

Killeen Independent School District
Haynes Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our Mission

Through collaboration, the Haynes community will cultivate a nurturing environment in which creativity, excitement, and individualism will flourish.

Vision

Our Vision

To foster curiosity and independence while empowering each student to aspire and achieve lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haynes enrollment for the 2016-2017 school year was between 1,240-1,274 students. The average class size was 20 and our overall attendance rate was 95.51%.

Grade	% of Attendance
PK	85.17
K	93.93
1	94.9
2	95.39
3	95.18
4	95.11
5	95.47
Overall % of Attendance	95.51%

The committee also discussed the excessive number of tardies and early pick ups.

Grade	Number of Tardies	Percent of Students
PK	445	12%
K	700	19%
1	594	16%
2	592	16%
3	581	16%

4	320	9%
5	369	10%
Total	3,601	34.99%

These concerns will continue to be addressed in the student/parent handbook and addressed with parents on an individual basis.

We had seven pre-kindergarten classes, nine kindergarten classes, ten 1st grade classes, nine 2nd grade classes, nine 3rd grade classes, seven 4th grade classes, and nine 5th grade classes. We also had speech, GT, special education and dyslexia classrooms. Our student enrollment has been growing since we opened in 2011, and we anticipate our student enrollment will decrease for the 2017-2018 school year due to the addition of a new elementary school in the local community. Most of the students who attend Haynes Elementary live in neighborhoods geographically near the school and are representative of different socio-economic, educational, and cultural backgrounds. Our student mobility rate is 31% and 50.92% of our students come from military families. We are a school-wide Title I campus with 49.56% economically disadvantaged students, and 3.05% of our enrolled students are classified as homeless. 1.68% of our students are served in the GT program and 7.46% of our students are served in special education. Our current population is as follows:

Hispanic	320	25.6%
Indian	6	0.48%
Asian	32	2.57%
African American	422	33.84%
Pacific Islander	28	2.25%
White	332	26.62%
Two or More Races	107	8.58%
Male	657	52.69%
Female	590	47.31%
Special Education	93	7.46%
Speech	65	5.21%
Dyslexia	54	4.33%
504	57	4.57%
At-Risk	458	36.73%
Limited English Proficiency	90	7.22%

Demographics Strengths

Data analysis revealed the following strengths:

- Teacher to Student Ratio 1:20
- 95.5% Attendance Rate
- Diverse student population
- Low student mobility rate
- About 50% military students
- Multicultural students and staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: There were a total of 3,601 tardies and 9,595 early pick ups.

Student Achievement

Student Achievement Summary

This was Haynes' sixth year since its inception. The data reflects that improvement is needed in all subject areas, especially with our LEP and Special Education population.

Achievement results are as follows:

STAAR Reading 2016-2017	Approaches	Meets	Masters
	%	%	%
Grade 3	70	35	24
Grade 4	70	42	22
Grade 5	86	41	21

57% of 5th grade ESL students achieved Approaches on the Reading STAAR.

STAAR Math 2016-2017	Approaches	Meets	Masters
	%	%	%
Grade 3	80	39	16
Grade 4	81	41	24
Grade 5	90	48	23

STAAR Writing	Approaches	Meets	Masters
	%	%	%
Grade 4	60	23	5

STAAR Science 2016-2017	Approaches	Meets	Masters
	%	%	%
Grade 5	67	27	8

Grade	Numerical Representations and Relationships	Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy
3rd	72	65	60	60
4th	73	63	63	67
5th	74	74	74	80

Grade	Understanding/Analysis Across Genres	Understanding/Analysis of Literary Texts	Understanding/Analysis of Informational Texts
3rd	73	62	62
4th	73	68	58
5th	82	83	83

Results for Each Reporting Category				
Grade	Matter and Energy	Force, Motion, and Energy	Earth and Space	Organisms and Environments
5th	61	58	68	68

100% of GT students achieved Approaches, 71% achieved Meets, and 43% achieved Masters on the Science STAAR test.

Campus	2016-17 CIRCLE Assessment				
	Phonological Awareness	Optional Phonological Awareness	Math	Optional Math	Social Emotional Behaviors
Haynes	75%	72.5%	84.6%	78%	87.0
Lowest Scoring SubTest	Onset Rime 67%	Rhyming II 63%	Number Naming 67%	Patterns 76%	Approaches to Learning 84%

2016-17 MAP Reading Data													
Grade	Lo %ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile > 80		Gradelevel Mean RIT	Norm Mean RIT	Students scoring Lo or LoAvg
	Count	%	Count	%	Count	%	Count	%	Count	%			
K	27	14%	37	19%	51	26%	42	21%	41	21%	Haynes 158.2	US 157	% 33%

1	34	17%	40	20%	44	22%	41	21%	39	20%	176.6	176.8	37%
2	31	19%	36	22%	30	18%	39	24%	27	17%	187	188.1	41%
3	27	14%	40	20%	43	22%	57	29%	29	15%	198.7	198.3	34%
4	16	10%	27	17%	35	23%	44	28%	33	21%	208.2	205.6	27%
5	18	11%	35	20%	46	27%	44	26%	28	16%	212.8	211.5	31%

38% of Kinder students scored Lo or LoAvg in Foundational Skills.

45% of 1st grade students scored Lo or LoAvg in Foundational Skills.

43% of 2nd grade students scored Lo or LoAvg with Informational Concepts and 41% of 2nd graders scored Lo or LoAvg with Print Awareness, Phonics, Vocabulary.

34% of 3rd grade students scored Lo or LoAvg in Literary Concepts.

30% of 4th grade students scored Lo or LoAvg in Print Awareness, Phonics, Vocabulary and 29% of 4th grade students scored Lo or LoAvg in Informational Concepts.

32% of 5th grade students scored Lo or LoAvg in Literary Concepts and Informational Concepts.

Grade	Lo %ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile > 80		Grade Level Mean RIT	Norm Mean RIT	Students scoring Lo or LoAvg
	Count	%	Count	%	Count	%	Count	%	Count	%	Haynes	US	%
K	30	15%	27	14%	40	20%	62	31%	39	20%	159.9	157.9	29%
1	35	18%	30	15%	48	24%	49	25%	36	18%	179.7	180.2	33%
2	34	18%	48	26%	45	24%	38	20%	22	12%	189.9	191.2	44%

3	28	14%	28	14%	54	28%	59	30%	27	14%	204.1	202.6	28%
4	15	10%	15	10%	41	26%	51	33%	33	21%	216.6	212.7	20%
5	20	11%	33	19%	35	20%	51	29%	37	21%	223.4	220.7	30%

41% of Kinder students scored Lo or LoAvg in Numerical Representations and Relationships.

40 % of 1st grade students scored Lo or LoAvg in Data Analysis and Money.

50% of 2nd grade students scored Lo or LoAvg in Computations and Algebraic Relationships.

39% of 3rd grade students scored Lo or LoAvg in Geometry and Measurement.

23% of 4th grade students scored Lo or LoAvg in Data Analysis and Monetary Transactions.

37% % of 5th grade students scored Lo or LoAvg in Geometry and Measurement.

Student Achievement Strengths

Data analysis identified the following strengths:

Areas of Strength in MAP Math:

- Kinder- Computations and Algebraic Relationships
- 1st grade- Numerical Representations and Relationships
- 2nd grade- Numerical Representation and Relationships
- 3rd grade- Numerical Representations and Relationships (73% scored average or higher)
- 4th grade- Geometry and Measurement (80% scored average or higher)
- 5th grade- Numerical Representations and Relationships (75% scored average or higher)

Areas of Strength in MAP Reading:

- Kinder- Vocabulary
- 1st grade- Comprehension
- 2nd grade- Literary Concepts
- 3rd grade- Print Awareness, Phonics, Vocabulary (69% scored average or higher)
- 4th grade- Literary Concepts (75% scored average or higher)
- 5th grade- Print Awareness, Phonics, Vocabulary (70% scored average or higher)

91 4th grade students tested at or above grade level in MAP Reading.

108 4th grade students tested at or above grade level in MAP Math.

110 5th grade students tested at or above grade level in MAP Math.

101 5th grade students tested at or above grade level in MAP Reading.

Areas of Strength in STAAR Math:

- 5th grade Data Analysis and Personal Financial Literacy

Areas of Strength in STAAR Reading:

- 5th grade Understanding/Analysis Across Genres, Understanding/Analysis of Literary Texts, Understanding/Analysis of Informational Texts

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Between 29-45% of Kindergarten through fifth grade students scored in Lo or LoAVG categories on MAP Reading.

Problem Statement 2: 30% of third and fourth grade students did not meet standard on the Reading STAAR, especially on informational and literary texts.

Problem Statement 3: 5th grade students scored below 70% in all reporting categories in Science

Problem Statement 4: 40% of 4th grade students did not meet standard on the Writing STAAR.

Problem Statement 5: 71% of 5th grade GT students achieved Meets Standard and 43% achieved Mastered on the Science STAAR.

Problem Statement 6: 57% of 5th grade ESL students achieved Approaches on the Reading STAAR.

Problem Statement 7: An average of 38% of students in K - 5 scored low to low-average on math concepts as measured by MAP.

School Culture and Climate

School Culture and Climate Summary

The school climate is the heart, soul, and essence of the school that draws teachers and students to love and want to be apart of it. The staff feels that they are supported and take pride in the school. Our campus has a high standard for both academics and behavior. Students are aware of these standards and they are promoted throughout the school. Customer service is essential at Haynes and it begins at the front of the school in the morning as we greet our students and parents. Students have stated they “like” school and they enjoy making friends, participating in various activities in the classroom, as well as special campus events. There are effective procedures in place to promote safety on campus. (Example: (1) Parents must check-in at the front office upon arrival on campus. (2) Teachers have doors locked at all times.) With these procedures in place, staff and students feel safe. Some bullying incidents have taken place on campus and were dealt with immediately to ensure that all students feel safe at school. The number of discipline referrals increased this year, but there was an increase in population by almost 50 students for the 16-17 school year. Many of the referrals were from repeat offenders. A school wide discipline plan, as well as individual classroom plans will be enforced to decrease the number of discipline referrals for the 17-18 school year, even with the decrease in enrollment.

Total Number of Discipline Referrals			
Grade	2015-16	2016-17	+/-
PK	35	101	+66
K	77	153	+76
1	94	250	+156
2	44	66	+22
3	74	175	+101
4	75	56	-19
5	46	76	+30
TOTAL	445	877	+432

Grade	Females	Males
PK	42	59

K	38	115
1	15	235
2	10	56
3	31	144
4	15	41
5	14	62
Total	165	671

Discipline Referral Comparison (Total Number of Students with Discipline Referrals)							
	2015-16			2016-17			+/-
Grade Level	Females	Males	Total # of Students	Females	Males	Total # of Students	Difference
Pre-K	3	3	6	9	11	20	+14
Kinder	9	21	30	11	21	32	+2
1st	3	21	24	8	43	51	+27
2nd	7	18	25	7	25	32	+7
3rd	6	24	30	16	41	57	+27
4th	10	19	29	4	19	23	-3
5th	9	23	32	11	28	39	+7

**District Alternative Education Placement (DAEP)
Campus Wide Comparison**

2015-16			2016-17			+/-
Females	Males	Totals	Females	Males	Totals	Difference
0	4	4	2	14 2 students were placed twice	16	+14

Fifth graders on our campus participated in the Gallup Student Poll. This assessment helps schools serve students better by providing measures of future success beyond test scores. The Gallup provided insight into student engagement, hope, entrepreneurial aspiration and career/financial literacy. 60% of fifth grade students at Haynes scored high on the engagement index indicating that they are involved and have enthusiasm for school. In the Hope Index, 38% of students scored in the Hopeful range, 39% appear to be stuck and 22% appear to be discouraged. Whereas our scores were above the district and US in 2015, our scores in all areas, with the exception of Engagement, have fallen below the district and US average.

	Haynes 2015	Haynes 2016	KISD 2015	KISD 2016	US 2015	US 2016
Engagement	4.18	4.12	3.84	3.80	3.90	3.88
Hope	4.28	4.21	4.25	4.25	4.25	4.24
Entrepreneurial Aspiration	2.73	2.31	2.51	2.44	2.48	2.42
Career/ Financial Literacy	3.27	2.93	3.23	3.20	3.30	3.31

Grade	Number of Females Needing Safety Protocols	Number of Males Needing Safety Protocols	Total Safety Protocols
PK	0	0	0

K	1	3	5
1	1	6	7
2	0	4	4
3	4	8	13
4	0	1	1
5	1	9	12
Total	7	31	42

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
0	2	3	1	4	4	2	10	16

School Culture and Climate Strengths

Data analysis reveals the following strengths:

- We provide curbside service to our students whose parents drive them to school. The students are greeted with lively music, smiles, and greetings from staff members and students as they enter the school each morning.
- Haynes Elementary has 100% compliance in conducting all safety drills mandated by the district.
- Haynes Student Mean scores on the Gallup Poll score equal to or higher in engagement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline referrals across all grade levels, with the exception of 4th grade, increased by almost 50%. Of the 877 referrals, 671 were male.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teachers meet Texas Education Agency certification requirements. Instructional paraprofessionals meet the highly qualified requirements of the Every Student Succeeds Act. Talented and effective personnel are recruited through the recommendations given by staff members. We have over a 83% staff retention rate which decreased from 95% in 2015-16 and an 78% attendance rate for employees which decreased from 89% in 2015-16. The systems that are in place to support our new teachers and staff include providing them with strong mentors, opportunities to observe effective teachers and reflect on observed teaching strategies, encouragement to attend professional development provided by the district, and administrators all have an open door policy. Structures that are in place to build capacity and leadership include opportunities that allow teachers to assume leadership roles in school wide activities and committees such as SBDM, PTA, family curriculum nights, Student Council, Science Olympiad, team planning, and PLC's. Our PLC's focus on individual grade levels' weekly needs and assessment data analysis. They also focus on the campus' essential questions in the Campus Momentum Plan. Grade level teams are cohesive and work together during weekly PLC's and planning time to collaborate on knowledge learned through professional development sessions and use the knowledge gained in their delivery of instruction.

Professional development needs are identified through instructional rounds, observations, T-TESS evaluations, assessment data, and teacher surveys. Relevant professional development is available for all personnel both off campus and on campus. Professional development on our campus is provided through whole group, small group sessions, and our teachers and staff are provided with ongoing support and follow-up training where needed. The impact of professional development on students is measured through formative and summative assessments, student grades, and instructional rounds. Our professional development has impacted student performance by increasing the knowledge and competence of our teachers. Professional development that was provided this year includes:

- Fountas and Pinnell Benchmark
- ST Math
- Unit Mapping/IFD
- Differentiation
- Talk Moves and Accountable Talk
- Webb's Depth of Knowledge
- Marzano/Hattie
- CRM Matrix Alignment
- Reading Eggs/ Moby Max
- Growth Mindset
- Running Records
- Lead4ward strategies
- Student discourse

Staff Quality, Recruitment, and Retention Strengths

Data analysis revealed the following strengths:

1. Differentiated professional development was presented to the staff during the spring semester, which was mandatory by the district but we also made connections to the instructional domain on T-TESS.
2. Essential support is provided to staff through a variety of avenues to better build teacher efficacy.
3. The strengths of the most effective teachers are capitalized by having them lead professional development, lead extracurricular activities, serve as grade level leaders, participate in instructional rounds, and serve as members of SBDM.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our staff retention rate has decreased to 83%.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district's curriculum is aligned with state standards. 21st century learning skills are practiced and are TEKS-based as they integrate technology with real-world applications. The rigor of instruction aligns with state standards by utilizing the TEKS Resource System Year at a Glance, Vertical Alignment Documents, and the Instructional Focus Documents that help guide teachers' instruction to the proper depth and rigor needed for teaching. Teachers purposefully plan using DOK, CRM, and unit mapping. Teachers supplement instruction using Comprehension Toolkit, Empowering Writers, Mentoring Minds (Reading, Writing, Math, and Science), Pearson Online Resources, and Content Literacy. Teachers are implementing the district's curriculum based on observations conducted during instructional rounds, teacher lesson plans, and assessments. Teachers differentiate based on all students' needs through observations, informal and formal assessments. Targeted instruction ensures that the needs of GT and ESL Students are being met. Enrichment tasks are provided to support GT Students and provide them with skills that will assist them to persevere towards their TPSP Projects. The assessments that are being used to measure student achievement are the district's Universal Screening Assessments (CIRCLE Literacy and Math, MAP, and Fountas & Pinnell Benchmarks); TEKS Resource System Unit Assessments and Performance Assessments; assessments created through Eduphoria; Benchmark Assessments, Mentoring Minds, and LLI running records for intervention students. The data collected from assessments are used to inform decisions for curriculum, instruction, and interventions. Fountas and Pinnell are required for K-2 students, however, for grades 3-5 it was used to assess RTI students and at-risk students. As needs are identified, we are able to place students in the appropriate interventions. The students that are not being successful are taken to Rtl committee to develop a plan that will target the skills they need the most help in and track their progress over time. As we track their progress, we see what further interventions may be needed or if they are being successful in the ones they are presently in. We keep these interventions in place until the data shows the students are ready to exit. Data used to track their progress includes progress monitoring, teacher observations, running records, and assessment data. Teachers also adjust their instructional strategies and activities based on student achievement results.

District Unit Math Assessment Data For Students at Haynes			
Aggregate of % Correct			
TEKS Cluster Analysis	3rd Grade Aggregated Unit Assessments	4th Grade Aggregated Unit Assessments	5th Grade Aggregated Unit Assessments
	% (TEKS)	% (TEKS)	% (TEKS)

Representing and Comparing Whole Numbers	20 (3.2)	70 (4.2)	66 (5.2)
Fractions	66 (3.3)	69 (4.3)	60(5.3)
Addition and Subtraction of Whole Numbers	49 (3.4/3.5)		
Multiplication and Division of Whole Numbers	55 (3.4/3.5)		
Whole Number Operations		62 (4.4/4.5)	66 (5.3/5.4)
All Operations with Decimals			69 (5.3)
Graphing on Coordinate Planes			81(5.4/5.8)
Geometry	73 (3.6)	71 (4.6/4.7)	60 (5.5/5.7)
Measurement	51 (3.7)	60 (4.8)	
Data Analysis	66 (3.8)	75 (4.9)	60(5.9)
Personal Financial Literacy	61 (3.9)	65 (4.10)	66(5.10)

District Unit Reading Assessment Data For Students at Haynes			
Aggregate of % Correct			
TEKS Cluster Analysis	3rd Grade Aggregate Unit Assessmnets	4th Grade Aggregate Unit Assessments	5th Grade Aggregated Unit Assessments
	% correct (TEKS)	% correct (TEKS)	% correct (TEKS)

Tools to Know Analysis - Process	58	66	78
Tools to Know Analysis - Comprehension	64	66	77
Spiral Standards	64	70	77
Fiction	62 (3.8)	67 (4.6)	81 (5.6)
Poetry	83 (3.6)	50 (4.4)	81 (5.4)
Drama	NT	78 (4.5)	79 (5.5)
Literary NonFiction	NT	86 (4.7)	67 (5.7)
Expository	57 (3.13)	64 (4.11)	76 (5.11)
Persuasive	NT	NT	79 (5.12)

4th Grade Witing Practice						
Scores	1st Try Scores	Total Number os Students	Percentage	2nd Try Scores	Total Number of Students	Percentage
2	45	144	31%	36	145	24.8%
4	66	144	45%	67	145	46%
6	29	144	20%	37	145	25.5%
8	1	144	0.7%	1	145	0.7%

Results for Each Reporting Category				
Grade	Matter and Energy	Force, Motion, and Energy	Earth and Space	Organisms and Environments

5th		65.07	72.80	74.03
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Grade	Tier 2 Reading	Tier 3 Reading	Tier 2 Math	Tier 3 Math	Number of Students enrolled	Percent of Students enrolled
PK	0	0	0	0	0	0%
K	3	2	3	1	4	2%
1	27	5	21	3	35	17%
2	20	7	16	4	35	18%
3	22	6	31	7	35	18%
4	17	3	20	6	25	16%
5	19	3	20	3	28	16%
Total	108	23	111	24	162	12.9%

2016-17 MAP Reading Data

Grade	Lo %ile < 21	LoAvg %ile 21-40%	Avg %ile 41-60%	HiAvg %ile 61-80	Hi %ile > 80	Gradelevel Mean RIT	Norm Mean RIT	Students scoring Lo or LoAvg

Grade	Count	%	Count	%	Count	%	Count	%	Count	%	Haynes	US	%
K	27	14%	37	19%	51	26%	42	21%	41	21%	158.2	157	33%
1	34	17%	40	20%	44	22%	41	21%	39	20%	176.6	176.8	37%
2	31	19%	36	22%	30	18%	39	24%	27	17%	187	188.1	41%
3	27	14%	40	20%	43	22%	57	29%	29	15%	198.7	198.3	34%
4	16	10%	27	17%	35	23%	44	28%	33	21%	208.2	205.6	27%
5	18	11%	35	20%	46	27%	44	26%	28	16%	212.8	211.5	31%

38% of Kinder students scored Lo or LoAvg in Foundational Skills.

45% of 1st grade students scored Lo or LoAvg in Foundational Skills.

43% of 2nd grade students scored Lo or LoAvg with Informational Concepts and 41% of 2nd graders scored Lo or LoAvg with Print Awareness, Phonics, Vocabulary.

34% of 3rd grade students scored Lo or LoAvg in Literary Concepts.

30% of 4th grade students scored Lo or LoAvg in Print Awareness, Phonics, Vocabulary and 29% of 4th grade students scored Lo or LoAvg in Informational Concepts.

32% of 5th grade students scored Lo or LoAvg in Literary Concepts and Informational Concepts.

Grade	Lo %ile < 21		LoAvg %ile 21-40%		Avg %ile 41-60%		HiAvg %ile 61-80		Hi %ile > 80		Grade Level Mean RIT	Norm Mean RIT	Students scoring Lo or LoAvg
	Count	%	Count	%	Count	%	Count	%	Count	%	Haynes	US	%
K	30	15%	27	14%	40	20%	62	31%	39	20%	159.9	157.9	29%
1	35	18%	30	15%	48	24%	49	25%	36	18%	179.7	180.2	33%
2	34	18%	48	26%	45	24%	38	20%	22	12%	189.9	191.2	44%
3	28	14%	28	14%	54	28%	59	30%	27	14%	204.1	202.6	28%
4	15	10%	15	10%	41	26%	51	33%	33	21%	216.6	212.7	20%
5	20	11%	33	19%	35	20%	51	29%	37	21%	223.4	220.7	30%
Total													

41% of Kinder students scored Lo or LoAvg in Numerical Representations and Relationships.

40 % of 1st grade students scored Lo or LoAvg in Data Analysis and Money.

50% of 2nd grade students scored Lo or LoAvg in Computations and Algebraic Relationships.

39% of 3rd grade students scored Lo or LoAvg in Geometry and Measurement.

23% of 4th grade students scored Lo or LoAvg in Data Analysis and Monetary Transactions.

37% % of 5th grade students scored Lo or LoAvg in Geometry and Measurement.

Campus	<i>2016-17 Circle Assessment</i>				
	<i>Phonological Awareness</i>	<i>Optional Phonological Awareness</i>	<i>Math</i>	<i>Optional Math</i>	<i>Social Emotional Behaviors</i>
Haynes	75%	72.5%	84.6%	78%	87.0

Lowest Scoring SubTest	Onset Rime	Rhyming II	Number Naming	Patterns	Approaches to Learning
	67%	63%	67%	76%	84%

Curriculum, Instruction, and Assessment Strengths

Data analysis reveals the following strengths:

- The implemented curriculum is TEKS-based and integrates technology with real-world applications.
- Assessments help guide teachers' instruction and students' intervention needs.
- Teachers use data to reteach or spiral skills/concepts and to form small groups to provide further support and instruction.
- RtI is utilized to track student progress and help make decisions for student interventions.
- All decisions are data driven to better meet the needs of all students.

Haynes conducted three sessions of internal instructional rounds during the 2016-17 school year (in November, February and April). The purpose of the rounds was to address the campus' two essential questions, which were:

1. What evidence exists that all students are interacting at high cognitive levels with a task that is tightly aligned to the learning target?

- Target and task alignment:
 - The target is derived from the IFD.
 - The cognitive levels of the target.
 - The DOK level of the task.
- Students interacting at high cognitive levels:
 - Students engage in higher level questioning
 - Students engage in academic discourse at high cognitive levels.
 - Students track and evaluate their progress.

2. What evidence exists that students are engaged in rigorous learning?

- Learning target derived from the specificity of the IFD/OWL.
- Cognitive level of the target and task.
- Use of high yield strategies.
- Use of academic language

Overall, teachers have increased the number of opportunities for students to engage in academic discourse. Teachers will also focus on ensuring 100% alignment between the learning target/task and the IFD. A campus-wide initiative was implemented to use accountable talk sentence stems; this specifically addressed some of the harder reading standards such as inferencing, drawing conclusions, and generalization. Teachers also learned and implemented talk moves in their classrooms.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 51% of 3rd grade students, 60% of 4th grade students and 60% of 5th grade students struggled with the Measurement unit assessments. 60% of students in 5th grade struggled with Fractions and data analysis unit assessments.

Problem Statement 2: A high number of students (162 students) in grades K-5 are enrolled in RtI. 16 - 17 % of students are enrolled an intervention from grades 1-5. 31 students are enrolled in Tier 2 math intervention from third grade.

Problem Statement 3: On the CIRCLE data, social emotional behaviors scored lowest on self care on average. Under phonological awareness, onset and rime scored lowest on average. For optional PA, words in a sentence, and rhyming II scored lowest. Under math, operations, rotecounting, and number discrimination scored lowest. For optional math, patterns and real world scored lowest.

Problem Statement 4: Unit assessment data showed that students in grades 3-5 scored below 70% aggregate score on Expository Text and Literary Nonfiction.

Problem Statement 5: Unit assessment data showed that 4th grade students scored a 50% aggregate score in Poetry.

Problem Statement 6: 70% of 4th grade students scored 4 out of 8 possible points on the second try of writing practice.

Problem Statement 7: 35% of students scored below expectation on the Science Unit Assessments in the reporting category for Force, Energy, and Motion. All 5th grade students scored below 80% in all reporting categories on the Science Unit Assessments.

Family and Community Involvement

Family and Community Involvement Summary

Haynes parent involvement has increased from last year. As we enter our seventh year, we will continue to build on what we have established and involve parents even more through many facets such as: PTA, more volunteering opportunities, additional family nights, festivals, awards ceremonies, and musical productions. We will continue to offer multiple forms of communication for our parents. In addition, we will provide opportunities to visit with us in order to build a level of trust and ensure that they feel welcomed.

The K12 Insight survey was completed by about 10% of our parents. 49% of those parents feel like the overall quality of the school is excellent, 31% feel like it is good, 16% feel like it is fair, and 4% feel like it is poor. This year, we are planning to conduct two Parent Leadership Academies (one in the fall and one in the spring). This will allow parents to learn more about the campus and participate in some targeted trainings that will meet their needs. From this data, it was determined that 22% of students respect others regardless of their physical appearances and 21% of students respect others regardless of their intellectual abilities.

Home/School Communication

At Haynes Elementary, we believe that creating a positive and trusting relationship with our parents is an important component to our students' success. We notify our parents of any new events and updates. In addition, our parents are notified through our mass communication system in case of any alerts that parents must receive immediately. Teachers communicate with parents on a regular basis using class websites, class newsletters, homework schedules, student agendas, phone calls, post cards, interim reports, report cards, and parent conferences. Each student in grades two through five use an agenda in which he/she writes homework assignments and other information as needed. Parents are expected to look in the agenda for important information such as schedules, lunch menus, and any messages to parents. Each grade level conducted a parent information night that focused on what students would be learning. Each parent night focused on either math, reading/writing, or science. The purpose of these gatherings was to give parents the opportunity to experience some of what their students encounter in the classroom. We also celebrate successes of our students by conducting award ceremonies twice a year, Early Act First Knight ceremonies, a Kindergarten celebration and a 5th grade graduation at the end of the year.

Community Involvement

One of the wonderful resources of living in a military community is the active involvement of the troops in our students' lives. Our Adopt-A-School unit, 1-62 ADA 69th ADA Brigade, has assisted us with the preparation of getting the school ready for our first ten days of school. Since then, our adopted unit has been volunteering at our campus on a regular basis. We have a parent liaison who conducts parenting classes as well as classes for upcoming Pre-Kindergarten students called the Little Hornets. Our military and family counselor also meets weekly with students whose parents are deployed. Economically disadvantaged students and families are also serviced by our Communities in School representative. Several needs were identified in the House Bill 5 school district evaluation of performance in community and student engagement to include implementing a program where community volunteers are organized and support student mentorships and the fine

arts.

We are continuing to establish our presence in the community by introducing ourselves and inviting parents and community members into our school.

Activity Group	Attendance Numbers
Parental Involvement/ Title 1	16
Academic Nights	997
Grade Level / Parent Information Nights (includes meet the teacher)	1,055
Early Act First Knight	443
Award Ceremonies	754

Family and Community Involvement Strengths

Data analysis reveals the following strengths:

- Staff members have an excellent working relationship with our parents and strive to increase the partnership with our new and growing community.
- Parents are encouraged to meet with teachers and staff to build a better understanding of how education affects the lives of our community.
- Parents are invited to be a part of their child's education by volunteering.
- Parents with three year olds will have the opportunity to participate in our Little Hornets program of early education.
- Maintain the support and opportunities we provide at our school: Communities in Schools, HARP and our Adopt a Unit partnership.
- There are a low number of parent complaints at the district level.
- 92 % of families are encouraged to attend school-sponsored activities, such as back-to-school night.
- 92% of staff members demonstrate respect for others regardless of their physical appearances.
- 92% of staff members demonstrate respect for others regardless of their cultural or religious backgrounds.
- 92% of staff members demonstrate respect for others regardless of their racial or ethnic backgrounds.
- 90% of staff members demonstrate respect for others regardless of their intellectual abilities.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: 22% of students respect others regardless of their physical appearances.

Problem Statement 2: 21% of students respect others regardless of their intellectual abilities.

Problem Statement 3: The House Bill 5 school district evaluation of performance in community and student engagement identified a need to implement a program where community volunteers are organized and support student mentorships and the fine arts.

Problem Statement 4: There was increased parent participation (more than 20%) at events where students were involved, and a lack of parental participation (less than 10%) at informational/parent education events.

School Context and Organization

School Context and Organization Summary

The majority of students at Haynes Elementary feel safe at school and believe the teachers have high expectations and genuinely care about them. Similarly, the majority of parents believe Haynes Elementary is an inviting campus with a friendly office staff. Further, teachers within individual grade levels work cohesively and take care of one another. In the K12 Insight survey, parents expressed concerns regarding timely communication with regard to academics, notification of campus activities and procedures.

5th graders on our campus participated in the Gallup Student Poll. This assessment helps schools serve students better by providing measures of future success beyond test scores. The Gallup provided insight into student engagement, hope, Entrepreneurial Aspiration and Career/Financial Literacy. 60% of fifth grade students at Haynes scored high on the Engagement Index indicating that they are involved and have enthusiasm for school. In the Hope Index, 38% of students scored in the Hopeful range, 39% appear to be stuck, and 22% appear to be discouraged. Whereas our scores were above the district and US in 2015, our scores in all areas, with the exception of Engagement, have fallen below the district and US average.

	Haynes 2015	Haynes 2016	KISD 2015	KISD 2016	US 2015	US 2016
Engagement	4.18	4.12	3.84	3.80	3.90	3.88
Hope	4.28	4.21	4.25	4.25	4.25	4.24
Entrepreneurial Aspiration	2.73	2.31	2.51	2.44	2.48	2.42
Career/ Financial Literacy	3.27	2.93	3.23	3.20	3.30	3.31

Student learning time is preserved by avoiding unnecessary interruptions including unscheduled parent/teacher conferences, requiring classroom management plans to be developed and submitted by teachers prior to the first day of instruction. Teachers are also required to submit lessons plans which results in better prepared teachers.

Professional learning communities (PLCs) are organized by grade level. Teachers meet in their grade level PLCs weekly with one or more members of administration and the CIS. Collaboration and discussions during PLCs provide an opportunity for all grade level teachers and administration to remain informed of research based practices.

Teachers are expected to evaluate data from common formative and summative assessments to identify students who require additional instruction through interventions and determine if teaching strategies are proving successful.

Daily operations at Haynes Elementary reveal that students performed above district averages in most areas. Communication with parents and the community is evident through involvement in campus activities and positive feedback. Campus-wide discipline techniques are consistent among members of administration given the guidelines of the Student Code of Conduct. Consequences are relevant and appropriate to student misbehavior. Parents are contacted regularly for discipline referrals and conversations are initiated to solicit parental assistance at home to promote student success at school.

Teachers communicate with parents in a variety of ways: emails, phone calls, teacher conferences, notes home, in-person conversations, report cards, progress reports, the school website, and newsletters. Parents are invited to participate in parent involvement activities, meetings and in the parent advisory committee. These are opportunities for parents to communicate their ideas, concerns about the campus environment, and provide solutions. From the parents' perspective, they are concerned with the timeliness of these notifications specifically concerning grades, campus procedures, and activities. A campus-developed parent involvement survey was distributed, however, parents did not communicate via this survey. Additionally, a minimal number of parents, approximately 10%, participated in the district K-12 Insight Survey.

In the event issues arise on campus, ideas are solicited from staff members to develop a solution. Campus committees, such as the Sunshine Committee and Reading Committee, facilitate the development of activities to promote student engagement, staff cohesiveness, and campus climate. When opportunities present to develop new campus traditions/activities, administration seeks input from staff members in an effort to build staff ownership.

School Context and Organization Strengths

Data analysis revealed the following strengths:

1. Instruction time is protected.
2. Staff promotes student success through the use of interventions and the RtI process in the classroom.
3. PLC time promotes the collaboration of teachers, allows for student needs to be met, and builds teacher capacity.
4. Grade level teachers met three times this school year to prepare grade level curriculum for the upcoming 9 weeks.
5. Teachers communicate with parents through various modes of communication such as classroom newsletters, emails, texts, phone calls and class dojo/or Remind 101.
6. Parent information meetings are conducted by each grade level at the beginning of the school year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Parents expressed concerns regarding timely communication with regard to academics, notification of campus activities and procedures.

Technology

Technology Summary

In the 2016-17 school year, we received our district life cycle equipment in late February which highly improved our aging technology woes!! We utilized our Title I and State Comp Ed funding to purchase the following technology items to enhance instruction at Haynes:

- A total of 27 computers and 30 iPads to allow students the opportunity for on demand access to the intervention programs provided by the district and gave students the opportunities to research. These machines were utilized 100% of the day.
- Brain Pop and Moby Max online subscriptions were used to enhance the core subjects and help students who are struggling. These resources were utilized in the computer lab and in the classroom setting.

Brain Pop was implemented in the 1st semester and will continue being used by staff and students in the 2017-18 school year. Moby Max, the 30 iPads and the 27 computers were implemented and distributed in the 2nd Semester and will continue being used in the 2017-18 school year. Overall, teachers noted that these new items made a positive impact both in their teaching and in student learning. Teachers noted that the new equipment helped tremendously with testing, research and interventions. They also noted that they could do a lot more after we got our new computers than they could with the aging computers they had to use before. In addition to the new technology, we currently have a projector and document camera in every classroom. We also have digital cameras, laptops, desktops, iPads, iPods, interactive boards, ActivSlates and interactive response systems available for our staff and students to use daily on a checkout basis.

Technology use is highly encouraged from both the district level and at our campus. Many opportunities are provided for teachers to utilize it with their classes. In the Spring, we had our annual Hour of Code event that 100% of our classrooms participated in. Feedback from students and teachers on the event was very positive and it was something that was implemented after the event in teacher's lessons and in student's free time. Technology at our campus is used to plan instruction and learning, to reinforce learning, and as an assessment tool. It is integrated into teachers' and students' daily lives about 50% of the day. Technology support is offered on demand by our campus technology support specialist for teachers/students as the need arises, and the district level Technology Service staff are always available to assist with the tasks that are beyond the support level of the CTSS. We offer professional development in technology as needed on campus and during professional development staff days. There are also several technology professional development sessions offered at the district level.

Our Bright Bytes campus survey data indicates that as a campus we are proficient with our technology use overall. We scored advanced in three of the four domains. Our biggest strength is in the Access domain with both students and teachers having exemplary or advanced rankings for both school and home access. Our biggest area of need is in the Classroom domain. Teacher use of the 4Cs and digital citizenship are our biggest areas of need with both areas ranking at the beginning level. Student use of the 4Cs is also a need based on its ranking at the emerging level. In the next 1-5 years, we are planning to provide more opportunities for both staff and student online collaboration, to strengthen our digital citizenship and digital literacy curriculum and provide more professional development opportunities to support our campus needs.

Technology Strengths

Data analysis revealed the following strengths:

- The district and campus highly support and encourage the use of technology.
- Our technology equipment is current enough to meet the needs of our campus.
- Money is allocated in the Campus Improvement Plan to fund technology purchases.
- There is a technology support specialist assigned to the school for on demand assistance.
- Professional development opportunities are provided at the campus and district level as soon as new technologies are introduced.
- Teachers on staff are excited about integrating technology to enhance student learning and want to utilize it more in their classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students are emerging in the use of the 4Cs and need opportunities to integrate technology.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, 80% of all students and student groups will meet or exceed the standard on campus, district and state assessments.

Evaluation Data Source(s) 1: STAAR, MAP, CIRCLE, TELPAS, Benchmarks

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers (K-5) will use TEKS Resource System to guide them in developing Goals, Learning Targets, and Learning Progression in their lesson plan.	Teachers CISs Principal APs	Lesson Plans Classroom observations/walk-throughs Instructional Rounds Assessments				
Problem Statements: Student Achievement 1, 2						
2) All Pre-K teachers will use the IFD to plan lessons in all subjects that address the level of rigor and specificity for the standards being addressed.	Teachers APs CISs Principal	Lesson Plans Classroom observations/walk-throughs Instructional Rounds Pre-K common Assessments				
Critical Success Factors CSF 1	ST Math aide CISs CTSS Principal APs	ST Math Reports Assessments				
3) Fund an instructional assistant to implement ST Math in the lab and work with at risk students.	Problem Statements: Student Achievement 7 Funding Sources: 166 - State Comp Ed - \$22,304.00					
System Safeguard Strategy Critical Success Factors CSF 1	Teachers CISs Principal APs	Classroom observations/walk-throughs Assessments				
4) Teachers will use the Comprehension Toolkit to engage students in comprehension strategies, Literary Non-Fiction, Poetry and Expository Text.	Problem Statements: Student Achievement 2					

<p>PBMAS</p> <p>5) Teachers will use research-based strategies during GRR lessons and RtI. They will keep concrete examples of student work to review and share.</p>	Teachers CISs Principal APs	Classroom observations Student product Assessments				
	<p>Problem Statements: Student Achievement 1, 2, 4, 6</p> <p>Funding Sources: 166 - State Comp Ed - \$18,748.92, 211 - ESEA, Title I Part A - \$19,664.85</p>					
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 6</p> <p>6) Each grade level will participate in expository writing. Every teacher will choose a writing sample from a student and showcase on a campus writing wall. Ribbons will be given to students when their writing is showcased.</p>	Teachers CISs Principal APs	STAAR, student growth in writing from beginning of year to end of year; writing samples				
	<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$300.00</p>					
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>7) Every student will participate in Campus All Writes once each nine week. Grade level teams will debrief during PLCs to discuss scores and plan instruction based on student needs.</p>	Teachers Principal APs CISs	Student grades STAAR - all forms, writing samples				
	<p>Problem Statements: Student Achievement 4</p>					
<p>System Safeguard Strategy</p> <p>8) Students in grades 3-5 will attend the science lab weekly. 1st and 2nd grade students will attend the science lab at least once every 4 weeks. Pre-Kindergarten and Kindergarten students will attend the science lab once every 9 weeks.</p>	Teachers Instructional Assistants Principal APs CISs	STAAR, common assessments, student grades, weekly usage tracking sheet				
	<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 166 - State Comp Ed - \$3,000.00</p>					
<p>Critical Success Factors</p> <p>CSF 1 CSF 4</p> <p>9) 6.5 instructional assistants will assist teachers with implementing reading strategies to ensure student success. Instructional assistants will participate in professional development August 8-25 on reading strategies and gradual release of responsibility. Instructional assistants will also participate in weekly PLCs to support their continued learning throughout the year.</p>	Principal APs CISs Teachers	Student grades RTI progress monitoring Common assessments STAAR				
	<p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$122,195.41</p>					

<p align="center">PBMAS</p> <p>10) ELL teachers will implement shared and guided writing during ELL instruction. PLC discussions will assist ELL teachers with implementation and serves s a follow-up to formal training. A CIS will observe teaching sessions on a regular basis to offer feed-back and provide support. ELL teachers will collaborate with general education teachers to ensure that strategies taught to students during ELL sessions are transferred to writing assignments in the regular classroom. In addition, ELL teachers will offer sessions to parents of ELL students to provide them with ways they can assist their child at home with literacy skills. These sessions will be done after-school.</p>	Principal APs CISs ESL teachers	STAAR MAP CIRCLE TELPAS				
Problem Statements: Student Achievement 6 Funding Sources: 165/ES0 - ELL - \$6,095.00, 263 - ESEA, Title III Part A - \$3,233.00						
<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>11) Provide field based instruction experiences for PK-5th grade students. Teachers will provide pre- and post trip lessons that are directly aligned to grade level TEKS with the purpose of bridging the gap from the classroom and the real word.</p>	Principal APs CISs Teachers	Student grades STAAR				
Problem Statements: Student Achievement 1, 2, 3, 4, 7 Funding Sources: 166 - State Comp Ed - \$12,000.00						
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>12) GT teachers will meet monthly with the GT coordinator and principal to discuss strategies implemented to guide students in their work on their TPSP projects. Students will work on their project with teacher assistance during grade level Intervention/Enrichment times. Students will present their projects in the Haynes TPSP Expo.</p>	Principal APs CISs CTSS Teachers	TPSP projects Rubrics				
Problem Statements: Student Achievement 5 Funding Sources: 177 - Gifted/Talented - \$932.00						
<p align="center">Critical Success Factors CSF 1</p> <p>13) Teachers (grades 1-5) will provide before and/or after school or Saturday tutoring for at-risk students. Assessment data will determine which students will attend the tutoring. Teachers will be paid for this tutoring.</p>	Principal APs CISs Teachers	STAAR CIRCLE Benchmark assessment data				
Problem Statements: Student Achievement 1, 2 Funding Sources: 166 - State Comp Ed - \$3,000.00						
<p>14) Fund an FTE Campus Instructional Specialist to ensure all teachers are provided with support and training. Also, to ensure RtI is provided, monitored and carried out with fidelity per district expectations.</p>	Principal	Success of new teachers Professional Development Curriculum RtI				
Problem Statements: Student Achievement 1, 2 Funding Sources: 211 - ESEA, Title I Part A - \$69,385.40						

PBMAS 15) Fund an Interventionist to provide interventions for students during intervention time to increase student success.	Principal APs CISs	Student grades RtI progress monitoring STAAR MAP				
	Problem Statements: Student Achievement 1, 2, 4 Funding Sources: 211 - ESEA, Title I Part A - \$65,539.68					
16) Student writing samples from the 3rd 9 weeks Campus All Write will be collected into a classroom anthology to be shared on Young Author's Day in May.	Principal APs CISs Librarian Teachers	Increase in Writing composition scores				
	Problem Statements: Student Achievement 4 Funding Sources: 166 - State Comp Ed - \$300.00					
17) Provide science field based instruction experiences for GT students that incorporate hands-on experiences and that enrich the TEKS. Students will write about what they learned from their field based instruction experiences.	Principal APs CISs GT Teachers	Assessments Student grades				
	Problem Statements: Student Achievement 5 Funding Sources: 177 - Gifted/Talented - \$1,300.00					
18) Teachers will share lesson planning, instructional ideas, and discuss assessment data in planning meetings and PLCs in order to best meet the needs of students. Planning discussions will include lessons for after-school tutoring as well as for intervention times during the school day ensuring that rigorous tasks are aligned to TEKS.	Principal APs CISs Teachers	Student grades Assessments MAP STAAR				
	Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - \$26,108.08, 211 - ESEA, Title I Part A - \$2,000.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Between 29-45% of Kindergarten through fifth grade students scored in Lo or LoAVG categories on MAP Reading.
Problem Statement 2: 30% of third and fourth grade students did not meet standard on the Reading STAAR, especially on informational and literary texts.
Problem Statement 3: 5th grade students scored below 70% in all reporting categories in Science
Problem Statement 4: 40% of 4th grade students did not meet standard on the Writing STAAR.
Problem Statement 5: 71% of 5th grade GT students achieved Meets Standard and 43% achieved Mastered on the Science STAAR.
Problem Statement 6: 57% of 5th grade ESL students achieved Approaches on the Reading STAAR.
Problem Statement 7: An average of 38% of students in K - 5 scored low to low-average on math concepts as measured by MAP.

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

Performance Objective 1: Through the use of PLCs , campus professional development and conference/workshops, teacher efficacy will be demonstrated through an increase in student achievement data and Instructional Rounds data.

Evaluation Data Source(s) 1: District and state student achievement data and Instructional Rounds data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) A momentum plan outlining professional development and essential questions that address the needs of our problem of practice and the rigor of tasks aligned to the daily learning targets.</p>	Staff CISs Principal	Instructional Rounds data				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Every grade level, ELL, Interventionist and Special Education teacher will have planning days every 9 weeks to meet as a group to review and plan using YAG, IFD, PA, and student data and use it to improve student achievement through focused collaborative conversations and deepen their understanding of the instructional core, interventions and research-based strategies. Substitutes will be provided for 3 full days (one in Oct., one in Dec. and one in March).</p>	Teachers CISs APs Principal	Classroom observation State and district assessments				
<p>3) Teachers will observe each other's instructional delivery of lessons that utilize best practices within their grade level every 9 weeks, then share positive feedback and suggestions with the teacher they observed. This will also contribute to the collaborative school culture/climate. Feedback will be discussed in the last PLC of each 9 weeks.</p>	Teachers CISs APs Principal	Collaboration and conversations in PLCs Rigorous student tasks				
		Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7 Funding Sources: 211 - ESEA, Title I Part A - \$12,000.00				
		Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Instructional Rounds model will be conducted to support student articulation of the learning target, student activity aligned to the rigor of the TEKS, and also have students interact at higher cognitive levels.</p>	Principal APs CISs Teachers	Student achievement on local and state assessments.	
	Problem Statements: Student Achievement 1, 2, 3, 4, 7		
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Teachers will participate in professional development on campus or in the district to incorporate research based strategies to meet the needs of all learners. The research based strategies will include strategies that increase the rigor of tasks that challenge students to think and problem solve. Teachers will share and present the professional development on campus.</p>	Teachers CISs APs Principal	MAP STAAR PLC discussions and PD on campus	
	Problem Statements: Student Achievement 1, 2, 3, 4, 7		
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Between 29-45% of Kindergarten through fifth grade students scored in Lo or LoAVG categories on MAP Reading.
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Problem Statement 6: 57% of 5th grade ESL students achieved Approaches on the Reading STAAR.
Problem Statement 7: An average of 38% of students in K - 5 scored low to low-average on math concepts as measured by MAP.

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

Performance Objective 2: Leadership and other staff members will collaborate to create a positive climate and foster high morale.

Evaluation Data Source(s) 2: Periodic pulse checks and end of year survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) In order to promote a positive school culture, all staff will be provided opportunities for professional growth, receive support and guidance from administrators and CISs through coaching, modeling and reflective conversations after classroom observations/walkthroughs. Each staff member has a growth partner. The growth partner relationship will allow teachers to observe each other, an anchor to lift one another up when needed, and to share concerns, celebrations, and struggles.	Principal APs CISs Staff morale/survey committee	Periodic pulse checks Staff survey				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
2) The leadership team will recognize Honorary Hornets (a grade level team) every month. Honorary Hornets will have a spotlight section in the news letter that highlights each grade level team. Additionally, an employee of the month will be chosen and recognized to ensure we are honoring all staff members.	Principal APs CISs Counselors CTSS	Increased staff morale Staff survey				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
3) Build in optional opportunities for teachers to have lunch or spend time with leadership team members.	Principal APs CISs Counselors	Increased staff morale Staff survey				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
4) During in-service week, the Vision and Mission will be reviewed to build collective efficacy. Staff will develop ownership in the vision and mission and feel valued.	Principal APs CISs Counselors Teachers	Increased staff morale Staff survey				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					

5) Two administrators and two teacher leaders will attend the Advancing Improvement in Education Conference in San Antonio Sept. 26-27. The mission of the conference is to connect leaders to inspire accountability, innovation, and possibility for school improvement through partnerships and research-based practices. Participants will examine personal and collective narratives to determine the impact mindset has on self-development, relationships, and improvement, and overall school culture. The two administrators and two teachers will present their learning to the staff in PLC and/or campus professional learning Wednesday meeting.	Principal APs CISs Teachers	PLC discussions Collaborative conversations between growth partners Improved staff development and staff morale				
	Problem Statements: School Culture and Climate 1 Funding Sources: 211 - ESEA, Title I Part A - \$2,330.00					
6) Four administrators and two CISs will attend the Instructional Coaching Conference in Austin July 23-25, 2018. The purpose of the conference by Region 13 is "The Better Together Tour" Coaches need Coaches. Keynotes by national thought leaders and over 40 learning opportunities centered around the four components of our Balanced Coaching Framework: 1. Coaching Expertise, 2. Content Knowledge and Pedagogy, 3. Leadership and Facilitative Skill, and 4. Interpersonal Skill. The leadership team will lead with instructional coaching and implement what they learn together.	Principal APs CISs	PLC discussions Coaching conversations Improved staff morale as they feel supported and continue reflective learning and conversations to improve instruction.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: 211 - ESEA, Title I Part A - \$4,605.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Discipline referrals across all grade levels, with the exception of 4th grade, increased by almost 50%. Of the 877 referrals, 671 were male.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Our staff retention rate has decreased to 83%.
Curriculum, Instruction, and Assessment
Problem Statement 2: A high number of students (162 students) in grades K-5 are enrolled in RtI. 16 - 17 % of students are enrolled an intervention from grades 1-5. 31 students are enrolled in Tier 2 math intervention from third grade.

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: Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.

Evaluation Data Source(s) 1: Family / Community participation results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Monthly parent newsletter will be sent home and posted on the Haynes' website to update parents on upcoming events and school news.</p>	Parent Liaison Principal	Parent feedback				
Problem Statements: School Context and Organization 1						
<p>Critical Success Factors CSF 5</p> <p>2) Parent Liaison will work with staff, parents and the community to support and strengthen relationships with the school. This staff member will conduct educational sessions in early childhood literacy, offer parenting classes and implement student mentorships with parent and community members. In addition, the parent liaison will be the campus contact for HARP. Parent liaison will also attend and participate in after-school activities during family activity nights. This will increase the percentage of parents participating in events by serving as a resource for parent information. The parent liaison will communicate with parents more effectively and in a timely manner through multiple modes like written communication, Blackboard ConnectEd phone calls, e-mails, and Facebook.</p>	Parent Liaison Principal	Sign-in sheets Little Hornets attendance rosters				
<p>Problem Statements: Family and Community Involvement 3, 4</p> <p>Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - \$2,200.00, 211 - ESEA, Title I Part A - \$23,407.66</p>						

<p align="center">Critical Success Factors CSF 5</p> <p>3) Recruit and train qualified applicants to strengthen our parent volunteer group. Parent volunteers and community members will be encouraged to support student mentorships and the fine arts. This program will be implemented in October.</p>	Parent Liaison Counselors	Documented volunteer hours				
Problem Statements: Family and Community Involvement 3						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>4) The school will conduct family nights to promote family involvement around the core subject areas-Reading/Writing, Math, and Science. All teachers will attend and provide activities and strategies will be shared with the parents. Parents will be made aware of events 2 weeks before events through written communication, Blackboard Connected calls, e-mails, texts and Facebook notifications. Parents will be encouraged to attend events that students will be participating in to improve attendance at school events. Food will also be provided, so that parents don't have to worry about fixing dinner.</p>	Parent Liaison Teachers Counselors CISs APs Principal	Sign in sheets				
Problem Statements: Student Achievement 1, 2, 3 - School Context and Organization 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - \$694.00, 211 - ESEA, Title I Part A - \$140.00						
<p align="center">System Safeguard Strategy</p> <p>5) Teachers from every grade level will conduct parent information nights that allow parents to hear pertinent information that pertains specifically to the grade level their child is in. Parents will be made aware of events 2 weeks before events through written communication, Blackboard Connected calls, e-mails, texts and Facebook notifications.</p>	Principal APs CISs Teachers	Parent advisory committee feedback Parent survey				
Problem Statements: School Context and Organization 1						
<p>6) Conduct Parent 2 Parent workshops for parents targeting specific needs of the parents. Parents will be encouraged to come to school events and feel more comfortable. Snacks will be purchased to encourage participation.</p>	Parent Liaison Counselors	Parent 2 Parent program Parent survey				
Problem Statements: Family and Community Involvement 4 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - \$300.00						
<p>7) Create a Parent Leadership Academy and facilitate two cohorts this year. These academies will provide parents with school information and solicit input and solutions from the parents regarding areas of need. Information will be shared through newsletters from classroom teachers, website, and parent liaison meetings.</p>	Parent Liaison Counselors Principal	Parent survey				
Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - \$200.00						
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Between 29-45% of Kindergarten through fifth grade students scored in Lo or LoAVG categories on MAP Reading.

Problem Statement 2: 30% of third and fourth grade students did not meet standard on the Reading STAAR, especially on informational and literary texts.

Problem Statement 3: 5th grade students scored below 70% in all reporting categories in Science

Family and Community Involvement

Problem Statement 3: The House Bill 5 school district evaluation of performance in community and student engagement identified a need to implement a program where community volunteers are organized and support student mentorships and the fine arts.

Problem Statement 4: There was increased parent participation (more than 20%) at events where students were involved, and a lack of parental participation (less than 10%) at informational/parent education events.

School Context and Organization

Problem Statement 1: Parents expressed concerns regarding timely communication with regard to academics, notification of campus activities and procedures.

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

Performance Objective 1: Through the implementation of an effective school wide discipline management plan and by providing a safe, secure, and orderly learning environment, we expect our referrals not to exceed 40% of the current student population.

Evaluation Data Source(s) 1: Monthly/Yearly Discipline incident reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 5</p> <p>1) Counselors will provide guidance lessons and implement a character trait of the month program. One student from each class will be recognized during their lunch time. Staff members will look for students who exhibit the character trait of the month. Names of students who were caught displaying the trait will be announced on the morning announcements, the student name will be displayed in the cafeteria, and parents will be invited to a special luncheon with their child. Continue the No Place for Hate program to create and sustain inclusive school environments where all students feel valued and have the opportunity to succeed by promoting respect for individual differences.</p>	Counselors Principal APs Teachers	Decrease in student discipline referrals				
Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1, 2						
2) Students will participate in safety awareness throughout the year.	Counselors APs					
<p>Critical Success Factors CSF 5</p> <p>3) Counselors will lead the Student Council in community activity/program.</p>	Counselors, Student Council Leaders	Student participation/community activities				
4) The school will implement an incentive program (All Day Every Day) to help improve attendance. Students with unexcused tardies or picked up early from school do not meet the requirements to be awarded through the incentive program.	Principal APs Counselors Teachers	Attendance report				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 166 - State Comp Ed - \$800.00</p>						

Critical Success Factors CSF 4 5) Keep track of students with multiple discipline referrals to ensure an RtI behavior plans is implemented in a timely manner. Behavioral needs are communicated to the counselors so they can implement behavioral intervention strategies.	Teachers APs Principal Counselors	Conduct report				
	Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2					
6) A campus-wide discipline management plan that will address behavior expectations in all areas of the school. The management plan will include contact with parents daily through the use of the agenda.	Teachers APs Principal Counselors	Conduct report Student Agendas				
	Problem Statements: School Culture and Climate 1					
7) The digital Bully Report program will be used to address, report, monitor and manage the safety of our students.	Counselors APs Principal	Bully report				
	Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1, 2					
Critical Success Factors CSF 5 8) At the end of the school year, parents and students enrolled in Head Start will be invited to visit our school to allow a smooth transition to Pre-kinder level.	Parent Liaison Principal					
	= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There were a total of 3,601 tardies and 9,595 early pick ups.
School Culture and Climate
Problem Statement 1: Discipline referrals across all grade levels, with the exception of 4th grade, increased by almost 50%. Of the 877 referrals, 671 were male.
Curriculum, Instruction, and Assessment
Problem Statement 2: A high number of students (162 students) in grades K-5 are enrolled in RtI. 16 - 17 % of students are enrolled an intervention from grades 1-5. 31 students are enrolled in Tier 2 math intervention from third grade.
Family and Community Involvement
Problem Statement 1: 22% of students respect others regardless of their physical appearances.
Problem Statement 2: 21% of students respect others regardless of their intellectual abilities.

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: 25% of teachers will utilize technology at least weekly using lessons/activities that engage students in the 4C's (communication, collaboration, critical thinking and creativity) in order to increase student achievement.

Evaluation Data Source(s) 1: Increase in our data for classroom use of the 4Cs on the BrightBytes Survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Teachers will integrate technology into their lessons and will utilize our available technology to increase student knowledge and experience with technology.</p>	Teachers CTSS	Usage report Bright Bytes				
<p>Problem Statements: Technology 1</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$3,211.00, 166 - State Comp Ed - \$2,464.00</p>						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) The Hour of Code will be implemented to help increase student critical thinking.</p>	Teachers CTSS Principal	Staff Survey Student participation Bright Bytes survey				
<p>Problem Statements: Technology 1</p>						
<p>Critical Success Factors CSF 1</p> <p>3) Campus use of Schoology will be increased with both staff and students.</p>	Principal APs CISs Counselors Teachers CTSS Technology Committee	BrightBytes survey Schoology usage reports				
<p>Problem Statements: Technology 1</p>						
<p>4) Technology Committee will continue making monthly lab lesson plans to share with teachers to follow when they come for their scheduled lab time.</p>	Technology Committee CTSS	Lab Usage Log Schoology Lesson Plans Brightbytes Data				
<p>Problem Statements: Technology 1</p>						

5) Provide professional development opportunities that support teachers in the incorporation of technology-enhanced lesson plans, and provide instruction on how to use our available tools and resources to enhance online collaboration with students.	Technology Committee	Brightbytes Data				
	CTSS Principal APs CIS					
Problem Statements: Technology 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Students are emerging in the use of the 4Cs and need opportunities to integrate technology.

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: Ensure that 100% of all learners have accessibility along with infrastructure and staffing to support effective and efficient technology operations.

Evaluation Data Source(s) 2: Increase in use of innovative technologies for teaching and learning.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The CTSS provides needed support for equipment and programs.	CTSS	Brightbytes Data				
Problem Statements: Technology 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Students are emerging in the use of the 4Cs and need opportunities to integrate technology.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Teachers will use the Comprehension Toolkit to engage students in comprehension strategies, Literary Non-Fiction, Poetry and Expository Text.
1	1	6	Each grade level will participate in expository writing. Every teacher will choose a writing sample from a student and showcase on a campus writing wall. Ribbons will be given to students when their writing is showcased.
1	1	7	Every student will participate in Campus All Writes once each nine week. Grade level teams will debrief during PLCs to discuss scores and plan instruction based on student needs.
1	1	8	Students in grades 3-5 will attend the science lab weekly. 1st and 2nd grade students will attend the science lab at least once every 4 weeks. Pre-Kindergarten and Kindergarten students will attend the science lab once every 9 weeks.
2	1	2	Every grade level, ELL, Interventionist and Special Education teacher will have planning days every 9 weeks to meet as a group to review and plan using YAG, IFD, PA, and student data and use it to improve student achievement through focused collaborative conversations and deepen their understanding of the instructional core, interventions and research-based strategies. Substitutes will be provided for 3 full days (one in Oct., one in Dec. and one in March).
2	1	5	Teachers will participate in professional development on campus or in the district to incorporate research based strategies to meet the needs of all learners. The research based strategies will include strategies that increase the rigor of tasks that challenge students to think and problem solve. Teachers will share and present the professional development on campus.
3	1	4	The school will conduct family nights to promote family involvement around the core subject areas-Reading/Writing, Math, and Science. All teachers will attend and provide activities and strategies will be shared with the parents. Parents will be made aware of events 2 weeks before events through written communication, Blackboard Connected calls, e-mails, texts and Facebook notifications. Parents will be encouraged to attend events that students will be participating in to improve attendance at school events. Food will also be provided, so that parents don't have to worry about fixing dinner.
3	1	5	Teachers from every grade level will conduct parent information nights that allow parents to hear pertinent information that pertains specifically to the grade level their child is in. Parents will be made aware of events 2 weeks before events through written communication, Blackboard Connected calls, e-mails, texts and Facebook notifications.
5	1	1	Teachers will integrate technology into their lessons and will utilize our available technology to increase student knowledge and experience with technology.
5	1	2	The Hour of Code will be implemented to help increase student critical thinking.

State Compensatory

Budget for Haynes Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
166	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$45,437.22
	6100 Subtotal:	\$45,437.22

Personnel for Haynes Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Lynn	Aide PCN 17633	ST Math	1.0

Title I

Schoolwide Program Plan

The Comprehensive Needs Assessment revealed several points from which we will work on in the coming year. Our work will consist of ensuring that all students perform on grade level in reading, math, science and writing. We will strive to increase the percentage of students achieving Advanced on Universal Screenings and STAAR. Increasing the level of questioning during instruction has been a focus and will continue to be.

Ten Schoolwide Components

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Student achievement is supported by Instructional Rounds, Conference for the Advancement of Science Teaching (CAST), and Gifted and Talented Conference. Visible Learning. Marzano.

6: Strategies to increase parental involvement

Parental involvement continues to be a focus at Haynes Elementary. We offer family focus nights for Math, Reading, Science, and Writing. Grade-level specific nights are designed to interpret curriculum and academic expectations. Music programs are offered for grades three through five. Parents can also check out additional books from our library to help maintain a culture of academic reading that transcends both home and school. Our learning environment is supported by parent volunteers.

The Rotary Club of Killeen has adopted Haynes Elementary and will sponsor this year's Early Act/First Knight (EAFK) Program. This requires members of the club to participate in service club activities twice a month and in knighting ceremonies once a month. Rotarians are present at each EAFK event and meeting and budget money to support various school programs.

To keep open lines of communication, each grade level distributes a weekly newsletter to parents. A monthly newsletter informs parents of essential school wide information. Additionally, parent/teacher conferences are held at least once per grading period and more often as needed.

Adopt-A-Unit is a program sponsored by the leadership of nearby Ft. Hood. Our unit is 1st BN 62nd Air Defense Artillery, 69th Air Defense Artillery BDE.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers collaborate during Grade Level meetings, Professional Learning Communities, Response to Intervention and ARD meetings to discuss students data and develop appropriate plans to increase student achievement. Teachers receive a half day grade level planning day, every nine weeks to collaborate as

a grade level.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gibson, Tarnisha	Aide PCN 21597		0.5
Gulich, Heather	Aide PCN 20046	5th Grade	1.0
Jenkins, Melissa	CIS PCN 20101	PK-5	1.0
Lankford, Travis	Aide PCN 20050	2nd Grade	1.0
McKeown, Melissa	Teacher PCN 17620	Reading Interventionist	1.0
Quinones, Courtney	Aide PCN 20051	4th Grade	1.0
Shannon, Dedee	Parent Liaison PCN 17501	PK - 5	1.0
Sisttrunk, Angela	Aide PCN 20675	3rd Grade	1.0
Vacant	Aide PCN 21802		1.0
Vacant	Aide PCN 20803		1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator/Chair	Angela Donovan	Principal
Administrator	Rhonda Simmons	Assistant Principal
Administrator	Yanitzie Ortiz	Assistant Principal
Administrator	Natalie Cue	Assistant Principal
Non-classroom Professional	Sondra Campbell	CIS
Non-classroom Professional	Melissa Jenkins	CIS
Classroom Teacher	Kristina Cox	PK teacher
Classroom Teacher	Karen Seitter	Kinder teacher
Classroom Teacher	Naomi Miller	1st grade teacher
Classroom Teacher	Angela Baker	2nd grade teacher
Classroom Teacher	Bethany Griffin	3rd grade teacher
Classroom Teacher	Corissa Phelps	4th grade teacher
Classroom Teacher	Missy Neeley	5th grade teacher
Classroom Teacher	Brianna Brejcha	SPED teacher
District-level Professional	Kathleen Lloyd	Speech Pathologist
Community Representative	J.R. Meza	Community Rep
Non-classroom Professional	Ashley Chandler	Counselor
Parent	Bhamini Wilson	Parent
Business Representative	Mihla Hall	Bite the Bagel owner