

Killeen Independent School District
Sugar Loaf Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Sugar Loaf staff will work with parents and the community to provide a safe and nurturing environment where students entrusted to our care engage in rigorous and authentic learning experiences.

United, we will design student-centered processes that will: maximize students' potential, develop a passion for life-long learning, foster academic excellence as well as emotional and social well-being, value students' hopes and dreams, and inspire a sense of responsible citizenship and service toward others.

Values

Responsibility

Respect

Integrity

Caring

Commitment

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students: As of May 2018, 458 students were enrolled at Sugar Loaf. According to the most current demographic information, our population includes 42% African American, 26% Hispanic, 20 % White, 1% Asian, and 2% Pacific Islander. Furthermore, 16% of our students are military dependents, 3% have parents who work as civilians on post, and 83% qualify as economically disadvantaged. Additionally, we have the following percentages of students identified in each of the following subcategories: 504 program-9%, Gifted and Talented-2%, ESL-7%, Homeless-8%, Special Education-12% (Our school hosts two special education behavioral programs). The mobility rate as reported by TEA for FY 2017 was 31.8%, significantly above the state, and the district average. The student attendance rate was 95.3% which is consistent with the state average. Our attendance rate as reported for FY 2017 was 95.1% which was at/near the district and state average. However, data indicates that we have an issue with students reporting late to school, which impacts the learning of all students.

Disciplinary Referrals:

Grade	No of Referrals	No of repeat offenders
PK	23	2
K	20	1
1	26	3
2	9	1
3	20	3
4	21	3
5	23	4

Students with more than 2 offenses were placed in RTI for behavior and a BIP was developed with input from teachers, administrators, support staff and parents. 3rd, 4th, and 5th grade data include students enrolled in our special education behavioral programs. There were a total of 134 referrals, with 18.8% (24 referrals) from our behavioral program classrooms.

Teachers: In 17-18 Sugar Loaf staff consisted of: administrators-3, support staff-4 (1 technologist, .5 librarian, 1 counselor, 1 campus instructional specialist), 23 classroom teachers, 1 ELL teacher, 1 RICA teacher, 2 special education inclusion teachers, 2 self-contained special education teachers, 1

music teacher, and 2 PE teachers. Additionally, there were two educational aides in prekindergarten, one in kindergarten, 1 inclusion aide, 1 interventionist aide, 1 computer aide, 1 library aide, as well as four aides and a parent liaison funded with Title I funds.

Teaching staff have left the campus for the upcoming 2018-19 school year for the following reasons: 2 due to moving out of the local area, 1 due to continuing education, 1 due to retirement, and 1 transferred to a different campus due to allocation cuts. This year we had four first year teachers, and seven second year teachers. There is continued need to support these teachers as they grow in their capacity to plan and deliver high quality instruction to students. At this time, we have hired

There will be no changes to the administrative team for the 2018-19 school year.

Teacher/Staff Absences

This year the substitute system proved to be ineffective with many absences left uncovered due to the system program. This led to shortages that had to be covered by instructional aides, and support staff.

Total staff absences are equal to 1,217 days. 64% of those absences are for illness, 10% are related to long term leave, 10% were for professional development, and 14% were for personal leave. Staff absences were reported on half-slips and entered into the substitute center.

Demographics Strengths

The demographic data indicated the following strengths for Sugar Loaf Elementary School:

- Student attendance rate
- 1 full time campus instructional specialist was able to support classroom instruction and PLC work in the 2017-18 school year.
- Fewer referrals than last year, and behavioral intervention plans implemented for students with behavioral issues.
- We are experiencing a lower teacher turnover rate than the last two years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1% of students are identified as gifted and talented at Sugar Loaf. This is significantly below the 6-10% national average, but higher than 1% from last year. **Root Cause:** Students are being tested, but their Naglieri scores (non verbal abilities test) are not high enough.

Problem Statement 2: Our attendance rate is at 95% for the year, a 1% decrease from last year. We would like to increase that by 2% in the 2018-19 school year. **Root Cause:** Our attempts to inform parents of the importance of attending and being on time for the school day is not reaching 100% of the parent population.

Student Academic Achievement

Student Academic Achievement Summary

MAP Math

Grade Level	2018 EOY *	Campus Growth **	Growth from 2017 to 2018
Kindergarten	61%	21%	10%
First Grade	49%	9%	13%
Second Grade	23%	-5%*	-7%
Third Grade	42%	10%	-10%
Fourth Grade	55%	6%	6%
Fifth Grade	66%	-1%	15%

* Data represent percentage of students at/above grade level.

** When comparing BOY to EOY.

MAP Reading

Grade Level	2018 EOY	Campus Growth *
Kindergarten	46%	-4%
First Grade	46%	4%
Second Grade	24%	-4%
Third Grade	45%	9%
Fourth Grade	42%	-3%
Fifth Grade	55%	0%

* Data represent percentage of students at/above grade level.

** When comparing BOY to EOY.

Pre-Kindergarten CIRCLE

EOY Math *	Campus Growth	EOY PA Composite *	Campus Growth
90%	0%	92%	-2%

* Percentage proficient.

STAAR DATA as disaggregated by administrative team for 5th grade students that were here on snapshot date:

95 % passed mathematics, and 84 % passed reading. In mathematics, 43% of students showed two years of growth, 33% showed one years growth, 20% had no growth, and 5 % had no growth measure available. In reading, 38% showed two years growth, 36% showed one years growth, 21% showed no growth, and 7% had no growth measure available.

Grade/Subject	3rd Reading	4th Reading	5th Reading	3rd Math	4th Math	5th Math	4th Writing	5th Science
Approaches	34%	32%	36%			34%		
Met	17%	13%	31%			21%		
Masters	13%	18%	18%			41%		

STAAR 17-18			
Percent Approaches Grade Level Standards			
Grade 3 Reading	Campus*	KISD*	State*
All students	56%	73%	76%
LEP	40%	66%	67%
Grade 3 Math	Campus*	KISD*	State*
All students	56%	76%	77%
LEP	60%	73%	75%

STAAR 17-18			
Percent Approaches Grade Level			
Grade 4 Reading	Campus*	KISD*	State*
All students	59%	69%	72%
LEP	100%	66%	57%
Grade 4 Math			
Campus*	KISD*	State*	
All students	63%	74%	78%
LEP	80%	76%	72%
Grade 4 Writing			
Campus*	KISD*	State*	
All students	49%	58%	61%
LEP	100%	56%	48%

*STAAR Combined Summary Reports for campus, KISD, and state June, 2018

STAAR 17-18			
Percent Approaches Grade Level			
Grade 5 Reading	Campus~	KISD~	State~
All students	85%	83%	78%
LEP	80%	81%	62%
Grade 5 Math			
Campus~	KISD~	State~	
All students	95%	92%	84%
LEP	80%	93%	79%
Grade 5 Science			
Campus~	KISD~	State~	
All students	76%	70%	75%
LEP	80%	67%	52%

~STAAR Cumulative Summary Reports for campus, KISD, and state July, 2018

Patterns that can be seen when looking for fine grain include:

In 3rd, 4th, and 5th grade reading-our special education identified students are not performing well: 58%, 0%, and 26% passing respectively.

In 3rd, 4th, and 5th grade mathematics-our special education identified students are not performing well: 42% , 16%, 40% passing respectively.

In 3rd 4th and 5th grade our dyslexic students' performance rates are significantly below their peers:

- 3rd grade reading/math- 25% and 0%
- 4th grade reading/math/writing- 17%, 50%, and 17%
- 5th grade reading/math/science- 33%, 58%, and 8%

Our LEP students' performance was well above their respective peers in all grade levels for most tests except for the 5th grade reading and science test.

In 2016-2017, only 40% of gifted students made a year of growth in math while 80% made a year of growth in reading according to MAP. Thirty-three percent of GT students mastered STAAR Reading and Math.

Student Academic Achievement Strengths

An analysis of the learning data indicated the following areas of strength:

- According to MAP Math data, all grade levels has demonstrated an increase in growth from previous year.
- According to CIRCLE, pre-kindergarten has demonstrated an increase in growth from previous year.

According to STAAR data, our LEP students are performing well; excluding 5th grade reading.

We continue to perform better in STAAR mathematics above other subjects, but continue to need to improve on those scores.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to Domain 1, 73% of all students scored at approaches, 40% at met, and 24% at masters on STAAR mathematics. **Root Cause:** A balanced approach to mathematics instruction that incorporates daily problem solving, fluency, and guided math is not being implemented in every classroom.

Problem Statement 2: According to Domain 2A, 70% of our students met the growth progress measure, however, 66% of all students scored at approaches, 37% scored at met, and 17% scored masters on STAAR Reading. **Root Cause:** Balanced literacy is not being implemented with fidelity in every classroom on a daily basis.

Problem Statement 3: In 2017-18 45% of all students scored at approaches, while 24% met the standard for STAAR Writing. **Root Cause:** Empowering Writers model was not delivered with fidelity in every K-5 classroom every day.

Problem Statement 4: In 2017-2018, 71% of all students scored at approaches or above in Science, however only 26% of students met the standard for STAAR Science. **Root Cause:** Science instruction was approached using a laboratory model that needs to be improved so that all students meet the approaches standard.

Problem Statement 5: In 2017-2018 43% of GT students mastered both STAAR Math and Reading. 71% mastered mathematics, while 57% mastered Reading. **Root Cause:** GT students are not being challenged daily to perform at high levels in reading and mathematics.

Problem Statement 6: In 2017-18, 30% of LEP students met the standard in STAAR Reading, and 20% of LEP students achieved masters in STAAR Reading. **Root Cause:** Balanced literacy is not being implemented with fidelity in every classroom on a daily basis.

School Processes & Programs

School Processes & Programs Summary

Beginning 2018-19, Sugar Loaf will continue the master schedule that involves:

- 50 minutes of specials time.
- Keeping our Cardinal time at 60 minutes, and using 4 of 5 days of the block to support reading instruction for all grade levels as well as writing instruction for 4th grade students.
- Continuing to dedicate 90 minutes of instruction to ELAR
- Increasing the mathematics block to 90 minutes for grades 1-5.
- Integrating science and social studies to the maximum extent possible into ELAR
- Continue to offer an open science lab for hands on experimentation.

In 2018 Sugar Loaf will continue the **CIS schedule** that reflects:

- PLCs in the morning
- incorporates RTI Meetings, and
- continues 2x per week support/observation with new/struggling teachers.

In 2018-19 Administrative team will conduct walkthroughs that will check/ensure compliance with expectations for instruction, provide positive feedback and coaching questions.

Conduct walkthroughs during ELAR block during different stages for each grade level every week to check for congruence within teams and alignment to YAG, posting of targets and the anchoring of students learning through charts, talk moves, or related centers.

- Conduct walkthroughs during Math block to ensure that teachers are delivering instruction that focuses student learning on tactile, visual, abstract, and problem solving stages.
- Conduct walkthroughs during Science to ensure that students are given hands-on experiences and are being challenged to use the scientific process throughout the school year.

All teachers will have refresher training for:

- balanced literacy Framework developed by the district, and a common planning template will be used for ELAR.
- gradual release model
- LLI

- COC
- expectations for the Cardinal block reading interventions and having Instructional aides work with students under the supervision of the CIT.

In 2018-19 we will have second year teachers that will require support and coaching. 199 funds will be used to fully fund 1 CIS and the CIT/CTSS will also serve as an instructional coach to implement best practices with technology support.

- 1st year teachers (none at this time).
- 2nd year teachers (1st-1, Music, 3rd-1) for a total of 3 second year teachers.
- At this time we have one opening in 2nd grade.

Teacher recruitment/hiring:

- New teachers continue to be hired using a team approach. To date for the 2018-19 we have hired: 1 experienced kinder teacher, 1 experienced third grade teacher, and 1 experienced fifth grade teacher.

School Processes & Programs Strengths

Through the evaluation of curriculum, instruction, and assessment at Sugar Loaf Elementary for 2017-18, the following strengths were noted:

- The Cardinal block for interventions.
- Continued use of anchor charts, and talk moves.
- Posting of learning targets.
- The use of TRS, YAG and IFD, and continued updating and use of unit maps.
- Assessing students with unit tests and examining data in grade level groups to discuss areas for improvement/re-teach.
- Planning days for each 9 weeks (1 Per)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2018-19, 25% of our staff has three or less years of experience. Additionally, when new staff was hired, we intentionally hired experienced teachers to join our team. **Root Cause:** The reasons for departure from staff last year included retirement, relocation, reduction of allocations, leaving the profession, and inability to achieve certification.

Perceptions

Perceptions Summary

According to **Bryte Bytes** data collected in February 2018:

1. Teachers report Exemplary access to technology at school and at home.
2. Students report Exemplary access to technology at school, and advanced at home.
3. Teachers report the speed of support with technology is proficient, and the quality of support/computers at school is advanced.

According to **KISD K12 Insight Quality Survey**:

Area	Parents (34)	Students (63)	Staff (53)
Overall Quality of School Excellent/Good	76	76	40
Overall Quality of School Fair/Poor	24	23	63
Academic Support (Strongly Agree/Agree)	69	75	73
Student Support (Strongly Agree/Agree)	72	76	72
School Leadership (Strongly Agree/Agree)	67	62	60
Family Engagement (Strongly Agree/Agree)	77	71	69
Safety and Behavior (Strongly Agree/Agree)	73	79	67
Staff Respect for diversity (Strongly Agree/Agree)	93	92	88
Student Respect for diversity (Strongly Agree/Agree)	72	85	65

Areas in the K12 Insight survey that were lowest for each subgroup are reported below:

Parents: School administrators are responsive or available when I have a concern; Families are informed of school sponsored activities; Students respect others regardless of their physical appearances, racial or ethnic backgrounds. (Percentages range from 29 to 32 %)

Staff: School administrators are available or courteous when I have a concern; Staff members and students treat each other with respect; Discipline is enforced fairly; and students respect each other regardless of their physical appearance. (Percentages range from 40-58%)

Students: School administrators are available when I have a concern and make decisions that are in the best interest of students; Teachers give timely feedback about student work and invite students' cultural experiences into the classroom; students respect others regardless of their intellectual abilities. (Percentages range from 17-21%. 26% of our students report that they have no opportunity to participate in extracurricular and enrichment activities.

Parent Teacher Conference Data:

Spring Conferences survey indicates that 99% of parents found the conferences to be very helpful. 98% of parents indicated that the scheduling process was helpful and convenient. 27% of parents filled out and returned the parent conference response survey.

Staff End of Year Survey:

Teachers were surveyed at the end of the year, with a 74% response rate. A likert scale was used with 80% or higher ratings in the following areas:

Master Schedule, teacher collaboration, teacher safety, student independence, access to tools, teacher empathy for acting out students, feeling respected by the principal, respected by team mates, respected by students and their parents, respect for diversity. Teachers rated themselves as being effective in RTI,

Those areas scoring below 70% include: the ability to create materials for instruction, close working relationships with colleagues, lack of expertise in assisting students with social emotional skills, feeling respected by the assistant principals, satisfaction with consistency of applying the SCOC.

An two-open ended question was posed as follows: Do you have a suggestion to improve the school, and We reduced our office referral rate by 50% this school year, please provide a text response in the way that discipline was handled this year, be honest reflective and constructive about how this impacted students and classroom operations. Regarding the question posed with discipline, 44% of the comments were supportive of the discipline process developed by the Assistant Principals and implemented at the campus. 38% of the comments were negative and discussed dissatisfaction with the process and its outcomes. 19% of the comments were more neutral in nature and included the fact that the individuals had become more adept at discipline or were not experiencing any behavior problems. 78% of teachers felt like too much instructional time was wasted dealing with disciplinary issues.

Suggestions for improvement included not losing planning on PLC days, to reserve CIS and CTSS to not respond to emergencies or help cover classes, to expect all staff to attend all meetings regardless of personal needs, and concerns about students with behavioral issues being placed in the same classrooms. However responses also included appreciation for fire drills being randomized, as well as a suggestion for all forms to be electronic in nature.

Perceptions Strengths

Bryte Bytes:

Teachers feel as though they have access to technology and technology supplies.

K12 Insight Quality Survey:

Responding parents feel our school is safe, and that staff members demonstrate respect to others regardless of physical appearances, cultural or religious backgrounds, or racial or ethnic backgrounds.

Responding staff feel that there is support for students from staff regardless of physical appearances, cultural or religious backgrounds, or racial or ethnic backgrounds. Additionally staff feel like students have a staff member that they can go to with personal or school problems.

Responding students feel that there is support for students from staff regardless of physical appearances, cultural or religious backgrounds, or racial or ethnic backgrounds. Additionally students feel like they have a staff member that they can go to with school problems. Additionally students feel like teachers set high expectations for all students.

Parent Teacher Conference Data:

Spring Conferences survey indicates that 99% of parents found the conferences to be very helpful. 98% of parents indicated that the scheduling process was helpful and convenient.

Sugar Loaf Staff Survey EOY:

69% or more teachers felt respected by their administration, peers, students and parents.

Teachers felt like they had more access to the tools that they needed to perform their jobs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to a past insight Survey, 29% of parents feel like they are not informed of school events. **Root Cause:** Parents are unaware that items are posted on website, included in student/staff handbook, or numbers and emails for Blackboard are not updated.

Problem Statement 2: According to the EOY survey 78% of teachers felt as if they spent too much time on discipline at the expense of instruction. **Root Cause:** Disciplinary referrals are being handled in a manner that is aligned with teacher expectations.

Problem Statement 3: According to the EOY survey, 30% of teachers felt as if their working relationships were not close--however 90% felt as if they were

respected. **Root Cause:** Teachers not feeling included in their grade level or not taking opportunities to interact socially.

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
- Federal Report Card Data
- PBMAS 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals







Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: By May 2019, 70% or more of all students, will: score at, above, or approaches grade level as reported on STAAR Reading assessments.

Evaluation Data Source(s) 1: EOY STAAR Reading results for grades 3-5,
 TEKS Resource Unit Assessments
 MAP benchmark results for grades K-2.
 CIRCLE assessment for PK.
 F&P Running Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) A 50--60 minute block (Cardinal time) will focus on reading remediation, as identified by MAP (K-5) and STAAR (grades 4-5). Remediation will provide Additional Targeted Support for African American and White students in difficult reading concepts and increase students' abilities to comprehend complex, grade level texts using Comprehension at the Core (COC) and COC supplemental materials and lessons, LLI, and Imagine Learning to provide individualized instruction.</p>	2.4, 2.5, 2.6	Reading committee Teacher leaders Classroom teachers Campus Leadership Cardinal Interventionists	Growth in students' results in: CIRCLE MAP F&P STAAR Reading Unit Assessments				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 166 - State Comp Ed - 5365.00, 211 - ESEA, Title I Part A - 3000.00</p>							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) We will increase students' desire and capacity to read by using a school-wide reading incentive program incorporating usage of RAZ Kids comprehension quizzes to track and reward students for engaging in reading.</p>		Reading Committee Classroom Teachers Teacher Leaders Campus Leadership	Students' growth in: MAP Reading F&P STAAR Reading				
<p>Problem Statements: Student Academic Achievement 2</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Staff will plan and deliver instruction using the district's balanced literacy framework (including shared, guided, independent reading and writing) in a 90 minute block of ELAR instruction. Staff will use a variety of resources, and programs to enhance reading instruction and to provide Additional Targeted Support to African American and White students that will include anchor charts, Time For Kids, Literacy Library, Readworks, Mentoring Minds, Comprehension at the Core (COC), COC supplementary materials, and Education Galaxy Reading.</p>		<p>Classroom Teachers RICA Teacher Campus Leadership CIS</p>	<p>Growth in students' results in: CIRCLE MAP F&P STAAR Reading Unit Assessments</p>				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 166 - State Comp Ed - 5320.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) A retired teacher will be hired to work with identified fourth and fifth grade students to improve their ability to read and comprehend literary texts.</p>	<p>2.5, 2.6</p>	<p>CIS Campus Leadership</p>	<p>Growth in STAAR Reading Results</p>				
<p>Funding Sources: 211 - ESEA, Title I Part A - 10000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) All staff will administer F&P to students who are not reading on grade level as measured by MAPS reading. This data will be combined with MAPS data to form reading groups to maximize the effectiveness of reading instruction and reading interventions.</p>	<p>2.4, 2.5, 2.6</p>	<p>CIS Campus Leadership</p>	<p>Growth in students' MAP scores. Growth in STAAR Results Reading</p>				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - ESEA, Title I Part A - 60000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Campus Leadership will conduct targeted walk throughs during Reading Instruction and lead PLC discussions that utilize MAP reading and F&P data to discuss students' reading progress.</p>	<p>2.4, 2.6</p>	<p>CIS Campus Leadership</p>	<p>Growth in students' MAP scores. Growth in STAAR Reading Results.</p>				
<p>Problem Statements: Student Academic Achievement 2</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 2: According to Domain 2A, 70% of our students met the growth progress measure, however, 66% of all students scored at approaches, 37% scored at met, and 17% scored masters on STAAR Reading. Root Cause 2: Balanced literacy is not being implemented with fidelity in every classroom on a daily basis.</p>

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: By May 2019, 75% or more of all students will score at, above, or approaches grade level as reported on STAAR Math assessments.

Evaluation Data Source(s) 2: EOY STAAR Math results for grades 3-5,
 EOY MAP benchmark results for grades K-2.
 CIRCLE assessment for PK
 TEKS Resources Unit Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Sugar Loaf will offer after-school tutoring to provide Additional Targeted Support for Hispanic and White students in grades 1-2 who need remediation in mathematics as identified through campus common assessments and MAP.	2.4, 2.5, 2.6	Math Committee Classroom Teachers Teacher Leaders Campus Leadership	Growth in identified students' results in: MAP STAAR Math ST Math Progress toward district percentage expectations.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 166 - State Comp Ed - 6500.00			
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 2) Staff will plan and deliver mathematics instruction that includes fluency practice, concept attainment, and concept application through anchor charts and problem solving to support the writing process. Campus, district and state funded programs intended to increase competence in mathematics and to provide Additional Targeted Support for Hispanic and White students include: -ST math to increase the ability to approach and solve complex math problems (K-5) -Education Galaxay Math to increase the ability to apply knowledge to solve problems at the conceptual and application level. (K-5)	2.4, 2.6	Math Committee Classroom Teachers Teacher Leaders Campus Leadership	Growth in students' results in: Fluency Program ST Math Progress Education Galaxy Math				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 166 - State Comp Ed - 4250.00, 211 - ESEA, Title I Part A - 3086.48			

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 3) Sugar Loaf will host an after-school math lab to provide Additional Targeted Support for Hispanic and White Students in grades 3-5 who need remediation in mathematics, as identified by campus common assessments, MAP and STAAR. This lab will address filling gaps and increasing students' capacity to apply math operations and concepts in multi-step problems.	Math Committee	Growth in identified students' results in:							
	Classroom Teachers	MAP							
	Teacher Leaders	STAAR Math							
	Campus Leadership	Unit Assessments							
		ST Math Progress toward district percentage expectations.							
	Problem Statements: Student Academic Achievement 1 Funding Sources: 166 - State Comp Ed - 2500.00								
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Administration and Administrative support will disaggregate data and increase teachers' abilities to disaggregate data generated through TEKS Resources Unit Assessments for the purposes of providing Additional Targeted Support for Hispanic and White students.	2.4, 2.6								
	Problem Statements: Student Academic Achievement 1								

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to Domain 1, 73% of all students scored at approaches, 40% at met, and 24% at masters on STAAR mathematics. Root Cause 1: A balanced approach to mathematics instruction that incorporates daily problem solving, fluency, and guided math is not being implemented in every classroom.


Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: By May 2019, 55% or more of all students will score at, above, or approaches grade level as reported on the STAAR Writing assessment.

Evaluation Data Source(s) 3: STAAR Writing results for 4th grade.
 Quarterly writing evaluations scored by teachers.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) Teachers will receive professional development on balanced literacy (a refresher) and elaborated gradual release model for planning high quality ELAR lessons that include readers as well as writers workshops.		Writing committee Classroom teachers Teacher Leaders Campus Instructional Specialists	Growth in students': Students' responses to quarterly writing prompts for third and fourth grade. STAAR writing				
	Problem Statements: Student Academic Achievement 3						
Comprehensive Support Strategy 2) Students will participate in meaningful writing activities that will be shared with others to include illustrating and publishing a book that will be shared with campus, parents during grade level's authors tea/night.		Writing Committee Classroom Teachers Teacher Leaders Campus Leadership	Growth in students': STAAR Writing scores Grade level prompt responses				
	Problem Statements: Student Academic Achievement 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 3) Students will anchor their learning by participating in various real world applications of writing across content areas, to include: interactive notebooks and summarization of learning after each unit of study in all content areas.		Writing Committee Classroom Teachers Campus Leadership	Growth in students': Unit Test results				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - ESEA, Title I Part A - 3327.28						

<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Fourth grade teachers will engage in deep study of students' compositions for STAAR writing from last year to inform areas for improvement. Additionally, fourth grade teachers will meet with leadership to score students' writing each nine week period.</p>	2.4	Campus Leadership CIS	Improvement of composition performance in STAAR Writing.				
Problem Statements: Student Academic Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) 6) Campus Leadership will conduct targeted walk throughs during Writing Instruction and lead PLC discussions that examine students' progress in writing.</p>	2.4, 2.6						
Problem Statements: Student Academic Achievement 3							
							

Performance Objective 3 Problem Statements:

Student Academic Achievement	
<p>Problem Statement 3: In 2017-18 45% of all students scored at approaches, while 24% met the standard for STAAR Writing. Root Cause 3: Empowering Writers model was not delivered with fidelity in every K-5 classroom every day.</p>	

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 4: By May 2019, 75% or more of all students will score at, above, or approaches grade level as reported on STAAR Science assessments.

Evaluation Data Source(s) 4: STAAR Science results for 5th grade.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) An equipped science lab will be provided with a dedicated science day to provide students with hands-on experiences in science. Cardinal News Network will provide a daily science tidbit for the morning announcements.		Science Committee Members Teacher Leaders Campus Leadership	Growth in students': Science Unit Assessments Science STAAR test				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 3000.00						
Comprehensive Support Strategy 2) Students will engage in cross-curricular field-based instruction to provide students opportunities to connect and apply science concepts to their daily lives.		Science Committee Teacher Leaders Campus Leadership	Post field trip surveys including: TEKS based questions Opinion questions Open ended questions				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 166 - State Comp Ed - 4500.00						
Comprehensive Support Strategy 3) Students will participate in a science fair and science night in March 2019 to involve the community in science education.		Science Committee Teacher Leaders Campus Leadership	Participant and parent surveys Parent sign in sheets				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 2500.00						
Critical Success Factors CSF 1 CSF 3 CSF 4 4) Teacher lesson plans will be reviewed and discussed to ensure that science instruction is delivered according to the YAG, through reading instruction as well as through hands-on science experiments in the science lab or in the classroom.	2.4	Campus Leadership CIS	Continued improvement in STAAR Science.				
	Problem Statements: Student Academic Achievement 4						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 4: In 2017-2018, 71% of all students scored at approaches or above in Science, however only 26% of students met the standard for STAAR Science. **Root Cause 4:** Science instruction was approached using a laboratory model that needs to be improved so that all students meet the approaches standard.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.


Performance Objective 5: By May 2019, 85% of students and teachers will effectively utilize technologies to extend learning beyond the classroom.

Evaluation Data Source(s) 5: Bryte Bytes

Education Galaxy usage reports

ST Math progress

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Online programs will be utilized to assist students in mastering the core curriculum. Online programs include, but are not limited to: Education Galaxy, ST Math, SuccessMaker (district provided); Imagine Learning (district provided); BrainPop (campus provided \$1,750) Reading A-Z (campus \$2,735 and district provided).		Technologist Technologist Aide Classroom Teachers Math Committee Reading Committee Science Committee	Growth in students' -MAPS Reading -MAPS Mathematics -Unit Assessments				
	Problem Statements: Student Academic Achievement 1, 2, 4 Funding Sources: 166 - State Comp Ed - 5600.00, 211 - ESEA, Title I Part A - 47105.24						
2) Students will be provided with instructional support and interventions in a timely fashion through effective use of technology and online programs in order to ensure students' academic success.		Technologist Technologist Aide Classroom Teachers Math Committee Reading Committee Science Committee	Growth in students' -MAPS Reading -MAPS Mathematics				
	Problem Statements: Student Academic Achievement 1, 2, 4						
							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to Domain 1, 73% of all students scored at approaches, 40% at met, and 24% at masters on STAAR mathematics. Root Cause 1: A balanced approach to mathematics instruction that incorporates daily problem solving, fluency, and guided math is not being implemented in every classroom.
Problem Statement 2: According to Domain 2A, 70% of our students met the growth progress measure, however, 66% of all students scored at approaches, 37% scored at met, and 17% scored masters on STAAR Reading. Root Cause 2: Balanced literacy is not being implemented with fidelity in every classroom on a daily basis.

Problem Statement 4: In 2017-2018, 71% of all students scored at approaches or above in Science, however only 26% of students met the standard for STAAR Science. **Root Cause 4:** Science instruction was approached using a laboratory model that needs to be improved so that all students meet the approaches standard.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.


Performance Objective 6: By May 2019, 60% or greater of students in Special Programs will score at the satisfactory academic performance level and show a minimum of one year's growth as measured by STAAR assessments.

Evaluation Data Source(s) 6: STAAR Math

STAAR Reading

STAAR Writing

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All ELL Students will be served using either an inclusion model or receive ELA instruction by a certified ESL teacher. Additionally, the ELL teacher may opt to use a pullout program during our cardinal block.		Campus Leadership ELL teacher	Growth in students' performance in STAAR Reading STAAR Writing				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 263 - ESEA, Title III Part A - 1830.00						
2) Students identified as gifted and talented will be provided with differentiated instruction by teachers certified in Gifted Education. GT students will participate in TPSP projects. Students will present their projects to the campus, local community, and at the district level GT showcase.		CIS Campus Leadership	Growth in GT students' performance in: STAAR Math STAAR Reading MAPS				
	Funding Sources: 177 - Gifted/Talented - 865.50						
							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 6: In 2017-18, 30% of LEP students met the standard in STAAR Reading, and 20% of LEP students achieved masters in STAAR Reading. Root Cause 6: Balanced literacy is not being implemented with fidelity in every classroom on a daily basis.

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

Performance Objective 1: By May 2019, 100% staff will use research-based instruction and intervention models for reading and mathematics to meet the needs of students as measured by growth in STAAR and MAPS assessments.

Evaluation Data Source(s) 1: Training Documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CIS's will meet every week with new/growing teachers to provide lesson planning assistance and IFD curriculum standards study. CIS will provide model teaching opportunities and facilitate strategic observation opportunities for new and growing teachers. CIS will attend, participate, and assist in leading PLC meetings to provide feedback and examine student progress with teacher teams.		Campus Instructional Specialists Campus Leadership	Student growth in the areas of reading, writing, and mathematics as reported by: STAAR MAP Student Data Sheets Quarterly writing prompts for grades 3 and 4.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1						
2) During 2018-19 school year 100% of the classroom teachers will participate in professional learning with the goal of strengthening the instructional core and increasing proficiency in participation of the PLC process.		Administrators CIS Grade level teams.	Growth within grade levels for the grade level SLO's developed and measured by grade level teams and administrators.				
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: 166 - State Comp Ed - 9360.00, 211 - ESEA, Title I Part A - 21400.00						
3) Staff will participate in highly structured PLCs on a weekly basis. PLC conversations will be focused around: Writing prompts and evaluation of students' writing, target and task alignment, rigor, behavior referral data, students' tracking of their progress, and data from common, state, and district assessments.		Campus Leadership	PLC surveys.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1						
4) Sugar Loaf will conduct one internal instructional rounds and provide campus-wide feedback regarding progress toward the campus and district problem of practice.		Campus Leadership	Improvement as evidenced by data collected during the instructional rounds process.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1 Funding Sources: 166 - State Comp Ed - 1440.00						

5) Sugar Loaf staff will attend the Professional Learning Communities at Work Institute in San Antonio, Texas.	Campus Leadership	Improvement in lesson design and participation in PLC. Improvement in student achievement as evidenced by STAAR Reading STAAR Math STAAR Writing STAAR Science				
	Problem Statements: Student Academic Achievement 3, 4 - School Processes & Programs 1 Funding Sources: 211 - ESEA, Title I Part A - 14800.00					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to Domain 1, 73% of all students scored at approaches, 40% at met, and 24% at masters on STAAR mathematics. Root Cause 1: A balanced approach to mathematics instruction that incorporates daily problem solving, fluency, and guided math is not being implemented in every classroom.
Problem Statement 2: According to Domain 2A, 70% of our students met the growth progress measure, however, 66% of all students scored at approaches, 37% scored at met, and 17% scored masters on STAAR Reading. Root Cause 2: Balanced literacy is not being implemented with fidelity in every classroom on a daily basis.
Problem Statement 3: In 2017-18 45% of all students scored at approaches, while 24% met the standard for STAAR Writing. Root Cause 3: Empowering Writers model was not delivered with fidelity in every K-5 classroom every day.
Problem Statement 4: In 2017-2018, 71% of all students scored at approaches or above in Science, however only 26% of students met the standard for STAAR Science. Root Cause 4: Science instruction was approached using a laboratory model that needs to be improved so that all students meet the approaches standard.
Problem Statement 5: In 2017-2018 43% of GT students mastered both STAAR Math and Reading. 71% mastered mathematics, while 57% mastered Reading. Root Cause 5: GT students are not being challenged daily to perform at high levels in reading and mathematics.
School Processes & Programs
Problem Statement 1: In 2018-19, 25% of our staff has three or less years of experience. Additionally, when new staff was hired, we intentionally hired experienced teachers to join our team. Root Cause 1: The reasons for departure from staff last year included retirement, relocation, reduction of allocations, leaving the profession, and inability to achieve certification.

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


Performance Objective 2: By May 2019 administration and support team will address concerns reported at conclusion of each survey period.

Evaluation Data Source(s) 2: BOY Survey

Mid Year Survey

EOY Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sugar Loaf's Faculty Club Hospitality Committee will recognize and celebrate staff members' personal and/or professional accomplishments. Event Committee to create events for staff each quarter to include potlucks or special celebrations.		Faculty Club Administrators	To increase staff morale as measured by staff surveys.				
Problem Statements: Perceptions 3							
2) To increase communication regarding upcoming events, provide recognition, highlight best instructional practices and to disseminate information, Sugar Loaf administration will send out a weekly newsletter to staff members.		Campus Instructional Specialist Campus Leadership.	Staff surveys with PLC.				
							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: According to the EOY survey, 30% of teachers felt as if their working relationships were not close--however 90% felt as if they were respected. Root Cause 3: Teachers not feeling included in their grade level or not taking opportunities to interact socially.

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

Performance Objective 3: A collaboratively developed momentum plan outlines Sugar Loaf's cohesive year-long, professional development plan addressing the district-wide problem of practice. The focus of our momentum plan will be high quality lesson design focused around the YAG, VAD, IFD, and red-line TEKS that promotes learning tasks that are both to the specificity and cognitive level of the TEKS.

Evaluation Data Source(s) 3: Instructional Rounds Data from District and Internal Rounds.


Summative Evaluation 3:

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

Performance Objective 4: Teachers providing instruction to ESL students will attend professional development designed to improve knowledge and implementation of best practices for English Learners.

Evaluation Data Source(s) 4: ESL students' growth as measured by STAAR Reading and STAAR Math assessments, growth in MAP reading and MAP math.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers providing instruction to ESL students will attend professional development designed to improve knowledge and implementation of best practices for ELL learners.		ELL Teacher ESL Certified Teachers	Growth in students: STAAR Reading MAPS Reading MAPS Mathematics				
Funding Sources: 165/ES0 - ELL - 3450.00							
							


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

Performance Objective 1: By May 2019, Sugar Loaf Elementary School will increase opportunities for parents to participate in grade level specific and school-wide events designed to assist them in supporting instruction by providing two opportunities (evening and during the day) to increase attendance.

Evaluation Data Source(s) 1: Volunteer hours

Parent sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sugar Loaf's parent liaison acts as our: HARP campus contact, Home visit coordinator Adopt a unit coordinator ELF Club provider Coordinator for transition events Evening event coordinator PTO liaison Information about events is posted to our campus website, notes are sent home with students, and Connect-Ed calls are made so that parents are informed events. Parent Liaison will attend the Statewide Parent Involvement conference to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.		Campus Leadership Parent Liaison Subject Committees	Increased parent participation in school events. Ease of transition into Pre-K and Kindergarten for ELF Club participants. Increased presence of volunteers and adopt a unit members in the school both during and after school.				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2131.00, 211 - ESEA, Title I Part A - 23113.00						
2) Sugar Loaf will provide mid-semester opportunities for parents to conference with teachers to share their student's academic and social progress.		Parent Liaison, Campus leadership	Parent conference logs, Parent surveys				
	Problem Statements: Perceptions 1						
3) Sugar Loaf administration will use the Blackboard connect program to mass communicate with parents via phone, email, and text regarding school events, attendance, and other areas of concern.		Campus Leadership	Feedback from Blackboard connect regarding numbers of families successfully reached using the system.				
	Problem Statements: Perceptions 1						
							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: According to a past insight Survey, 29% of parents feel like they are not informed of school events. **Root Cause 1:** Parents are unaware that items are posted on website, included in student/staff handbook, or numbers and emails for Blackboard are not updated.


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

Performance Objective 1: During the 2018-19 school year, student engagement will increase as evidenced by continued low rates of behavioral referrals, and an increase in attendance to 96%.

Evaluation Data Source(s) 1: Discipline Data Checks
6 Weeks Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sugar Loaf administrative and support staff will identify students at-risk for behavior to participate in a mentoring program that affords students the opportunity to make school connections.		Campus Leadership, Campus Instructional Specialists	Anecdotal notes from mentors Decreased OCRs for identified students Decrease in DAEP placements				
Problem Statements: Perceptions 2							
Critical Success Factors CSF 1 CSF 5	2.6	Campus leadership Office personnel Classroom teachers	Decrease in numbers of absences or tardies as reported by classroom teachers.				
2) Sugar Loaf administration and office staff will coordinate efforts with attendance officer to address attendance issues in a timely fashion. To promote attendance, Sugar Loaf will celebrate student perfect attendance each semester by providing an ATTEN-Dance.	Problem Statements: Demographics 2						
3) Students will be given various student recognition awards during the 2018-2019 school year.		Campus Leadership, Classroom Teachers, Counselor	Student Award Logs				
4) Discipline Data will be reviewed by the Campus Conduct Committee and through PLC on a monthly basis to identify students who are at risk and need behavior intervention plan developed or revised and the results of students with such plans.	2.4, 2.6	Classroom teachers Campus Conduct Committee Campus Administration	Decrease in behaviors resulting in behavioral referrals.				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) An assistant principal will attend the Trainer of Trainers model for Restorative Justice, behavioral support aide will also be trained and this model will be used initially by selected teachers and then campus wide.</p>	2.4, 2.6	Campus leadership	Decrease in behaviors resulting in behavior referrals.				
							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our attendance rate is at 95% for the year, a 1% decrease from last year. We would like to increase that by 2% in the 2018-19 school year. Root Cause 2: Our attempts to inform parents of the importance of attending and being on time for the school day is not reaching 100% of the parent population.</p>
Perceptions
<p>Problem Statement 2: According to the EOY survey 78% of teachers felt as if they spent too much time on discipline at the expense of instruction. Root Cause 2: Disciplinary referrals are being handled in a manner that is aligned with teacher expectations.</p>

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

Performance Objective 1: By May 2019, Sugar Loaf Leadership will effectively manage campus resources to maximize learning for all students and staff.

Evaluation Data Source(s) 1: Budget expenditures

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sugar Loaf staff will report needs for work orders and work order will be placed within two days of receiving notification.		Campus Leadership, Leadership Support	Increase in teacher teacher satisfaction as measured by quarterly surveys.				
2) Sugar Loaf uses a schedule that maximizes classroom teachers' abilities to utilize all district and campus provided intervention programs and protect instructional time for all students.		Campus Leadership	Increase in teacher teacher satisfaction as measured by quarterly surveys.				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Sugar Loaf will host an after-school math lab to provide Additional Targeted Support for Hispanic and White Students in grades 3-5 who need remediation in mathematics, as identified by campus common assessments, MAP and STAAR. This lab will address filling gaps and increasing students' capacity to apply math operations and concepts in multi-step problems.
1	3	1	Teachers will receive professional development on balanced literacy (a refresher) and elaborated gradual release model for planning high quality ELAR lessons that include readers as well as writers workshops.
1	3	2	Students will participate in meaningful writing activities that will be shared with others to include illustrating and publishing a book that will be shared with campus, parents during grade level's authors tea/night.
1	3	3	Students will anchor their learning by participating in various real world applications of writing across content areas, to include: interactive notebooks and summarization of learning after each unit of study in all content areas.
1	4	1	An equipped science lab will be provided with a dedicated science day to provide students with hands-on experiences in science. Cardinal News Network will provide a daily science tidbit for the morning announcements.
1	4	2	Students will engage in cross-curricular field-based instruction to provide students opportunities to connect and apply science concepts to their daily lives.
1	4	3	Students will participate in a science fair and science night in March 2019 to involve the community in science education.
1	5	1	Online programs will be utilized to assist students in mastering the core curriculum. Online programs include, but are not limited to: Education Galaxy, ST Math, SuccessMaker (district provided); Imagine Learning (district provided); BrainPop (campus provided \$1,750) Reading A-Z (campus \$2,735 and district provided).

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bons, Kiree	CIT PCN 21695		0.5
Chalk, Marcus	Aide PCN 20049	Interventions 1-5	1.0
Hauk, Mary	Aide PCN 14042	Interventions 1-5	1.0
Lomax, William	Aide PCN 20688	Interventions 1-5	1.0
Taylor, Laura	Aide PCN 14548	Parent Liaison	1.0
Vacant	Aide PCN 14117	Interventions	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator/Chair	Violet Simmons	Principal
Non-classroom Professional	Christine Hill	Campus Instructional Specialist
Classroom Teacher	Tiffany Robison	Kindergarten
Classroom Teacher	Lu Mighell	First Grade
Classroom Teacher	Holly Jones	Second Grade
Classroom Teacher	Jacquelyn Dingle	Third Grade
Classroom Teacher	Holly Arnold	Pre-Kindergarten
Classroom Teacher	Theressa Mingo	Fourth Grade
Classroom Teacher	Danielle Tanner	Fifth Grade
Classroom Teacher	Carol Cress	PBS Teacher
Community Representative	Benita Metcalf	Resident of Sugar Loaf Community
Business Representative	Gerald Simmons	Owner: Western Saddle and Leather Company
Parent	Danielle Kooser	Parent