Killeen Independent School District
Timber Ridge Elementary School
2019-2020 Goals/Performance Objectives/Strategies

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
Goals

Revised/Approved: June 13, 2019

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

Performance Objective 1: By the end of the 2019-2020 school year, 80% of 3rd-5th grade students will meet the reading achievement standard to be at approaches grade-level or higher.

Evaluation Data Source(s) 1: STAAR reading assessment
MAP reading assessments
Curriculum Unit Assessments (CUAs)

Summative Evaluation 1:
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
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</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td><strong>Resources Needed:</strong> Professional Development for Balanced Literacy</td>
</tr>
</tbody>
</table>
| Recruit, support, retain teachers and principals  
Build a foundation of reading and math  
1) ELAR teachers will attend professional development on Next Generation Balanced Literacy. The principal and assistant principal will attend to assist in building the capacity of teachers and to ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs. | **Fund Source**  
166 - State Comp Ed | **Account Code**  
166.13.6411.00.133.30.ARO  
(Travel-Teachers/CIS) | **Amount**  
3000.00 |
|  | **Resources Needed:** Professional Development for Balanced Literacy | **Fund Source**  
211 - ESEA, Title I Part A | **Account Code**  
211.23.6411.00.133.30.000  
(Travel-Admin) | **Amount**  
2500.00 |
|  | **Resources Needed:** Books for Professional Development on Balanced Literacy | **Fund Source**  
166 - State Comp Ed | **Account Code**  
166.13.6329.00.133.30.ARO  
(Rdg Materials-Prof Dev) | **Amount**  
600.00 |

**Problem Statements**

**Student Academic Achievement**

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

PS #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. **RC** - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.
<table>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.4, 2.5, 2.6</td>
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<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>2) All teachers will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model. The principal and assistant principals will attend to assist in building the capacity of teachers and to ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.</td>
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**Resources Needed:** Professional Development on Gradual Release of Responsibility Model

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**Resources Needed:** Professional Development on Gradual Release of Responsibility Model

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**Resources Needed:** Professional Development on Backward Design Lesson Planning Model

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**Resources Needed:** Substitutes for Professional Development

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**Resources Needed:** Books for Professional Development on GRR and Backward Lesson Plan Design

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**Problem Statements**

**Student Academic Achievement**

PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.

**School Processes & Programs**

PS #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. RC - PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.
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<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
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<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>4) ELAR teachers in grades K-5 will teach reading through a Gradual Release of Responsibility Model that uses the Next Generation Balanced Literacy approach and implements the TEKS Resource System with fidelity.</td>
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**Problem Statements**

**Student Academic Achievement**

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**Resources Needed:** Professional Development on Assessments

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**Problem Statements**

**Student Academic Achievement**

PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.
### Strategy Description

**ELEMENTS**

| 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 |

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<tbody>
<tr>
<td>Additional Targeted Support Strategy</td>
<td>Recruit, support, retain teachers and principals</td>
<td><strong>Resources Needed:</strong> Software registration MyOn, Reading A-Z</td>
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<td><strong>TEA Priorities</strong></td>
<td>Build a foundation of reading and math</td>
<td><strong>Fund Source</strong></td>
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<tr>
<td>Improve low-performing schools</td>
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<td>166 - State Comp Ed</td>
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<tr>
<td>6) Students will improve mastery of reading skills by engaging in challenging lexile-leveled as well as skill-based practice materials. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in reading. Re-teaching opportunities will be provided as needed in a small-group setting. Additional Targeted Support will be provided to Special Education students and economically disadvantaged students in reading through small group instruction in order to increase academic achievement.</td>
<td><strong>Account Code</strong></td>
<td>166.11.6299.OL.133.30.AR0</td>
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<tr>
<td>Resource Code</td>
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<tr>
<td><strong>Problem Statements</strong></td>
<td><strong>Student Academic Achievement</strong></td>
<td><strong>Resources Needed:</strong> Challenging Lexile-Leveled and Skills-Based Practice Reading Materials--Texas Weekly, US Weekly, and Time for Kids</td>
</tr>
<tr>
<td>PS #1</td>
<td>Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment.</td>
<td><strong>Fund Source</strong></td>
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<tr>
<td>RC</td>
<td>Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</td>
<td>166 - State Comp Ed</td>
</tr>
<tr>
<td>PS #9</td>
<td>Twenty-seven percent of third grade students receiving special education services achieved approaches grade-level or higher on the STAAR reading assessment.</td>
<td><strong>Account Code</strong></td>
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<tr>
<td>RC</td>
<td>Co-teaching strategies have not been implemented with fidelity on the campus.</td>
<td>166.11.6329.00.133.30.AR0</td>
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<td>Resources Needed: Afterschool Tutoring</td>
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<td>Resources Needed: Instructional Supplies Mountain Language</td>
<td><strong>Fund Source</strong></td>
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<td>Resources Needed: Challenging Lexile-Leveled and Skills-Based Practice Reading Materials-Scholastic</td>
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<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Build a foundation of reading and math</td>
<td>2.4, 2.4, 2.5, 2.6, 2.6</td>
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<td>Improve low-performing schools</td>
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<tr>
<td>7) K-2nd grade teachers will increase progress monitoring of students struggling in letter identification and/or reading. Pre-K teachers will monitor the progress of students using the Pre-K common assessment. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.</td>
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<td><strong>TEA Priorities</strong></td>
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<tr>
<td>8) 3rd - 5th grade teachers will increase progress monitoring of students struggling in reading. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.</td>
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<td><strong>TEA Priorities</strong></td>
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<td>Improve low-performing schools</td>
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<tr>
<td>9) Staff will analyze student data to determine what instructional adjustments need to be made in response to student needs.</td>
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</table>

**Problem Statements**

**Student Academic Achievement**

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

**Problem Statements**

**Student Academic Achievement**

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

**Problem Statements**

**School Processes & Programs**

**PS #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. **RC** - PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.

**Resources Needed:** Professional Development Response to Intervention

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**Resources Needed:** Professional Development Response to Intervention

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<tr>
<td>10) The administrative team, consisting of the principal, assistant principals and campus instructional specialist, will do reading-specific monthly walk-throughs in each ELAR teacher's classroom and provide teachers with feedback on implementation of Next Generation Balanced Literacy.</td>
<td>2.4, 2.4, 2.5, 2.6, 2.6</td>
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<td><strong>School Processes &amp; Programs</strong></td>
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**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 2:** By the end of the 2019-2020 school year, 70% of 4th grade students will meet the writing achievement standard to be at approaches grade-level or higher.

**Evaluation Data Source(s) 2:** STAAR writing assessment
Curriculum Unit Assessments (CUAs)

**Summative Evaluation 2:**

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<tr>
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<tr>
<td>1) ELAR teachers will attend professional development to</td>
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<tr>
<td>strengthen their understanding of best-practices for writing</td>
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<tr>
<td>instruction.</td>
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<td><strong>Resources Needed:</strong></td>
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<td><strong>Resources Needed:</strong></td>
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<td><strong>Resources Needed:</strong></td>
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**Problem Statements**

**Student Academic Achievement**

**PS #10** - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. **RC** - Empowering Writers strategies have not been implemented with fidelity.

**Problem Statements**

**Demographics**

**PS #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. **RC** - 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.
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<td>Recruit, support, retain teachers and principals</td>
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<td><strong>Demographics</strong></td>
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<td></td>
<td>PS #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. RC - 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.</td>
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<td>3) ELAR teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</td>
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<td><strong>Problem Statements</strong></td>
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<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td><strong>Problem Statements</strong></td>
</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td></td>
<td><strong>Demographics</strong></td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td></td>
<td>PS #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. RC - 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.</td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td></td>
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<tr>
<td>5) ELAR teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.4, 2.5, 2.5, 2.6, 2.6</td>
<td><strong>Problem Statements</strong></td>
</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
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<td><strong>Demographics</strong></td>
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<tr>
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<td>PS #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. RC - 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.</td>
</tr>
<tr>
<td>Connect high school to career and college</td>
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<tr>
<td>6) Students at all grade-levels will participate in Writing Wednesday where they will be given a prompt to respond to in a composition.</td>
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**Resources Needed:** Instructional Supplies-Paper for Writing Wednesday

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<tr>
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<td>211.11.6399.00.133.30.000</td>
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**Problem Statements**

**Student Academic Achievement**

PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
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<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td><strong>Resources Needed:</strong> Snacks for Students attending Writing Camp</td>
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<td>Improve low-performing schools</td>
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<td><strong>Fund Source</strong> 211 - ESEA, Title I Part A</td>
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<tr>
<td>7) A 4th grade Writing Camp will be held with the purpose of targeting the writing composition - taking students through each component of a completed composition.</td>
<td></td>
<td><strong>Account Code</strong> 211.11.6499.00.133.30.00 (Food/Misc Exp-Instructional) <strong>Amount</strong> $250.00</td>
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<tr>
<td><strong>Student Academic Achievement</strong></td>
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<tr>
<td>PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</td>
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<td><strong>TEA Priorities</strong></td>
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<td><strong>Fund Source</strong> 211 - ESEA, Title I Part A</td>
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<td>8) Fourth grade teachers will assess student progress by giving a common benchmark assessment in December and a formative STAAR assessment in February. The assessments will include a common writing prompt which will be evaluated using a holistic rubric and a revising and editing section. Teachers will review the data in PLCs then use the data to guide instruction and respond to student needs.</td>
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<td><strong>Account Code</strong> 211.11.6399.00.133.30.00 (Supplies-Instructional) <strong>Amount</strong> $500.00</td>
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<tr>
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<td><strong>TEA Priorities</strong></td>
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<td><strong>Problem Statements</strong></td>
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<tr>
<td>Improve low-performing schools</td>
<td></td>
<td><strong>Student Academic Achievement</strong></td>
</tr>
<tr>
<td>9) Staff will analyze student data to determine what instructional adjustments need to be made and to respond to student needs.</td>
<td></td>
<td>PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<td><strong>Problem Statements</strong></td>
</tr>
<tr>
<td>Improve low-performing schools</td>
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<td><strong>Student Academic Achievement</strong></td>
</tr>
<tr>
<td>10) Third and fourth grade ELAR teachers will have Writer's Workshop built into the master schedule.</td>
<td></td>
<td>PS #4 - Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. RC - The Empowering Writers curriculum has not been implemented with fidelity. PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</td>
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<tr>
<td>Strategy Description</td>
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<td><strong>Problem Statements</strong></td>
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<td>Demographics</td>
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<td>Improve low-performing schools</td>
<td></td>
<td>PS #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. RC - 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.</td>
</tr>
<tr>
<td>11) The administrative team, consisting of the principal, assistant principals and campus instructional specialist will do writing-specific monthly walkthroughs in each ELAR teacher's classroom and provide teachers with feedback on implementation of writer's workshop.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
<td><strong>Problem Statements</strong></td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td>12) ELAR teachers in grades K-5 will include revising and editing in their daily Writer's Workshop instruction.</td>
<td>Student Academic Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PS #4 - Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. RC - The Empowering Writers curriculum has not been implemented with fidelity.</td>
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<tr>
<td></td>
<td></td>
<td>PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</td>
</tr>
</tbody>
</table>
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 3: By the end of the 2019-2020 school year, 85% of 3rd-5th grade students will meet the math achievement standard to be at approaches grade-level or higher.

Evaluation Data Source(s) 3: STAAR math assessment
MAP math assessments
Curriculum Unit Assessments (CUAs)

Summative Evaluation 3:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
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</thead>
</table>
| 1) All teachers and administrators will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model particularly as it relates to the implementation of Guided Math. | 2.4 | Resources Needed: Professional Development on Guided Math
Fund Source
211 - ESEA, Title I Part A | Account Code
211.23.6411.00.133.30.000
(Travel-Admin) | Amount
1100.00 |
| Resources Needed: Professional Development on Guided Math
Fund Source
211 - ESEA, Title I Part A | Account Code
211.13.6411.00.133.30.000
(Travel-Teachers/CIS) | Amount
7000.00 |

Problem Statements
Student Academic Achievement
PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.

2) Math teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard. | 2.4, 2.6 | Problem Statements
Student Academic Achievement
PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.

3) Math teachers in grades K-5 will teach math through a Gradual Release of Responsibility Model that implements the TEKS Resource System with fidelity. | 2.4, 2.5, 2.6 | Problem Statements
Student Academic Achievement
PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.
## Additional Targeted Support Strategy

4) Math teachers will provide students with differentiated instructional support and re-teaching opportunities, to include math games, manipulatives, and technology-based interventions, in order to enhance learning at all levels for at-risk students. Additional Target Support will be provided to Special Education students through small group instruction in order to increase academic achievement.

### Elements

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<td>166 - State Comp Ed</td>
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<td><strong>Amount</strong></td>
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<td>Math Game Kits, Extra Stratedge Trays, and Manipulative Supplies</td>
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<td><strong>Fund Source</strong></td>
<td><strong>Account Code</strong></td>
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<td><strong>Amount</strong></td>
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</tbody>
</table>

### Problem Statements

#### Student Academic Achievement

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

5) Teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core.

### Elements

2.4, 2.6

### Problem Statements

#### Student Academic Achievement

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

6) Kinder-1st grade teachers will increase progress monitoring of students struggling in math by the use of MAP. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.

### Elements

2.4, 2.6

### Problem Statements

#### Student Academic Achievement

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

7) 2nd - 5th grade teachers will increase progress monitoring of students struggling in math by the use of MAP and summative assessments. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.

### Elements

2.4, 2.6

### Problem Statements

#### Student Academic Achievement

**PS #12** - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. **RC** - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.
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<tbody>
<tr>
<td>8) Staff will analyze student data to determine what instructional adjustments need to be made and to respond to student needs.</td>
<td>Problem Statements</td>
<td>Resources Needed: Instructional Supplies--Mountain Math</td>
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<tr>
<td></td>
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<td>Resources Needed: Instructional Supplies--Mountain Math</td>
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<td>Fund Source 166 - State Comp Ed</td>
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<td>Problem Statements</td>
<td>Student Academic Achievement</td>
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<td></td>
<td>PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</td>
</tr>
<tr>
<td></td>
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<td>TEA Priorities</td>
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<tr>
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<td></td>
<td>Build a foundation of reading and math</td>
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<td></td>
<td>Improve low-performing schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9) Students in grades K-5 will have daily spiral review practice in fluency, critical thinking, and math problem-solving skills.</td>
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<tr>
<td></td>
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<td>Resources Needed: Instructional Supplies--Mountain Math</td>
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<td>Problem Statements</td>
<td>Student Academic Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</td>
</tr>
</tbody>
</table>
**Goal 1:** Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 4:** By the end of the 2019-2020 school year, 75% of 5th grade students will meet the science achievement standard to be at approaches grade-level or higher.

**Evaluation Data Source(s) 4:** STAAR science assessment  
MAP science assessments  
Curriculum Unit Assessments (CUAs)

**Summative Evaluation 4:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
</tr>
</thead>
</table>
| 1) Teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard. | 2.4, 2.6 | **Problem Statements**  
**Student Academic Achievement**  
**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity. |
| 2) All teachers will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model. |  | **Problem Statements**  
**Student Academic Achievement**  
**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity. |
| 3) Science teachers in grades K-5 will teach science through a Gradual Release of Responsibility Model that implements the TEKS Resource System with fidelity. |  | **Problem Statements**  
**Student Academic Achievement**  
**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity. |
### Strategy Description

4) Students will improve mastery of science skills by engaging in challenging inquiry-based, hands-on as well as technology-based lessons. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in science.

### Elements

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<tr>
<th>Resources Needed</th>
<th>Strategy Funding</th>
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<td>Software Registration Freckle, EduSmart, STEMScopes</td>
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<td>Instructional Supplies for Hands-on Investigations in Science/Owl Pellets/Butterflies/Science Lab Supplies</td>
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### Problem Statements

**Student Academic Achievement**

**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.

5) Teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core.

### Problem Statements

**Student Academic Achievement**

**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.

6) Staff will analyze student data to determine what instructional adjustments need to be made and to respond to student needs.

### Problem Statements

**Student Academic Achievement**

**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.

7) Science teachers at each grade level will teach science daily for the number of minutes required in the master schedule.

### Problem Statements

**Student Academic Achievement**

**PS #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. **RC** - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 5: By the end of the 2019-2020 school year, students identified as English Language Learners, special education, and/or gifted/talented will show an increase of 5% when compared to assessments from the previous year.

Evaluation Data Source(s) 5: STAAR assessments
MAP assessments
CIRCLE assessments
Curriculum Unit Assessments (CUAs)

Summative Evaluation 5:

<table>
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<td></td>
<td>Account Code 177.11.6299.00.133.21.000</td>
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<td></td>
<td></td>
<td></td>
<td>Amount $0.00</td>
</tr>
</tbody>
</table>

Problem Statements

Student Academic Achievement

PS #14 - Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
</tr>
</thead>
</table>
| **TEA Priorities**   | 2.4, 2.4, 2.5, 2.6 | **Resources Needed:** Instructional Supplies for ELL Students--iPads  
| Build a foundation of reading and math  
| Improve low-performing schools  
| 2) Teachers of ELL students will provide differentiated instruction using technology-based interventions such as MyOn to ELL students through guided and small group reading to support Next Generation Balanced Literacy. | **Fund Source**  
| 165/ES0 - ELL | **Account Code**  
| 165.11.6398.00.133.25.ES0 | **Amount**  
| (Controlled Items-Tech) | 3172.00 |
| **Problem Statements** | **Account Code**  
| **Resources Needed:** Instructional Supplies for ELL Students--iPad Cases | 165.11.6399.00.133.25.ES0 | **Amount**  
| (Supplies-Instructional) | 400.00 |
| **Resources Needed:** Instruction Supplies for ELL Students--Headsets | 165/ES0 - ELL | **Account Code**  
| 165.11.6394.00.133.25.ES0 | **Amount**  
| (Supplies-Technology) | 1143.00 |
| **Student Academic Achievement** | **Problem Statements** |
| PS #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. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas. | **TEA Priorities** |
| **Problem Statements** | **Account Code**  
| **Resources Needed:** Instructional supplies for TPSP | 177 - Gifted/Talented | **Amount**  
| 177.11.6399.00.133.21.000 | $0.00 |
| **Student Academic Achievement** | **Problem Statements** |
| PS #13 - Seventeen percent of students identified as Gifted and Talented did not master grade level expectations on the STAAR math assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work. | **TEA Priorities** |
| **Problem Statements** | **Account Code**  
| **Resources Needed:** Instructional Supplies for ELL Students--iPads | 165/ES0 - ELL | **Amount**  
| 165.11.6398.00.133.25.ES0 | (Controlled Items-Tech) | 3172.00 |
| **Student Academic Achievement** | **Problem Statements** |
| PS #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. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas. | **TEA Priorities** |
| **Problem Statements** | **Account Code**  
| **Resources Needed:** Instructional Supplies for ELL Students--iPad Cases | 165.11.6399.00.133.25.ES0 | **Amount**  
| (Supplies-Instructional) | 400.00 |
| **Resources Needed:** Instruction Supplies for ELL Students--Headsets | 165/ES0 - ELL | **Account Code**  
| 165.11.6394.00.133.25.ES0 | (Supplies-Technology) | 1143.00 |
| **Student Academic Achievement** | **Problem Statements** |
| PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. RC - Co-teaching strategies have not been implemented with fidelity on the campus. | **TEA Priorities** |
| **Problem Statements** | **Account Code**  
| **Resources Needed:** Instructional Supplies for ELL Students--iPads | 165/ES0 - ELL | **Amount**  
<p>| 165.11.6398.00.133.25.ES0 | (Controlled Items-Tech) | 3172.00 |</p>
<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
</tr>
</thead>
</table>
| **TEA Priorities**   | 2.4, 2.4, 2.5, 2.6 | **Resources Needed:** Travel and Registration for Teachers of GT Students  
| Build a foundation of reading and math  
| Improve low-performing schools  
| 6) Teachers will attend the TAGT conference to collaborate with TAG teachers across the state on new strategies and best practices. New TAG teachers will attend the Region 12 workshops in order to become qualified to teach TAG identified students.  | **Fund Source**  
| 177 - Gifted/Talented  | **Account Code**  
| 177.13.6411.00.133.21.000  
| (Travel-Teachers/CIS)  | **Amount**  
| $0.00  |  
| **Resources Needed:** Registration for Teachers of GT Students  
| **Fund Source**  
| 177 - Gifted/Talented  | **Account Code**  
| 177.13.6239.00.133.21.000  
| (ESC Services-Teachers)  | **Amount**  
| $0.00  |  
| **Resources Needed:** Registration of Teachers of GT Students  
| **Fund Source**  
| 177 - Gifted/Talented  | **Account Code**  
| 177.13.6239.01.133.21.000  
| (ESC Region Fee-Online)  | **Amount**  
| $0.00  |  
| **Problem Statements** |
| **Student Academic Achievement**  
| PS #14 - Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.  | **Resources Needed:** Certified Teachers to Tutor Students  
| **Fund Source**  
| 211 - ESEA, Title I Part A  | **Account Code**  
| 211.11.6125.CA.133.30.000  
| (Temp Employee)  | **Amount**  
| 14502.53  |  
| **Problem Statements** |
| **Student Academic Achievement**  
| PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.  
| PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.  | **Resources Needed:** Food for Parents and Students at ELL Family Night  
| **Fund Source**  
| 263 - ESEA, Title III Part A  | **Account Code**  
| 263.61.6499.LE.133.25.000  
| (Food/Misc Exp-Parents)  | **Amount**  
| 1037.30  |  
| **Resources Needed:** Instructional Supplies for ELL Family Night  
| **Fund Source**  
| 211 - ESEA, Title I Part A  | **Account Code**  
| 211.11.6399.00.133.30.000  
| (Supplies-Instructional)  | **Amount**  
| 500.00  |  
| **Problem Statements** |
| **Student Academic Achievement**  
<p>| PS #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. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.  |</p>
<table>
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<tr>
<th>Strategy Description</th>
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<th>Strategy Funding</th>
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<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
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<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>9) Provide academic support for general education classroom teachers through the use of Special Education Aides to support co-teaching strategies.</td>
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<tr>
<td><strong>Problem Statements</strong></td>
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<tr>
<td><strong>Student Academic Achievement</strong></td>
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<tr>
<td>PS #8 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. <strong>RC</strong> - Co-teaching strategies have not been implemented with fidelity on the campus.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.6, 3.1, 3.2</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>10) Teachers will support instruction and student achievement in all ELAR, math, and science by integrating technology as part of everyday instruction. Students will be taught how to use a variety of technological devices as they learn about critical thinking and collaboration.</td>
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<tr>
<td><strong>Resources Needed:</strong> Technology—iPads, Laptops, Desktop Computers</td>
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<tr>
<td><strong>Fund Source</strong></td>
<td>166 - State Comp Ed</td>
<td></td>
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<td><strong>Account Code</strong></td>
<td>166.11.6398.00.133.30.AR0 (Controlled Items-Tech)</td>
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<tr>
<td><strong>Amount</strong></td>
<td>15000.00</td>
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</tr>
<tr>
<td><strong>Resources Needed:</strong> Technology Supplies—Headphones</td>
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<tr>
<td><strong>Fund Source</strong></td>
<td>166 - State Comp Ed</td>
<td></td>
</tr>
<tr>
<td><strong>Account Code</strong></td>
<td>166.11.6394.00.133.30.AR0 (Supplies-Technology)</td>
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<tr>
<td><strong>Amount</strong></td>
<td>2000.00</td>
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</tr>
<tr>
<td><strong>Resources Needed:</strong> Technology Supplies—iPad Cases</td>
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<tr>
<td><strong>Fund Source</strong></td>
<td>166 - State Comp Ed</td>
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<tr>
<td><strong>Account Code</strong></td>
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<tr>
<td><strong>Amount</strong></td>
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<tr>
<td><strong>Problem Statements</strong></td>
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<tr>
<td><strong>Student Academic Achievement</strong></td>
<td></td>
<td></td>
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<tr>
<td>PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. <strong>RC</strong> - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</td>
<td></td>
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<tr>
<td>PS #4 - Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. <strong>RC</strong> - The Empowering Writers curriculum has not been implemented with fidelity.</td>
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<tr>
<td>PS #6 - Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the math STAAR assessments. <strong>RC</strong> - As a campus, we have not implemented the Gradual Release of Responsibility with fidelity.</td>
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<tr>
<td>PS #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. <strong>RC</strong> - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.6, 3.1, 3.2</td>
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<tr>
<td>Build a foundation of reading and math</td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>11) GT identified students and other high-achieving students will participate in weekly higher-order math problem solving sessions and the Battle of the Books competition.</td>
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<tr>
<td><strong>Problem Statements</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Student Academic Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS #13 - Seventeen percent of students identified as Gifted and Talented did not master grade level expectations on the STAAR math assessment. <strong>RC</strong> - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.</td>
<td></td>
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<td>PS #14 - Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. <strong>RC</strong> - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.</td>
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</tbody>
</table>
**Goal 2:** Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 1:** By the end of the 2019-2020 school year, 100% of teachers will participate in professional learning to increase rigor and alignment in instruction for all students grades PK-5th.

**Evaluation Data Source(s) 1:** Sign-in sheets and certificates

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
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</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6, 2.6</td>
<td></td>
</tr>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td></td>
<td></td>
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<tr>
<td>Improve low-performing schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Professional development will be provided for all teachers and administrators to strengthen the instructional core by learning about the use of the Gradual Release of Responsibility, Balanced Literacy, learning targets, aligning rigorous instructional tasks and disaggregating student benchmark data through professional learning communities data digs.</td>
<td></td>
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<tr>
<td><strong>Resources Needed:</strong> Books for Prof Development</td>
<td>Fund Source 166 - State Comp Ed</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS #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. <strong>RC</strong> - 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.</td>
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</tbody>
</table>

<p>| TEA Priorities | 2.4, 2.4, 2.5, 2.6, 2.6 |  |
| Recruit, support, retain teachers and principals | | |
| Build a foundation of reading and math | | |
| Improve low-performing schools | | |
| 2) The campus leadership team and the trained cadre of teacher-leaders will lead at least 1 internal round each semester that will focus on the district problem of practice essential questions identified in the campus momentum plan. | | |
| <strong>Resources Needed:</strong> Substitutes for Instructional Rounds | Fund Source 166 - State Comp Ed | |
| <strong>Problem Statements</strong> | | |
| <strong>Demographics</strong> | | |
| PS #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. <strong>RC</strong> - 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. | | |</p>
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<tr>
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<td>2.4, 2.4, 2.6, 2.6</td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
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<tr>
<td>3) Timber Ridge will create a momentum plan to outline a cohesive year-long professional development plan to address the district wide problem of practice. The focus of this year's learning will be increasing the use of the Gradual Release of Responsibility Model in all content areas with a special focus on the implementation of the Next Generation Balanced Literacy model in reading and writing.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.4, 2.6, 2.6</td>
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<td></td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>4) New teachers will attend quarterly new teacher meetings in order to meet their unique needs and provide professional development for the in-house programs offered at Timber Ridge.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.4, 2.5, 2.6, 2.6</td>
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</tr>
<tr>
<td>Build a foundation of reading and math</td>
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<td></td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>5) Instructional Assistants will be assigned to provide additional assistance for grade level intervention time and additional one-on-one time for struggling students.</td>
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</tbody>
</table>

### Problem Statements

**Demographics**

**PS #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. **RC** - 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.

### Resources Needed:

<table>
<thead>
<tr>
<th>Instructional Assistant</th>
<th>Fund Source</th>
<th>Account Code</th>
<th>Amount</th>
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<tr>
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<td>211.11.6129.00.133.30.000 (Salary-Aide)</td>
<td>23396.08</td>
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</tbody>
</table>

### Problem Statements

**Demographics**

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<td>23155.96</td>
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</table>

### Problem Statements

**Demographics**

**PS #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. **RC** - 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.

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<td>211.11.6129.00.133.30.000 (Salary-Aide)</td>
<td>23155.96</td>
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</tbody>
</table>

### Problem Statements

**Student Academic Achievement**

**PS #5** - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. **RC** - Co-teaching strategies have not been implemented with fidelity on the campus.
Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: By the end of the 2019-2020 school year, at least 90% of our families will participate in at least one parent/campus event and the number of parent volunteer hours will increase by 10%.

Evaluation Data Source(s) 1: Sign in sheets for various parent/campus events.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>3.1, 3.1, 3.2, 3.2</td>
<td><strong>Resources Needed:</strong> Parent Liaison</td>
</tr>
<tr>
<td>Build a foundation of reading and math Improve low-performing schools 1) The parent liaison will coordinate the parent involvement program and encourage parents to participate in the review of the Home School Compact and written Parent Family Engagement Policy.</td>
<td></td>
<td><strong>Fund Source</strong> 211 - ESEA, Title I Part A</td>
</tr>
<tr>
<td><strong>Problem Statements</strong></td>
<td><strong>Resources Needed:</strong> Reading Materials for Preschoolers and Parents to Encourage Early Literacy</td>
<td><strong>Strategy Funding</strong></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.6, 3.1, 3.1, 3.2, 3.2</td>
<td><strong>Fund Source</strong> 211/PAR - ESEA, Title I Parent Involvement</td>
</tr>
<tr>
<td>Build a foundation of reading and math Improve low-performing schools 2) The Little Rangers reading program will provide early literacy support for siblings of Timber Ridge students who are not yet of school age.</td>
<td></td>
<td><strong>Account Code</strong> 211.61.6329.00.133.24.PAR</td>
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<td><strong>Problem Statements</strong></td>
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<td><strong>Fund Source</strong> 211/PAR - ESEA, Title I Parent Involvement</td>
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<td><strong>TEA Priorities</strong></td>
<td>2.4, 3.1, 3.2, 3.2</td>
<td><strong>Resources Needed:</strong> Supplies-Parent Education Classes</td>
</tr>
<tr>
<td>Build a foundation of reading and math Improve low-performing schools 3) Parent education classes will be offered three times per semester in order to help parents with parenting skills, homework strategies, and early literacy for siblings.</td>
<td></td>
<td><strong>Fund Source</strong> 211/PAR - ESEA, Title I Parent Involvement</td>
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<td></td>
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<td><strong>Account Code</strong> 211.61.6399.00.133.24.PAR</td>
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<td><strong>Strategy Funding</strong></td>
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<td><strong>Amount</strong> 1000.00</td>
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Timber Ridge Elementary School
Generated by Plan4Learning.com
Campus #133
August 28, 2019 2:36 pm
### TEA Priorities

**Improve low-performing schools**

1. Build a foundation of reading and math
2. **Host Family Nights** such as Math/Science Night and Reading Night. Activities and information gleaned can be applied at home in order to strengthen academic skills at home.
3. **Host Family Nights** such as Math/Science Night and Reading Night. Activities and information gleaned can be applied at home in order to strengthen academic skills at home.

**Resources Needed:** Instructional Supplies-Parent Education Nights

<table>
<thead>
<tr>
<th>Resource Needed</th>
<th>Fund Source</th>
<th>Account Code</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Instructional Supplies</td>
<td>211/PAR - ESEA, Title I Parent Involvement</td>
<td>211.61.6399.00.133.24.PAR (Supplies-Parent Liaison)</td>
<td>1063.00</td>
</tr>
</tbody>
</table>

**Problem Statements**

**Perceptions**

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

**Problem Statements**

**Perceptions**

1. Approximately 25% of parents do not participate in a parent involvement activity. 
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**Problem Statements**

**Perceptions**

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

**Problem Statements**

**Perceptions**

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

**Problem Statements**

**Student Academic Achievement**

1. Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the reading STAAR assessments. 
2. Balanced Literacy has not been implemented with fidelity in grades Kindergarten-5 on the campus.
Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 1: By the end of the 2019-2020 school year, student engagement will increase as evidenced by a 10% reduction of office referrals and a 97% attendance rate.

Evaluation Data Source(s) 1: Quarterly discipline and attendance data

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.4, 2.5, 2.6</td>
<td></td>
</tr>
<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>1) The counselors will teach the character education program prescribed by KISD to help teach our students the values they need to be successful. By teaching students how to be successful in dealing with other people and teaching them values, our goal is that they will be in the classroom to receive instruction rather than in the office or ISS due to poor judgment and inappropriate conduct.</td>
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<tr>
<td>2.4, 2.4, 2.5, 2.6, 2.6</td>
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<tr>
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<tr>
<td>PS #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. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</td>
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<tr>
<td><strong>Resources Needed</strong>: Positive Behavior Intervention Supports Incentive Items</td>
<td>211 - ESEA, Title I Part A</td>
<td></td>
</tr>
<tr>
<td><strong>Fund Source</strong></td>
<td>211.11.6498.00.133.30.000 (Awards)</td>
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<tr>
<td><strong>Amount</strong></td>
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<td><strong>Problem Statements</strong></td>
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<tr>
<td>2) Staff members will provide maximum supervision of students and follow the KISD policies and procedures while managing students in the classroom and during transitions. Incentives will be provided to encourage good behavior, work habits, and attendance.</td>
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<td>2.4, 2.4, 2.5, 2.6, 2.6</td>
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<tr>
<td><strong>Problem Statements</strong></td>
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</tr>
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<tr>
<td>3) Timber Ridge will implement campus-wide CHAMPS Behavior Model with fidelity. CHAMPS expectations will be posted in each classroom and reviewed with students.</td>
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<tr>
<td>2.4, 2.4, 2.5, 2.6, 2.6</td>
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<tr>
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<td>Strategy Description</td>
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<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>4) Students will be recognized for perfect attendance for each semester. Parents will be invited to attend an assembly each semester to honor perfect attendance.</td>
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<td><strong>Problem Statements</strong></td>
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<tr>
<td><strong>Student Academic Achievement</strong></td>
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<tr>
<td>PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments.</td>
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<tr>
<td>RC - Co-teaching strategies have not been implemented with fidelity on the campus.</td>
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<td><strong>Perceptions</strong></td>
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<td>5) All staff members will receive training on the Student Code of Conduct to include bullying identification, prevention and reporting per HB1942.</td>
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<tr>
<td><strong>Problem Statements</strong></td>
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<td><strong>Resources Needed:</strong></td>
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<tr>
<td>Professional Development for Restorative Discipline Practices</td>
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<td><strong>Fund Source</strong></td>
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<td><strong>Resources Needed:</strong></td>
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<tr>
<td>Substitutes for Restorative Discipline Professional Development</td>
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<td></td>
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<tr>
<td><strong>Fund Source</strong></td>
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<td>211 - ESEA, Title I Part A</td>
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<td><strong>Account Code</strong></td>
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<td>(Subs-Teachers Prof Dev)</td>
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<tr>
<td><strong>Problem Statements</strong></td>
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<td><strong>Fund Source</strong></td>
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<td>Amount 1000.00</td>
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<td>(Awards)</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td><strong>Resources Needed:</strong> Professional Development for Capturing Kids Hearts</td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td></td>
<td><strong>Fund Source</strong></td>
</tr>
<tr>
<td>Improve low-performing schools</td>
<td></td>
<td>211 - ESEA, Title I Part A</td>
</tr>
<tr>
<td>8) Classroom Teachers will implement</td>
<td></td>
<td><strong>Account Code</strong></td>
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<tr>
<td>Capturing Kids Hearts strategies including the</td>
<td></td>
<td>211.13.6299.00.133.30.000</td>
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<td>use of the social contract (also known as the</td>
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<td>(Misc Services-Teachers)</td>
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<td>respect agreement) to build social-emotional</td>
<td></td>
<td><strong>Amount</strong></td>
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<tr>
<td>learning and support academic achievement. Teachers</td>
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<td>15000.00</td>
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<tr>
<td>will receive on-going support with the implementation and will develop leadership capacity to coach and mentor colleagues.</td>
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<td><strong>Resources Needed:</strong> Substitutes for Professional Development--Capturing Kids Hearts</td>
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<td><strong>Fund Source</strong></td>
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<td>3500.00</td>
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</tbody>
</table>

**Problem Statements**

**Perceptions**

PS #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. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.
**Goal 4:** Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 2:** During the 2019-2020 school year, there will be 100% compliance with all school safety requirements.

**Evaluation Data Source(s) 2:** 100% compliance with all safety requirements including monthly safety drills

**Summative Evaluation 2:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Strategy Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Maintain a safe school environment by having visitors sign in at the office and wear badges during their visit on campus.</td>
<td>3.1, 3.2</td>
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<tr>
<td>2) All exterior doors and classroom doors are locked throughout the day in order to maintain a safe school environment.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Improve low-performing schools</td>
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<tr>
<td>3) Implement staff training and student practice for safety drills.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Improve low-performing schools</td>
<td>2.4, 2.4, 2.5</td>
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<tr>
<td>4) PE teachers will teach PE for the number of minutes required in the master schedule and students in grades 3-5 will complete the required Fitnessgram.</td>
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<tr>
<td>5) The Boosterthon program will be utilized to increase students' physical fitness and enhance character education.</td>
<td>2.4, 2.5, 2.6, 3.1</td>
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<tr>
<td>6) Third grade students will participate in the YMCA Water Safety Course.</td>
<td>2.6</td>
<td></td>
</tr>
</tbody>
</table>

**Problem Statements**

**Perceptions**

**PS #1** - Approximately 25% of parents do not participate in a parent involvement activity. **RC** - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.

**PS #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. **RC** - Campus-wide restorative discipline practices have not been 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: By the end of the 2019-2020 school year, Timber Ridge will be 100% compliant with all budgetary procedures and guidelines.

Evaluation Data Source(s) 1: Budget data

Summative Evaluation 1:

<table>
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<tr>
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</tbody>
</table>
| Recruit, support, retain teachers and principals  
  Build a foundation of reading and math  
  Connect high school to career and college  
  Improve low-performing schools  
  1) Maintain a systematic PLC schedule for:  
  deep study of curriculum, tracking student growth and analyzing student artifacts in order to determine what instructional adjustments are needed. |
| Problem Statements   |          |                  |
| Demographics         |          |                  |
| PS #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. RC - 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. |
| Resources Needed: Substitute Teachers for Planning Days | 211 - ESEA, Title I Part A | Account Code: 211.11.6116.00.133.30.00.133.30.00 |
| Fund Source          |          |                  |
| 211 - ESEA, Title I Part A |          |                  |
| Amount               |          |                  |
| 18000.00             |          |                  |
| Resources Needed: Substitutes for Teachers of at-risk students | 166 - State Comp Ed | Account Code: 166.11.6116.00.133.30.AR0 |
| Fund Source          |          |                  |
| 166 - State Comp Ed  |          |                  |
| Amount               |          |                  |
| 9400.00              |          |                  |

Problem Statements
Demographics
PS #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. RC - 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.

School Processes & Programs
PS #2 - During the 2018-2019 school year, Timber Ridge was 100% compliant or successful in all budgetary areas. RC - This was the result of a collaborative effort between the Timber Ridge clerical staff and campus administration.
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<td>Improve low-performing schools</td>
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<tr>
<td>3) Intervention time embedded in the master schedule will be used by teachers (both classroom and interventionists) to work in small groups, rotate through learning centers, work one-on-one and utilize computer programs with struggling students.</td>
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<td><strong>Problem Statements</strong></td>
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<tr>
<td><strong>Student Academic Achievement</strong></td>
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<td>PS #6 - Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the math STAAR assessments.</td>
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<tr>
<td><strong>RC</strong> - As a campus, we have not implemented the Gradual Release of Responsibility with fidelity.</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
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<td>Improve low-performing schools</td>
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<tr>
<td>4) Through monthly scheduled meetings, the SBDM will be provided a transparent view of campus goals and funding issues and assist in creating and evaluating campus goals as well as the planning of staff professional development to help achieve those goals.</td>
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<tr>
<td><strong>Problem Statements</strong></td>
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<tr>
<td><strong>School Processes &amp; Programs</strong></td>
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<tr>
<td>PS #2 - During the 2018-2019 school year, Timber Ridge was 100% compliant or successful in all budgetary areas.</td>
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<td><strong>RC</strong> - This was the result of a collaborative effort between the Timber Ridge clerical staff and campus administration.</td>
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</table>
**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:** During the 2019-2020 school year, Timber Ridge will achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

**Evaluation Data Source(s) 2:** Bright Bytes Survey

### Summative Evaluation 2:

<table>
<thead>
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<th>ELEMENTS</th>
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<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
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</tr>
</tbody>
</table>
| Recruit, support, retain teachers and principals
  1) Continue to build the capacity of teachers to effectively implement innovative technologies for teaching and learning. | | **Problem Statements** |
| Demographics
  PS #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. RC - 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. | | |
| **TEA Priorities** | 2.4, 2.5, 2.6 | |
| Recruit, support, retain teachers and principals
  2) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement. | | **Problem Statements** |
| Student Academic Achievement
  PS #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. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas. | | |
| **TEA Priorities** | 2.4, 2.5, 2.6 | |
| Recruit, support, retain teachers and principals
  3) Create Common Sense Curriculum account for each professional staff member to support appropriate usage of technology and reduce the number of technology related discipline referrals. | | **Problem Statements** |
| Perceptions
  PS #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. RC - Campus-wide restorative discipline practices have not been implemented with fidelity. | | |
| **TEA Priorities** | 2.5 | |
| Improve low-performing schools
  4) Provide quarterly training for parents to bring awareness of the topic of digital citizenship. | | **Problem Statements** |
| Perceptions
  PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers. | | |
| 5) Meet standards and apply to become a Common Sense Digital Citizenship Recognized campus | | |