

**Killeen Independent School District**  
**Early College High School**  
**2018-2019 Goals/Performance Objectives/Strategies**



# **Mission Statement**

Early College High School is passionately committed to providing an innovative educational experience which allows students the opportunity to attain a High School Diploma and up to 60 hours of college credit through a rigorous and intellectually stimulating experience and upon high school graduation providing a seamless transition for students to pursue further post-secondary education and the attainment of a Bachelor's degree.

# **Vision**

Through the implementation of a full, innovative, rigorous, comprehensive education program, KISD ECHS will provide superior learning opportunities so that upon graduation, students are prepared for success in the workforce and/or in higher education.

# **Value Statement**

Teach so that all students learn to their maximum potential.

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# Goals

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







**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, 80% of tested students will meet or exceed the Level II Standard and 40% will meet the Postsecondary Readiness Standard as measured by STAAR/EOC.

**Evaluation Data Source(s) 1:** Level II Phase-in I and Level II Final Performance on STAAR / EOC Exams

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will be trained in AVID strategies. AVID curriculum will help prepare AVID students to be successful in Pre-AP and Dual Credit classes.		AVID District Coordinator Principal Assistant Principal AVID Campus Coordinator	Certification of all ECHS teachers to be AVID trained. Improved student achievement in all areas of academics.				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 2) All core teachers will have mandatory and built in tutoring for students Monday-Thursday. Additional tutoring will be offered twice a week. AVID Tutorials will be implemented twice weekly through the AVID class.		Principal AVID Teachers AVID Coordinator Assistant Principals Curriculum Director	Track student attendance with sign-in sheets. Track student success on formative and summative grades and EOC exams.				
Problem Statements: Demographics 2 - Student Academic Achievement 4							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 3) At-risk students will receive small group tutoring 3 times per week in core subjects.		Principal CIS Teachers Counselors Assistant Principals	Track student attendance with sign in sheets. Track student success on formative and summative grades and EOC exams. Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSI ready.				
Problem Statements: Demographics 2							

<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  4) Track and monitor the performance of at-risk, ELL and SPED students to better help them succeed on the EOC tests.		Principal CIS Counselor Teachers Assistant Principals	Quantitative data will provide areas of greatest need to be addressed through tutoring and other forms of intervention.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  5) Assess and diagnose student learning gaps towards TSI college entrance requirements to provide differentiation, interventions, and remediation.		Administration Counselors PATH Teachers Teachers	Increased TSI completion results ECHS students make transition to CTC campus.				
Problem Statements: Demographics 2 - Student Academic Achievement 3 Funding Sources: 128 - High School Allotment - 5000.00							
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  6) Teachers will create a literary magazine/yearbook where writing will be published.		Principal Yearbook Sponsor Creative Writing Sponsor	Literary magazine/ yearbook increased student writing achievement.				
<b>Critical Success Factors</b> CSF 6  7) ECHS will provide supplies for various clubs.		Principal	Students will become involved and create extra curricular clubs.				
Problem Statements: Demographics 1							
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  8) Create professional development opportunities for teachers to attend the Advanced Placement Institutes and any training/conferences to enhance the learning at the appropriate level of rigor for the gifted students.		Principal Curriculum Director					
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 2 Funding Sources: 177 - Gifted/Talented - 17021.50							
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6  9) ECHS scholars will be exposed to a variety of college opportunities.		Principal Assistant Principals AVID Coordinator	Students will visit multiple college campuses through their 4 years at ECHS				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1 Funding Sources: 128 - High School Allotment - 2000.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  10) All students in grades 9-11 will take the PSAT exam and the data will be utilized to assist teachers with planning and implementation of rigorous instruction.		Principal Counselor Teachers	Increase in overall PSAT scores. PSAT 8/9 will serve as a quantitative benchmark for future analysis.				
Problem Statements: Student Academic Achievement 2, 4 - School Processes & Programs 2							

<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  11) Saturday Academy and after-school tutoring sessions will be provided for at-risk students who are struggling academically in the four core subject areas.		Principal Assistant Principals Teacher	Track student attendance with sign in sheets. Track student success on formative and summative grades and EOC exams.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 4 Funding Sources: 166 - State Comp Ed - 3029.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  12) ELA teachers will incorporate best practice, research-based instructional strategies in classes. Data will be used to plan lessons at the appropriate level of depth and complexity for all ELA TEKS. At-risk students in reading classes will be provided with additional support in a variety of ways.		ELA Teacher Leader Curriculum Director	Increased number of students passing English and the English I & II EOC exams.  Proactive reflection and increased knowledge of college ready skills in reference to plagiarism and being college and TSI ready.				
	Problem Statements: Student Academic Achievement 2, 3, 4 Funding Sources: 128 - High School Allotment - 4600.00						
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  13) Implement organization strategies as an effective instructional strategy in classroom, focusing on ELL students.		Principal ESL Teacher All Core Teachers PATH/AVID Teachers	Decrease the achievement gap for all ELL students by 10% on STAAR EOC assessments				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  14) ESL lab will employ language learning software, conduct EOC Tutoring, and use EOC Study Supplies and differentiation tools to address the individual learning needs of ELL students.		Principal ELL Teacher CIS All Core Teachers	Decrease the achievement gap for all ELL students by 10% on STAAR EOC assessments				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 165/ES0 - ELL - 1300.00, 263 - ESEA, Title III Part A - 1286.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There exists a multiple campus atmosphere between the Ft Hood Campus and the CTC Campus. <b>Root Cause 1:</b> There will be 460 seniors and juniors at the CTC campus with 650 sophomores and freshman at the Fort Hood campus.
<b>Problem Statement 2:</b> At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs. <b>Root Cause 2:</b> Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.
Student Academic Achievement

<b>Problem Statement 1:</b> The ELL student group scored below the average of the All Student group on the English I, English II, Algebra, and Biology EOC exams. <b>Root Cause 1:</b> ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.
<b>Problem Statement 2:</b> STAAR EOC results reflect that the following percentages of ECHS students are not at the Masters Grade Level: 54.49% in Algebra I, 82.49% in English I, 83.4% in English II, and 44.54% in Biology and 45.29 US History. <b>Root Cause 2:</b> The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery .
<b>Problem Statement 3:</b> According to TSI data, 34% of 2017-18 9th grade students still need to pass the reading and 72% still need to pass the math portion of the test. <b>Root Cause 3:</b> The instructional leadership team does not meet regularly to focus primarily on student work and formative data.
<b>Problem Statement 4:</b> In 2017-18, 26% of 9th grade students failed one or more of their classes at the semester. <b>Root Cause 4:</b> Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Students feel that teachers do not relate learning to real-world experiences <b>Root Cause 1:</b> Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.
<b>Problem Statement 2:</b> According to T-TESS data, 93% of the faculty scored at proficient or lower in differentiation, dimension 2.4. <b>Root Cause 2:</b> Faculty focuses their differentiation strategies towards remediation and not advancement.

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

**Performance Objective 2:** By monitoring the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, Index 2 will reflect a 4% increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will exceed the state performance and show growth over district performance in 17-18

**Evaluation Data Source(s) 2:** STAAR / EOC Results

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  1) Provide opportunities for teachers/staff to attend the DuFour Institute, AVID, Growth Mindset and Capturing Kid's Hearts for professional development with an emphasis on increasing the academic achievement of at-risk learners.  Teachers to be trained in the following methodologies through professional development: DuFour/Solution Tree Lead4ward Growth Mindset AVID		Principal AVID coordinator Curriculum Director CIS DuFour, Growth Mindset and Lead4ward Presenters	Teachers will actively implement learning strategies from training into classroom lessons and use data collected from assessments to evaluate student achievement.				
	Problem Statements: Demographics 2 - Student Academic Achievement 4 - School Processes & Programs 1, 2 Funding Sources: 128 - High School Allotment - 15000.00						
<b>Critical Success Factors</b> CSF 1 CSF 2  2) ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. Academic content vocabulary will be "pre-taught" whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom.		LEP Tutor Principal	Increased achievement of LEP students passing the core subjects				
	Problem Statements: Student Academic Achievement 1						



<b>Critical Success Factors</b> CSF 1 CSF 7  3) Continue to focus on 504's and IEPS to ensure teachers understand how to best serve our students in need.	Grade Level 504 Coordinator District 504 Coordinator assistance District SPED assistance Principal	Increased achievement of 504 and SPED students in core classes and EOC exams. Student achievement will continue to rise as they are supported in their classes.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 4					
4) Increase teacher, counselor and administrator's knowledge to engage student learning and success. Staff will attend various workshops and PD opportunities to address particular areas of weakness in our African American, Economically Disadvantaged, SPED and ELL populations.	Principal LPAC Coordinator ESL Teacher	Increased student exposure to technology to generate interest and success for all students.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 165/ES0 - ELL - 1690.00, 166 - State Comp Ed - 8000.00					
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1  5) SPED students will utilize Successmaker software in order to increase academic success.	Principal	Improved performance of SPED students on the EOC.				
	Problem Statements: Demographics 2 - Student Academic Achievement 4					
<b>Critical Success Factors</b> CSF 1 CSF 2  6) Track and monitor the performance of at-risk, ELL and SPED students to better help them succeed on the EOC tests.	Principal Counselor Teachers	Quantitative data will provide areas of greatest need to be addressed through tutoring and other forms of intervention.				
	Problem Statements: Student Academic Achievement 1					
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 6  7) Target at risk students who are struggling academically and socially providing lunch meetings, awards and encouragement to improve academic performance.	Principal Counselor	Improved academic performance for at-risk students by providing strategies and interventions to meet their academic needs.				
	Problem Statements: Student Academic Achievement 2, 4 Funding Sources: 128 - High School Allotment - 700.00					
<b>Critical Success Factors</b> CSF 1 CSF 6  8) Early College High School will offer assistance to At-Risk students via "The Lion's Den", a non-SPED "content mastery" setting, in which identified at-risk students may receive help with content, make up tests/assignments, or be provided with oral test administration.	Principal Curriculum Director Assistant Principals					
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 4 Funding Sources: 166 - State Comp Ed - 21716.00					



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 2 Problem Statements:**







Demographics
<b>Problem Statement 2:</b> At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs. <b>Root Cause 2:</b> Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.
Student Academic Achievement
<b>Problem Statement 1:</b> The ELL student group scored below the average of the All Student group on the English I, English II, Algebra, and Biology EOC exams. <b>Root Cause 1:</b> ELAR teachers were not trained in the Sheltered Instruction Observation Protocol (SIOP) and were supported by a half time ESL certified teacher.
<b>Problem Statement 2:</b> STAAR EOC results reflect that the following percentages of ECHS students are not at the Masters Grade Level: 54.49% in Algebra I, 82.49% in English I, 83.4% in English II, and 44.54% in Biology and 45.29 US History. <b>Root Cause 2:</b> The use of common assessments based on the essential knowledge and skills did not adequately measure Webb's DOK levels 3 and 4 for mastery .
<b>Problem Statement 4:</b> In 2017-18, 26% of 9th grade students failed one or more of their classes at the semester. <b>Root Cause 4:</b> Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).
School Processes & Programs
<b>Problem Statement 1:</b> Students feel that teachers do not relate learning to real-world experiences <b>Root Cause 1:</b> Many of our teachers strive to ensure students are college ready by their junior year by providing rigorous and engaging lessons, but they lack the skills to relate continuously throughout the unit. This is due to leadership not routinely reviewing lesson plans, providing feedback, or holding teachers accountable for implementing the feedback.
<b>Problem Statement 2:</b> According to T-TESS data, 93% of the faculty scored at proficient or lower in differentiation, dimension 2.4. <b>Root Cause 2:</b> Faculty focuses their differentiation strategies towards remediation and not advancement.

**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 teacher leadership to facilitate collaboration and implementation of the district LEARN model.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) ECHS will design and implement a Bridge Camp for incoming ninth grade students transitioning to high school.</p>		Principal Curriculum Director Assistant Principals Lead Teachers	The bridge camp will address student academic readiness and achievement gaps, provide TSI preparation and assessment, as well as building a culture of collaborative learning through team building activities.				
Problem Statements: Student Academic Achievement 4							
Funding Sources: 128 - High School Allotment - 6300.00							
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 4:</b> In 2017-18, 26% of 9th grade students failed one or more of their classes at the semester. <b>Root Cause 4:</b> Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).







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

**Performance Objective 1:** Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) ECHS will hold seminars with students and/or parents about the following: Transition to High School Depth of Knowledge TSI Testing College Readiness 4 Year Plan Bullying Social Media Use		Principal, Counselor, Rotating Staff and Students	Sign in Sheets				
	Problem Statements: School Processes & Programs 3 - Perceptions 1 Funding Sources: 128 - High School Allotment - 2699.06						
<b>Critical Success Factors</b> CSF 5 CSF 6  2) ECHS will have an SBDM with parental involvement. ECHS will research the possibility of having a PTA.		Principal, Assistant Principals Counselor District PTA staff	Sign in Sheets, Parental Participation				
	Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 5 CSF 6  3) ECHS will maintain a current website and avail of all forms of communication through written, phone or electronic communication.	3.2	Principal Campus Technologist Assistant Principals CIS Counselor, Teachers and Staff	Number of hits to website. Use of Connect Blackboard, Progress Reports, Emails from Teachers.  Updated websites. Parent, student and community feedback.				
	Problem Statements: School Processes & Programs 3						

4) ECHS students will partake in community events throughout the year. Example: The Food Care Center Thanksgiving Food Drive		Principal, Counselor, Teachers and Staff	Students will be active members in their community				
	Problem Statements: Demographics 1 - Perceptions 1						
5) ECHS students will participate in community service activities through memberships in campus based organizations and clubs.		Principal Club Sponsors	Number of students participating in campus based service organizations and list of service activities.				
	Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 5  6) ECHS will partner with Adopt-a-Unit(1st CAVHDG) to seek unit's participation in campus events and to provide participation in the unit's events throughout the school year.		Principal	Volunteer logs				
	Problem Statements: Perceptions 1						
7) ECHS will send out progress reports every three weeks, throughout the entire school year.		Principal Counselor Staff	Positive feedback from parents, indicating that the increased Progress Report frequency was helpful in assisting parents in keeping track of student grades and progress.				
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 3						
<b>Critical Success Factors</b> CSF 5 CSF 6  8) ECHS will provide transportation for : (1) students to partake in community and voluntary projects and (2) 8th grade visits to the ECHS campus		Principal Club Sponsors	increased ECHS student participation in the community.				
	Problem Statements: Demographics 2 - Student Academic Achievement 4 - School Processes & Programs 3 Funding Sources: 128 - High School Allotment - 2800.00						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  9) ECHS will host parent informational workshops and meetings for parents of ESL students							
	Problem Statements: Perceptions 1 Funding Sources: 263 - ESEA, Title III Part A - 300.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There exists a multiple campus atmosphere between the Ft Hood Campus and the CTC Campus. <b>Root Cause 1:</b> There will be 460 seniors and juniors at the CTC campus with 650 sophomores and freshman at the Fort Hood campus.
<b>Problem Statement 2:</b> At-risk students at ECHS underperformed at the Meets and Masters Level in all EOCs. <b>Root Cause 2:</b> Campus instructional leaders do not consistently communicate and model instructional expectations to teachers and give teachers the opportunity to practice. Instructional leaders and teachers do not consistently track the progress of struggling students and the effectiveness of these intervention strategies.
Student Academic Achievement







<b>Problem Statement 4:</b> In 2017-18, 26% of 9th grade students failed one or more of their classes at the semester. <b>Root Cause 4:</b> Administrators, counselors and teachers do not identify students in need of additional services (e.g. counseling, mentoring, external services, transition services).
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Parents of ECHS students do not fully understand the expectations of ECHS as well as the various components that not only make this campus different from other high schools, but also different from middle schools. <b>Root Cause 3:</b> The bulk of communication regarding the unique demands of the campus is done through parent nights during the recruitment phase.
<b>Perceptions</b>
<b>Problem Statement 1:</b> The campus lacks a strong presence from parental stakeholders. <b>Root Cause 1:</b> There is no PTSA or volunteer program to date.

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

**Performance Objective 1:** Through implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect a 5% reduction in each discipline incident category.

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

### Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher duty stations before school, lunch time and after school along with administrative staff to monitor the students.		Principal, Assistant Principals CIS Counselor and Teachers.	This will allow for continual evaluation on the needs of students through duty stations during these peak times to best achieve a safe school.				
2) Conduct monthly fire drills.  Conduct monthly tornado drills to ensure that students and staff are aware of proper procedures in the event of a tornado.  Conduct monthly lock-down drills to ensure student and staff are aware of proper procedures in the event of a campus lock-down.		ECHS Staff Safety Coordinator Assistant Principals Principal	Observe and strive to evacuate the building under three minutes in a safe and orderly manner.				
3) ECHS will make use of the Bully Reporter system to track occasions of reporting of Bullying incidents on campus and to ensure prompt and effective response.		Principal	Number of bullying incidents reported at ECHS.				
4) ECHS will have all students assigned to an advisor(5A teacher). This will forge a 'home room' teacher for each students that will serve as the first line of RTI for the students.		Principal Counselor Staff Teachers	Increased sense of belonging and family at ECHS.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

**Performance Objective 2:** We expect to increase the number of professional development opportunities to positively impact student health and well-being.

**Evaluation Data Source(s) 2:** # of professional development opportunities that positively impact student health and well-being

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus representative on the DC Committee.		Campus Representative on DCC	Attendance logs district and campus meeting minutes.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









**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:** 90% of campus instructional budget will be spent on training, supplies, additional tutoring support and resources which will directly impact and recognize student achievement.

**Evaluation Data Source(s) 1:** Campus improvement plan funding summary

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The principal will review the campus improvement plan funding summary monthly in administrative staff meetings.		Principal	Campus Improvement Plan funding summary				
2) SBDM Committee will evaluate performance objectives in the campus improvement plan to ensure the connection between the objectives and student achievement.		Principal ECHS SBDM Committee	Campus Improvement Plan				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							