

Killeen Independent School District
Haynes Elementary School
2018-2019 Campus Improvement Plan



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 2017-2018 school year was between 1,050-1,070 students. The average class size was 21 and our overall attendance rate was 93.57%.

Grade	% of Attendance	
	2016-17	2017-18
PK	85.17	84.02
K	93.93	92.74
1	94.9	93.43
2	95.39	94.18
3	95.18	95.1
4	95.11	95
5	95.47	95.21
Overall % of Attendance	95.51%	93.57%

The Site Based Decision Making committee also discussed the excessive number of tardies and early pick ups.

Percent of Tardies by School Year		
Grade	% of Students	
	2016-17	2017-18
PK	12%	8.44%
K	19%	3.86%
1	16%	3.69%
2	16%	3.88%

3	16%	3.43%
4	9%	2.85%
5	10%	3.71%
Total	34.99%	29.86%

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

We had six pre-kindergarten classes, eight kindergarten classes, nine 1st grade classes, seven 2nd grade classes, seven 3rd grade classes, eight 4th grade classes, and six 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 increase for the 2018-2019 school year. 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 50.43% of our students come from military families. We are a school-wide Title I campus with 45.23% economically disadvantaged students, and 2.30% of our enrolled students are classified as homeless. 1.05% of our students are served in the GT program and 9.78% of our students are served in special education. Our current population is as follows:

Hispanic	336	32.21%
Indian	9	0.86%
Asian	25	2.40%
African American	343	32.89%
Pacific Islander	24	2.30%
White	225	21.57%
Two or More Races	81	7.77%
Male	542	51.97%
Female	501	48.03%
Special Education	102	9.78%
Speech	67	6.42%
Dyslexia	43	4.12%
504		4.57%
At-Risk	417	39.98%
Limited English Proficiency	72	6.90%

One hundred percent 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 an 89% staff retention rate this year which increased from 83% in 2016-2017 and a 92% attendance rate for employees which increased from 78% in 2016-17. 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 all administrators 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, Science Olympiad, team planning, and PLCs. We also have several clubs that are sponsored by staff members. These include Young Ladies Club, Chess Club, Pen Pal Club, Track, Boys to Men Club, Drama Club, Gardening Club, Student Council, Choir 5th grade Book Club and Kindergarten Science Club. Our PLCs 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 regular PLCs 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, coaching rounds, 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
- Gradual Release of Responsibility
- Intervention Planning using MAP Data
- Balanced Literacy

Demographics Strengths

Data analysis revealed the following strengths:

1. Instructional coaching rounds and debriefing conferences were conducted to increase teacher efficacy throughout the school year.
2. Teachers were given opportunities to observe their peers to increase the quality of their instructional delivery.
3. Collaboration across grade levels deepened the teachers' reflection on their instructional practices.
4. Teachers increased their capacity by leading professional development sessions, extracurricular activities, serving as grade level leaders, participating in instructional rounds, and serving as members of SBDM.
5. Based upon IR data, the components of the GRR were implemented with increased fidelity.
6. Our student population is diverse with about 55% being military students.
7. Students and staff are multicultural.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance has declined by almost 2%. **Root Cause:** There is a lack of campus-wide policies and procedures for teachers to address student absences.

Student Academic Achievement

Student Academic Achievement Summary

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

STAAR Data:

STAAR Reading									
	2016-17			2017-18			Difference in %		
Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3	70	35	24	68	33	18	-2%	-2%	-6%
4	70	42	22	77	44	23	+7%	+2%	+1%
5	86	41	21	88	53	19	+2%	+12%	-2%

75% of LEP students and 71% of ESL students in 3rd grade did not meet standard on the 2017-18 STAAR.

57% of At-Risk 3rd grade students did not meet standard on STAAR.

45% of At-Risk 4th grade students did not meet standard on STAAR.

40% of 5th grade Special education students did not score within the approaching range on Reading STAAR.

0% of GT students achieved Masters in 5th grade Reading

50% of GT students achieved Masters in 4th grade Reading

100% of GT students achieved Masters in 3rd grade Reading

STAAR Math									
	2016-17			2017-18			Difference in %		
Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3	80	39	16	70	32	13	-10%	-7%	-3%
4	81	41	24	70	39	19	-11%	-2%	-5%

5	90	48	23	97	60	28	+7%	+12%	+5%
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48% of At-Risk 4th grade students did not meet standard on STAAR Math.

55% of At-Risk 3rd grade students did not meet standard on STAAR Math.

70% of 5th Grade Special Education students scored within the approaching range on Math STAAR.

75% of GT students achieved Masters in 5th grade Math.

75% of GT students achieved Masters in 4th grade Math.

100% of GT students achieved Masters in 3rd grade Math.

STAAR Writing									
	2016-17			2017-18			Difference in %		
Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
4	60	23	5	66	42	8	+6%	+19%	+3%

60% of At-Risk students did not meet standard on STAAR Writing.

50% of GT students achieved Masters in 4th grade Writing

Written Composition Rating Summary	
Rating	%
0	3
2	20
3	19
4	35
5	14
6	6
7	3
8	0
Total	100

STAAR Science									
	2016-17			2017-18			Difference in %		
Grade	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
5	67	27	8	74	28	12	+7%	+1%	+4%

100% of GT students achieved Approaches, 71% achieved Meets, and 50% achieved Masters on the Science STAAR test.

2017-18 MAP Reading Data:

2017-18 MAP Reading		
	Students scoring Lo or Low Average	Percent Met Projection
K	34%	38
1	49%	34
2	37%	40
3	40%	49
4	25%	60
5	25%	57

Kinder MAP scores by Goal Area								
	Foundational Skills		Comprehension		Vocabulary		Writing and Language	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Low	16	16	19	18	15	15	17	16
Low Avg	22	23	15	21	15	21	15	25
Average	27	24	20	20	27	22	22	23
High Avg	22	18	22	19	21	25	25	22
High	13	20	23	21	21	17	21	14

1st MAP scores by Goal Area								
	Foundational Skills		Comprehension		Vocabulary		Writing and Language	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Low	25	35	17	21	18	25	19	25

Low Avg	20	21	16	20	16	17	21	26
Average	20	15	19	24	25	19	20	20
High Avg	17	18	23	18	22	24	20	17
High	17	12	25	17	19	16	20	13

2nd MAP scores by Goal Area						
	Print Awareness/Phonics Vocab		Literary Concepts		Informational Concepts	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	25	24	20	25	22	24
Lo Avg	18	18	18	15	23	17
Avg	20	18	22	18	12	18
High Avg	21	29	21	28	20	21
Hi	16	11	18	13	24	19

3rd MAP scores by Goal Area						
	Print Awareness/Phonics Vocab		Literary Concepts		Informational Concepts	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	16	18	18	22	13	23
Lo Avg	15	24	16	17	19	24
Avg	25	21	27	22	17	19
High Avg	24	24	21	19	30	18
Hi	19	12	19	19	20	16

4th MAP scores by Goal Area						
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	Print Awareness/Phonics Vocab		Literary Concepts		Informational Concepts	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	13	11	12	9	10	9
Lo Avg	18	13	14	16	19	12
Avg	25	25	23	21	22	25
High Avg	29	30	29	33	27	30
Hi	16	21	22	21	22	24

5 th MAP scores by Goal Area						
	Print Awareness/Phonics Vocab		Literary Concepts		Informational Concepts	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	11	7	12	9	13	6
Lo Avg	18	16	20	16	18	17
Avg	27	30	19	22	30	29
High Avg	27	28	23	30	24	31
Hi	16	19	26	23	15	18

2017-18 MAP Math Data:

2017-18 MAP Math		
	Students scoring Lo or Low Average	Percent Met Projection
K	29	61
1	33%	42
2	44%	42
3	28%	53
4	20%	64
5	30%	51

Kinder MAP scores by Goal Area								
	Numerical Representations/ Relationships		Computations/Algebraic Relationships		Geometry and Measurement		Data Analysis/Money	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	22	21	13	14	13	12	15	17
Lo Avg	19	22	15	13	19	18	16	19
Avg	20	26	16	15	15	21	17	25
High Avg	21	14	28	30	35	27	26	21
Hi	17	16	29	27	18	22	26	17

1st MAP scores by Goal Area								
	Numerical Representations/ Relationships		Computations/Algebraic Relationships		Geometry and Measurement		Data Analysis/Money	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	17	24	16	25	16	15	20	29
Lo Avg	17	25	19	24	19	18	20	17
Avg	21	23	25	20	21	23	18	22
High Avg	28	18	24	21	25	28	22	16
Hi	17	11	15	10	19	16	20	16

2nd MAP scores by Goal Area								
	Numerical Representations/ Relationships		Computations/Algebraic Relationships		Geometry and Measurement		Data Analysis/Money	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	15	13	22	23	15	11	21	17

Lo Avg	24	24	28	20	24	25	18	17
Avg	25	31	25	26	31	28	23	23
High Avg	26	23	19	21	19	25	15	19
Hi	9	9	6	10	11	11	24	24

3rd MAP scores by Goal Area								
	Numerical Representations/ Relationships		Computations/Algebraic Relationships		Geometry and Measurement		Data Analysis/Money	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	12	12	12	15	17	21	13	17
Lo Avg	15	32	24	24	24	18	12	15
Avg	23	18	31	25	23	22	18	20
High Avg	32	22	22	24	23	25	31	23
Hi	18	16	10	11	13	14	26	24

4th MAP scores by Goal Area								
	Numerical Representations/ Relationships		Computations/Algebraic Relationships		Geometry and Measurement		Data Analysis/Money	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	8	12	9	15	10	17	11	12
Lo Avg	12	13	12	14	10	18	11	18
Avg	23	23	34	32	27	21	20	18
High Avg	33	34	29	28	32	27	30	25
Hi	23	17	16	12	20	17	28	26

5th MAP scores by Goal Area

	Numerical Representations/ Relationships		Computations/Algebraic Relationships		Geometry and Measurement		Data Analysis/Money	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Lo	11	8	12	5	13	10	12	9
Lo Avg	15	19	16	19	24	17	16	14
Avg	26	28	27	24	16	24	32	27
High Avg	28	26	23	34	26	34	21	22
Hi	20	19	21	19	21	14	19	28

Student Academic Achievement Strengths

Data analysis identified the following strengths:

Areas of Strength in MAP Math:

- Kindergarten- Computations and Algebraic Relationships
- 1st grade- Geometry and Measurement
- 2nd grade- Data Analysis/Money
- 3rd grade- Data Analysis/Money
- 4th grade- Numerical Representations/Relationships
- 5th grade- Data Analysis/Money

Areas of Strength in MAP Reading:

- Kinder- Comprehension
- 1st grade- Comprehension
- 2nd grade- Literary Concepts
- 3rd grade- Literary Concepts
- 4th grade- Informational Concepts
- 5th grade- Informational Concepts/ Print Awareness/Phonics Vocab

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 Academic Achievement Needs

Problem Statement 1: Reading MAP scores show an area of need in Writing and Language in Kindergarten (41% Low/Low Average) and First Grade (51% Low/Low Average). **Root Cause:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 2: Third and fourth grade Math STAAR scores declined to 70% in each grade level. This was a decrease of 10% in 3rd grade and 11% in 4th grade from last year. **Root Cause:** There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.

Problem Statement 3: MAP Math scores show an area of need in Numerical Representations/Relationships in Kindergarten (43% low/low average), first grade (49% low/low average), and third grade (44% low/low average), in Computations/Algebraic Relationships in first grade (49% Low/Low Avg), second grade (43% Low/Low Avg), and in Analysis/Money in first grade (46% Low/Low Average). **Root Cause:** There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.

Problem Statement 4: 34% of 4th grade students did not score approaching standard on the Writing STAAR. **Root Cause:** There is a need for implementation of Balanced Literacy and Empowering Writers with fidelity in order to strengthen pacing, sequencing and pre/post assessments.

Problem Statement 5: 68% of third grade students scored approaches on STAAR Reading. Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Informational Concepts in 2nd Grade (41% Low/Low Average) and 3rd Grade (47% Low/Low Average) and an area of need in Literary Concepts in 4th grade (25% Low/Low Average) 5th grade (25% Low/Low Average). **Root Cause:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 6: Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Foundation Skills in Kindergarten (39% Low/Low Average) and First Grade (56% Low/Low Average). Reading MAP Scores show an area of need in Print Awareness/Phonics and Vocabulary in Second Grade (42% Low/Low Average) and Third Grade (42% Low/Low Average). **Root Cause:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 7: 75% of LEP students and 71% of ESL students in 3rd grade did not meet standard on STAAR. **Root Cause:** There is a need to implement effective instructional strategies to include differentiation.

Problem Statement 8: 75% or less of GT students scored masters on STAAR in grades 4-5. **Root Cause:** There is a need to implement effective instructional strategies to include differentiation that meet the needs of our gifted population.

School Processes & Programs

School Processes & Programs 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 Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrix, 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 RtI 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. Campus All-Writes were done every nine weeks and the students' writing was scored with the 4-point, grade level developed rubric. The students' progress was tracked and the chart below indicates the progress and/or decline from the first nine weeks to the fourth nine weeks.

Campus All-Write Results

	Score declined 1-3 points	Made no growth to 2 points growth	Made more than 3 points growth
PK	1%	46%	43%
Kinder	15%	82%	3%
1st	6.00%	94%	0%
2nd	10%	88%	2%
3rd	18%	82%	0%
4th	3%	97%	0%
5th	22%	78%	0%

Students Enrolled in Academic Rtl										
Grade	Reading				Math				Percent of Students Enrolled	
	2016-17		2017-18		2016-17		2017-18		2016-17	2017-18
	Tier 2	Tier 3	Tier 2	Tier 3	Tier 2	Tier 3	Tier 2	Tier 3		
PK	0	0	1	0	0	0	1	0	0%	.79%
K	3	2	12	3	3	1	4	3	2%	6.92%
1	27	5	45	17	21	3	31	11	17%	21.91%
2	20	7	30	9	16	4	21	5	18%	17.45%
3	22	6	14	4	31	7	14	3	18%	9.86%
4	17	3	9	1	20	6	18	1	16%	12.41%
5	19	3	16	5	20	3	16	5	16%	8.63%
Total	108	23	127	39	111	24	105	28	12.9%	11.6%

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, conferences, trainings, and the Parent Leadership Academies. 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.

In the event issues arise on campus, ideas are solicited from staff members to develop a solution. Campus committees (Sunshine Committee, Reading Committee, Math Committee, Science Committee, Writing Committee, Technology Committee, Discipline Committee, Parent Involvement Committee and Grade Level Leader 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.

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 on a first come, first serve checkout basis. By the end of the 2017-18 school year, 135 iPads were added to our inventory. Two 20-count computer carts were also added. More technology will be procured for the 2018-19 school year.

Technology use is highly encouraged from both the district level and at our campus. Many opportunities are provided for teachers to utilize it within the classroom. In the Spring, we had our annual Hour of Code event that many of our classrooms participated in across all grade levels. This year we were able to implement tier leveled coding according to grade level and individual student digital literacy. This allowed for students to not be limited due to platforms whether desktop or mobile, time constraints, or digital comprehension. 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 we perceive our campus as being proficient with our technology use overall. We scored ourselves advanced in three of the four domains. While teachers and students perceived our biggest strength to be in the Access domain with both students and teachers having exemplary or advanced rankings for both school and home access, in reality there is a digital misconception. Though our students are Generation Z, it is assumed that they are digital natives. Because they are receiving digital literacy through 3rd person access, the technology TEKS are not being obtained due to lack of physical access to devices in each classroom. There are only 2-3 computers available in each classroom. Each grade level has access to 1 mobile lab which is shared among the grade level. Logistically, this inhibits teacher ability to design rigorous lessons that incorporate the use of technology on a daily basis that enhances student capacity for collaboration, communication, critical thinking and creativity (the 4Cs). 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.

School Processes & Programs 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 2017-18 school year (in October, January and April). The purpose of the rounds was to address the campus' two essential questions, which were:

The DOK level of the tasks increased from October to April with 39% of tasks being at the DOK 2 level. Tasks are still misaligned to targets, so teachers will also focus on ensuring 100% alignment between the learning target/task and the IFD. Students continue to struggle with articulating the learning target and explain why it is important. The Leadership Team will conduct Professional Development that helps the teachers integrate ways to ensure students understand the learning target, why it's important and how the students know they have been successful with the task. Overall, teachers have increased the number of opportunities for students to engage in academic discourse and at higher cognitive level. Teachers learned about accountable talk and implemented talk moves in their classrooms. The Gradual Release of Responsibility components were observed more in April than in October with the greatest increase in Collaborative Learning. The campus will continue to work on the same essential questions for the 18-19 school year.

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 members.
4. Instruction time is protected.
5. Staff promotes student success through the use of interventions and the RtI process in the classroom.
6. PLC time promotes the collaboration of teachers, allows for student needs to be met, and builds teacher capacity.
7. Grade level teachers met four times this school year to prepare grade level curriculum for the upcoming 9 weeks.
8. Teachers communicate with parents through various modes of communication such as classroom newsletters, emails, texts, phone calls and class Dojo/or Remind 101.
9. Parent information meetings are conducted by each grade level at the beginning of the school year.
10. The district and campus highly support and encourage the use of technology.
11. Our technology equipment is current enough to meet the needs of our campus.
12. Money is allocated in the Campus Improvement Plan to fund technology purchases.
13. There is a technology support specialist assigned to the school for on demand assistance.
14. Professional development opportunities are provided at the campus and district level as soon as new technologies are introduced.
15. Teachers on staff are excited about integrating technology to enhance student learning and want to utilize it more in their classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of students retained increased, indicating that Intervention support is not meeting the needs of all students. **Root Cause:** There is a need for implementation of high quality, engaging, first time, TEKS based instruction with fidelity using the gradual release model, visible thinking strategies, and building vocabulary within all curricular areas.

Problem Statement 2: 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. **Root Cause:** There are only 2-3 computers available in each classroom for daily use. This causes limited access to devices.

Perceptions

Perceptions Summary

Haynes parent involvement has decreased by 9% since last year school year. As we enter our eighth 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.

This year, we will conduct two Parent Leadership Academies (one in the fall and one in the spring) again. This was successful for the parents that attended last year. This will allow parents to learn more about the campus and participate in some targeted trainings that will meet their needs.

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, weekly student folders, phone calls, post cards, interim reports, report cards, and parent conferences. Specifically, teachers held formal parent conferences during first semester. A Wednesday folder goes home every week with the classroom weekly newsletter, graded papers and other important information. 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 celebrated successes of our students by conducting award ceremonies, monthly Hornet of the Month luncheons, and Kindergarten and fifth grade graduations 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. We would like to implement a community mentorship program at Haynes. 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
Meet the Teacher Night	812
Parent Leadership Academies (2)	19
Parent Information Nights:	
Third Grade	22
Kindergarten	45
Fourth Grade	12
First Grade	42
PreK	24
Second Grade	21
Fifth Grade	9
Family Reading Night & Title 1 Reading	576
Good News Club Celebration	10
Winter Concert/Make-It Take-It	84
Pre-K Christmas Breakfast	65
Academic Awards Ceremonies (2)	546
Pre-K Family Reading Night	21
ELL Student/Parent Computer Help	4
Family Science Night	417
Family Math Night	417
Pre-K EOY Celebration & Family Reading	71
Fifth Grade Graduation & Reception	194

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 decreased this year, but the student population decreased since the 2016-17 school year due to district rezoning as well. Many of the referrals were from repeat offenders. A school-wide discipline plan was implemented for the 2017-18 school year in which the largest improvement was seen in the significant drop in the number of referrals in third grade. However, data reveals that Pre-K and first grades are our greatest areas of concern. Pre-K, Kindergarten and first grades had the highest number of referrals and highest number of DAEP placements, including three students who were placed in DAEP twice during the 2017-18 school year. There was a decline by five students being placed in DAEP from the previous school year. What can be inferred from the data is that the campus-wide discipline plan was more effective for the older grades, (3-5), but less effective for the younger grades (PK-1). Second grade showed minimal fluctuations. The campus will continue to implement a campus wide discipline plan along with restorative discipline strategies to support student behavior.

Total Number of Discipline Referrals			
Grade	2016-17	2017-18	+/-
PK	67	141	+ 74
K	145	105	- 40
1	211	253	+ 42
2	60	55	- 5
3	171	35	- 136
4	53	38	- 15
5	69	58	- 11
TOTAL	774	685	- 89

Males were referred at a higher rate than females during the course of the school year.

Student Safety Protocols									
Grade	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	Difference	Difference	Total
	Female	Male	Total	Female	Male	Total	in Female	in Male	difference
	protocols	Protocols	Protocols	Protocols	Protocols	Protocols	Protocols	Protocols	

Primary (PK-2)	2	13	15	12	30	42	+10	+17	+27
Intermediate (3-5)	5	18	23	8	34	42	+3	+16	+19
Total	7	31	38	20	64	84	+13	+33	+46

Perceptions 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.
- 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of discipline referrals decreased for the campus for the 17-18 school year, however 73% of the total were accrued by students in PreK through first grades. **Root Cause:** Enforcement of the campus-wide discipline plan was not consistent throughout the school day.

Problem Statement 2: The number of student safety protocols more than doubled (from 38 to 84) since last year, resulting in a loss of instructional time due to students being required to be evaluated by a doctor or counselor before returning to school. **Root Cause:** There is not a campus-wide understanding of effective coping strategies that are implemented with fidelity.

Problem Statement 3: Parent involvement decreased by 9%. **Root Cause:** Lack of differentiated parent outreach activities.

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
- Federal Report Card 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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,
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

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
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers (PK-5) will use TEKS Resource System/IFD to guide them in developing Goals, Learning Targets, Learning Tasks, Learning Progression and Success Criteria in their lesson plan.	2.4, 2.5, 2.6	Teachers CISs Principal APs	Lesson Plans Classroom observations/walk-throughs Instructional Rounds Assessments				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6							
<p>Critical Success Factors CSF 1</p> 2) Fund an instructional assistant to implement ST Math in the lab and work with at risk students.	2.4, 2.6	ST Math aide CISs CTSS Principal APs	ST Math Reports Assessments				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 166 - State Comp Ed - 22038.30							
<p>Critical Success Factors CSF 1</p> 3) Teachers will use the Comprehension Toolkit to engage students in comprehension strategies, Literary Non-Fiction, Poetry and Expository Text.	2.4, 2.5, 2.6	Teachers CISs Principal APs	Classroom observations/walk-throughs Assessments				
Problem Statements: Student Academic Achievement 5, 6, 7							

4) Teachers will use research-based strategies during GRR lessons and RtI.	2.4, 2.5, 2.6	Teachers CISs Principal APs	Classroom observations Student product Assessments				
	Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 24834.62, 211 - ESEA, Title I Part A - 3499.75						
Critical Success Factors CSF 6 5) Every student will participate in daily 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 and student names will be announced.	2.4, 2.6	Teachers CISs Principal APs	STAAR, student growth in writing from beginning of year to end of year; writing samples				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 400.00						
Critical Success Factors CSF 1 6) Every student will participate in Campus All Writes once each nine week. Grade level teams will debrief to discuss scores and plan instruction based on student needs. The Campus All Writes will be completed and scored prior to the planning days.	2.4, 2.6	Teachers Principal APs CISs	Student grades STAAR - all forms, writing samples				
	Problem Statements: Student Academic Achievement 4						
Critical Success Factors CSF 1 CSF 4 7) 4 instructional assistants will assist teachers with implementing instructional strategies to ensure student success. Instructional assistants will participate in professional development.	2.4, 2.6	Principal APs CISs Teachers	Student grades RTI progress monitoring Common assessments STAAR				
	Problem Statements: Student Academic Achievement 1, 2, 3, 5, 6 - School Processes & Programs 1 Funding Sources: 211 - ESEA, Title I Part A - 88839.73						
8) ELL teachers will implement shared and guided writing during ELL instruction. PLC discussions will assist ELL teachers with implementation and serve as 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. In an effort to make the classes accessible to more parents and families, classes will be provided both during and after school.	2.4, 2.5, 2.6	Principal APs CISs ESL teachers	STAAR MAP CIRCLE TELPAS				
	Problem Statements: Student Academic Achievement 7 Funding Sources: 165/ES0 - ELL - 5688.60, 263 - ESEA, Title III Part A - 4453.00						

<p>Critical Success Factors CSF 1</p> <p>9) 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 world.</p>	2.4, 2.5, 2.6	Principal APs CISs Teachers	Student grades STAAR				
<p>Problem Statements: Student Academic Achievement 2, 3, 5, 6 Funding Sources: 166 - State Comp Ed - 11000.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>10) 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>	2.5	Principal APs CISs CTSS Teachers	TPSP projects Rubrics				
<p>Problem Statements: Student Academic Achievement 2, 3, 5, 6 Funding Sources: 177 - Gifted/Talented - 484.75</p>							
<p>Critical Success Factors CSF 1</p> <p>11) 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>	2.4, 2.5, 2.6	Principal APs CISs Teachers	STAAR CIRCLE Benchmark assessment data				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 4305.00</p>							
<p>12) 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>	2.4, 2.5, 2.6	Principal	Success of new teachers Professional Development Curriculum RtI				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 1 Funding Sources: 211 - ESEA, Title I Part A - 66378.70</p>							
<p>13) An Interventionist will provide interventions for students during intervention time to increase student success.</p>	2.4, 2.5, 2.6	Principal APs CISs	Student grades RtI progress monitoring STAAR MAP				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 5, 6 - School Processes & Programs 1 Funding Sources: 211 - ESEA, Title I Part A - 64744.67</p>							

<p>14) Student writing samples from each of the Campus All Writes will be collected into a student anthology to be shared on Young Author's Day in May.</p>	<p>2.4, 2.6</p>	<p>Principal APs CISs Librarian Teachers</p>	<p>Increase in Writing composition scores</p>				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 166 - State Comp Ed - 400.00</p>							
<p>15) Provide 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.</p>	<p>2.5</p>	<p>Principal APs CISs GT Teachers</p>	<p>Assessments Student grades</p>				
<p>Problem Statements: Student Academic Achievement 8 Funding Sources: 177 - Gifted/Talented - 1102.00</p>							
<p>16) Teachers will share lesson planning, instructional ideas, and discuss assessment data in weekly planning meetings and PLCs in order to best meet the needs of students. Planning discussions will include lessons for tutoring as well as for intervention times during the school day ensuring that rigorous tasks are aligned to TEKS.</p>	<p>2.5</p>	<p>Principal APs CISs Teachers</p>	<p>Student grades Assessments MAP STAAR</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 25867.88</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>17) Additional Targeted Support will be provided to students of two or more races in Reading through the use of data dives every nine weeks to increase academic achievement. Teachers will plan specific strategies to address student needs.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal APs CISs Teachers</p>	<p>Increase student achievement in Reading for students of two or more races.</p>				
<p>Problem Statements: Student Academic Achievement 5, 6</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>18) Additional Targeted Support will be provided to Special Education students in Reading through data dives every nine weeks to increase academic achievement. Teachers will plan specific strategies to address student needs.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal APs CISs Teachers</p>	<p>Increase student achievement in Reading for Special Education students.</p>				
<p>Problem Statements: Student Academic Achievement 5, 6</p>							

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 19) Additional Targeted Support will be provided to students of two or more races in Math through the use of data dives every nine weeks to increase academic achievement. Teachers will plan specific strategies to address student needs.	2.4, 2.5, 2.6	Principal APs CISs Teachers	Increase student achievement in Math for students of two or more races.				
	Problem Statements: Student Academic Achievement 2, 3						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 20) Additional Targeted Support will be provided to Special Education students in Math through data dives every nine weeks to increase academic achievement. Teachers will plan specific strategies to address student needs.	2.4, 2.5, 2.6	Principal APs CISs Teachers	Increase student achievement in Math for Special Education students.				
	Problem Statements: Student Academic Achievement 2, 3						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Reading MAP scores show an area of need in Writing and Language in Kindergarten (41% Low/Low Average) and First Grade (51% Low/Low Average). Root Cause 1: There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.
Problem Statement 2: Third and fourth grade Math STAAR scores declined to 70% in each grade level. This was a decrease of 10% in 3rd grade and 11% in 4th grade from last year. Root Cause 2: There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.
Problem Statement 3: MAP Math scores show an area of need in Numerical Representations/Relationships in Kindergarten (43% low/low average), first grade (49% low/low average) , and third grade (44% low/low average), in Computations/Algebraic Relationships in first grade (49% Low/Low Avg), second grade (43% Low/Low Avg), and in Analysis/Money in first grade (46% Low/Low Average). Root Cause 3: There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.
Problem Statement 4: 34% of 4th grade students did not score approaching standard on the Writing STAAR. Root Cause 4: There is a need for implementation of Balanced Literacy and Empowering Writers with fidelity in order to strengthen pacing, sequencing and pre/post assessments.
Problem Statement 5: 68% of third grade students scored approaches on STAAR Reading. Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Informational Concepts in 2nd Grade (41% Low/Low Average) and 3rd Grade (47% Low/Low Average) and an area of need in Literary Concepts in 4th grade (25% Low/Low Average) 5th grade (25% Low/Low Average). Root Cause 5: There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 6: Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Foundation Skills in Kindergarten (39% Low/Low Average) and First Grade (56% Low/Low Average). Reading MAP Scores show an area of need in Print Awareness/Phonics and Vocabulary in Second Grade (42% Low/Low Average) and Third Grade (42% Low/Low Average). **Root Cause 6:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 7: 75% of LEP students and 71% of ESL students in 3rd grade did not meet standard on STAAR. **Root Cause 7:** There is a need to implement effective instructional strategies to include differentiation.

Problem Statement 8: 75% or less of GT students scored masters on STAAR in grades 4-5. **Root Cause 8:** There is a need to implement effective instructional strategies to include differentiation that meet the needs of our gifted population.

School Processes & Programs

Problem Statement 1: The number of students retained increased, indicating that Intervention support is not meeting the needs of all students. **Root Cause 1:** There is a need for implementation of high quality, engaging, first time, TEKS based instruction with fidelity using the gradual release model, visible thinking strategies, and building vocabulary within all curricular areas.

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:

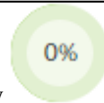
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Every grade level, ELL, Interventionist and Special Education teacher will have planning days every 9 weeks to meet 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>	2.5	Teachers CISs APs Principal	Classroom observation State and district assessments				
				<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 13214.77</p>			
<p>2) Teachers will observe each others instructional delivery of lessons that utilize best practices outside of 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>	2.5	Teachers CISs APs Principal	Collaboration and conversations in PLCs Rigorous student tasks				
				<p>Problem Statements: Student Academic Achievement 3, 6</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) 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>	2.5, 2.6	Teachers CISs APs Principal	MAP STAAR PLC discussions and PD on campus				
				<p>Problem Statements: Student Academic Achievement 3, 6</p>			



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Reading MAP scores show an area of need in Writing and Language in Kindergarten (41% Low/Low Average) and First Grade (51% Low/Low Average). **Root Cause 1:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 2: Third and fourth grade Math STAAR scores declined to 70% in each grade level. This was a decrease of 10% in 3rd grade and 11% in 4th grade from last year. **Root Cause 2:** There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.

Problem Statement 3: MAP Math scores show an area of need in Numerical Representations/Relationships in Kindergarten (43% low/low average), first grade (49% low/low average) , and third grade (44% low/low average), in Computations/Algebraic Relationships in first grade (49% Low/Low Avg), second grade (43% Low/Low Avg), and in Analysis/Money in first grade (46% Low/Low Average). **Root Cause 3:** There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.

Problem Statement 4: 34% of 4th grade students did not score approaching standard on the Writing STAAR. **Root Cause 4:** There is a need for implementation of Balanced Literacy and Empowering Writers with fidelity in order to strengthen pacing, sequencing and pre/post assessments.

Problem Statement 5: 68% of third grade students scored approaches on STAAR Reading. Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Informational Concepts in 2nd Grade (41% Low/Low Average) and 3rd Grade (47% Low/Low Average) and an area of need in Literary Concepts in 4th grade (25% Low/Low Average) 5th grade (25% Low/Low Average). **Root Cause 5:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 6: Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Foundation Skills in Kindergarten (39% Low/Low Average) and First Grade (56% Low/Low Average). Reading MAP Scores show an area of need in Print Awareness/Phonics and Vocabulary in Second Grade (42% Low/Low Average) and Third Grade (42% Low/Low Average). **Root Cause 6:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

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	ELEMENTS	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>	3.2	Parent Liaison Principal	Parent feedback				
Problem Statements: Perceptions 3							
<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>	3.2	Parent Liaison Principal	Sign-in sheets Little Hornets attendance rosters				
<p>Problem Statements: Perceptions 3</p> <p>Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1350.00, 211 - ESEA, Title I Part A - 23354.76</p>							

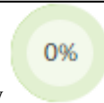
<p align="center">Critical Success Factors CSF 5</p> <p>3) Recruit and train qualified applicants to strengthen our parent volunteer group. Parent volunteers and community members will be encouraged to support student mentorships and the fine arts. This program will be implemented in October.</p>	3.2	Parent Liaison Counselors	Documented volunteer hours				
	Problem Statements: Perceptions 3						
<p align="center">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>	3.2	Parent Liaison Teachers Counselors CISs APs Principal	Sign in sheets				
	Problem Statements: Student Academic Achievement 2, 3, 5, 6 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1254.00						
<p>5) Teachers from every grade level will conduct student led conferences that allow students to share their learning and hard work that pertains specifically to the grade level their child is in. Parents will be provided an opportunity to request a parent-teacher conference at the conclusion of the student led conference. Parents will be made aware of events 2 weeks before events through written communication, e-mails, texts.</p>	3.2	Principal APs CISs Teachers	Parent advisory committee feedback Parent survey				
	Problem Statements: Perceptions 3						
<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>	3.1, 3.2	Parent Liaison Counselors	Parent 2 Parent program Parent survey				
	Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 100.00						
<p>7) Conduct Parent Leadership Academy & facilitate two cohorts this year. Academies will provide parents with strategies to help their student succeed academically as well as provide a platform for parents to ask questions and give input regarding areas of need. Information will be shared through newsletters from classroom teachers, website, and parent liaison meetings.</p>	3.1, 3.2	Parent Liaison Counselors Principal	Parent survey				
	Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 429.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: Third and fourth grade Math STAAR scores declined to 70% in each grade level. This was a decrease of 10% in 3rd grade and 11% in 4th grade from last year. **Root Cause 2:** There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.

Problem Statement 3: MAP Math scores show an area of need in Numerical Representations/Relationships in Kindergarten (43% low/low average), first grade (49% low/low average) , and third grade (44% low/low average), in Computations/Algebraic Relationships in first grade (49% Low/Low Avg), second grade (43% Low/Low Avg), and in Analysis/Money in first grade (46% Low/Low Average). **Root Cause 3:** There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.

Problem Statement 5: 68% of third grade students scored approaches on STAAR Reading. Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Informational Concepts in 2nd Grade (41% Low/Low Average) and 3rd Grade (47% Low/Low Average) and an area of need in Literary Concepts in 4th grade (25% Low/Low Average) 5th grade (25% Low/Low Average). **Root Cause 5:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Problem Statement 6: Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Foundation Skills in Kindergarten (39% Low/Low Average) and First Grade (56% Low/Low Average). Reading MAP Scores show an area of need in Print Awareness/Phonics and Vocabulary in Second Grade (42% Low/Low Average) and Third Grade (42% Low/Low Average). **Root Cause 6:** There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.

Perceptions

Problem Statement 3: Parent involvement decreased by 9%. **Root Cause 3:** Lack of differentiated parent outreach activities.


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	ELEMENTS	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>	2.5	Counselors Principal APs Teachers	Decrease in student discipline referrals				
<p>Problem Statements: Perceptions 1, 2</p>							
<p>2) 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.</p>	2.5, 2.6	Principal APs Counselors Teachers	Attendance report				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 166 - State Comp Ed - 1200.00</p>							

Critical Success Factors CSF 4 3) 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.	2.5, 2.6	Teachers APs Principal Counselors	Conduct report				
	Problem Statements: Perceptions 1						
4) A campus-wide discipline management plan that will address behavior expectations in all areas of the school. The management plan will include daily parent contact.	2.5	Teachers APs Principal Counselors	Conduct report Student Agendas				
	Problem Statements: Perceptions 1						
5) The digital Bully Report program will be used to address, report, monitor and manage the safety of our students.	2.5	Counselors APs Principal	Bully report				
	Problem Statements: Perceptions 1						
6) Teachers will participate in a book study about Restorative Discipline. This will be a planning year for our campus with the goal of implementing Restorative Discipline practices on our campus in future school years.	2.5						
	Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 1542.50						
7) Each teacher will have a cool down corner in their classroom. A cool down tool box/sensory area with a variety of options will be developed for each classroom.	2.5, 2.6						
	Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 865.87						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance has declined by almost 2%. Root Cause 1: There is a lack of campus-wide policies and procedures for teachers to address student absences.
Perceptions
Problem Statement 1: The number of discipline referrals decreased for the campus for the 17-18 school year, however 73% of the total were accrued by students in PreK through first grades. Root Cause 1: Enforcement of the campus-wide discipline plan was not consistent throughout the school day.
Problem Statement 2: The number of student safety protocols more than doubled (from 38 to 84) since last year, resulting in a loss of instructional time due to students being required to be evaluated by a doctor or counselor before returning to school. Root Cause 2: There is not a campus-wide understanding of effective coping strategies that are implemented with fidelity.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<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>	2.5	Teachers CTSS	Usage report Bright Bytes				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 5, 6, 7, 8 Funding Sources: 211 - ESEA, Title I Part A - 5486.25, 166 - State Comp Ed - 3900.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) The Hour of Code will be implemented to help increase student critical thinking.</p>	2.5	Teachers CTSS Principal	Staff Survey Student participation Bright Bytes survey				
<p>Problem Statements: School Processes & Programs 2</p>							
<p>Critical Success Factors CSF 1</p> <p>3) Campus use of Schoology will be increased with both staff and students.</p>	2.5	Principal APs CISs Counselors Teachers CTSS Technology Committee	BrightBytes survey Schoology usage reports				
<p>Problem Statements: School Processes & Programs 2</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>	2.5	Technology Committee CTSS	Lab Usage Log Schoology Lesson Plans BrightBytes Data				
<p>Problem Statements: School Processes & Programs 2</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.	2.5	Technology Committee CTSS Principal APs CIS	BrightBytes Data				
	Problem Statements: School Processes & Programs 2						




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Reading MAP scores show an area of need in Writing and Language in Kindergarten (41% Low/Low Average) and First Grade (51% Low/Low Average). Root Cause 1: There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.
Problem Statement 2: Third and fourth grade Math STAAR scores declined to 70% in each grade level. This was a decrease of 10% in 3rd grade and 11% in 4th grade from last year. Root Cause 2: There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.
Problem Statement 3: MAP Math scores show an area of need in Numerical Representations/Relationships in Kindergarten (43% low/low average), first grade (49% low/low average) , and third grade (44% low/low average), in Computations/Algebraic Relationships in first grade (49% Low/Low Avg), second grade (43% Low/Low Avg), and in Analysis/Money in first grade (46% Low/Low Average). Root Cause 3: There is a need to strengthen the instructional core through effective implementation of GRR, DOK, alignment, Coaching, and strengthening student math comprehension.
Problem Statement 5: 68% of third grade students scored approaches on STAAR Reading. Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Informational Concepts in 2nd Grade (41% Low/Low Average) and 3rd Grade (47% Low/Low Average) and an area of need in Literary Concepts in 4th grade (25% Low/Low Average) 5th grade (25% Low/Low Average). Root Cause 5: There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.
Problem Statement 6: Less than 50% of students met the projected growth on Reading MAP. Reading MAP Scores show an area of need in Foundation Skills in Kindergarten (39% Low/Low Average) and First Grade (56% Low/Low Average). Reading MAP Scores show an area of need in Print Awareness/Phonics and Vocabulary in Second Grade (42% Low/Low Average) and Third Grade (42% Low/Low Average). Root Cause 6: There is a need for implementation of Balanced Literacy with fidelity in order to strengthen pacing, sequencing and pre/post assessments and utilizing differentiation strategies.
Problem Statement 7: 75% of LEP students and 71% of ESL students in 3rd grade did not meet standard on STAAR. Root Cause 7: There is a need to implement effective instructional strategies to include differentiation.
Problem Statement 8: 75% or less of GT students scored masters on STAAR in grades 4-5. Root Cause 8: There is a need to implement effective instructional strategies to include differentiation that meet the needs of our gifted population.
School Processes & Programs
Problem Statement 2: 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. Root Cause 2: There are only 2-3 computers available in each classroom for daily use. This causes limited access to devices.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The CTSS provides needed support for equipment and programs.	2.5	CTSS	BrightBytes Data				
	Problem Statements: School Processes & Programs 2						
2) Students' digital literacy skills will be strengthened through the use of coding, collaboration, Cloud software, word processing software, screen casting, personal archiving, information evaluation and social media savvy. This ensures that students are a first person learner when it comes to achieving these digital literacy concepts which will further ensure the success of our students as they progress further into secondary and the collegiate level. Also, this will allow teachers to design more rigorous lessons that incorporate technology.	2.5	Teachers CTSS	Usage Reports Student Products BrightBytes Survey Results				
	Problem Statements: School Processes & Programs 2 Funding Sources: 166 - State Comp Ed - 11725.20, 211 - ESEA, Title I Part A - 14320.00						
3) LEP students' digital literacy skills will be strengthened through the use of coding, collaboration, Cloud software, word processing software, screen casting, personal archiving, information evaluation and social media savvy. This ensures that students are a first person learner when it comes to achieving these digital literacy concepts which will further ensure the success of our students as they progress further into secondary and the collegiate level. Also, this will allow teachers to design more rigorous lessons that incorporate technology.	2.4, 2.5	CTSS Computer Lab Aide ESL teacher	Percentage of students accessing Imagine Learning and showing progress.				
	Problem Statements: Student Academic Achievement 7 - School Processes & Programs 2 Funding Sources: 165/ES0 - ELL - 2706.40						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 7: 75% of LEP students and 71% of ESL students in 3rd grade did not meet standard on STAAR. Root Cause 7: There is a need to implement effective instructional strategies to include differentiation.
School Processes & Programs
Problem Statement 2: 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. Root Cause 2: There are only 2-3 computers available in each classroom for daily use. This causes limited access to devices.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
5	1	2	The Hour of Code will be implemented to help increase student critical thinking.

State Compensatory

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 Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment begins during the second semester of each school year as the Site-Based Decision Making (SBDM) committee begins to look at data collected from a wide variety of sources. We analyze MAP (universal screening assessment), STAAR scores and unit assessments. In addition, we utilize surveys to ask parents and staff for feedback about our campus. We look at attendance rates, grade level retention rates, number of discipline referrals, and protocol data. BrightBytes data helps us determine how technology is utilized on campus. As we perform the summative evaluation of our current CIP, more data is collected that 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, a teacher of students with disabilities, a district level professional and professional non-teaching staff. 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

SBDM members do a formative review of CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members 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 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 February , 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. 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 hold events in the morning, early afternoon and evenings. 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>
Allen, Latoya	Aide PCN 21803	3rd and 4th grade	1.0
Figueroa, Luis	Aide PCN 21802	2nd grade	1.0
Gulich, Heather	Aide PCN 20046	4th and 5th (B: 8/7/18 E: 8/23/18)	1.0
Jackson, Tiffany	CIS PCN 20101	CIS	1.0
Martinez, Jennifer	Aide PCN 20046	4th & 5th (B: 9/24/18)	1.0
McKeown, Melissa	Teacher PCN 17620	Reading Interventionist	1.0
Shannon, Dedee	Parent Liaison PCN 17501	Parent Liaison	1.0
Sistrunk, Angela	Aide PCN 20675	1st grade	1.0