

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

Accountability Rating: Met Standard



Mission Statement

Our mission statement is....

At Nolanville Elementary School, we are passionate about building positive relationships and challenging students to become successful, life-long learners.

Vision

Educate, Empower, and Excel Every day!

Value Statement

- Teamwork
- Dedication
- Perseverance
- Student-centered
- Excellence
- Creativity
- Service-oriented
- Compassion

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nolanville Elementary School is located at 901 Old Nolanville Road in Nolanville, Texas. Neighborhoods surrounding the school vary from rural ranches to low-income to moderate income homes. Nolanville Elementary borders the town of Harker Heights which as had an increasing population over the past five years due to housing development. The attendance zone area for Nolanville Elementary was rezoned this year and decreased enrollment to approximately 678 students. At the end of the 2017-18 school year, the school served 630 students. The attendance rate for the 2017-18 school year was 94.79% which is lower than the district and state attendance rate. The attendance rate has decreased yearly since 2015. Half of the absences were unexcused absences. Systems in place to promote perfect attendance are nine-weeks and semester awards for perfect attendance. A tardy policy was created during the 2018 school year and tardies decreased greatly. Despite this policy, there are a higher number of tardies in first through third grades

| Enrollment | 2015 | 2016 | 2017 | 2018 |
|------------|------|------|------|------|
| | 693 | 760 | 812 | 630 |

| Attendance | 2015 | 2016 | 2017 | 2018 |
|------------|-------|-------|-------|-------|
| | 95.5% | 95.6% | 95.0% | 94.9% |

| Tardies by Grade Level for 2017-2018 | | | | | | | |
|--------------------------------------|-----|-----|-----|-----|-----|-----|-------|
| Pre-K | K | 1 | 2 | 3 | 4 | 5 | Total |
| 234 | 371 | 429 | 456 | 399 | 230 | 283 | 2402 |

Who are Our Students?

| Student Demographics | 2015 | 2016 | 2017 | 2018 |
|-----------------------------|-------------|-------------|-------------|-------------|
| African American | 20.6% | 20.7% | 21.2% | 22% |
| Hispanic | 25.1% | 29.2% | 29.2% | 29% |
| White | 42% | 37.5% | 36.1% | 36% |
| Asian | .9% | .8% | .9% | .9% |
| Two or More Races | 9.2% | 9.1% | 10.1% | 11% |

| Special Populations | 2015 | 2016 | 2017 | 2018 |
|----------------------------|-------------|-------------|-------------|-------------|
| Economically Disadvantaged | 50% | 50% | 50% | 53% |
| English Language Learners | 6.9% | 8.3% | 7.4% | 6% |
| Mobility | 23% | 23% | 21.5% | 21% |
| Special Education | 9.7% | 12.8% | 13.3% | 19% |
| Gifted and Talented | 5.8% | 5% | 3.8% | 6% |

| Class Size Averages | |
|----------------------------|-------|
| Pre-kindergarten | 14.25 |
| Kindergarten | 19.75 |
| First Grade | 18 |
| Second Grade | 15.6 |
| Third Grade | 19 |
| Fourth Grade | 18.4 |
| Fifth Grade | 17.8 |

The percent of economically disadvantaged students has remained at 50% for the past three years. This school year, 54% of students were economically disadvantaged. From 2015-2017, the number of ELL students increased by one each year and decreased this year to 6% of enrolled students. At-risk students comprise 42% of the student population. Students identified as gifted and talented (GT) students make up 6% of the students enrolled. The percent of GT students identified increased by 2.2% in the 2018 school year. The percent of GT students at Nolanville, 6%, is less than the percent for the state which is 7.8%.

The student mobility rate at Nolanville Elementary, 21.5%, is lower than the district average of 28.3%. Thirty-five percent of students are connected to the military. During the 2017-2018 school year, homeless students consisted of 3% of Nolanville Elementary students which is a small decrease from the previous school year.

The percent of students served through special education services is 19% which is higher than the district and state averages. Nolanville Elementary serves students in several different special education settings to include two self-contained classes in grades 3-5 for Life Skills and Deaf Education which consists of 6.6% of special education students. Six percent of special education students are provided resource services while .3% of students are served in the general education classroom. Three-fourths of the students provided resource services are in the third, fourth, and fifth grades. Seventeen of these students primary disability is Other Health Impairment while three students have a learning disability.

Who are We as a Staff?

Nolanville has a staff of highly qualified administrators, instructional paraprofessionals, and teachers that strive to learn new strategies and techniques to ensure that all students learn to their maximum potential. Teacher leadership is valued as lead teachers in grade levels share their expertise in campus staff development, peer observations, and advocating for innovative teaching strategies to address areas of needed growth. New teachers are provided a buddy and/or mentor to provide support during the first year on our campus. Nolanville teachers are provided leadership opportunities to serve on Site Based Decision Making Committee (SBDM) and Instructional Rounds (IR) team to develop professional development plans. Professional development plans are created by SBDM and IR team analyzing multiple sources of data related to teacher development and student achievement. Professional development needs are identified through instructional rounds, observations, T-TESS evaluations, assessment data, and teacher surveys.

Professional development occurs during staff development days, grade level planning, PLCs, instructional coaching by instructional leaders on campus and through job-embedded learning such as peer observations and model teaching by instructional experts from within the district and in the educational field of study. Teachers are also provided the opportunity to attend professional development aligned with professional goal setting outside of the district by experts in the field of education. Professional development was provided on Gradual Release of Responsibility, Rigor and DOK level of student work by Dedra Stafford, Close Reading with complex texts, guided reading, higher level questioning and implementation of balanced literacy practices such as Fountas & Pinnell Assessments and reading strategies for metacognition. In the next school year, professional development will continue to focus on balanced literacy practices such as shared reading, guided reading, and closed reading, higher level questioning, curriculum planning of higher level learning tasks using the Cognitive Rigor Matrix (CRM), and continued focus on implementation of the Gradual Release of Responsibility. Another area of professional development will be improving students writing ability through the use of Empowering Writers' curriculum and common writing assessments to target instruction.

Instructional rounds will be conducted in the fall and the spring to provide data towards improvement in these areas. The new learning will be monitored through walk through observations and PLC and grade level discussions. The results of the professional learning will have an impact on students. This will be measured by the concepts that are taught and the data received on formative and summative assessments throughout the year and EOY reports. Teachers

are encouraged to use their strengths at various times to support the grade level or campus during professional development learning or discussions. This will allow teachers to share their new learning with the staff opening a window of knowledge that would spark interest in other staff members.

| Administration | Number of Positions | Grade Level | Number of teachers |
|---------------------|---------------------|---|--------------------|
| Principal | 1 | PreK | 4 |
| Assistant Principal | 2 | Kindergarten | 4 |
| CIS | 1 1/2 | First | 5 |
| Counselor | 2 | Second | 5 |
| CTSS | 1 | Third | 6 |
| Nurse | 1 | Fourth | 5 |
| AIDES | 23.5 | Fifth | 5 |
| Secretary | 3 | Special Education - Deaf ED/Skills/Inclusion | 6 |
| Librarian | .5 | Interventionist/ELL/RICA | 4 |
| | | PE/Music | 4.5 |

| Teachers by Ethnicity and Gender | |
|----------------------------------|-------|
| African American | .3% |
| Hispanic | 5.6% |
| White | 88.5% |
| American Indian | 1.9% |
| Two or More Races | 3.7% |
| Males | 2% |
| Females | 98% |

| Teachers by Years of Experience | |
|---------------------------------|-------|
| Beginning Teachers | 15% |
| 1-5 Years of Experience | 29.9% |

| | |
|-----------------------------|-------|
| 6-10 Years of Experience | 18.7% |
| 11-20 Years of Experience | 20.6% |
| Over 20 Years of Experience | 15.8% |

In the 2018-2019 school year, there will be 12 new staff members to Nolanville Elementary school. Half of the new staff members have 5 years or less teaching experience. Almost half of the entire teaching staff have less than five years of teaching experience. PLCs, instructional coaching, and collaborative grade level planning will be used for in-depth study of the curriculum, planning of formative assessments, and professional learning on effective instructional strategies will be implemented to ensure all teachers are providing high-quality instruction to every student.

Demographics Strengths

Data analysis identified the following demographics strengths:

- The student population is very diverse and welcoming to new students regardless of ethnicity, race, or diverse abilities.
- Inclusive practices are used to maximize supporting students in the self-contained or deaf education program developing academic and social abilities while immersed with age-appropriate peers.
- Most grade level class sizes are smaller than district and state averages.
- Students attending Nolanville Elementary live in stable residential neighborhoods in Nolanville or Harker Heights. Most students remain at Nolanville for most of their elementary school years. This provides the opportunity for students to build a solid foundation in literacy and math skills to build upon for more rigorous work in the upper elementary years.
- Nolanville has a caring, committed teaching staff that strives to put the needs of our students first.
- Nolanville teachers attend district level professional development and share new learning with colleagues on a regular basis.
- Several teachers lead district staff development on curriculum and instruction.
- Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for PLCs weekly.
- Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS.
- Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs for increased student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates have decreased from 2015-2018 to 94.9% which is below the district and state averages. **Root Cause:** Lack of consistent and effective attendance and tardy policies to encourage improved attendance and tardy rates.

Student Academic Achievement

Student Academic Achievement Summary

| Circle EOY | Percent Meeting Proficiency | | | |
|---------------|-----------------------------|-----------|-----------|-----------|
| | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
| Overall PA | 87% | 89% | 97% | 86% |
| Overall Math | 91% | 88% | 99% | 92% |
| Letter Naming | 87% | 87% | 90% | 84% |
| Vocabulary | 56% | 74% | 69% | 48% |

| MAP Reading | |
|---------------------------|-----|
| % at Average RIT or Above | EOY |
| Kindergarten | 82% |
| 1st | 59% |
| 2nd | 56% |
| 3rd | 59% |
| 4th | 58% |
| 5th | 63% |

| MAP Math | |
|---------------------------|-----|
| % at Average RIT or Above | EOY |
| Kindergarten | 78% |
| 1st | 60% |
| 2nd | 63% |

| | |
|-----|-----|
| 3rd | 55% |
| 4th | 65% |
| 5th | 75% |

| MAP Reading 2018 | | | |
|-------------------------|------------------------------------|----------------------------------|----------------------------------|
| Grade | Nolanville Mean RIT | District Mean RIT | National Mean RIT |
| | EOY | EOY | EOY |
| K | 162.6 | 158.8 | 157 |
| 1st | 177.1 | 175.3 | 176.6 |
| 2nd | 185.8 | 187.2 | 188.1 |
| 3rd | 194.5 | 197.1 | 198.3 |
| 4th | 199.7 | 205.1 | 205.6 |
| 5th | 207.1 | 211 | 211.5 |

| MAP Math | Nolanville Mean RIT | District Mean RIT | National Mean RIT |
|-----------------|------------------------------------|----------------------------------|----------------------------------|
| Grade | EOY | EOY | EOY |
| Kindergarten | 163.4 | 158.8 | 157 |
| 1st | 179.2 | 175.3 | 176.6 |
| 2nd | 190.7 | 187.2 | 188.1 |
| 3rd | 199 | 203.7 | 202.6 |
| 4th | 209.8 | 214.6 | 212.7 |
| 5th | 223.3 | 223.4 | 220.7 |

| | |
|--|--|
| Demographic Breakdown STAAR Math All Grades 2017-2018 | |
|--|--|

| | Approach | Meets | Masters | M | F | Hisp | AA | White | 2 or | ED | SPED | At Risk | LEP |
|---------------|----------|-------|---------|-----|-----|------|-----|-------|------|-----|------|---------|-----|
| Third | 62% | 32% | 12% | 58% | 67% | 52% | 65% | 67% | 60% | 54% | 50% | 39% | 33% |
| Fourth | 78% | 52% | 32% | 81% | 76% | 80% | 58% | 86% | 100% | 72% | 46% | 48% | 80% |
| Fifth | 90% | 51% | 29% | 93% | 86% | 87% | 88% | 96% | 88% | 84% | 67% | 83% | 67% |

| Demographic Breakdown STAAR Reading All Grades 2017-2018 | | | | | | | | | | | | | |
|---|----------|-------|---------|-----|-----|------|-----|-------|------|-----|------|---------|-----|
| | Approach | Meets | Masters | M | F | Hisp | AA | White | 2 or | ED | SPED | At Risk | LEP |
| Third | 72% | 37% | 22% | 69% | 75% | 63% | 70% | 78% | 67% | 60% | 56% | 52% | 78% |
| Fourth | 72% | 53% | 18% | 72% | 72% | 68% | 58% | 80% | 89% | 62% | 38% | 35% | 60% |
| Fifth | 77% | 56% | 23% | 72% | 83% | 81% | 71% | 83% | 63% | 71% | 39% | 55% | 33% |

| Demographic Breakdown STAAR Writing 2017-2018 | | | | | | | | | | | | |
|--|-------|---------|-----|-----|------|-----|-------|------|-----|------|---------|--|
| Approaches | Meets | Masters | M | F | Hisp | AA | White | 2 or | ED | SPED | At Risk | |
| 60% | 31% | 4% | 60% | 61% | 52% | 37% | 71% | 89% | 46% | 23% | 26% | |

| Demographic Breakdown STAAR Science 2016-2017 | | | | | | | | | | | | |
|--|-------|---------|-----|-----|------|-----|-------|------|-----|------|------|-----|
| | Meets | Masters | M | F | Hisp | AA | White | 2 or | ED | SPED | At R | LEP |
| Fifth | 43% | 17% | 76% | 83% | 77% | 78% | 87% | 63% | 73% | 39% | 62% | 50% |

| | 2018 | 2018 | 2017 | 2016 |
|-----------|------|------------|------------|------------|
| 3rd STAAR | KISD | Nolanville | Nolanville | Nolanville |

| | | | | |
|---------|-----|-----|-----|-----|
| Math | 76% | 62% | 78% | 95% |
| Reading | 73% | 72% | 74% | 83% |

| | 2018 | 2018 | 2017 | 2016 |
|-----------|-------------|-------------------|-------------------|-------------------|
| 4th STAAR | KISD | Nolanville | Nolanville | Nolanville |
| Math | 74% | 78% | 76% | 87% |
| Reading | 67% | 72% | 69% | 83% |
| Writing | 58% | 60% | 65% | 84% |

| | 2018 | 2018 | 2017 | 2016 |
|-----------|-------------|-------------------|-------------------|-------------------|
| 5th STAAR | KISD | Nolanville | Nolanville | Nolanville |
| Math | 92% | 90% | 85% | 89% |
| Reading | 83% | 77% | 83% | 83% |
| Science | 70% | 79% | 74% | 73% |

Thirty-nine gifted students were enrolled in the 2017-18 school year. In reading, 31 of 39 gifted students or 79% made the expected growth in MAPS reading assessment from fall of 2017 to spring of 2018. In math, 26 out of 39 or 67% made the expected growth from fall of 2017 to spring of 2018 in the math MAPS assessment.

Student Academic Achievement Strengths

- Circle assessment results showed a 2 point gain in percent of students meeting proficiency in math skills from the previous year.
- Kindergarten (162.6 RIT) and first grade (177.1 RIT) students mean RIT score is above the district and national average in reading.
- Kindergarten and first grade increased mean RIT score from 2017 to 2018 in reading.
- Kindergarten, second grade, and fifth grade increased the mean RIT score from 2017 to 2018 in math.
- Science scores have increased over the last three years. 79 percent of students met "Approaches Grade Level," which is above the 70% for the District.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2017-2018, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 60%. In

2016-2017, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 65%. **Root Cause:** Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 2: In 2017-2018, the mean RIT scores on MAP Reading for students in second through fifth grade are below the mean RIT score of the district and state. **Root Cause:** Inconsistent implementation of balanced literacy instruction and planning of Gradual Release of Responsibility lessons with higher with level learning tasks.

Problem Statement 3: In 2017-2018, the percentage of third grade students who scored Approaching Grade Level in math was 62% which is a decrease of sixteen points from the previous year. In the spring of 2018, second through fourth grade students mean RIT score in math was below the district and national average. **Root Cause:** Inconsistent planning and implementation of lessons utilizing Gradual Release of Responsibility and higher-level learning tasks.

Problem Statement 4: In 2017-2018, Economically Disadvantaged students , Limited English Proficient, and At-Risk students performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

Problem Statement 5: In 2017-2018, 79% of Gifted and Talented students met projected yearly growth in reading MAPS RIT score and 67% of Gifted and Talented students met projected yearly growth in math MAPS RIT score. **Root Cause:** Inconsistent implementation of differentiated instruction strategies and appropriate instructional resources were utilized to meet the needs of Gifted and Talented students.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs

At Nolanville Elementary, teachers plan collaboratively using curriculum resources from the TEKS Resource System and follow the Killeen ISD Scope and Sequence. Lesson plans include clear learning targets, higher level questions, activities aligned to the rigor of the TEKS, and differentiation based on the needs of individual students. Balanced literacy is the framework for language arts planning along with implementing Comprehension at the Core and closed reading practices to improve students comprehension of complex texts. ST Math has been implemented for three years to increase students problem-solving ability in mathematics. ST Math is routinely used in classrooms every week. STEMscopes on-line learning resources are utilized by pre-k through fifth grade teachers to provide TEKS aligned, higher -level thinking activities for science instruction. Teachers are provided full planning days to analyze ELAR and math hot spot data to plan intentionally with an understanding of the misconceptions students experience as well as key vocabulary and learning experiences needed to allow students to apply learning to new contexts. Teachers collaborate with instructional leaders weekly during PLCs to further develop professional expertise with instructional strategies and implement backwards planning to ensure learning tasks and instruction supports students in reaching higher levels of learning.

Common assessments are used every nine weeks to monitor on students' progress towards mastering grade level standards to include performance-based assessments and curriculum-based assessments from the TEKS Resource system. Data from these assessments is analyzed routinely to determine how to best meet the needs of individual students. Our school has implemented intervention time (MySpace) so that teachers can work with students in small groups to address gaps in learning. Research-based practices are used during intervention such as Leveled Literacy Instruction (LLI), Moby Max (individualized learning on-line software) and Do the Math. Based on data from our assessments and classroom observations, we create intervention plans that allow us to meet one-on-one based on student needs before, during, and after school. Based on data from our assessments and classroom observations, we also create intervention plans through the RTI process. The RTI process is a tiered process that takes the student through levels of interventions to ensure better understanding and mastery of concepts. A master schedule ensures all students receive an hour of daily intervention and teachers are provided common planning times to collaborate with each other on provided expert instruction to students. Additional time is also scheduled to ensure students needs are met through collaboration of teachers and instructional leaders. Every Wednesday grade levels meet for collaborative instructional planning meetings and Tuesday afternoons special education and general education teachers collaborate to support special education students success in the general education classroom.

Instructional rounds occurs twice a year to provide teachers data around core instructional practices across the campus. Data from instructional rounds as well as student achievement data drives the campus momentum plan for continuous improvement. Recent instructional rounds data revealed areas for continuous improvement are higher-level student work, student discourse, and higher-level questioning. Professional development is job-embedded and occurs during weekly PLCs, peer observations of master teachers on campus, and educational consultants model effective instructional practices in classrooms throughout the school year. Encouraging a growth mindset is a needed focus as well as collaborative planning for teachers on how to ensure

students are successful with higher level cognitive learning. Teachers will set grade level SMART goals to improve learning for students in reading and math. Students will set goals and track progress aligned to these SMART goals to ensure each student makes at least one year progress in reading and math achievement. Progress monitoring will occur through a universal screener three times a year to monitor student progress, Fountas & Pinnell reading assessments, and unit assessments in math, reading, and science from the TEKS Resource System.

At Nolanville, our mission is to challenge students to become successful life-long learners. Students are encouraged to become 21st Century learners through daily use of technology to enrich the learning process. Teachers must be willing to use new and existing technology to increase student achievement and promote student involvement in the learning process. Teachers use document cameras, projectors, and their laptops to show and demonstrate assignments as well as finished projects. Technology is used daily by students and staff alike to very high degree. Students frequently use technology to create products to showcase their learning. Teachers utilize on-line learning software such as MyOn, Brain Pop, and STEMscopes to engage students in the content and support student achievement. Nolanville has a full time campus technology specialist and a technology instructional assistant who are available for the technology needs of students and staff. Bright Bytes survey is used to evaluate technology proficiency on campus.

Nolanville Elementary has two computer labs each with twenty-five, 21 inch iMacs running OSX 10.9. We also have 8 mobile carts each with twenty-four, 13-inch MacBook pros running 10.9 used by second through fifth grade students. Seventy ST Math iPad minis are dispersed in grades third through fifth grade classrooms. We have two iPad carts with 30 iPads each available for kindergarten and first grade. Pre-kindergarten will each be provided four new iPads in their classrooms beginning the 2018-2019 school year. Each classroom contains, on the average, three iMac computers. This technology is used by all students and teachers on a daily basis. Technology upgrades by the district and our campus include new interactive projectors in every classroom. These projectors allow regular whiteboards to become "smart" boards. Current technology inventory shows there are 10 laptops that will no longer support the new operating system needed by current technology. The first grade iPad cart is five years old and may not support current software in the near future.

School Processes & Programs Strengths

Data analysis identified the following curriculum, instruction, and assessment strengths:

- The campus provides immediate interventions for all students in need of assistance.
- Our staff excels in utilizing data obtained through TEKS Resource System and Eduphoria to provide purposeful interventions.
- The RtI process is implemented for students in need of intervention
- Review and discussions with teachers about students takes place in PLCs and at the end of each 2 weeks for students in need of intervention.
- Lesson plans are submitted weekly.
- Student Success Plans and progress monitoring are done with fidelity.
- During PLC and grade level time, teachers study the curriculum and analyze data to ensure students are successful with TEKS.
- Teachers also share effective teaching practices after analyzing data to help all students grow
- Nolanville's staff is highly qualified.
- Nolanville has a caring, committed teaching staff that strives to put the needs of our students first.
- Several teachers lead district staff development on curriculum and instruction.
- Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for PLCs weekly.

- Weekly collaborative lesson planning occurs for grade levels...
- A positive campus culture is promoted through the use of weekly "Shout Outs" for recognition of staff members supporting others, referring to each other as EAGLES, a cheer at staff meetings to get teachers' attention, and cohesive grade levels that support each other through snacks and helping out when needed.
- Our campus has a wide range of programs and technology.
- Nolanville has teachers willing to embrace technology to engage students and enhance student achievement.
- 12 teachers participate in iLearn professional development and technology integration in classrooms across the campus.
- Proficient use of technology by students and teachers as shown by Bright Bytes Survey.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instruction in all components of the balanced literacy framework and small group targeted math instruction are not implemented with fidelity. **Root Cause:** Lack of time management and use of appropriate resources when implementing all components of balanced literacy components and small group math instruction appropriate to meet the needs of diverse learners.

Problem Statement 2: Some technology resources are unable to support new software systems. **Root Cause:** Outdated resources to support use of software and on-line based learning which increases student engagement and achievement.

Perceptions

Perceptions Summary

Nolanville Elementary is a Title I school and uses a collaborative approach to include all stakeholders. The Nolanville Site-Based Decision Making Committee is a strong committee that encourages our parents and community members to participate. The committee consists of parents, business members, community members, district personnel, teachers and administrators. The principal uses the parent survey, conversations with parents and asks parents if they are interested in serving on the committee. The committee represents all grade levels and the community. Members have a genuine voice in school decisions through the opportunity to vote. The campus decision making at Nolanville Elementary for 2017-18 was a team process with input and guidance from campus professional learning communities, vertical team PLCs and Site Base Decision Making teams. The SBDM met 7 times this year to review campus processes and assist in decision making for our campus. The campus improvement planning process included staff, parents, and community members who collaboratively evaluated the 2017-2018 plan, reviewed student achievement data and other relevant information and data. The evaluation results were used to formulate the campus needs assessment which, in turn, guided the improvement planning and decision making for 2018-2019. The grade level leaders serve as professional learning leaders for our campus and provide input to ensure that the needs of our children are met.

Nolanville Elementary has created a climate of collegiality, collaboration, and professionalism that has proven to attract and keep highly qualified teachers. The climate is built around a strong, passionate commitment to our shared mission and beliefs. Teachers are respected as instructional leaders and have an active voice in campus decision-making. Teachers strive to instill a love of life-long learning, goal-setting, and a growth mindset to ensure students develop to their maximum potential. The school environment does meet the need of all student groups to include special education, dyslexia, speech, ESL, GT, and homeless students.

The school environment is positive and focused on student social and academic growth. NES has a positive learning environment that includes close student-teacher relationships that foster safety, compassion and learning. Students attending Nolanville Elementary feel safe and are eager to attend our campus. NES includes all diverse student populations such as the Deaf Ed program in all extra-curricular activities. In general, most students and teachers describe our school campus culture as collaborative, respectful and supportive. There is wide spread campus participation in enriching activities such as MyOn Reading Challenges, archery, campus clubs, and musical performances. Students with high academic success and leadership skills also have the opportunity to participate in Student Council, Science Club, American Sign Language (ASL) club, and NESTV which are more exclusive clubs that require students to have good grades and leadership skills. These are the highly motivated students that also have excellent attendance.

In the spring of 2018, our parents had the opportunity to share their thoughts in a campus wide survey sent to parents. Results from this survey show that over 90% of parents feel welcomed to our school, their children like to attend Nolanville, and that the staff members truly care about their children. Open House, teacher conferences, daily planners, Class Dojo, Remind, and emails are some ways that teachers regularly communicate with parents. Parents receive information from the monthly NES Eagle Newsflash and Connect Ed calls and emails. A Facebook page for Nolanville Elementary was also started this year. This communication promotes overall student success. According to the annual parent survey, 84% of parents were satisfied with the newsletter sent home. Seventy-two percent of parents preferred communication through letters sent home, emails, or text messages. A continued focus will be diversifying communication through more frequent use of Connect Ed emails, newsletters, and use of the Facebook page.

Parent and community involvement is a major focus at Nolanville Elementary. Parents are invited to attend Meet the Teacher, open house, field trips, field day, the 5th grade transition program, GT showcase, Living History/Wax Museum and Science and Career Day. Parents are encouraged to participate in PTA activities, reading night, math night, science night, STAAR 3rd-5th expectations, Pre-K and K Round-Up, and by volunteering in classrooms. All parents are encouraged to participate on our campus. We are dedicated to educating and preparing our parents to be knowledgeable. Our ELL and Dyslexia teachers hold annual meetings in the library to discuss and teach strategies to parents for them to use at home in order to promote a partnership for student success. Our parents of special needs students are provided with support to meet their students' individual needs. All families have the opportunity to learn in specific areas using brochures, pamphlets, and utilize the school library. These materials are available in the foyer and the parent library (Books/Videos) with helpful information and resources. There was an increase in parents' perception that parent involvement activities are beneficial to them from 74% last year to 80% this year. Parents that are involved in the community tend to be more active in their child's academics and school system. We work hard to provide opportunities for our working parents and parents with small children the opportunity to participate and have a positive school experience. About one-third of our parents attend parent engagement activities. While we increased the number and type of parent engagement opportunities, we hope to increase parent involvement so that students can be more successful in school.

Community and parent partnerships is a big part of the overall success of Nolanville. The Nolanville PTA is an active partner in providing for a robust education for our students. The PTA funds field trip experiences for all grade levels. The PTA also holds a Spring Festival every year to celebrate the school and community connection. The PTA also provides funds when requested by teachers for extra-curricular clubs. Our Adopt-a-School Unit plays a huge role on our campus. Soldiers volunteer in classrooms and for special events as their schedules permit. Our campus has a strong relationship with the Nolanville Police Department. They support our campus daily by providing a staff member to visit in our hallways and monitor our parking lot. Many local businesses offer their services to our principal to assist staff and students.

Students enjoy coming to school at Nolanville Elementary. Most students feel safe and build strong relationships with peers and staff members. During the 2017-2018 school year there were two reported incidents of bullying. The bully reporter is used by administration to monitor student behavior and proactively intervene for student safety. Two counselors and an MFLAC provide emotional and behavioral support to students throughout the school day. They are highly visible before school, in the cafeteria, and in classrooms. The administration team is also highly visible before school, during lunch, after school, and attends all extracurricular events at school. Students feel comfortable talking to counselors and administrators about any social or academic problems that arise throughout the school year. Campus-wide rules and expectations for behavior create a positive, safe environment. At Nolanville, we work as a team to provide positive reinforcement for good behavior through "Positive Office Referrals", "Citizenship Monthly Awards", and building relationships with struggling students. Any student that experiences behavioral difficulty is referred to Response to Intervention (RTI) team where a behavior intervention plan is implemented to support student success. Discipline referrals for the 2017-2018 school year remain consistent with the number of discipline referrals since 2014-2015. Over half of the discipline referrals are from 3rd-5th grade. An increase in discipline referrals in second through fifth grade occurred over the last two years. Our counselors provide bi-monthly counseling classes, promote character traits through a Citizen of the Month award program, and counsel students in small groups and individually to support positive behaviors in the classroom and around campus. A self-regulation room was set up in the spring of 2018 to support students at all grade levels dealing with stress, anxiety, and anger that occurs throughout the school day as a result of an Education Foundation grant. Another grant was received in the spring of 2018 for professional development on Conscious Discipline which will take place in 2018-2019.

| Total Discipline Referrals by Grade Level for 2018 | | | | | | | |
|--|----|-----|-----|-----|-----|-----|-------|
| Pre-k | K | 1st | 2nd | 3rd | 4th | 5th | Total |
| 22 | 58 | 30 | 61 | 55 | 88 | 87 | 401 |

Perceptions Strengths

Data analysis revealed the following strengths:

- Nolanville is a safe and positive learning environment for all members.
- Teachers have opportunity to be involved in campus level decision-making.
- Students feel comfortable and like coming to school.
- We have a strong commitment to parental communications through daily/weekly contact sheets, monthly Eagle News-Flash, or Connect Ed mass communication.
- Students have many opportunities to develop strengths and interests through a variety of extra-curricular clubs offered to all students
- Nolanville has strong parental and community involvement.
- Strong Adopt-A-Unit Relationship
- Strong communication with all stakeholders
- Strong SBDM

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low attendance at parent engagement activities that support improving student achievement. **Root Cause:** Lack of communication about events and parent training on importance of parent support with academic success in school.

Problem Statement 2: From 2015-2018, the total number of discipline referrals in pre-kindergarten through fifth grades increased from 385 to 401 which interferes with creating a productive and safe learning environment for all students. **Root Cause:** Classroom and school environments lack routines, strategies, and support to ensure students are engaged in the school environment safely and productively

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals


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

Performance Objective 1: Through implementation of the district curriculum as well as strategies and professional development to strengthen the instructional core, STAAR performance will increase 5% (80%) for reading, 8% (85%) for math, 5% (60%) in writing, and 6% (85%) for students Approaching grade level standard.

Evaluation Data Source(s) 1: % Approaching Grade Level Standards
% Meets Grade Level Standards

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|-----------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) A written composition assessment will be administered each nine weeks to check student progress towards grade level standards. | 2.4 | Principal, CIS, Classroom Teacher | STAAR Writing Results, writing samples reviewed in vertical team once a nine weeks. | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| Targeted Support Strategy 2) Additional targeted support will be provided to students in the demographic two or more races through implementation of best practice strategies for incorporating all components of balanced literacy to include Close Reading through the Gradual Release of Responsibility framework. A variety of instructional resources are needed to provide relevant materials for student engagement and build vocabulary and comprehension of at risk, economically disadvantaged and students with two or more races. | 2.4 | Principal CIS | STAAR results, Universal Screener data from BOY, MOY, and EOY | | | | |
| Problem Statements: Student Academic Achievement 2 Funding Sources: 166 - State Comp Ed - 6721.10 | | | | | | | |
| 3) Provide field-based instruction to support and enhance the curriculum through real-world experiences for all students. Students will respond in narrative and expository texts to deepen learning from field-based experiences. | 2.4 | | | | | | |
| Problem Statements: Student Academic Achievement 4 Funding Sources: 166 - State Comp Ed - 5507.00 | | | | | | | |

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|---|--|--|---|--|--|--|--|
| 4) Provide writing professional development throughout the school year to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through the Gradual Release of Responsibility framework. | 2.4 | Teachers, CIS, Assistant Principals, and Principal | Increased student achievement in writing over the course of the school year as evidenced by writing samples and STAAR assessments. | | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | | | |
| 5) Analyze historical data from the STAAR writing assessment and implement daily campus-wide revision and editing strategies. | 2.4 | CIS Principal Teachers | Increased effectiveness with revision and editing skills appropriate to each grade level. | | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | | | |
| Targeted Support Strategy 6) Additional targeted support will be provided to students with two or more races through professional development for teachers in guided math and instructional strategies to support increasing proficiency with numerical representations and relationships. | 2.4 | CIS Principal Teachers | Students' average MAP RIT score increased by 2 points from 2017-2018. | | | | |
| | Problem Statements: Student Academic Achievement 3 Funding Sources: 166 - State Comp Ed - 5000.00 | | | | | | |
| 7) Implement ST Math, a conceptually-based mathematics supplemental program, with all students. | 2.4, 2.6 | CIS Principal Teachers | Increase average math RIT score on MAPS at EOY by two points compared to 2017-2018. | | | | |
| | Problem Statements: Student Academic Achievement 3 | | | | | | |
| 8) Increase reading achievement of grade level texts, through implementation of balanced literacy components with a Gradual Release of Responsibility model with multiple genres of text. | 2.4, 2.5 | CIS Principal Teachers | Increased percent of students that met Approaching grade level and Meets grade level performance on all reading STAAR assessments. | | | | |
| | Problem Statements: Student Academic Achievement 2, 4 Funding Sources: 166 - State Comp Ed - 3896.00 | | | | | | |
| 9) Students will increase their reading stamina and diversify the ability to comprehend a variety of genres through reading books on MyOn and showing comprehension of texts read. | 2.4 | Principal CIS Teachers | Students will read more due to choice and interest in accessing books digitally. Increased reading and development of vocabulary will improve reading comprehension. Increased percentage of students performing in the average or higher levels expected at the end of the year for MAPS. | | | | |
| | Problem Statements: Student Academic Achievement 2, 4 Funding Sources: 211 - ESEA, Title I Part A - 5479.00 | | | | | | |
|  | | | | | | | |

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: In 2017-2018, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 60%. In 2016-2017, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 65%. **Root Cause 1:** Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 2: In 2017-2018, the mean RIT scores on MAP Reading for students in second through fifth grade are below the mean RIT score of the district and state. **Root Cause 2:** Inconsistent implementation of balanced literacy instruction and planning of Gradual Release of Responsibility lessons with higher with level learning tasks.

Problem Statement 3: In 2017-2018, the percentage of third grade students who scored Approaching Grade Level in math was 62% which is a decrease of sixteen points from the previous year. In the spring of 2018, second through fourth grade students mean RIT score in math was below the district and national average. **Root Cause 3:** Inconsistent planning and implementation of lessons utilizing Gradual Release of Responsibility and higher-level learning tasks.

Problem Statement 4: In 2017-2018, Economically Disadvantaged students , Limited English Proficient, and At-Risk students performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause 4:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.


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

Performance Objective 2: Through monitoring the progress of all student groups (race/ethnicity, special education, ELL, LEP, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, Domain 2 will reflect a five percentage point increase in the percent of tested students meeting or exceeding one year of academic progress in reading and mathematics, and the campus Domain 3 score will exceed the state Domain 3 score and show growth over campus performance in 2017-2018.

Evaluation Data Source(s) 2: STAAR Results, TELPAS, MAPS

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|-------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) The ELL students will be provided field-based experiences and small group instruction focused on building vocabulary and language skills applied in reading, math, and science content. Instructional resources will be purchased for ESL students only. | 2.4 | Principal, APs, ELL Teacher | STAAR Results; MAPS | | | | |
| | Problem Statements: Student Academic Achievement 4 Funding Sources: 165/ES0 - ELL - 2798.00, 263 - ESEA, Title III Part A - 1000.00 | | | | | | |
| 2) At Risk instructional assistants will provide RtI Tier 2 intervention services to at-risk students to increase mastery of grade level reading and math skills through small group guided instruction. | 2.5, 2.6 | CIS Principal | STAAR Results; MAPS | | | | |
| | Problem Statements: Student Academic Achievement 4 Funding Sources: 166 - State Comp Ed - 40478.90 | | | | | | |
| 3) Special education students will be provided on grade level instruction and served in an inclusion model/content mastery. | 2.4, 2.5 | Principal, APs, Sped Teacher | STAAR Results | | | | |
| 4) Implement Waterford curriculum and Successmaker for academic interventions in math, reading, and science in Skills classrooms and for special education students in kindergarten through fifth grade. | | Principal, APs, Sped Teachers | STAAR Results | | | | |
| 5) Specials Teachers (ELL, RICA, SPED/ARI/AMI) meet with collaborative general education teachers weekly to share student progress and develop differentiated lessons to support student success. | | Principal CIS | PLC Notes | | | | |

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| 6) GT teachers will utilize field-based instruction and learning resources to provide rigorous, differentiated instruction which will increase the mastery level of reading and math TEKS for GT students. | 2.5 | Principal APs CIS GT Teachers | STAAR Results MAPS Results | | | | |
| | Problem Statements: Student Academic Achievement 5 Funding Sources: 177 - Gifted/Talented - 2602.00 | | | | | | |
| 7) Gifted and Talented students will be provided with learning experiences from consultants to develop ability to create open-ended solutions in real-world contexts, solve problems fluidly, and think critically. | 2.5 | Principal, CIS, GT Teachers | STAAR Advanced level scores and teacher observation | | | | |
| | Problem Statements: Student Academic Achievement 5 Funding Sources: 177 - Gifted/Talented - 860.00 | | | | | | |
| 8) An ARI and AMI teacher will provide RtI tier 2 and 3 small group intervention to students in kindergarten through fifth grade. | 2.4, 2.6 | Principal CIS ARI Teacher AMI Teacher | Targeted small group instruction on academic content from previous grade levels will reduce the achievement gap. | | | | |
| | Problem Statements: Student Academic Achievement 2, 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 138193.58 | | | | | | |
| 9) Provide ELAR instructional materials throughout to include best practice strategies for teaching the core curriculum, incorporating all components of balanced literacy to include Close Reading through the Gradual Release of Responsibility framework. | 2.4, 2.5 | | | | | | |
| | Problem Statements: Student Academic Achievement 2 | | | | | | |
| 10) Increase LEP students proficiency with grade level math TEKS through providing research-based intervention. Teachers will use progress monitoring to adjust instructional strategies and support in small group mathematics instruction. | 2.4, 2.5 | Principal CIS Teachers | Increased math achievement for LEP and ELL students on STAAR math assessment. | | | | |
| | Problem Statements: Student Academic Achievement 4 Funding Sources: 263 - ESEA, Title III Part A - 1390.00 | | | | | | |
|  | | | | | | | |

Performance Objective 2 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 2: In 2017-2018, the mean RIT scores on MAP Reading for students in second through fifth grade are below the mean RIT score of the district and state. Root Cause 2: Inconsistent implementation of balanced literacy instruction and planning of Gradual Release of Responsibility lessons with higher with level learning tasks. |
| Problem Statement 3: In 2017-2018, the percentage of third grade students who scored Approaching Grade Level in math was 62% which is a decrease of sixteen points from the previous year. In the spring of 2018, second through fourth grade students mean RIT score in math was below the district and national average. Root Cause 3: Inconsistent planning and implementation of lessons utilizing Gradual Release of Responsibility and higher-level learning tasks. |
| Problem Statement 4: In 2017-2018, Economically Disadvantaged students , Limited English Proficient, and At-Risk students performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. Root Cause 4: Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts. |

Problem Statement 5: In 2017-2018, 79% of Gifted and Talented students met projected yearly growth in reading MAPS RIT score and 67% of Gifted and Talented students met projected yearly growth in math MAPS RIT score. **Root Cause 5:** Inconsistent implementation of differentiated instruction strategies and appropriate instructional resources were utilized to meet the needs of Gifted and Talented students.


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

Performance Objective 1: Increase the capacity of teachers to facilitate collaboration and implementation of the district LEARN model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Source(s) 1: Increased achievement results on STAAR and MAPS from 2017-2018
Decreased attrition rates of teachers

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|-------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) New teachers to KISD will be partnered with a mentor and attend monthly new teacher PLC meetings. | | Principal, CIS | Mentoring Log | | | | |
| 2) Teachers that attend professional development outside of the district will present to their grade level or the campus depending on the subject matter. | | Principal, Classroom Teachers | Professional Development Record | | | | |
| 3) Campus administration will facilitate internal Instructional Rounds to strengthen the instructional core and to focus improving student achievement. During PLCs instructional rounds teacher leaders will support teams in analyzing data and developing instructional plans to address areas of need. | 2.4, 2.5 | Principal, APs, CIS | Data gathered from Instructional Rounds | | | | |
| | Problem Statements: Student Academic Achievement 2, 3, 4 | | | | | | |
| 4) Staff will participate in Professional Development on the Gradual Release of Responsibility (Fisher and Frye) RIGOR, Depth of Knowledge, assessment and questioning, and student discourse throughout the year to increase student achievement. During PLCs bi-monthly, teachers will reflect on professional learning and collaboratively plan to implement new practices to improve student achievement as detailed in the campus momentum plan. | 2.4, 2.5 | Principal AP CIS | STAAR PLC Agenda | | | | |
| 5) Teachers will meet in grade level meetings monthly in PLCs to identify hard to teach TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core. | 2.4, 2.5 | Principal CIS | Increased teacher clarity and implementation of differentiated lessons to meet the needs of varied learners. | | | | |

| | | | | | | | |
|---|--|------------------------------|--|--|--|--|--|
| 6) Teachers will have 3 full-day PLCs to plan quality instruction in reading, math, writing, and science that has strong questioning/learning targets. Teachers will make long-term unit plans which include common formative and summative assessments to check on student progress throughout the learning process. Teachers will design lessons based on analysis of data to target instruction and anticipate misconceptions. | 2.4 | Principal CIS Teachers | STAAR results will improve for all student groups. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 4824.42 | | | | | | |
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Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|---|
| <p>Problem Statement 1: In 2017-2018, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 60%. In 2016-2017, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 65%. Root Cause 1: Empowering Writer's has not been implemented with fidelity in grades K-5.</p> |
| <p>Problem Statement 2: In 2017-2018, the mean RIT scores on MAP Reading for students in second through fifth grade are below the mean RIT score of the district and state. Root Cause 2: Inconsistent implementation of balanced literacy instruction and planning of Gradual Release of Responsibility lessons with higher with level learning tasks.</p> |
| <p>Problem Statement 3: In 2017-2018, the percentage of third grade students who scored Approaching Grade Level in math was 62% which is a decrease of sixteen points from the previous year. In the spring of 2018, second through fourth grade students mean RIT score in math was below the district and national average. Root Cause 3: Inconsistent planning and implementation of lessons utilizing Gradual Release of Responsibility and higher-level learning tasks.</p> |
| <p>Problem Statement 4: In 2017-2018, Economically Disadvantaged students , Limited English Proficient, and At-Risk students performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. Root Cause 4: Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.</p> |


Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Through promoting parent involvement with communication, active participation, and community partnerships, we expect a 10% increase in family/community participation in the educational process.

Evaluation Data Source(s) 1: Parent Sign In Sheets for Parent Engagement Activities, Volunteer hours

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) The Eagle News Flash monthly newsletter, connect-Ed calls and emails, parent conferences, Facebook page, and weekly communication folders will be utilized to increase communication and promote active engagement in school outreach activities. | 2.6, 3.2 | Principal | Eagle News Flash | | | | |
| | Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 300.00 | | | | | | |
| 2) Conduct a PK-5 parent information meeting for LEP students and a STAAR/LAT meeting for 3-5 parents. | 3.2 | Principal, APs, ELL Teacher | Parent Sign In Sheets | | | | |
| | Problem Statements: Perceptions 1 Funding Sources: 263 - ESEA, Title III Part A - 50.00 | | | | | | |
| 3) A reading, math and science night will be conducted with parent workshops for reading and math strategies and increasing students' academic success in science to help students be successful in reading at home. | 3.2 | Principal, APs, Classroom Teachers | Parent Sign In Sheets | | | | |
| | Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 242.00 | | | | | | |
| 4) Provide parents the opportunity to participate in the Spring PK and Kindergarten Round-Up for children coming to school for the first time. Teachers will provide learning activities for parents to work on during the summer in the subject area of math and reading. | 3.2 | Principal, Counselor | Parent Sign In Sheets, Connect Ed Reports | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |
| 5) Provide 5th grade students and parents the opportunity to participate in a 5th grade to middle school transition program and provide feedback about coursework and activities for middle school. | 3.2 | Principal, Counselor | Parent Sign In Sheets, Connect Ed Reports | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |

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|--|--|--|---|--|--|--|--|
| 6) Conduct an Open House for parents to showcase student work and provide parent training on how to help students at home through the school year with grade level content. Parents will also be provided the opportunity to give input on the type of support needed at home. | 3.2 | Principal, Counselors, Classroom Teachers | Parent Sign In Sheets | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |
| 7) Conduct a parent information meeting for parents of dyslexic students to share characteristics of dyslexic students and strategies to support them increasing reading accuracy and fluency. | 3.2 | Principal, APs, RICA Teacher | Parent Sign In Sheets | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |
| 8) Conduct a parent information meeting for parents of ELL student to review what the ELL program provides and skills to assist students at home. | 3.2 | Principal, APs ELL Teacher | Parent Sign In Sheets | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |
| 9) Conduct a parent information meeting for parents of GT students to review what the GT program provides, expectations, and skills to assist students at home. The TPSP expectations would be shared with parents. | 3.2 | Principal | End of year projects | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |
| 10) Collaborate with parents on effective ways to support students academically by providing materials to use at home and engage parents in annual Title 1 Parent Engagement policy review. | 3.1, 3.2 | Principal, Counselors | Surveys, Parent Feedback | | | | |
| | Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1112.00 | | | | | | |
| 11) Volunteer orientation sessions will be held monthly to increase the number of parents engaged in volunteer opportunities both during and after school. | 3.2 | Volunteer Coordinator-counselor Principal | Parent involvement provides a valuable resource to students and teachers while positively impacting the home school connection. | | | | |
| | Problem Statements: Perceptions 1 | | | | | | |
|  | | | | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: Low attendance at parent engagement activities that support improving student achievement. Root Cause 1: Lack of communication about events and parent training on importance of parent support with academic success in school. |


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

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Source(s) 1: Discipline Reports, DAEP Referrals

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Students displaying the monthly character trait/quality will be recognized as Caring Kids. They will be recognized on NES-TV and on the Caring Kids bulletin board. | 2.5 | Counselors, Campus Tech | Walkthroughs, Campus Discipline Reports, Campus Wide Observations | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |
| 2) Character trait lessons will be taught to all classes bi-weekly every month. | 2.5, 2.6 | Counselors, APs | Walkthroughs, Campus Discipline Reports, Campus Wide Observations, Bully Reporter | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |
| 3) Bully prevention will be implemented through character education programs presented to all students in kindergarten through fifth grade. | 2.5 | Counselors | Program Attendance | | | | |
| | Problem Statements: Perceptions 2 Funding Sources: 166 - State Comp Ed - 800.00 | | | | | | |
| 4) Teachers will receive continued professional development on positive behavior intervention. Conscious Discipline strategies on self-regulation will be implemented . | 2.5 | Principal, APs, counselors | Discipline Report | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |
| 5) Teachers will work to create safe learning environments through establishing and maintaining a strong classroom management system. Students that experience persistent misbehavior problems will be referred to RTI for behavior intervention. | 2.5 | Principal, APs, Counselors, Classroom Teachers | Discipline Report, RTI Report | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |
| 6) Students will be provided counseling lessons on how to report a bully anonymously and proactive strategies to stop bullying routinely throughout the school year. David's Law will be shared with students to support them feeling safe and reporting any bully issues as they arise throughout the school year. | 2.5 | Teachers, counselors, APs, and principal | Reduced number of bullying incidents | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |

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|---|-----------------------------------|---|---|--|--|--|--|
| 7) School-wide positive behavior reinforcement will be used such as "Positive Office Referral" and "Caught Being Good" referrals from teachers for displaying character traits. | 2.5 | Teachers, Counselors, Assistant Principals, and Principal | Reduced number of office referrals from the previous school year. | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |
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Performance Objective 1 Problem Statements:

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|--|
| Perceptions |
| Problem Statement 2: From 2015-2018, the total number of discipline referrals in pre-kindergarten through fifth grades increased from 385 to 401 which interferes with creating a productive and safe learning environment for all students. Root Cause 2: Classroom and school environments lack routines, strategies, and support to ensure students are engaged in the school environment safely and productively |


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

Performance Objective 2: We will implement strategies to positively impact positive peer relationships and promote student engagement and connectedness to school.

Evaluation Data Source(s) 2: Attendance Reports

Number of discipline referrals

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|-----------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide attendance awards each nine weeks to students with perfect attendance. | 2.5 | Principal Attendance Secretary | Increased attendance | | | | |
| | Problem Statements: Demographics 1 | | | | | | |
| 2) A variety of extra-curricular activities will be provided to engage students in activities of personal interest and connect students to school-related activities. Extra-curricular clubs provided will be: Creative Writing Archery Club Science Olympiad Choir Guitar club Orchestra Running Club Reading Club Eagle Readers | 2.5, 2.6 | Principal Teachers | Increase student attendance rates and decrease discipline referrals due to leadership and citizenship opportunities. | | | | |
| | Problem Statements: Demographics 1 - Perceptions 2 | | | | | | |
| 3) Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252) | 2.5 | Principal Assistant Principals | Decrease discipline referrals | | | | |
| | Problem Statements: Perceptions 2 | | | | | | |
|  | | | | | | | |

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance rates have decreased from 2015-2018 to 94.9% which is below the district and state averages. **Root Cause 1:** Lack of consistent and effective attendance and tardy policies to encourage improved attendance and tardy rates.

Perceptions


Problem Statement 2: From 2015-2018, the total number of discipline referrals in pre-kindergarten through fifth grades increased from 385 to 401 which interferes with creating a productive and safe learning environment for all students. **Root Cause 2:** Classroom and school environments lack routines, strategies, and support to ensure students are engaged in the school environment safely and productively

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: Through effective and efficient leadership opportunities and professional development teachers will improve instructional strategies and implementation of the curriculum across the campus to ensure students are interacting with content at high levels of rigor.

Evaluation Data Source(s) 1: Universal Screener data, STAAR assessments, Common Summative Assessments

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Campus SBDM will meet a minimum of 6 times per year to discuss campus and student needs. The Campus SBDM will also work in coordination with the Principal to create and evaluate the Campus Improvement Plan. | 2.6 | Principal, APs | SBDM Sign In Sheets, SBDM Minutes | | | | |
| 2) Weekly leadership team meetings will occur to improve systems, support staff, and strengthen the instructional core. | 2.5 | Principal Assistant Principal CIS | Walk-throughs STAAR Achievement Data Common Summative Assessments | | | | |
| | | | | | | | |
| 3) Campus climate committee will meet 3 times per year to discuss ways to promote staff morale and to recognize teachers. | | Principal, APs | Campus Morale Committee Sign In Sheets, Campus Morale Committee Minutes | | | | |
| 4) Weekly PLC meetings to support analysis of common assessments, backwards design on lessons on hot spot TEKS, and implementation of research-based instructional strategies to facilitate student success with higher level learning tasks through a gradual release of responsibility instructional model. | 2.4, 2.5, 2.6 | Principal Assistant Principal CIS Teachers | Increased student assessment measured by TRS summative unit assessments, MAPS, and formative assessments. | | | | |
| | | | | | | | |
|  | | | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Attendance rates have decreased from 2015-2018 to 94.9% which is below the district and state averages. Root Cause 1: Lack of consistent and effective attendance and tardy policies to encourage improved attendance and tardy rates. |

Student Academic Achievement

Problem Statement 1: In 2017-2018, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 60%. In 2016-2017, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 65%. **Root Cause 1:** Empowering Writer's has not been implemented with fidelity in grades K-5.

Problem Statement 2: In 2017-2018, the mean RIT scores on MAP Reading for students in second through fifth grade are below the mean RIT score of the district and state. **Root Cause 2:** Inconsistent implementation of balanced literacy instruction and planning of Gradual Release of Responsibility lessons with higher with level learning tasks.

Problem Statement 3: In 2017-2018, the percentage of third grade students who scored Approaching Grade Level in math was 62% which is a decrease of sixteen points from the previous year. In the spring of 2018, second through fourth grade students mean RIT score in math was below the district and national average. **Root Cause 3:** Inconsistent planning and implementation of lessons utilizing Gradual Release of Responsibility and higher-level learning tasks.


Problem Statement 4: In 2017-2018, Economically Disadvantaged students , Limited English Proficient, and At-Risk students performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. **Root Cause 4:** Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts.

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: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Source(s) 2: Technology Inventory, STAAR Assessments, MAP

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide appropriate interventions to ELL students who will use technology to transfer new learning through research and problem-based learning experiences. | 2.4, 2.5 | Principal Campus Tech Classroom Teachers | Technology Inventory, STAAR Results | | | | |
| | Problem Statements: Student Academic Achievement 4 Funding Sources: 165/ES0 - ELL - 1802.00 | | | | | | |
| 2) Staff will be provided professional development opportunities to authentically integrate technology to support students in collaborating on-line, communicating key understandings, cooperating, and using creativity to complete DOK level 3 and 4 learning tasks. | 2.4, 2.6 | Principal, CIT, CIS, and teachers | Increased student and teacher proficiency with technology as revealed by Bright Bytes survey. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3, 4 | | | | | | |
|  | | | | | | | |

Performance Objective 2 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: In 2017-2018, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 60%. In 2016-2017, the percentage of fourth grade students who scored Approaching Grade Level on the STAAR Writing test was 65%. Root Cause 1: Empowering Writer's has not been implemented with fidelity in grades K-5. |
| Problem Statement 2: In 2017-2018, the mean RIT scores on MAP Reading for students in second through fifth grade are below the mean RIT score of the district and state. Root Cause 2: Inconsistent implementation of balanced literacy instruction and planning of Gradual Release of Responsibility lessons with higher with level learning tasks. |
| Problem Statement 3: In 2017-2018, the percentage of third grade students who scored Approaching Grade Level in math was 62% which is a decrease of sixteen points from the previous year. In the spring of 2018, second through fourth grade students mean RIT score in math was below the district and national average. Root Cause 3: Inconsistent planning and implementation of lessons utilizing Gradual Release of Responsibility and higher-level learning tasks. |
| Problem Statement 4: In 2017-2018, Economically Disadvantaged students , Limited English Proficient, and At-Risk students performed below the campus grade level percentage of students who Approached Grade Level standards on STAAR reading, math, writing, and science. Root Cause 4: Achievement gaps due to inconsistent implementation of the Gradual Release of Responsibility which provides appropriate support, instructional resources or interventions to master rigorous academic concepts. |


Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 3: Time on campus will be used effectively through planning and student intervention time.

Evaluation Data Source(s) 3: STAAR Results, PLC Agenda and Minutes, Lesson Plans, RTI Documentation, Campus Schedules

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|-------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) The campus master schedule is organized to ensure that quality time is dedicated to instruction. Every grade level is assigned an intervention time during which the grade level is flooded with interventionists and aides to provide support to all students. | | Principal, APs | Campus Schedule, Intervention Lists | | | | |
| 2) Tutoring will be provided for ELL, Special Education, RICA, and At Risk students in the mornings prior to school starting on a daily basis. | | RICA Teacher, Title 1 Teachers, At-Risk Aides, Principal | MAPS Scores, STAAR scores | | | | |
| 3) Implement internal instructional rounds twice a year to check progress towards increasing students ability to engage in rigorous learning at high cognitive levels. | | | | | | | |



State Compensatory

Personnel for Nolanville Elementary School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|--|------------|
| Ellis, Amber | Aide PCN 14036 | K-5th Reading (B: 8/8/18 E: 9/3/18) | 1.0 |
| Holcomb, Danacha | Aide PCN 14036 | K-5th Reading | 1.0 |
| Larson, Abby | Aide PCN 13731 | Kindergarten-5th grade math intervention | 1.0 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is conducted through formative checks for progress in November, January, and March of the school year as the Site-Based Decision Making Committee begins to collect data from a wide variety of sources. During the school year, the SBDM reviews data from attendance reports, discipline reports, Universal Screener (MAPS) reports for math, reading, and science October and January, campus based curriculum assessments, and Fountas and Pinnell assessments to review student progress in reading. At the end of the year, we analyze summative assessments such as universal screening results and STAAR scores. In addition, a parent survey is sent home in May to ask parents for feedback about various programs and procedures on our campus. We also review end of year attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. Bright Bytes survey data helps us determine how technology is used on campus. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SBDM committee creates our CIP in the spring of each year. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. At the elementary level, our committee is comprised of classroom teachers from each grade level, three parents of students who are currently enrolled in our school, a community representative, two business representatives, a teacher of students with disabilities, a district level professional and professional non-teaching staff. This team collaborates to develop the CNA and also develop aligned strategies in the CIP to address the most crucial problem areas of need identified in the CNA.

2.2: Regular monitoring and revision

SBDM members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current student and teacher needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

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

The CIP is posted on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak. The CIP is also shared with parents annually during Open House in October. SBDM meetings during the year are communicated to parents through a monthly newsletter. All parents are invited to attend any SBDM meeting to provide input and learn more about the CIP.

2.4: Opportunities for all children to meet State standards

All students are provided opportunities to engage in learning experiences that will ensure proficiency with meeting state standards. Teachers analyze written compositions three times a year to adjust instruction for student needs and field-based instructional activities aligned with the state standards provide students an opportunity to write expository texts.

Proficiency in reading for all students will be accomplished through implementation of best practice strategies for incorporating all components of balanced literacy to include Close Reading through the Gradual Release of Responsibility framework. A variety of instructional resources will be used to provide relevant materials for student engagement and building vocabulary and comprehension of at risk, economically disadvantaged and students with two or more races. Students will increase reading stamina daily through various text to include MyOn on-line software.

Proficiency in math for all students will be increased through through professional development for teachers in guided math and instructional strategies to support increasing proficiency with numerical representations and relationships.

2.5: Increased learning time and well-rounded education

Processes and professional development are used consistently throughout the school year to ensure all students are successful with grade level standards and at least one year of growth is achieved. Campus administration will facilitate internal Instructional Rounds to strengthen the instructional core and to focus improving student achievement. During PLCs instructional rounds teacher leaders will support teams in analyzing data and developing instructional plans to address areas of need. Staff will participate in Professional Development on the Gradual Release of Responsibility (Fisher and Frye) RIGOR, Depth of Knowledge, assessment and questioning, and student discourse throughout the year to increase student achievement. During PLCs bi-monthly, teachers will reflect on professional learning and collaboratively plan to implement new practices to improve student achievement as detailed in the campus momentum plan. Teachers will meet in grade level meetings monthly in PLCs to identify hard to teach TEKS and redesign lessons to support increased student achievement using Backwards Design and the Gradual Release of Responsibility to strengthen the instructional core.

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

To support the need of at-risk students, two instructional assistants provide small group intervention in reading and math. Teachers will implement research-based strategies in reading to include Balanced Literacy implementation through a gradual release of responsibility are implemented to meet the specific

needs of at-risk students. Implementation of ST Math, a conceptually-based mathematics supplemental program will increase at-risk students ability to transfer learning to independent learning tasks. All teachers will analyze hard to teach math TEKS and develop lessons through a gradual release of responsibility model to ensure at risk students are provided support necessary to succeed with independent level rigorous learning tasks.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-------------------|-------------------------------|------------|
| Johnson, Jennie | Teacher PCN 13078 | K-5th Reading Interventionist | 1.0 |
| Morris, Tiphani | Teacher PCN 17722 | K-5th Reading Interventionist | 1.0 |