

Killeen Independent School District
Timber Ridge Elementary School
2019-2020 Comprehensive Needs Assessment



APPROVED

By Christianne Shinn at 2:39 pm, Aug 28, 2019

Mission Statement

We will create an environment where students will be engaged in meaningful learning. Academic learning, community service, and an acceptance of others' differences will be the cornerstone of our endeavors. Every student will depart from Timber Ridge with the skills, knowledge, and self-confidence necessary to be a life-long learner.

Vision

We will build, grow and nurture relationships with our students, parents and community and engage every student in relevant, rigorous instruction so that they will reach their maximum potential.

Value Statement

We believe in...

- Building positive relationships
- Growing every student
- Planning for success
- Having high expectations

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Campus Demographics Summary Timber Ridge Elementary is a growing school which serves students in Pre-Kindergarten through 5 th grades in the Killeen Independent School District. According to the end of year “Current Enrollment and Special Programs” report, our enrollment at the end of the 2019-2020 school year was 1,076, which was a decrease of 3.6% from the 2017-2018 school year. Students from our school come from diverse backgrounds. About 37% of our students are military dependents with an additional 5.5% of students being connected to a civilian worker on post. Our student population is ethnically diverse, with 37.45% African American, 26.39% Hispanic, 21.65% Caucasian, 10.04% “Two or More Races”, 1.95% Asian, 2.23% Pacific Islander, and 0.28% Native American. Students identified as at-risk account for about 40% of the population. In the 2018-2019 school year, 7 Timber Ridge students were identified as homeless. The student population identified as economically disadvantaged totals 551 students, or 51.21% of our student population, which is an 8 percent increase from the previous year. Our campus has experienced steady growth. However, our military population is decreasing while our civilian population continues to increase. Our students who are dependents of active duty military has decreased from 41.69% in 2016-2017 to 39.7% in 2017-2018 to 36.62% in 2018-2019 and the percentage of our students having a parent who is employed as a federal civilian on post decreased from 7.74% to 6.63% to 5.48% during the same time periods. According to the most recent TAPR (2017-2018) our student mobility rate is 21% which is well below the district average of 27.7% but exceeds the state average of 16%. Our Special Education student population increased drastically in the 2018-2019 school year from ninety-eight students or 8.78% of our student population to one-hundred twenty-two students or 11.34% of our student population. This is a six percent increase from two years ago. Thirty-nine of our students were served in our Gifted and Talented program (3.62%). In contrast, the state average is 7.9% A total of fifty-nine students are identified as English Language Learners with forty-nine of those students actively served through our English as a Second Language program. This represents 4.5% of our total student population. Timber Ridge Elementary staff consists of 100.6 employees*: 70.2 teachers, 17.6 paraprofessionals, 9.8 professional support, and 3 campus administrators. The teachers serving our school have an average of 7.2 years of teaching experience and an average of 5.3 years in Killeen ISD. Fifty-four percent of our teaching staff have a total of five or less years of teaching experience. Less experienced teachers need support in planning and delivering rigorous lessons with aligned targets and tasks. About 24.4% of our teachers hold advanced degrees which is comparable to the state average of 24.5%. According to data from the KISD District Improvement Plan for 2018-2019, teachers currently serving in KISD have an average of 7.2 years in the district. More than 26% of KISD teachers have earned a masters or doctoral degree. Our campus teacher turn-over rate is approximately 15%.	6
Campus Profile Data	11
Student Population by Ethnicity	11
Student Ethnicity	11
African American	11
Hispanic	11
Caucasian	11
Asian	11
Hawaiian/ Pacific Islander	11
Native American	11

Two or More Races	11
Total Minority Students	11
Teacher Population by Ethnicity	11
Military Connected Students	11
Student Attendance and Mobility Rate	12
Special Programs	12
Special Programs--Continued	12
Staff Data	13
Student Academic Achievement	15
Accountability Report Card Summary	15
STAAR Achievement Summary	16

Student Academic Achievement Summary Accountability Report Card Summary Timber Ridge Elementary met the state standard on all three performance domains on the 2018 Accountability Report Card. The campus received a rating of Met Standard . Domain 1: Student Achievement The Domain 1 score reflects satisfactory performance on all tests administered across all subject. Domain 2: Student Progress Student progress is an analysis of student growth in reading and math from one year to the next. The state has set specific growth level expectations for each subject and bases credit on meeting and exceeding those expectations, with an emphasis on exceeding progress. Timber Ridge Elementary received a scaled score of 74 points in overall student progress. Domain two is divided into two sub-sections. The first section looks at the academic growth of students. The campus met the standard on this indicator. The second section, however, looks at the relative performance of the campus compared to Campus Comparison Group. In this area, the campus was rated as Improvement Required. Domain 3: Closing the Gaps Domain 3 measures academic achievement of the economically disadvantaged student group and the two lowest performing race/ethnic groups from the previous year. Timber Ridge met the standard in this area. STAAR Achievement Summary Overall, in math, our achievement on the 2019 STAAR assessment remained fairly constant. Our third grade students remained constant with 73% of all students receiving a score of approaches grade level or higher. Our fourth grade students remained comparable with 68% of students receiving a score of approaches or higher while our fifth grade students decreased slightly from 95% to 90% of students scoring approaches grade level or higher on the math STAAR assessment. Sixty percent of Timber Ridge fifth grade students in Special Education passed the STAAR assessment, while state-wide sixty-four percent of students scored approaches grade level or higher. In reading, our third grade students declined from 75% to 68% of students scoring approaches grade level or higher while our fourth grade students increased achievement from 66% to 73% of students scoring approaches grade level or higher. Our fifth grade students showed a slight improvement from 83% to 86% of students achieving a score of approaches grade level or higher which is above the district average and meets the state average. While 50% of fifth grade special education students state-wide passed the test, only 33% of Timber Ridge fifth grade students earned a score of approaches or higher. On the science portion of the STAAR test, our campus saw a sharp decline in the number of students scoring approaches grade level or higher with 60% of students meeting the standard. However, on the writing portion of the STAAR test, our fourth grade students increased by ten percentage points with 62% of students scoring approaches grade level or higher on the assessment.

Special Populations	18
2018 Accountability Report Card	18
	19

Math Achievement	19
Reading Achievement	19
Science Achievement	19
Writing Achievement	20
STAAR Passing Rates by Grade and Sub-Population 2019	20
School Processes & Programs	23
LEARN Model: Timber Ridge Elementary implements the LEARN model to ensure that our students are challenged with a rigorous educational experience daily. The LEARN model focuses on four core ideas: L-Leading with the Curriculum, E-Expert Instructional Delivery, A-Assessments Ongoing, and RN, Responding to Needs. Lead with the Curriculum: Timber Ridge Elementary uses the TEKS Resource System to teach the state adopted standards or TEKS (Texas Essential Knowledge and Skills). Expert Instructional Delivery: Timber Ridge Elementary works hard to ensure that students receive research-based instruction. Our campus work has focused on Balanced Literacy, Barbara Blackburn’s definition of rigor, John Hattie’s meta-analysis of Visible Learning strategies, Doug Fisher’s Gradual Release of Responsibility, Instructional Rounds practices, and Webb’s Depth of Knowledge research. Assessments Ongoing: Students are assessed throughout the lesson cycle. As noted in the Gradual Release of Responsibility model, formative assessment is crucial for the minute-to-minute decision-making that teachers do in the delivery of instruction. Formal assessments such as CIRCLE, MAP, and Fountas and Pinnell Benchmark testing, and TRS unit assessments ensure that students are prepared for the state required assessment known as STAAR. Responding to Student Needs: Student support is at the core of our instructional model. When students struggle, our teachers provide additional targeted support that increases in frequency and duration based on the student’s needs. Our response is documented in a framework known as Response to Intervention (RTI). Our response to intervention team consists of the classroom teacher, a campus instructional specialist, an assistant principal, the child’s parent/guardian, and a school counselor, who meet regularly to discuss student progress in terms of the child’s academics, behavior, and social-emotional needs. The RTI team uses data to design a student success plan, which is then implemented and monitored. If a child continues to struggle, a child is moved to the next tier of intervention which increases the services provided in frequency and/or duration. The RTI team can also make a recommendation for further assessment/evaluation through the Section 504 Coordinator and/or the Special Education department.	23
New Teacher Induction/Mentoring:	23
Instructional Rounds:	24
Momentum Plan:	25
Fiscal Accountability:	25
Perceptions	27
Communication	27
Parent and Family Member Learning	27
Community Partnerships	28
Campus Culture	28

Comprehensive Needs Assessment

Revised/Approved: June 18, 2019

Demographics

Demographics Summary

Campus Demographics Summary

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Students from our school come from diverse backgrounds. About 37% of our students are military dependents with an additional 5.5% of students being connected to a civilian worker on post. Our student population is ethnically diverse, with 37.45% African American, 26.39%

Hispanic, 21.65% Caucasian, 10.04% “Two or More Races”, 1.95% Asian, 2.23% Pacific Islander, and 0.28% Native American. Students identified as at-risk account for about 40% of the population. In the 2018-2019 school year, 7 Timber Ridge students were identified as homeless. The student population identified as economically disadvantaged totals 551 students, or 51.21% of our student population, which is an 8 percent increase from the previous year.

Our campus has experienced steady growth. However, our military population is decreasing while our civilian population continues to increase. Our students who are dependents of active duty military has decreased from 41.69% in 2016-2017 to 39.7% in 2017-2018 to 36.62% in 2018-2019 and the percentage of our students having a parent who is employed as a federal civilian on post decreased from 7.74% to 6.63% to 5.48% during the same time periods. According to the most recent TAPR (2017-2018) our student mobility rate is 21% which is well below the district average of 27.7% but exceeds the state average of 16%.

Our Special Education student population increased drastically in the

2018-2019 school year from ninety-eight students or 8.78% of our student population to one-hundred twenty-two students or 11.34% of our student population. This is a six percent increase from two years ago. Thirty-nine of our students were served in our Gifted and Talented program (3.62%). In contrast, the state average is 7.9% A total of fifty-nine students are identified as English Language Learners with forty-nine of those students actively served through our English as a Second Language program. This represents 4.5% of our total student population.

Timber Ridge Elementary staff consists of 100.6 employees*: 70.2 teachers, 17.6 paraprofessionals, 9.8 professional support, and 3 campus administrators. The teachers serving our school have an average of 7.2 years of teaching experience and an average of 5.3 years in Killeen ISD. Fifty-four percent of our teaching staff have a total of five or less years of teaching experience. Less experienced teachers need support in planning and delivering rigorous lessons with aligned targets and tasks. About 24.4% of our teachers hold advanced degrees which is comparable to the state average of 24.5%. According to data from the

KISD District Improvement Plan for 2018-2019, teachers currently serving in KISD have an average of 7.2 years in the district. More than 26% of KISD teachers have earned a masters or doctoral degree. Our campus teacher turn-over rate is approximately 15%.

Campus Profile Data

Student Population by Ethnicity

Student Ethnicity	African American		Hispanic		Caucasian		Asian		Hawaiian/ Pacific Islander		Native American		Two or More Races	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2016-2017	411	36.15	324	28.5	225	19.79	38	3.34	23	2.02	9	0.79	107	9.4
2017-2018	415	37.19	295	26.43	227	20.34	24	2.15	26	2.33	5	0.45	124	11.1
2018-2019	403	37.45	284	26.39	233	21.65	21	1.95	24	2.23	3	0.28	108	10.1

*Data source: Texas Academic Performance Report for the years 2016-2018 and Current Enrollment and Special Population Report for 2018-2019.

Teacher Population by Ethnicity

Teacher Ethnicity	African American		Hispanic		Caucasian		Asian		Hawaiian/Pacific Islander		Native American		Two or More Races		Total Minority Teachers	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2016-2017	10	14.1	10	14.1	46.1	64.8	2.0	2.8	0	0	0	0	3	4.2	25	35.2

*Data source: Texas Academic Performance Report for the year listed.

Military Connected Students

Military Connected Students^	
	%
2016-2017	49.43
2017-2018	46.33
2018-2019	41.97

^Data source: District reports

Student Attendance and Mobility Rate

Student Attendance Rate*	Timber Ridge	KISD	State	Student Mobility Rate^	Timber Ridge	KISD	State
2015-2016	96.6%	95.1%	95.8%	2015-2016	N/A	N/A	N/A
2016-2017	96.4%	95.0%	95.7%	2016-2017	21.1%	28.3%	16.2%
2017-2018	N/A	N/A	N/A	2017-2018	21.0%	27.7%	16.0%

*Data source: Texas Academic Performance Report for the year listed.

^Data source: District reports

Special Programs

Special Programs^	At-Risk		Dyslexia		Gifted and Talented		Homeless*		Special Education	
	#	%	#	%	#	%	#	%	#	%
2016-2017	404	35.53	50	4.40	35	3.08	27	2.37	67	5.89
2017-2018	480	43.01	46	4.12	39	3.49	27	2.42	98	8.78
2018-2019	427	39.68	59	5.48	39	3.62	7	0.65	122	11.34

*Number of homeless students is the cumulative total of students served each school year.

Special Programs--Continued

Special Programs Continued^	English as a Second Language		Parent Denials of ESL Programs		LEP Total*		Increase or Decrease^	
	#	%	#	%	#	%	#	%

Special Programs	English as a Second Language		Parent Denials of ESL Programs		LEP Total*		Increase or Decrease^	
Continued^								
2016-2017	70	6.16%	9	0.79%	79	6.95%	-----	-----
2017-2018	52	4.66%	7	0.63%	59	5.29%	-20	-1.66
2018-2019	49	4.55	10	0.93	59	5.48	0	+0.19

^Data source: District reports

Staff Data

Staff Data*	2016-2017	2017-2018
Total Staff Members	99.1	100.6
Teachers	71.1	70.2
Para-Professionals	15.2	17.6
Professional Support	8.9	9.8
Campus Administration	4.0	3.0
Average Years of Experience of Teachers	6.7	7.2
Average Years of Teachers in KISD	5.5	5.3
Percentage of Teachers with Masters /Doctorate Degrees	21.1	24.2

*Data source: Texas Academic Performance Report for the year listed.

Demographics Strengths

- Timber Ridge Elementary has a diverse student population.
- The mobility rate of students at Timber Ridge is 21% which is below the district average of 27.7%.
- The attendance rate for Timber Ridge students is 96.4%, which is above both the state and district averages.
- The number of teachers who have earned advanced degrees is increasing and is comparable to the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 3.62% of our students are identified as Gifted and Talented which is below the state average. **Root Cause:** Teachers struggle to identify the qualities of giftedness in students.

Problem Statement 2: Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. **Root Cause:** Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

Accountability Report Card Summary

Timber Ridge Elementary met the state standard on all three performance domains on the 2018 Accountability Report Card. The campus received a rating of *Met Standard*.

Domain 1: Student Achievement

The Domain 1 score reflects satisfactory performance on all tests administered across all subject.

Domain 2: Student Progress

Student progress is an analysis of student growth in reading and math from one year to the next. The state has set specific growth level

expectations for each subject and bases credit on meeting and exceeding those expectations, with an emphasis on exceeding progress.

Timber Ridge Elementary received a scaled score of 74 points in overall student progress. Domain two is divided into two sub-sections. The first section looks at the academic growth of students. The campus met the standard on this indicator. The second section, however, looks at the relative performance of the campus compared to Campus Comparison Group. In this area, the campus was rated as Improvement Required.

Domain 3: Closing the Gaps

Domain 3 measures academic achievement of the economically disadvantaged student group and the two lowest performing race/ethnic groups from the previous year. Timber Ridge met the standard in this area.

STAAR Achievement Summary

Overall, in math, our achievement on the 2019 STAAR assessment remained fairly constant. Our third grade students remained constant with 73% of all students receiving a score of approaches grade level or higher. Our fourth grade students remained comparable with 68% of students receiving a score of approaches or higher while our fifth grade students decreased slightly from 95% to 90% of students scoring approaches grade level or higher on the math STAAR assessment. Sixty percent of Timber Ridge fifth grade students in Special Education passed the STAAR assessment, while state-wide sixty-four percent of students scored approaches grade level or higher.

In reading, our third grade students declined from 75% to 68% of students scoring approaches grade level or higher while our fourth grade students increased achievement from 66% to 73% of students scoring approaches grade level or higher. Our fifth grade students showed a slight improvement from 83% to 86% of students achieving a score of approaches grade level or higher which is above the district average and meets the state average. While 50% of fifth grade special education students state-wide passed the test, only 33% of Timber Ridge

fifth grade students earned a score of approaches or higher.

On the science portion of the STAAR test, our campus saw a sharp decline in the number of students scoring approaches grade level or higher with 60% of students meeting the standard. However, on the writing portion of the STAAR test, our fourth grade students increased by ten percentage points with 62% of students scoring approaches grade level or higher on the assessment.

Special Populations

Timber Ridge had thirty-nine students identified as part of the Gifted and Talented (GT) program during the 2018-2019 school year. Of the twelve third and fourth grade students provided GT services during the school year, 100% achieved meets grade-level or higher while 92% achieved masters grade-level on the STAAR reading assessment. In addition, 100% achieved approaches grade-level or higher while 83% achieved masters grade-level on the STAAR math assessment.

During the 2018-2019 school year, Timber Ridge served a total of fifty-nine students identified as English Language Learners with forty-nine of those students actively served through our English as a Second Language program. This represents 4.5% of our total student population. Of the four fifth grade students provided ESL services during the school year, 100% achieved approaches grade-level by the second administration of the STAAR reading assessment with 75% achieving approaches grade-level or higher in the first administration. In addition, 100% of the fifth grade students provided ESL services achieved approaches grade-level on the first administration of the STAAR math assessment.

2018 Accountability Report Card

	Campus Raw Score	Enter Scale Score	Word Rating	Letter Grade
Domain 1: Student Achievement	44	72	Met Standard	C
Domain 2: Student Progress		74	Met Standard	C
Part A- Academic Growth	71	74	Met Standard	C
Part B- Relative Performance	44	58	IR	F
Domain 3: Closing the Gaps	62	74	Met Standard	C
Academic Achievement Status	45%			
Academic Growth Status	72%			
EL Proficiency Status	100%			
Student Success Status	23%			

Math Achievement

	Approaches Grade Level			Meets Grade Level		Masters Grade Level	
	3 rd	4 th	5 th	3 rd	4 th	3 rd	4 th
2017-2018	73%	69%	95%	40%	37%	17%	17%
2018-2019*	73%	68%	90%	33%	45%	14%	28%

Reading Achievement

	Approaches Grade Level			Meets Grade Level		Masters Grade Level	
	3 rd	4 th	5 th	3 rd	4 th	3 rd	4 th
2017-2018	75%	66%	83%	35%	37%	20%	17%
2018-2019*	68%	73%	86%	36%	37%	21%	18%

Science Achievement

	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2017-2018	76%	35%	10%
2018-2019*	60%	33%	11%

Writing Achievement

	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2017-2018	52%	29%	6%
2018-2019*	62%	27%	8%

STAAR Passing Rates by Grade and Sub-Population 2019

	3 rd grade		4 th grade			5 th grade		
	Reading	Math	Reading	Math	Writing	Reading	Math	Science
State	76%	78%	74%	74%	65%	86%	89%	74%
KISD	74%	80%	68%	69%	59%	85%	89%	65%
Timber Ridge	68%	73%	73%	68%	62%	86%	90%	60%
Special Education*	27%	37%	32%	11%	10%	33%	60%	20%
Economically Disadvantaged*	62%	67%	67%	63%	58%	73%	79%	56%
English as a Second Language*	N/A	N/A	47%	53%	47%	N/A	N/A	N/A

*Data Source: STAAR Cumulative Summary Report June 2019

^Data Source: Texas Assessment Management Analytic Portal

Student Academic Achievement Strengths

- Timber Ridge Elementary received a rating of *Met Standard*.
- Timber Ridge Elementary exceeded the state target on all three domains.
- Timber Ridge Elementary students scored above the district average in writing.
- Timber Ridge Elementary students scored above the district average and met the state average in fifth grade reading.
- Timber Ridge Elementary students scored above the district and state average in fifth grade math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. **Root Cause:** Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.

Problem Statement 2: Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the reading STAAR assessments. **Root Cause:** Balanced Literacy has not been implemented with fidelity in grades Kindergarten-5 on the campus.

Problem Statement 3: Twenty-five percent of fifth grade students provided with ESL services did not meet the state passing standard on the first administration of the STAAR reading assessment. **Root Cause:** The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.

Problem Statement 4: Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. **Root Cause:** The Empowering Writers curriculum has not been implemented with fidelity.

Problem Statement 5: Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. **Root Cause:** Co-teaching strategies have not been implemented with fidelity on the campus.

Problem Statement 6: Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the math STAAR assessments. **Root Cause:** As a campus, we have not implemented the Gradual Release of Responsibility with fidelity.

Problem Statement 7: Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. **Root Cause:** The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.

Problem Statement 8: Sixty-eight percent of third grade students at Timber Ridge met the passing standard on STAAR Reading which is below the state and district averages. **Root Cause:** Balanced Literacy has not been implemented with fidelity in grades Kindergarten-5 on the campus.

Problem Statement 9: Twenty-seven percent of third grade students receiving special education services achieved approaches grade-level or higher on the STAAR reading assessment. **Root Cause:** Co-teaching strategies have not been implemented with fidelity on the campus.

Problem Statement 10: Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. **Root Cause:** Empowering Writers strategies have not been implemented with fidelity.

Problem Statement 11: Ten percent of fourth grade students receiving special education services met the passing standard on the STAAR writing assessment. **Root Cause:** Co-teaching strategies have not been implemented with fidelity on the campus.

Problem Statement 12: Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. **Root Cause:** Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.

Problem Statement 13: Seventeen percent of students identified as Gifted and Talented did not master grade level expectations on the STAAR math assessment. **Root Cause:** Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.

Problem Statement 14: Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. **Root Cause:** Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.

School Processes & Programs

School Processes & Programs Summary

LEARN Model:

Timber Ridge Elementary implements the LEARN model to ensure that our students are challenged with a rigorous educational experience daily. The LEARN model focuses on four core ideas: L-Leading with the Curriculum, E-Expert Instructional Delivery, A-Assessments Ongoing, and RN, Responding to Needs.

- **Lead with the Curriculum:** Timber Ridge Elementary uses the TEKS Resource System to teach the state adopted standards or TEKS (Texas Essential Knowledge and Skills).
- **Expert Instructional Delivery:** Timber Ridge Elementary works hard to ensure that students receive research-based instruction. Our campus work has focused on Balanced Literacy, Barbara Blackburn's definition of rigor, John Hattie's meta-analysis of Visible Learning strategies, Doug Fisher's Gradual Release of Responsibility, Instructional Rounds practices, and Webb's Depth of Knowledge research.
- **Assessments Ongoing:** Students are assessed throughout the lesson cycle. As noted in the Gradual Release of Responsibility model, formative assessment is crucial for the minute-to-minute decision-making that teachers do in the delivery of instruction. Formal assessments such as CIRCLE, MAP, and Fountas and Pinnell Benchmark testing, and TRS unit assessments ensure that students are prepared for the state required assessment known as STAAR.
- **Responding to Student Needs:** Student support is at the core of our instructional model. When students struggle, our teachers provide additional targeted support that increases in frequency and duration based on the student's needs. Our response is documented in a framework known as Response to Intervention (RTI). Our response to intervention team consists of the classroom teacher, a campus instructional specialist, an assistant principal, the child's parent/guardian, and a school counselor, who meet regularly to discuss student progress in terms of the child's academics, behavior, and social-emotional needs. The RTI team uses data to design a student success plan, which is then implemented and monitored. If a child continues to struggle, a child is moved to the next tier of intervention which increases the services provided in frequency and/or duration. The RTI team can also make a recommendation for further assessment/evaluation through the Section 504 Coordinator and/or the Special Education department.

New Teacher Induction/Mentoring:

Our campus has a full-time campus instructional specialist (CIS) who supports our first year teachers. Our new teachers are provided with instruction on research-based practices. Our CIS coaches new teachers on how to design engaging lesson plans that differentiate for the unique needs of each student. She also models best practices

Our first year teachers partner with experienced teachers to help them acclimate to the school environment and culture. The veteran teachers allow the new to Teachers who have experience but our new to the district are also offered these same services but are not assigned a mentor teacher. Instead, these experienced teachers are assigned to the new teachers. In the 2017-2018 school year, there were seventeen new teachers on the campus. In the 2018-2019 school year, this number decreased to eight new teachers.

Instructional Rounds:

In order to assess the practices of our campus, our Instructional Rounds team is led by our principal and includes other administrators, our campus instructional specialists, and members of each grade-level and a representative of special programs. The purpose of the instructional rounds team is to collect data about the implementation of research-based best practices across the campus. The data is then analyzed and presented to the campus with recommendations on how to further increase the level of implementation of best instructional practices. Instructional rounds team members also make suggestions on the types of professional development needed to help the campus achieve its goals.

Our instructional rounds data indicates that students are not being taught at the highest cognitive levels. There is misalignment between the tasks that we ask students to perform and the learning target that has been derived from the standard (TEKS). Students are being taught through a Gradual Release of Responsibility Model, however, the quality of instruction at each phase has the potential for improvement with more professional development for the staff.

TRES Instructional Rounds Data 2017-2019

EQ1

Target/Task Alignment

	Misalignment	Direct Alignment	Increased Depth and Complexity	Total Alignment	Target Posted	Success Criteria
Spring 2019	31%	31%	38%	69%		
Fall 2018	30%	52%	22%	74%	100%	63%
Spring 2018	18%	69%	13%	82%		
Fall 2017	25%	69%	6%	75%		

Levels of DOK

	DOK 1	DOK 2	DOK 3	DOK 4
Spring 2019	50%	31%	19%	N.O.
Fall 2018	54%	21%	21%	N.O.
Spring 2018	65%	20%	15%	N.O.
Fall 2017	60%	28%	13%	N.O.

GRR Rubric

	Classes Phase 1 Observed	Quality Indicator	Classes Phase 2 Observed	Quality Indicator	Classes Phase 3 Observed	Quality Indicator	Classes Phase 4 Observed	Quality Indicator
Spring 2019	100%	2.4	100%	2.0	100%	2.0	100%	1.9
Fall 2018	42%	3.1	71%	2.2	33%	2.2	29%	2.1
Spring 2018	88%		81%		44%		56%	
Fall 2017	56%		100%		44%		56%	

Momentum Plan:

The campus momentum plan is the document that drives the professional development of the campus. The plan outlines the needs of the campus and then provides a framework that maps out the professional development needed to help our campus achieve our goals. Our momentum plan for this school year focuses on delving deeper into Doug Fischer's Gradual Release of Responsibility model, implementing Balanced Literacy (with a focus on Writer's Workshop) along with Restorative Discipline practices, and building a culture aimed at increasing student achievement through our work in Professional Learning Communities.

Fiscal Accountability:

Timber Ridge strives to be complaint with budgetary procedures and guidelines as outlined in the KISD procedures. In 2018-2019, all professional staff members were provided extensive training on Activity Fund procedures by the KISD Accounting Department. All professional staff members will be trained annually in activity fund procedures to maintain compliance. All purchases for the campus are approved by the campus principal ten days prior to making the purchase. Our activity fund clerk attends annual training by the KISD Accounting Department to ensure that the campus maintains compliance. In addition, the clerk maintains detailed records of all transactions which are reviewed monthly the campus principal. The district audits transactions on an on-going basis to support the campus.

School Processes & Programs Strengths

- Timber Ridge Elementary provides support to struggling students through the RTI process.
- Timber Ridge Elementary provides support to new teachers through New Teacher Induction and on-going mentoring programs.
- Timber Ridge Elementary provides instruction using a Gradual Release of Responsibility Model.
- Timber Ridge Elementary uses a momentum plan based on student needs to drive the professional development of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor. **Root Cause:** PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.

Problem Statement 2: During the 2018-2019 school year, Timber Ridge was 100% compliant or successful in all budgetary areas. **Root Cause:** This was the result of a collaborative effort between the Timber Ridge clerical staff and campus administration.

Perceptions

Perceptions Summary

The staff at Timber Ridge takes pride in doing what is best for students while promoting a love of learning and academic growth. All parents and family members are welcomed and valued.

Parents and guardians are welcome to participate in the educational experience at Timber Ridge Elementary. Community members and parents are actively involved in our Site-Based Decision Making Committee (SBDM). Our SBDM membership reflects the diversity of our campus. Parents at Timber Ridge also participate in the Language Proficiency Assessment Committee (LPAC), monthly Coffee with the Principal meetings, and the Parent Teacher Association (PTA). Each year, our campus invites parents to school for a variety of activities such as our Title I awareness meetings, PTA meetings, musical performances, curriculum nights, Family Literacy Night, STEAM Night, Field Day, academic awards, the Fifth Grade Crossing Over Ceremony and the Kindergarten End of Year Celebration. Our campus schedules activities at flexible meeting times to ensure that all who want to participate have an opportunity.

Communication

Timber Ridge believes that communication between home and school is a partnership. Our campus stays in touch with parents and family members in several ways: student planners for students in upper grades, weekly communication folders, fliers, KISD TV channel, campus marquee, monthly newsletters, campus website, Blackboard Connect automated phone calls, notes, letters, emails, phone calls, social media apps, progress reports and report cards. Our website will allow you to translate any posted information into any one of 107 different languages. Teachers will schedule parent conferences during the first nine weeks of school and then as needed. Additionally, Home Access Center is available to view grades for students in first through fifth grades as well as to monitor attendance and interventions at all grade-levels. Access will be granted by the Attendance Secretary.

Parents and family members may contact us through phone calls, notes, letters, emails, the weekly communication folder, social media apps, and student agendas. We strongly encourage parents to contact their student's teacher when there is a concern so that we can work together for the interest of the student. Parents may contact teachers/administrators to schedule conferences any time they have a concern. Written materials will be sent home in English. If translation services are needed, please contact the school office. We will do our best to accommodate your needs.

Parent and Family Member Learning

Timber Ridge is committed to helping parents understand the challenging Texas academic standards, providing information about STAAR and KISD assessments, explaining how to monitor student progress, and how to work with teachers as a team to help students. Other classes will offer ways to help

students at home, including how to work with current technology. Timber Ridge understands that parents work, attend school, or have other responsibilities that limit their schedules. To encourage parent involvement, the campus strives to schedule key meetings and classes at flexible times and dates to include morning and an afternoon/evening sessions. In addition, our Little Rangers program invites younger siblings to our campus to learn early literacy skills weekly. The parent liaison also coordinates our campus' volunteer program and our Adopt-a-Unit program. Approximately 75% of parents participate in some type of parent involvement event at Timber Ridge throughout the year.

Community Partnerships

Due to the high number of students affiliated with the military, our campus is supported by a full-time Military Family Life Consultant (MFLC). The Military Child Education Coalition (MCEC) provides training and support for the Elementary Student 2 Student (eS2S) program on our campus. Our local Armed Services YMCA provides on-campus before and after school child care at Timber Ridge Elementary. Our third-grade students also benefit from a partnership with the YMCA to provide a water safety course. The Boys and Girls Club provides after school tutoring and supervision services to students including bus service to the site.

Campus Culture

Timber Ridge Elementary strives to create a culture and climate that is safe, nurturing, and collaborative for students and staff. We adhere to the KISD Student Code of Conduct and will begin our second year of implement of Restorative Discipline Practices in our school. Our discipline referral rate for the 2016-2017 school year was 733 on 5/16/17. This increased to 846 in the 2017-2018 school year as of 6/16/18. This number decreased by 27% to 624 in the 2018-2019 school year as the result of implementing positive Behavior Interventions and Supports in conjunction with the use of CHAMPS and Restorative Discipline Practices. School safety is essential in our decision-making processes. In order to further deepen our understanding of Restorative Discipline Practices, professional development will be provided about the use of social contracts also known as "respect agreements" in the 2019-2020 school year. Parents who have concerns about bullying are encouraged to use the online Bully Reporter application to report any concerns to the administration.

Our campus offers a variety of after-school activities and clubs to promote student relationships and enhance the learning environment. Activities for students include Student Council, the Rangerettes dance team, the Steppers step team, the Honor Choir, the Recycling Club, eS2S and others are provided to enhance the learning environment.

Perceptions Strengths

- Timber Ridge offers a variety of after-school activities and clubs to promote student relationships and enhance the learning environment such as Student Council, the Rangerettes dance team, the Steppers step team, the Honor Choir, the Recycling Club, eS2S and others.
Timber Ridge has partnerships with local organizations such as the YMCA and the Military Child Education Coalition to enhance the educational

experience of students.

- Timber Ridge has implemented Restorative Discipline Practices and student discipline referrals have decreased by 27%.
- An online bullying reporting system is used to efficiently report and track bullying incidents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Approximately 25% of parents do not participate in a parent involvement activity. **Root Cause:** There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.

Problem Statement 2: Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. **Root Cause:** Campus-wide restorative discipline practices have not been implemented with fidelity.