements: Student Academic Achievement 1, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 166 - State Comp Ed - 3800.00, 211 - ESEA, Title I Part A - 7000.00						
8) Provide small group instruction and enrichment opportunities to GT students in an effort to guide students towards mastery levels in all content areas. Hands-on activities and challenging experiences will be used to promote mastery levels.	2.4, 2.5	Principal, CIS, APS	10% increase in GT students who score at the mastery level on state assessments				
	Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1, 2 Funding Sources: 177 - Gifted/Talented - 1612.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. Root Cause 5: Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. **Root Cause 6:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. **Root Cause 7:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. **Root Cause 8:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause 9:** GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

School Processes & Programs

Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. **Root Cause 1:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.









Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. **Root Cause 2:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 2: By June 2019, 80% of all students will meet the standard in Reading/Writing/Language Arts with no more than a 5 % performance achievement gap among all students.

Evaluation Data Source(s) 2: STAAR, EOY MAP and CIRCLE data assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The grade level teams will provide ELAR support to students by implementing the TRS curriculum with fidelity. They will employ research-based best practices which include graphic organizers, word walls, reading materials, LLI kits and anchor charts to enhance learning and student understandings of learning standards.	2.4, 2.5, 2.6	Principals, CIS, Teachers	Increase in Reading and Writing scores on assessments by 10%.				
Problem Statements: Student Academic Achievement 2, 3, 5, 7 Funding Sources: 211 - ESEA, Title I Part A - 4500.00							
2) The ELL teacher will provide classroom support to ELL students through SIOP strategies in her classroom. When needed, additional inclusion support will be offered.	2.4, 2.5, 2.6	APs, Principal, CIS, Teachers	ELL student scores on all assessments will increase by 20%				
Problem Statements: Student Academic Achievement 2, 3, 7 Funding Sources: 165/ES0 - ELL - 2735.19							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. Root Cause 5: Empowering Writer's has not been implemented with fidelity in grades K-5.
Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. Root Cause 7: Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

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

Performance Objective 3: By June 2019, 80% of all students and student groups will read on their instructional reading level or above with no more than a 5% performance achievement gap among all students.

Evaluation Data Source(s) 3: STAAR, EOY MAP and CIRCLE data assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All K-5th grade teachers will implement balanced literacy instruction and comprehension at the core strategies in the classroom this includes a focus on the 5 components of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers will encourage reading at home with parents as well as student-selected reading for sustained periods of time.	2.4, 2.5, 2.6	Principals, CIS, Teachers	Walkthroughs, lesson plans, student products, MAP, Unit assessments				
	Problem Statements: Student Academic Achievement 2, 3, 5, 7, 9 Funding Sources: 211 - ESEA, Title I Part A - 8997.00						
2) Teachers will utilize data from common assessments to monitor and evaluate student reading achievement and track and respond to student needs.		Principals, CIS, Teachers	MAPS and Percentage of students reading at or above grade level.				
	Problem Statements: Student Academic Achievement 2, 7 - School Processes & Programs 1, 2						
3) Professional development on how to implement Social Studies (non-fiction) through reading lessons and aligning lessons to the rigor needed, will be provided through campus level PLCs. All grade level teachers will learn how to use Social Studies to benefit reading targets.		CIS, APs, Principal	Classroom instruction for Social studies carries over to Reading goals, walkthrough evidence, increase on all Reading assessments by 10%				
	Problem Statements: Student Academic Achievement 2, 7 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. **Root Cause 5:** Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. **Root Cause 7:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause 9:** GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

School Processes & Programs

Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. **Root Cause 1:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. **Root Cause 2:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 4: By June 2019, we expect a 10% increase of all students and student groups in writing on campus and state assessments with no more than a 5% performance achievement gap among all students.

Evaluation Data Source(s) 4: Grade 4 STAAR assessment, writing assessments in grades K-5

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grades PK-5 will display student writing products and anchor charts illustrating standard genres to focus on developing writing skills for all students.	2.4, 2.5, 2.6	CIS, APs, Principal, Teachers	Monthly common writing sample assessments, student product display, 4th grade STAAR writing efficiency 2-3's increase by 25%.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - ESEA, Title I Part A - 5000.00						
2) The Empowering Writer's program will be utilized and professional development offered by the district will be attended by campus personnel.		CIS, APs Principal, Teachers	PD sign in sheets, application of program in classrooms, student products, writing sample, STAAR score increase by 15%				
	Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1, 2						
3) Professional development for primary grades through PLCs and staff PD days will be implemented to build excitement among students for writing.		CIS, APs Principal, Teachers	PLC sign in sheets, staff application of new information, writing rigor in the classroom, primary grade writing samples will increase by 15%				
	Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. Root Cause 5: Empowering Writer's has not been implemented with fidelity in grades K-5.
School Processes & Programs
Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. Root Cause 1: The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.

Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. **Root Cause 2:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 5: By June 2019, 75% of all students and student groups will meet the standard on district and state science assessments with no more than a 7% performance achievement gap among all students.

Evaluation Data Source(s) 5: Science Unit test data and STAAR Performance Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PK-5 grade level teams will provide hands-on science instruction that will include lab experiences for students. Teachers will use high yield resources such as graphic organizers, academic vocabulary word walls, anchor charts, and manipulatives to enhance science instruction.	2.4, 2.5, 2.6	Principals, CIS, Teachers	Increase in Science scores on assessments by 20%.				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - ESEA, Title I Part A - 3000.00						
2) A science night will be used to build excitement for students and parents, allowing all parties to interact with campus science goals.		Principal, CIS, Teachers	Increase on Science STAAR by 20%				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 1, 2						
3) Science professional development for the primary grades will be offered by the campus in order to make sure all science TEKS are being met at each grade level.		Principal, CIS, Teachers	Increase in campus Science assessment at each grade level by 20%				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. Root Cause 6: Science experiences and vocabulary are not being introduced with fidelity in grades K-4.
School Processes & Programs
Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. Root Cause 1: The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.
Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. Root Cause 2: The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 6: By June 2019, all student groups will improve on academic performance in core subjects by 10%.

Evaluation Data Source(s) 6: Common Assessment Performance Data, MAP, CIRCLE, and STAAR

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ELL teachers will address the specific learning needs of limited English proficient students. ELL teachers will provide additional after school tutoring, and use a variety of manipulatives and resources to enhance reading. This may include leveled books and additional technology to enhance math and reading instruction.	2.4, 2.5, 2.6	Teachers, CIS, APs, Principal	MAP, CIRCLE, STAAR				
	Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 263 - ESEA, Title III Part A - 2806.00						
2) Provide special education students with rigorous grade level instruction (according to the individual needs of students) in reading, math, and science with the goal to move to an inclusion environment. (System Safeguard)		SPED teachers, CIS, administration	Lesson plans, documentation logs, success in general education classrooms				
	Problem Statements: Student Academic Achievement 1, 2, 5, 6, 7, 8 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. Root Cause 5: Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. **Root Cause 6:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. **Root Cause 7:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. **Root Cause 8:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

School Processes & Programs

Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. **Root Cause 1:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.











Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. **Root Cause 2:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 7: By June 2019, 80% of all student groups will meet the standard on district and state Math assessments with no more than a 5% performance achievement gap among all students.

Evaluation Data Source(s) 7: Common Assessments, STAAR assessments

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The staff will provide hands-on math instruction with an emphasis on problem-solving. PLC discussions will ensure that teachers understand the depth and complexity of Math TEKS and that lesson plans are aligned to provide the rigor needed.	2.4, 2.5, 2.6	Principals, CIS, APs	Increase in Math Scores by 20%				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 1, 2 Funding Sources: 211 - ESEA, Title I Part A - 5863.69						
2) The ST Math program will be utilized on campus from Kinder to 5th grade.		Campus Tech, CIS, APs, Principal Teachers	Increase in Math scores by 20%				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 1, 2						
3) Tutoring will be offered after school and before school for students in need.		CIS, teachers, APs, Principal	Unit assessment scores will increase by 15%				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 6, 7, 8, 9 - School Processes & Programs 1, 2						
4) A common Math spiral review that aligns with the new state standards will be implemented for grades 1st through 5th.		CIS, APs, Teachers	A 15% increase on district assessments.				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 1, 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.

<p>Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.</p>
<p>Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.</p>
<p>Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. Root Cause 6: Science experiences and vocabulary are not being introduced with fidelity in grades K-4.</p>
<p>Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. Root Cause 7: Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.</p>
<p>Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. Root Cause 8: New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.</p>
<p>Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. Root Cause 9: GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. Root Cause 1: The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.</p>
<p>Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. Root Cause 2: The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.</p>








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

Performance Objective 1: During 2018-2019, 100% of staff will utilize the TEKS to plan for instruction.

Evaluation Data Source(s) 1: Results from local and state assessments, lesson plans, walkthroughs and observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional learning days will be provided for teachers to analyze data, study student expectations, and design lessons according to the needs of students at-risk in reading, math and science. Extra time will be provided during early-outs and at the end of each nine weeks session to provide grade level team instructional planning and collaboration.		Principal, APs, Curriculum Instruction Specialists, Teachers	Students performance on common assessments, MAP, and STAAR. Sign In Sheets, agendas, lesson plans and observations.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2						
2) Campus will provide staff & teacher support and professional development training to retain highly effective staff. During PLC, teams will be provided extended time at the end of each semester to study the curriculum and formative assessments. Teams will collaborate regarding best instructional practices and strategies.		Principals, CIS, Teachers.	Improved instructional delivery and student performance on summative assessments and the STAAR test.				
	Problem Statements: School Processes & Programs 1, 2						
3) Provide professional development on instructional practices in reading and math to include digital learning that supports lesson development and delivery.	2.4, 2.6	Principals, CIS, Teachers	Teacher evaluation, student increase proficiency by 10% on common assessments, MAP and STAAR test.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 7, 8, 9 Funding Sources: 211 - ESEA, Title I Part A - 5000.00						
4) Active research-based small group intervention provided by three additional interventionist aides will enhance learning for students identified as at-risk for failure in math and reading. These ARI/AMI aides will review and analyze data from the previous year to guide intervention for individual students in order to improve student achievement and performance.	2.4, 2.5, 2.6	Principal, APs, CIS and teachers	Student performance in MAP, math will increase by 10%. Also performance will increase by 15% on formative and state assessments.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 7, 8, 9 Funding Sources: 166 - State Comp Ed - 63128.89						

5) A Curriculum Instructional Specialist will address instructional development and the lesson learning cycle with PK-5 staff. In addition, they will work on curriculum and instructional delivery practices with individual teachers and grade levels in core subjects.	2.4, 2.5, 2.6	Principal, APs, CIS, and teachers	20% increase in student performance in Math and ELA.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 211 - ESEA, Title I Part A - 73894.54						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
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Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. Root Cause 6: Science experiences and vocabulary are not being introduced with fidelity in grades K-4.
Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. Root Cause 7: Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.
Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. Root Cause 8: New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.
Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. Root Cause 9: GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.
School Processes & Programs
Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. Root Cause 1: The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.
Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. Root Cause 2: The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 2: By June 2019, 75% of all students and student groups will achieve Level II or Level III performance on campus, district and state assessments.

Evaluation Data Source(s) 2: Lesson plans, walkthroughs, Instructional Rounds, assessment data and reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development on Instructional Rounds to build a common understanding of learning goals and the importance of students articulating learning goals.		Teachers, CIS, APs, Principal	Teacher perceptions on EOY surveys, Agendas, Sign In Sheets, 10% Increase on formative and summative assessments				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2						
2) Provide substitutes for half day debriefing after Instructional Rounds to identify action steps for improvement.		Teachers, CIS, APs, Principal	Professional development identified for the future				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2						
3) GT committee meetings will be held in order to ensure collaboration and best practices.		Principals, GT Coordinator, Teachers	Student products, participation in extra curricular campus and district activities, Science and learning fairs.				
	Problem Statements: Student Academic Achievement 9 - School Processes & Programs 1, 2						
4) Provide professional development on RIGOR to raise expectations and academic performance using research-based instructional techniques.		Principal, APs, CIS	Sign in sheets, PLC participation/sign in sheets, Increase in formative and summative assessments				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 8, 9 - School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. **Root Cause 4:** There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.

Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. **Root Cause 5:** Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. **Root Cause 6:** Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. **Root Cause 7:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. **Root Cause 8:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause 9:** GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

School Processes & Programs

Problem Statement 1: Domain I Student Achievement score of 76% campus score was only 10% higher than the district average of 66% and campus expectations call for at least a score 20% higher than the district. **Root Cause 1:** The high number of new teachers in STAAR testing grades were not fully prepared for the pace so the curriculum was not delivered with the intent to master content with fidelity.










Problem Statement 2: Domain II School Progress scores of 75% and 84% were only 2% and 18% higher than the district scores while campus expectations call for at least a score 20% higher than the district. **Root Cause 2:** The high number of new teachers in grade K-5 were not fully prepared to utilize research based strategies so the curriculum was not delivered at a level required to promote retention of new content.

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

Performance Objective 3: During the school year 2018-2019, 100% of staff will participate in high quality professional development that ensures collaboration, innovation, and accountability for all students.

Evaluation Data Source(s) 3: Staff retention and beginning, MOY, and EOY survey results.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers, assistant principal and principal will attend 18-19 TRS conference, reading and writing conferences and science conferences such as CAST, in order to develop deeper understandings to increase student achievement. Teachers will work to develop and facilitate collaborative grade level learning practices and strategies across vertical and horizontal instructional learning teams.	2.4, 2.5, 2.6	APs, Principal, CIS, and teachers.	Student success meeting common and state assessment, STAAR.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 211 - ESEA, Title I Part A - 16500.00						
2) Establish and maintain a committee that recognizes and celebrates school staff: birthdays, perfect attendance each nine weeks grading period, end of year recognition		School Climate & Culture Committee	Documentation and award records.				
3) Staff will participate in an annual book study through PLCs and staff development opportunities on campus. The book study will be used to develop classroom instruction and ensure collaboration.	2.4, 2.5, 2.6	Principal, APs, CIS	Teacher are able to implement strategies from book into the classroom to ensure student success.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 211 - ESEA, Title I Part A - 1727.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.

Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. Root Cause 5: Empowering Writer's has not been implemented with fidelity in grades K-5.
Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. Root Cause 6: Science experiences and vocabulary are not being introduced with fidelity in grades K-4.
Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. Root Cause 7: Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.
Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. Root Cause 8: New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.
Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. Root Cause 9: GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

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: By June 2019, opportunities provided to parents to volunteer, assist staff and participate at school will increase by 15%.

Evaluation Data Source(s) 1: Sign in sheets, parent surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent liaison and staff will organize, support and design activities in order to increase parent and community involvement. Parent liaison will also lead our early learner program in order to help transition students into a school setting.	3.1, 3.2	Principal, Parent Liaison	Sign in logs and parent surveys.				
	Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 26015.03, 211/PAR - ESEA, Title I Parent Involvement - 770.19						
2) The parent liaison will develop parenting events such as early literacy, and make home visits to support student learning, as needed.	3.1, 3.2	Principal, Parent Liaison	Parent sign in and participation logs and BOY and EOY surveys.				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 880.45						
3) Parents and community members will be invited to Family Reading Night, Math Night and Science Night to promote student learning.		Principals, Parent Liaison, Teachers, CIS	Parent and student attendance sheets, percentage of reading levels increased.				
	Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1620.36, 211 - ESEA, Title I Part A - 300.00						
4) Parent liaison will conduct parent and guardian involvement activities such as but not limited to: -Parent Involvement Survey -STAAR Parent Info Nights	3.1, 3.2	Principals, Counselors, Parent Liaison	Sign in logs, pictures, surveys and increase parent involvement by 15%				
	Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 1082.00						
5) ELL teacher will conduct ELL parent meetings to discuss and assist parents in helping their child/children with academic language acquisition and development.		CIS, ESL teacher, APs, Principal	TELPAS, SPED, Section 504, & STAAR results				
	Problem Statements: Student Academic Achievement 3, 4 - Perceptions 1						
6) School functions will be used to promote community support and involvement.		Principal, Parent Liaison, Teachers, CIS, APs	Sign in logs, pictures, surveys and increase in parent involvement by 15%				
	Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
Perceptions
Problem Statement 1: Parent involvement in after-school functions across all grade levels has an average attendance rate of approximately 44% over the last year decreasing 1% from previous years. Root Cause 1: The systematic approach to reach out to parents in grades K-5 was not implemented with fidelity.

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

Performance Objective 1: By June 2019, discipline referrals will decrease by 10% through a supporting and safe school environment.

Evaluation Data Source(s) 1: Fewer discipline referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will utilize the district referral management system to address, report, monitor and manage the safety of our students. The staff will be provided professional development and strategies to monitor and reduce negative student behaviors.		Teachers, Administration	Monthly discipline records				
	Problem Statements: Demographics 2						
2) Campus wide measures and attendance incentives will be implemented to reduce student absences and tardies during the school year.		Teachers, Staff, Admin	Student attendance greater than 97% for each 9 weeks, and BOY, MOY, and EOY.				
	Problem Statements: Demographics 1						
3) The campus will utilize Bully Reporter to address, report, monitor and manage the safety of our students. The staff will be provided professional development and strategies to monitor and reduce student bullying behaviors.		Teachers, Staff, Admin	Bully incidences, discipline records.				
	Problem Statements: Demographics 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:








Demographics
Problem Statement 1: Tardies across all grade levels have increased by 18% over the last year and totaled 5,475 tardies. Root Cause 1: Lack of consistent follow through on consequences for parents and students who are consistently tardy.
Problem Statement 2: Discipline referrals across the entire campus decreased by 4% from last year but still totalled 384 referrals. Root Cause 2: We did not have a systematic approach in place to educate new students on desired Ira Cross behaviors.

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

Performance Objective 2: In accordance with law, a coordinated health program with physical education and physical activity components will be offered for all grade levels 100% of the time.

Evaluation Data Source(s) 2: Aligned physical and wellness activities

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will follow the established goals for physical activity and wellness. Student health activities will be provided before, during and after-school.		Teachers, Staff, Admin	Aligned activities, increased opportunities for wellness				
 = 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: By June 2019, staff and student use of technology applications and resources in the learning environment will increase by 10%.

Evaluation Data Source(s) 1: Increase in positive feedback on campus technology Bright Bytes survey. Increase in district and state assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New technology will be implemented in the classroom or as part of rotations for at-risk students to support the implementation of the curriculum. The new technology will help improve student performance in all content areas.	2.4, 2.5, 2.6	Principals, Technologist, CIS	Technology resources, and acquisitions that impact and improve student learning and common assessment performance by 10% on district, campus, and state grade level measurements.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: 166 - State Comp Ed - 3925.20, 211 - ESEA, Title I Part A - 20000.00, 165/ES0 - ELL - 1458.00							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Approximately 49% of students in Kindergarten through 2nd grade were on or above grade level Math mean RIT according to MAP, showing a decrease of only 3% over the past year. Root Cause 1: Math spiral and intervention groups are not being carried out with fidelity.
Problem Statement 2: Approximately 37% of students in Kindergarten through 2nd grade were on or above grade level Reading mean RIT according to MAP, showing a decrease of 6% over the past year. Root Cause 2: Guided reading and balanced literacy groups are not being carried out with fidelity.
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
Problem Statement 5: Approximately 60% of students in 4th grade passed STAAR writing and scores decreased by 9% from the previous year. Root Cause 5: Empowering Writer's has not been implemented with fidelity in grades K-5.
Problem Statement 6: Approximately 81% of students in 5th grade passed the STAAR science, however only 24% showed mastered which decreased 2% from the previous year. Root Cause 6: Science experiences and vocabulary are not being introduced with fidelity in grades K-4.

Problem Statement 7: Approximately 70% of our students passed the STAAR reading and scores decreased by 3% from the previous year. **Root Cause 7:** Guided reading and balanced literacy is not being implemented with fidelity in grades K-5.

Problem Statement 8: Approximately 79% of our students passed the STAAR math and scores decreased by 4% from the previous year. **Root Cause 8:** New Math content is not being mastered to a point of retention through spiral review with fidelity in grades K-5.

Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. **Root Cause 9:** GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

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: By June 2019, 100% of students will participate in field based learning opportunities to make connections to concrete and real world knowledge in reading, math and science.

Evaluation Data Source(s) 2: Increase student achievement on state standard common assessments and STAAR.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ELL students will attend field trips to enhance and support their learning experiences, academic performance and make connections to real world experiences.	2.4, 2.5, 2.6	Principals, CIS, Classroom teachers	Participant reflection journal entries, and connect experience to learning standards. Positive student and parent surveys.				
	Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 165/ES0 - ELL - 1096.81						
2) GT students will attend field trips to enhance and support their learning experiences, academic performance and make connections to real world experiences.	2.4, 2.5, 2.6	Principals, CIS, Classroom teachers	Participant reflection journal entries, and connect experience to learning standards. Positive student and parent surveys.				
	Problem Statements: Student Academic Achievement 9 Funding Sources: 177 - Gifted/Talented - 696.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: ELL students across all grade levels have a 50% pass rate on STAAR reading and scores decreased by 9% percent from the previous year. Root Cause 3: Lack of differentiation for ELL students in the classroom did not allow them to participate in reading lessons at the appropriate level, affecting reading/writing abilities.
Problem Statement 4: ELL students across all grade levels have a 58% pass rate on STAAR math and scores decreased by 16% percent from the previous year. Root Cause 4: There is no systematic approach to introduce new students to Math at current levels and help them transition from their place of origin.
Problem Statement 9: Approximately 86% of our 3rd-5th STAAR tested GT students mastered at least two of the STAAR tests and scores increased by 15% from the previous year. Campus expectations require 100% mastery level so we must continue to enrich our GT students and guide them towards mastery. Root Cause 9: GT students are lacking challenging academic experiences that will reach 100% mastery levels on at least two STAAR exams in grades K-5.

State Compensatory

Personnel for Ira Cross Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Boyd, Angela	Aide PCN 21585		1.0
Lang, Laurence	Aide PCN 21635		1.0
Pfaltzgraff, Maryann	Aide PCN 21583		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment starts the second semester of the school year as the Site-Based Decision Making Committee collects data. We look at attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. We analyze end of the year universal screening results and STAAR scores. Star chart data helps us determine how technology is used on campus. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. At the elementary level, our committee is comprised of classroom teachers from each grade level, a parent, a community representative, a business representative, and a district level professional. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

A formative review of CIP strategies is done in November, January, and March each year. Revisions to strategies are made as they are needed but typically occur during this process. During each review, we look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP is posted on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the

language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I element 2.5

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Title I element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Every spring, all parents and family members are invited to review our parent and family engagement policy and our home-school compact for the coming school year. This group recommends changes that may be needed or may recommend that no changes are needed at all. As a result of this meeting, both documents are ready to be included in the parent handbook for the next school year. They are then posted on the campus website at the very beginning of the new school year. We also distribute the parent and family engagement policy at Meet the Teacher night in August. The home-school compact is discussed and signed during parent-teacher conferences that are held during the first nine weeks of school.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We also include questions in our annual parent and family member survey as to what times are most convenient for them to attend activities. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clark, Roshonda	Aide PCN 19481	Kinder	1.0
Franklin-Stanton, Kaili	Parent Liaison PCN 14636	PK-5	1.0
Lugo Rodriguez, Carolyn	Aide PCN 21621	3rd Grade	1.0
Machado, Bethzaida	Aide PCN 21584	5th Grade	.5
Silva, Aracely	Aide PCN 21622	4th grade	1.0
Sumner, Yvette	CIS PCN 17488	PK-5	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator/Chair	Tomas Sias	Principal
Assistant Principal	Gail Aviles	Assistant Principal
Business Representative	Suzanne McCormick	KNB Burgers Restaurant
Classroom Teacher	Rolonda Jones	1st Grade Teacher
Classroom Teacher	Syreetta Taybron	4th Grade Teacher
Classroom Teacher	Katie Hollins	Kinder Teacher
Classroom Teacher	Vidalyn Linton	Pre-K Teacher
Classroom Teacher	Anna Harms	3rd Grade Teacher
Classroom Teacher	Melissa Turnbo	2nd Grade Teacher
District-level Professional	Eileen Benitez	District Representative
Parent	Ronald Holston	Volunteer
Community Representative	Robyn Robinson	Community Representative
Classroom Teacher	Litaiya Hicks	Sped Teacher
Classroom Teacher	Jessica Askew	5th Grade Teacher
ELL Teacher	Myra Campos	ELL Teacher

Campus Funding Summary

166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Math Instructional Supplies for At Risk Students	166.11.6399.00.130.30.AR0	\$1,700.91
1	1	7	Teacher Supplemental Pay Tutoring for At-Risk Students	166.11.6118.CA.130.30.AR0	\$3,800.00
2	1	4	ARI/AMI Intervention Aides	166.11.6129.00.130.30.AR0	\$63,128.89
5	1	1	Additional Laptops and iPads for classrooms to serve at-risk students	166.11.6398.00.130.30.AR0	\$1,800.00
5	1	1	Additional Charging stations for At-Risk iPads	166.11.6394.00.130.30.AR0	\$2,125.20
Sub-Total					\$72,555.00
Budgeted Fund Source Amount					\$72,555.00
+/- Difference					\$0
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplies for ELL students	165.11.6399.00.130.25.ES0	\$2,445.19
1	2	2	Reading Materials for ELL students	165.11.6329.00.130.25.ES0	\$290.00
5	1	1	Technology resources for use by ELL students only	165.11.6398.00.130.25.ES0	\$1,458.00
5	2	1	ELL Student Field Trip	165.11.6494.00.130.25.ES0	\$926.81
5	2	1	ELL Student Admission	165.11.6412.00.130.25.ES0	\$170.00
Sub-Total					\$5,290.00
Budgeted Fund Source Amount					\$5,290.00
+/- Difference					\$0
177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Supplies for GT Students	177.11.6399.00.130.21.000	\$1,212.00
1	1	8	Technology supplies for GT Students	177.11.6394.00.130.21.000	\$400.00
5	2	2	GT Student Field Trip	177.11.6494.00.130.21.000	\$506.00
5	2	2	GT Student Admission	177.11.6412.00.130.21.000	\$190.00

	Sub-Total	\$2,308.00
	Budgeted Fund Source Amount	\$2,308.00
	+/- Difference	\$0

211 - ESEA, Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Supplies	211.11.6399.00.130.30.000	\$29,031.84
1	1	2	Math Instructional Supplies	211.11.6399.00.130.30.000	\$5,467.37
1	1	3	Aides I Title I	211.11.6129.00.130.30.000	\$80,282.53
1	1	7	Teacher Supplemental Pay Tutoring	211.11.6118.CA.130.30.000	\$7,000.00
1	2	1	Reading Materials for Students	211.11.6329.00.130.30.000	\$1,000.00
1	2	1	ELAR Instructional Supplies for Students	211.11.6399.00.130.30.000	\$3,500.00
1	3	1	MyOn Reading Program	211.11.6299.OL.130.30.000	\$5,200.00
1	3	1	Brain Pop, Brain Pop Jr., Pebble Go, Lone Star Learning	211.11.6299.OL.130.30.000	\$3,797.00
1	4	1	Instructional Supplies	211.11.6399.00.130.30.000	\$5,000.00
1	5	1	Science Instructional Supplies	211.11.6399.00.130.30.000	\$3,000.00
1	7	1	Math Materials for Students	211.11.6399.00.130.30.000	\$5,863.69
2	1	3	Professional Development Teachers	211.13.6239.00.130.30.000	\$2,000.00
2	1	3	Professional Development Teachers	211.13.6411.00.130.30.000	\$3,000.00
2	1	5	Instructional Specialist to work with teachers of at-risk students	211.13.6119.00.130.30.000	\$73,894.54
2	3	1	Professional Development and Learning	211.13.6411.00.130.30.000	\$14,000.00
2	3	1	Professional Development and Learning	211.23.6411.00.130.30.000	\$2,500.00
2	3	3	Reading Material for Teachers	211.13.6329.00.130.30.000	\$1,727.00
3	1	1	Parent Liaison salary & estimated benefits	211.61.6129.00.130.30.000	\$25,835.73
3	1	1	Parent Liaison Sup Pay for PD	211.61.6121.00.130.30.000	\$179.30
3	1	3	Pay for parent liaison to attend night time events	211.61.6121.00.130.30.000	\$300.00
3	1	4	Parent Liaison Parent Involvement Interaction	211.61.6121.00.130.30.000	\$300.00
3	1	4	Parent Involvement snacks for education events	211.61.6499.00.130.30.000	\$782.00
5	1	1	Digital computer resources	211.11.6398.00.130.30.000	\$20,000.00

					Sub-Total	\$293,661.00
					Budgeted Fund Source Amount	\$293,661.00
					+/- Difference	\$0
211/PAR - ESEA, Title I Parent Involvement						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	1	1	Parent Liaison Prof Dev	211.61.6411.00.130.24.PAR	\$711.19	
3	1	1	Practical Parent Education website access	211.61.6299.OL.130.24.PAR	\$59.00	
3	1	2	Parent learning and Involvement	211.61.6399.00.130.24.PAR	\$880.45	
3	1	2	Reading Materials Early Literacy	211.61.6329.00.130.24.PAR	\$0.00	
3	1	3	Instructional Supplies for Parent Involvement	211.61.6399.00.130.24.PAR	\$1,620.36	
					Sub-Total	\$3,271.00
					Budgeted Fund Source Amount	\$3,271.00
					+/- Difference	\$0
263 - ESEA, Title III Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	6	1	Instructional Materials for ELLs	263.11.6399.LE.130.25.000	\$1,000.00	
1	6	1	Teacher Supplemental Pay Tutoring for ELLs	263.11.6118.LE.130.25.000	\$806.00	
1	6	1	Reading Materials for ELLs	263.11.6329.LE.130.25.000	\$1,000.00	
					Sub-Total	\$2,806.00
					Budgeted Fund Source Amount	\$2,806.00
					+/- Difference	\$0
					Grand Total	\$379,891.00