

Killeen Independent School District

Cavazos Elementary School

2019-2020



Mission Statement

Richard E. Cavazos Elementary School is a diverse community of learners who strives for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others.

Vision

Richard E. Cavazos Elementary School will strive to continue to develop life-long learners in a global community. Here, our students will be challenged and taught to their maximum potential for the development of their success.

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Goals



Revised/Approved: September 16, 2019

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By the end of the 2019-2020 school year, Cavazos's writing scores will increase by 10% from 66% to 76%.

Evaluation Data Source(s) 1: CUA's, STAAR, MAPS Data, Writing Samples, Lesson Plans, and Walk-throughs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Cavazos Elementary will plan and deliver instruction in the Empowering Writers: Powerful Models Initiative in Grades K-5. -Revising and editing will be taught in grades K-5. In kindergarten, teachers will model and share revising and editing. In 1st and 2nd grade, students will revise and edit sentences. In 3rd to 5th grade, students will revise and edit sentences, paragraphs, an passages. -Next Generation Balanced Literacy will be implemented throughout the year.		Administration CIS Grade Level Teachers	Increase in 4th grade STAAR writing scores				
	Problem Statements: Student Academic Achievement 2, 5, 6						
2) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.	2.4, 2.5	Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark.				
	Problem Statements: Student Academic Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) In order to increase student vocabulary and background experiences, common areas within the campus will have displays of vocabulary words with visual representations, being studied each grading period for all core content areas. The complexity of vocabulary on display will range from Pre-K to 5th grade.	2.4	Administration, CIS, Content Committees	Increased scores on local and state assessments.				
	Problem Statements: Student Academic Achievement 1, 5 - School Processes & Programs 3						
4) Cavazos Elementary will use instructional mapping in the subject of Writing to provide teacher clarity on the curriculum expectations and includes real world connections and enrichment activities.		Administration All Staff Members	Curriculum Maps for each grade level.				
	Problem Statements: Student Academic Achievement 2						
5) Implement an monitor a backward design model for writing lesson plans using the Writing CUA's to guide the instruction. Learning will be done in PLCs in preparation for the implementation of "Next Generation Balanced Writing" in grades K-5, during the 20-21 school year. -GRR writing lesson, derived from the CFA 2.0 design process, will be taught daily in 4th Grade. -Reteach will be done during bridge days and Cheetah Pride Time.		Administration CIS Grade Level Teams	Complete alignment between the instruction and assessment in the area of writng.				
	Problem Statements: Student Academic Achievement 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Overall reading scores are at 79% across the campus. Root Cause 1: The implementation of Balanced Literacy across the campus is not being done with fidelity.
Problem Statement 2: Writing Scores for the 2018/2019 School year moved from 56% to 66%. Root Cause 2: A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
Problem Statement 5: We struggle to approach grade level standards for special education and EL identified students to meet expectations on STAAR. Root Cause 5: A lack of timely/targeted interventions and supplies to address gaps in student learning.
Problem Statement 6: 100% of GT identified students did not meet mastery on all STAAR tests. Root Cause 6: Daily instructional content was not to the rigor of the students abilities.

School Processes & Programs

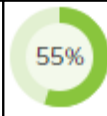
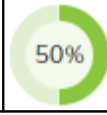
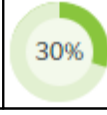
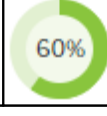
Problem Statement 3: All students struggle to think at high cognitive levels during academic tasks in all subject areas. **Root Cause 3:** Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking using Hess's Cognitive Rigor Matrix.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: By the end of the 2019-2020 school year, Cavazos's reading scores will increase by 6% from 79% to 85%.

Evaluation Data Source(s) 2: CUA's, End of Year STAAR results, and MAPS scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) -Implement the components of balanced literacy and comprehension at the core at all grade levels. - Implement research based strategies for reading in the areas of: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.	2.4	Administration CIS	Increased scores on local and state assessment.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 166 - State Comp Ed - 6027.10, 211 - ESEA, Title I Part A - 32250.54						
2) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.		Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
	Problem Statements: Student Academic Achievement 1						
3) Running records are completed with fidelity and used to guide instructional groupings for guided reading and reviewed during PLC meetings.	2.6	Administration CIS Teachers	STAAR Results MAPS Running Records				
	Problem Statements: Student Academic Achievement 1						
4) Conduct regular classroom walk-through observations to monitor fidelity of balanced literacy.		Administration	Walk-through Evidence				
	Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) 4)) Cavazos Elementary will use: *skills-based and/or leveled guided reading will be taught in grades k-5 *LLI will be utilized for struggling readers *F&P assessments will be used to form guided reading groups *New students will be given a reading assessment to determine reading proficiency *GRR reading lessons, derived from CFA 2.0 design process, will be taught daily in grades K-5. * Reteach will be done on bridge days and during Intervention time.		Administration CIS Grade Level teachers	Increase in the DOK level of activities planned and taught.				
	Problem Statements: Student Academic Achievement 1						
6) Implement an monitor a backward design model for writing lesson plans using the reading CUA's to guide the instruction.		Administration CIS Grade Level Teachers	Increased alignment between the TEK being taught and tested.				
	Problem Statements: Student Academic Achievement 1						
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Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Overall reading scores are at 79% across the campus. Root Cause 1: The implementation of Balanced Literacy across the campus is not being done with fidelity.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: By the end of the 2019-2020 school year, Cavazos's math scores will increase by 5% from 88% to 93%.

Evaluation Data Source(s) 3: End of year STAAR results grade 3-5, CUAs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.		Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
Problem Statements: Student Academic Achievement 3							
2) Utilize backward design model for the development of daily lesson plans in math.		Administration CIS Teachers	Increase scores on local and state assessments.				
Problem Statements: Student Academic Achievement 3							
3) Cavazos Elementary will use instructional mapping in the subject of Math to provide teacher clarity on the curriculum expectations and includes real world connections and enrichment activities.		Administration CIS Grade Level Teachers	Increase in the DOK level of activities planned and taught.				
Problem Statements: Student Academic Achievement 3							
4) Teachers will implement with consistency and fidelity math components as strategies that include: focused reasoning, problem solving, mathematical representations, and conceptual understanding.		Administration CIS Grade Level Teachers	Increased STAAR, MAPP scores. Consistent improvement of CUA scores.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2, 3							
Funding Sources: 211 - ESEA, Title I Part A - 5500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 3: Math STAAR scores approaching grade level standards is 88%. **Root Cause 3:** Teachers struggle with designing tasks that include a real-world or hands on connections.

School Processes & Programs

Problem Statement 2: 9.6% of students were served in RtI. **Root Cause 2:** During campus designated intervention time, Cheetah Pride Time, systematic processes were not used with fidelity to address individual students academic needs.

Problem Statement 3: All students struggle to think at high cognitive levels during academic tasks in all subject areas. **Root Cause 3:** Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking using Hess's Cognitive Rigor Matrix.





Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: By the end of the 2019-2020 school year, Cavazos's science scores for all students will increase by 7% from 78% to 85%.

Evaluation Data Source(s) 4: CUA's, MAP scores, and end of the year 5th Grade STAAR results.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Cavazos Elementary will provide hands on experiments in science to support the TEKS in Grades PK-5.	2.4, 2.5	Administration and Science Committee	Participation in Science Olympiad Event and increased science scores on STAAR				
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 2000.00							
2) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.		Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
Problem Statements: Student Academic Achievement 4							
3) Host a Campus wide Science Fair.		Administration CIS Science Committee	STAAR Scores				
Problem Statements: Student Academic Achievement 4							
4) Implement an monitor a backward design model for writing lesson plans using the science CUA's to guide the instruction.		Administration CIS Grade Level Teachers	Increase in the alignment between TEKS taught and tested.				
Problem Statements: Student Academic Achievement 4							
5) Use instructional mapping in the subject of science to provide teacher clarity on the curriculum expectations and include real world connections and enrichment activities.		Administration CIS Grade Level Teachers	Increase the DOK level of activities planned and taught.				
Problem Statements: Student Academic Achievement 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

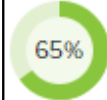

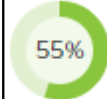
Student Academic Achievement
Problem Statement 4: Science scores approaching grade level standards is 78%. Root Cause 4: Teachers lack of hands on activities and real world science connections.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 5: By the end of the 2019-2020 school year, Cavazos's special education, At-Risk, economically disadvantaged, and EL student scores will increase by 6% a year over the next 3 years.

Evaluation Data Source(s) 5: CUA's, end of year STAAR results in grades 3-5 and MAPS scores.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Tier I, II, and III interventions during Cheetah Pride Time for Kinder to 5th grade students identified as in need of assistance in all content areas.	2.4, 2.6	Administration , AMI, ARI, RICA, ELL teacher, (iTeam) Classroom Teachers	Increase in learning for those students who struggle.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - ESEA, Title I Part A - 100705.02						
2) Offer after-school tutoring for students who are At-Risk and in need of additional assistance in all core subjects	2.5	Administration CIS Teacher Aides	Increased scores on local and state assessments.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - ESEA, Title I Part A - 11878.44						
3) The RtI team will meet to design intervention plans, monitor progress, and implement the RtI continuum of interventions.		Administration CIS Counselor Intervention Team Teachers	SSP documentation				
	Problem Statements: Student Academic Achievement 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) EL teacher will assist classroom teachers in the full implementation of the ELPS while providing students with English language learning opportunities. As EL students learn to speak, read and write English, the EL teacher will assist classroom teachers to increase the rigor of student work.	2.6	Administration CIS EL teacher	Increased local and state assessment scores. (MAPS, TELPAS, STAAR)				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 165/ES0 - ELL - 650.00, 263 - ESEA, Title III Part A - 750.00						
5) EL students will be provided small group instruction to include guided reading, vocabulary building, and reading comprehension.	2.6	Administration EL teacher	Increased scores on local and state assessments.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 166 - State Comp Ed - 54899.00, 165/ES0 - ELL - 350.00, 263 - ESEA, Title III Part A - 250.00						
6) Intervention and special education teams will meet in PLC's to monitor student progress and provide feedback to teachers.		Administration, CIS, intervention staff, and special education staff.	Increased student progress as documented in intervention folders.				
	Problem Statements: Student Academic Achievement 5						
7) Hold classes for parents of EL students that provide them with the skills needed to help their students succeed academically.	3.2	Administration ESL Teachers Parent Liaison	Increase in ESL progress toward state curriculum.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 263 - ESEA, Title III Part A - 593.90						
8) Intervention Aides will provide intervention services for at-risk students under the direct supervision of a certified teacher.		Administration CIS	Increased scores on state and local assessments.				
	Problem Statements: Student Academic Achievement 5						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 5: We struggle to approach grade level standards for special education and EL identified students to meet expectations on STAAR. Root Cause 5: A lack of timely/targeted interventions and supplies to address gaps in student learning.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 6: By the end of the 2019-2020 school year, Cavazos's GT students will maintain a score 100% on the Math and Science STAAR tests and increase reading and writing STAAR scores to 100% mastery.

Evaluation Data Source(s) 6: All STAAR results

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Talented and gifted students will be taught by certified TAG teachers and participate in activities which align with district expectations. Provide funds for Staff and Administration to attend staff development on the latest strategies in gifted education.		Administration, CIS, and TAG certified teachers.	Percentage of students who score a Level 3 on the STAAR assessments				
Problem Statements: Student Academic Achievement 6 Funding Sources: 177 - Gifted/Talented - 799.78							
2) GT students will be taught differentiated activities/strategies during Intervention time.	2.5	Administration, Counselor, CIS	All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.				
Problem Statements: Student Academic Achievement 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

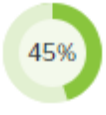
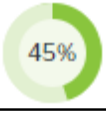


Student Academic Achievement
Problem Statement 6: 100% of GT identified students did not meet mastery on all STAAR tests. Root Cause 6: Daily instructional content was not to the rigor of the students abilities.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: By the end of the school year 2019-2020, 100% of the professional staff will attend off-campus professional development sessions, and by the end of the school year 2019-2020, 100% of the professional staff will participate in campus professional learning through PLCs, after-school specials, and campus professional development days.

Evaluation Data Source(s) 1: Teachers present their learning to the campus as documented within staff meeting or early out agendas. LEARN transcripts. Internal/external instructional Rounds data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase instructional capacity of staff by attending professional development activities that focus on ELAR, ELPS, Math, Science, Social Studies, and Technology. The professional development will focus on brain-based learning, academic language, effective curriculum delivery, and cultural connections.	2.4, 2.6	Principal CIS AP SBDM	Professional learners will present their learning on the benefit of attending professional development at the staff meetings following their professional training.				
	Problem Statements: School Processes & Programs 5 Funding Sources: 211 - ESEA, Title I Part A - 7000.00, 166 - State Comp Ed - 8688.90, 165/ES0 - ELL - 3630.50						
2) Professional training on the use of technology for teachers from the campus technologist to assist the reinforcement, enrichment, and expansion of student learning.		Administration CIT Teachers	Increased effective use of technology by teachers and students				
	Problem Statements: School Processes & Programs 3						
3) The display and reference of learning targets and objectives throughout TEKS based lessons.		Administration CIS Teachers	Increase in 100% alignment between the curriculum, instruction, and assessment.				
	Problem Statements: School Processes & Programs 3						
4) Backward design model to include the elements of GRR		Administration CIS Grade level teachers	Increase in alignment between the assessment and instruction.				
	Problem Statements: School Processes & Programs 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: All students struggle to think at high cognitive levels during academic tasks in all subject areas. Root Cause 3: Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking using Hess's Cognitive Rigor Matrix.
Problem Statement 5: PLCs did not 100% consistently focus on teaching and learning. Root Cause 5: Administrative and procedural task were discussed in PLCs

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 2: Increase student/staff engagement through a variety of school-wide activities.

Evaluation Data Source(s) 2: Gallup Poll

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule a school-wide "No Child Left Inside Day" at which students will participate in hands-on academic activities involving the 4 core subjects. A majority of instruction will take place outside of the school.	2.5	Administration Counselors CIS Teachers Instructional aides	Increased staff and student engagement.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 500.00							
2) Develop a teacher/staff member of the month recognition program for job performance and attendance.		Principal AP	Increased staff attendance.				
Problem Statements: School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Overall reading scores are at 79% across the campus. Root Cause 1: The implementation of Balanced Literacy across the campus is not being done with fidelity.
Problem Statement 2: Writing Scores for the 2018/2019 School year moved from 56% to 66%. Root Cause 2: A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
Problem Statement 3: Math STAAR scores approaching grade level standards is 88%. Root Cause 3: Teachers struggle with designing tasks that include a real-world or hands on connections.
Problem Statement 4: Science scores approaching grade level standards is 78%. Root Cause 4: Teachers lack of hands on activities and real world science connections.

School Processes & Programs

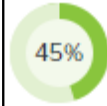

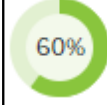
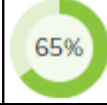
Problem Statement 1: During the 2018-2019 school year, there was 1185 staff absences of 4 or more hours. **Root Cause 1:** There is no systematic approach to reward perfect attendance for staff.

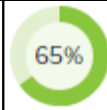

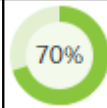
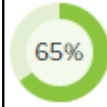
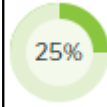
Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: Increase the parents' perceptions of our school's effectiveness as measured by a parent survey measuring friendliness, effective customer service, and opportunities for involvement.

Evaluation Data Source(s) 1: Utilize a Cavazos Family Involvement and Insight survey twice a year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a Cavazos Family Involvement and Insight survey to administer to families of Richard E. Cavazos.	3.2	Administration Parent Liaison	Likert-Like scores will reflect positive scores in friendliness, customer service, and opportunities for involvement.				
	Problem Statements: Demographics 1 - Perceptions 1, 4 Funding Sources: 211 - ESEA, Title I Part A - 25461.90						
2) Recognize students for Character Traits and invite parents to attend.		Administration Counselors Parent liaison	Increase community involvement				
	Problem Statements: Perceptions 1, 3						
3) Encourage 100% attendance at parent/teacher conferences. This is done through phone calls, blackboard calls, and flyers. 100% participation is also stressed during the Title I parent awareness meeting. Parent/teacher conferences can be held in a variety of ways to include: phones, video conferencing, or in person.		Administration CIS Teachers	Increased community involvement.				
	Problem Statements: Perceptions 1						
4) Deliver instruction and plan activities that develop early literacy skills for 3 to 4 year old children and their parents in our weekly Cheetah Cub Club.	3.2	Administration Parent Liaison	Student enter school with an increased readiness.				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1441.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Maintain a volunteer log at the sign-in desk in the front office.		Administration Parent Liaison	Maintain monthly log calculations.				
	Problem Statements: Perceptions 1, 4						
6) Provide a Volunteer Appreciation Luncheon honoring the volunteers with certificates of volunteer hours completed.		Administration Parent Liaison	Celebrating the efforts of volunteers will promote and encourage continued support.				
	Problem Statements: Perceptions 1, 4						
7) Conduct parent information meetings for prek-5th grade parents designed to provide information about available resources and study strategies for use at home.	3.2	Administration CIS Teachers	Increased access to online resources by students and parents. Increased scores on local and state assessments				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - Perceptions 1						
8) Host subject specific family nights to include math night, science night, and reading night.	3.2	Administration CIS Teachers Committee members	Increased attendance as evidenced by sign in sheets.				
	Problem Statements: Student Academic Achievement 1, 3, 4 - Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 600.00						
9) Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.	3.1	Administration	Parents and family members will have a role in developing, reviewing/revising PAFE & Home-School Compact.				
	Problem Statements: Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.	3.2	Administration	Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.				
	Problem Statements: Perceptions 1						
11) "Hugs and Kisses" Station in the school lobby as a parent greeting and communication station.		Administration	Parent Survey				
	Problem Statements: Perceptions 1						
12) Coordinate with PTO board to plan and implement parent involvement activities throughout the year.	3.2	Administration CIS PTO	Parent survey				
	Problem Statements: Perceptions 1						
13) The school will coordinate caregivers events, which will incorporate parenting training.		Administration	Increased community involvement.				
	Problem Statements: Perceptions 1						
14) Counselors will provide a flyer of outside resources to share with families that need assistance to help with specific situations.		Counselors	Community awareness of program available for assistance with their needs.				
	Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate for all students decreased from 95.9% in 17-18 to 95.4% in 18-19. Root Cause 1: Systematic monitoring of student attendance is not currently in place.

Student Academic Achievement

Problem Statement 1: Overall reading scores are at 79% across the campus. **Root Cause 1:** The implementation of Balanced Literacy across the campus is not being done with fidelity.

Problem Statement 2: Writing Scores for the 2018/2019 School year moved from 56% to 66%. **Root Cause 2:** A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.

Problem Statement 3: Math STAAR scores approaching grade level standards is 88%. **Root Cause 3:** Teachers struggle with designing tasks that include a real-world or hands on connections.

Problem Statement 4: Science scores approaching grade level standards is 78%. **Root Cause 4:** Teachers lack of hands on activities and real world science connections.

Perceptions

Problem Statement 1: All parents and students do not participate in school wide activities that bridge the gap between school and community. **Root Cause 1:** Lack of meaningful and variety of experiences to involve students, parents, and the community.

Problem Statement 3: 15% of students at Cavazos received a discipline referral. **Root Cause 3:** Inconsistent implementation of positive behavior intervention strategies in response to HB 674.

Problem Statement 4: During the 2018-19 school year, a decrease was shown in the number of volunteer hours accumulated by the campus. **Root Cause 4:** The campus moved to a new tracking system and saw a decrease in the number of volunteer activities.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

Performance Objective 1: Reduce the number of discipline referrals from 308 discipline referrals schoolwide to under 225 schoolwide for the 2019-2020 school year

Evaluation Data Source(s) 1: End of the year count of schoolwide referrals for the 2019-2020 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide student training on proper behavior in the pre-kindergarten to 5th grade classrooms through social skills lesson provided by the counselors.		Administration Counselors	Number of discipline reduced from 230 to under 175 by the end of the school year.				
	Problem Statements: Perceptions 3						
2) Professional development on bullying, child abuse, suicide will be provided for and completed by all staff members. HB 1942		All Staff	Staff can identify signs of bullying, child abuse, and signs of suicide.				
	Problem Statements: Perceptions 3						
3) At the end of each month, students who achieve perfect attendance for the quarter will be invited to attend a celebration.		Attendance secretary, administration, CIS, school counselors, and classroom teachers.	The number of students attending the celebration will increase each month. Attendance is for students who earn "Perfect Attendance" monthly throughout the year.				
	Problem Statements: Perceptions 1						
4) Students will participate in physical activity weekly, Jump Rope for the Heart, Run Club, Bike Club, and Field Day activities.		PE Teachers Club Sponsors	Fitness Gram Club Participation				
	Problem Statements: Perceptions 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:











Perceptions
Problem Statement 1: All parents and students do not participate in school wide activities that bridge the gap between school and community. Root Cause 1: Lack of meaningful and variety of experiences to involve students, parents, and the community.
Problem Statement 2: 28.78% of students participated in after-school activities. Root Cause 2: Lack of transportation, variety, and motivation.
Problem Statement 3: 15% of students at Cavazos received a discipline referral. Root Cause 3: Inconsistent implementation of positive behavior intervention strategies in response to HB 674.

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: By June 2020, Cavazos will effectively manage resources and operations 100% of the time so that student and staff learning is maximized.

Evaluation Data Source(s) 1: STAAR scores and favorable financial audit

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through monthly scheduled meetings, our SBDM team will be provided a transparent view of campus goals and funding issues by being stakeholders in creating and monitoring campus goals and the allocation of campus funds. This includes monitoring discipline referrals and adjusting the CIP as needed.		Principal SBDM	Maximize student learning and teacher effectiveness.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
2) Develop and follow a checks and balances process to ensure efficient and accurate accountability of campus activity fund procedures.		Principal Principal Secretary	Favorable Audit				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
3) Develop a maker-space in the library where students can explore their ideas and thoughts.		Administration Librarian Teachers	Increase the number of students scoring mastery on the STAAR test				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
4) We will provide professional development for teachers on the use of interactive whiteboards, online resources, iPods, and iPads etc.		Principal SBDM	Maximize student learning and teacher effectiveness.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Overall reading scores are at 79% across the campus. Root Cause 1: The implementation of Balanced Literacy across the campus is not being done with fidelity.
Problem Statement 2: Writing Scores for the 2018/2019 School year moved from 56% to 66%. Root Cause 2: A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
Problem Statement 3: Math STAAR scores approaching grade level standards is 88%. Root Cause 3: Teachers struggle with designing tasks that include a real-world or hands on connections.
Problem Statement 4: Science scores approaching grade level standards is 78%. Root Cause 4: Teachers lack of hands on activities and real world science connections.