

Killeen Independent School District

Clarke Elementary School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Postsecondary Readiness



Mission Statement

Teach so that students learn to their maximum potential.

Core Beliefs

We commit to:

- Being innovative and resourceful to build 21st century learners.
- Embracing teamwork and collaboration to hold all stakeholders accountable for learning.
- Building relationships through nurturing, loving and caring for each child to enable them to achieve their greatest potential.
- Accepting and encouraging diversity through the use of differentiated learning.

Table of Contents

Goals	4
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.	4
Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.	7
Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.	11
Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.	14
Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff. ...	18

Goals

Revised/Approved: November 12, 2015

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

Performance Objective 1: By June 2018, 90% of all students and student groups will meet the standard on campus, district, and state assessments.

Evaluation Data Source(s) 1: Increase student achievement on yearly summative assessments, universal screens and STAAR. Student progress will be monitored through regularly scheduled universal screens and unit assessments.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Math/literacy coach to design challenging learning activities for students in grades PK3-3rd grade. Working as a collaborative team, classroom teachers and the math/reading coach will provide specialized math and reading instruction.	2.4, 2.5, 2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211 - ESEA, Title I Part A - 69773.94, 166 - State Comp Ed - 27200.00						
2) 2.5 instructional aides will work in classroom to help students who are struggling or at-risk of failing.	2.4, 2.5, 2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211 - ESEA, Title I Part A - 55523.42						
3) PLCs to meet and discuss math and reading achievement. Staff will reflect about which influences from Visible Learning will yield at least one year's growth and will implement those things in classroom instruction.	2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.				
	Problem Statements: Student Academic Achievement 3, 4, 5, 6 - School Processes & Programs 1 Funding Sources: 211 - ESEA, Title I Part A - 28193.64, 166 - State Comp Ed - 14017.00						

4) Field-based instructional opportunities will enable students to make real world connections to the core content areas, build background knowledge, and apply skills across multiple contexts.	Principal Assistant Principal CIS Classroom Teachers					
	Problem Statements: Student Academic Achievement 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 3000.00					
5) ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. Academic content vocabulary will be "pre-taught" whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. ELL teacher will stay current on research-based, best practice instructional strategies that meet the needs of ELL students.	Principal Assistant Principal CIS ELL Teacher	TELPAS results				
	Problem Statements: Student Academic Achievement 7, 8 Funding Sources: 165/ES0 - ELL - 4370.00, 263 - ESEA, Title III Part A - 2318.00					
6) Provide differentiated instruction for GT students with project-based learning that will meet their unique needs and ensure that they are challenged to grow academically.	Administration/GT teacher	GT showcases for students to present their TPSP projects.				
	Problem Statements: Demographics 2 - Student Academic Achievement 9 - School Processes & Programs 1 Funding Sources: 177 - Gifted/Talented - 288.50					
7) Teachers will use data from MAP, informal assessments, and reading records to create groups in order to integrate instruction with authentic reading and writing so students learn how to apply literacy strategies and skills. We will use Rigorous Reading and present the staff with five access points to improve comprehension. We will also use Reading Strategies Book to focus on particular skills that students need extra time to be successful. Through collaborative PLC time we will discuss improvements and concerns and refocus instruction based on the findings.	Principal, Assistant Principals, and CIS	MAP Testing STAAR Data Unit Assessments				
	Problem Statements: Student Academic Achievement 3, 4 - School Processes & Programs 1					
8) Ensure TRS curriculum is implemented with fidelity as evidenced in walkthrough and Instructional Rounds data.	Principal Assistant Principals CIS Instructional Rounds Team	MAP Data STAAR Data Instructional Rounds Descriptive Evidence				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 1% of Clarke's student population is identified as G/T, which is below the state average. Root Cause 2: Teachers struggle to recognize and identify characteristics of G/T students.
Student Academic Achievement
Problem Statement 1: 18% of 3rd grade students did not meet the Approaches Grade Level standard on STAAR reading, and STAAR scores did not increase from 2016-17 school year. Root Cause 1: All components of balanced literacy are not implemented with fidelity.
Problem Statement 2: 17% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math, and we declined 7% from 2016-17 school year. Root Cause 2: Guided math is not implemented with fidelity.
Problem Statement 3: 39% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. Root Cause 3: All components of balanced literacy are not implemented with fidelity.
Problem Statement 4: 31% kindergarten through third grade students did not meet projected growth in math as measured by MAP. Root Cause 4: Guided math is not implemented with fidelity.
Problem Statement 5: 41% of PK students were not proficient in rapid vocabulary in CIRCLE testing. Root Cause 5: All components of balanced literacy are not implemented with fidelity.
Problem Statement 6: 8% of PK students were not proficiency in math in CIRCLE testing. Root Cause 6: Guided math is not implemented with fidelity.
Problem Statement 7: 29% of ELL students did not meet projected growth in math MAP. Root Cause 7: Guided math is not implemented with fidelity.
Problem Statement 8: 25% of ELL students did not meet projected growth in reading MAP Root Cause 8: All components of balanced literacy are not implemented with fidelity.
Problem Statement 9: 22% of third grade students achieved the Masters level on STAAR Reading while 32% achieved the Masters level on STAAR Math. Root Cause 9: Enrichment opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.
School Processes & Programs
Problem Statement 1: Teachers struggle to plan and implement ELAR lessons at the depth and rigor required for mastery of the TEKS. Root Cause 1: The components of balanced literacy are not understood by all teachers and have not been implemented with fidelity.

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

Performance Objective 1: By June 2018, professional development for staff will be increased by 10% in reading and math to increase teacher knowledge of state standards and improve student achievement.

Evaluation Data Source(s) 1: Increase in assessment data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A math consultant will provide coaching for implementation of guided math. The consultant will observe classrooms, model lessons, and "look fors" that have been targeted through Instructional Rounds. She will also include current data to continue to improve the delivery of instruction.	2.4, 2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.				
Problem Statements: Student Academic Achievement 2, 4, 6, 7 Funding Sources: 166 - State Comp Ed - 5000.00, 211 - ESEA, Title I Part A - 5000.00							
2) Teachers will use TRS, Lead4ward maps, MAP data and other resources to write learning targets and collaborate to develop lessons for all children. Thoughtful planning is critical and must occur collaboratively in order to support the shared vision about providing more rigorous lessons.		Principal Assistant Principals CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.				
Problem Statements: Student Academic Achievement 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 6000.00							
3) A Campus Momentum Plan will be developed to address the district's problem of practice. As part of the plan, our campus will focus on student discourse and students are engaged in rigorous learning to strengthen the Instructional Core.		Principal Assistant Principals CIS	Improved student performance on grade level, universal screening and state assessments				
Problem Statements: Student Academic Achievement 3, 4, 5, 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: 17% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math, and we declined 7% from 2016-17 school year. Root Cause 2: Guided math is not implemented with fidelity.
Problem Statement 3: 39% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. Root Cause 3: All components of balanced literacy are not implemented with fidelity.
Problem Statement 4: 31% kindergarten through third grade students did not meet projected growth in math as measured by MAP. Root Cause 4: Guided math is not implemented with fidelity.
Problem Statement 5: 41% of PK students were not proficient in rapid vocabulary in CIRCLE testing. Root Cause 5: All components of balanced literacy are not implemented with fidelity.
Problem Statement 6: 8% of PK students were not proficiency in math in CIRCLE testing. Root Cause 6: Guided math is not implemented with fidelity.
Problem Statement 7: 29% of ELL students did not meet projected growth in math MAP. Root Cause 7: Guided math is not implemented with fidelity.

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

Performance Objective 2: Clarke will become a high performing professional learning community.

Evaluation Data Source(s) 2: STAAR data, summative assessments, and universal screens.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and staff support will continue to examine data from common assessment as well as data from progress monitoring to identify specific weaknesses and strengths in math and reading for all students. Targeted areas are selected and strategies, vocabulary, misconceptions discussed. Our teams engage in a wide range of activities. PLC groups will continue to include: grade levels, PE/Music, special education, interventionist, and support teams. Everyone at Clarke is a stakeholder to help achieve student success. They meet regularly and will continue to be data-informed, standards-driven, and focused on instruction.		Principal Assistant Principal CIS	Common Assessments Progress Monitoring Universal Screens STAAR Data				
	Problem Statements: Student Academic Achievement 3, 4, 5, 6						
2) Professional development for classroom teachers to help support the diverse learning needs of the students. Professional development will focus on improving student achievement in math and reading.		Principal Assistant Principals CIS	MAP Data STAAR Data				
	Problem Statements: Student Academic Achievement 3, 4, 5, 6 - School Processes & Programs 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: 39% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. Root Cause 3: All components of balanced literacy are not implemented with fidelity.

Problem Statement 4: 31% kindergarten through third grade students did not meet projected growth in math as measured by MAP. **Root Cause 4:** Guided math is not implemented with fidelity.

Problem Statement 5: 41% of PK students were not proficient in rapid vocabulary in CIRCLE testing. **Root Cause 5:** All components of balanced literacy are not implemented with fidelity.

Problem Statement 6: 8% of PK students were not proficiency in math in CIRCLE testing. **Root Cause 6:** Guided math is not implemented with fidelity.

School Processes & Programs

Problem Statement 1: Teachers struggle to plan and implement ELAR lessons at the depth and rigor required for mastery of the TEKS. **Root Cause 1:** The components of balanced literacy are not understood by all teachers and have not been implemented with fidelity.

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 June 2018, family events will increase by 5% and provide additional information on reading and math skills.

Evaluation Data Source(s) 1: Attendance sheets from family nights.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Clarke Elementary will have family nights to help educate parents on ways to help their students at home. Clarke will have one reading and one math Clarke family nights. These events will help to educate parents on ways to help their students. Together families will read a variety of genres, follow directions, sequence steps to complete a project and use mathematical applications to solve problems.	3.2	Principal Assistant Principal CIS	Attendance sheets from family nights.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1465.00</p>							
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Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a steady decline in parent attendance at parent workshops and family nights as the year progresses resulting in fewer parents receiving support in how to practice reading and math activities with their children at home. Root Cause 1: Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition between 3-8 years of age.</p>








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

Performance Objective 2: We will provide opportunities for our parents to have a better understanding of the curriculum and how to support their children in their education.

Evaluation Data Source(s) 2: Parent surveys, attendance sheets, and evaluation forms will be used to help us learn what to improve on, what direction they need assistance, and how well they understood the learning.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Parent Workshops to help them understand the curriculum and expectations. Workshops will also be offered to parents by MCEC (Military Child Education Coalition) three times a year with a focus on student success, early literacy, math, and science.	2.4, 3.2	Principal CIS	Sign in Sheet, parent surveys				
	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 300.00						
2) Clarke will participate in the MCEC Elementary Student to Student (es2s) program.		Counselors					
3) 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 website, 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	Admin team	Parents and family members will have a role in developing, reviewing/revising PAFE policy & Home School Compact				

4) 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	Admin team	Parents and family members will have a better understanding of Title 1 and will provide feedback about Title 1 programs.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a steady decline in parent attendance at parent workshops and family nights as the year progresses resulting in fewer parents receiving support in how to practice reading and math activities with their children at home. Root Cause 1: Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition between 3-8 years of age.</p>

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

Performance Objective 1: Promote student engagement in being an active participant in daily physical activity, and increase awareness of proper nutritional eating habits for a healthy body.

Evaluation Data Source(s) 1: Students, parents, and staff sign up on the website. Students, parents, and staff who participate in the "Let's Move" wellness walking activities program after school.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Nutritional activities in the physical education class.		PE teachers	Track attendance with a sticker and write number of laps completed each time.				
After school "Let's Move" wellness walking activities program. Parents participate with their child(ren) in the after school program.	Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a steady decline in parent attendance at parent workshops and family nights as the year progresses resulting in fewer parents receiving support in how to practice reading and math activities with their children at home. Root Cause 1: Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition between 3-8 years of age.

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

Performance Objective 2: Reduce the number of bullying incidents on campus.

Evaluation Data Source(s) 2: Office referrals for bullying.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The counselors teach age appropriate classroom guidance lessons on bullying, such as: --What is bullying? --Difference between tattling and reporting --Difference between conflict and bullying --Conflict is inevitable, bullying is not --Do I ever bully? --How can I prevent bullying? --Anti-Bullying posters throughout the school building --Rewards system to reinforce desired behavior The counselors also provide individual and small group counseling sessions on bullying on an as needed basis.		Principal Assistant Principals Counselors	Reports filed in Bully Reporter				
	Problem Statements: Demographics 1						
2) Each year the counselors will collaborate with Meadows' counselors to arrange a field trip for 3rd grade students transitioning to 4th grade.		Counselors and administration	Students will attend an orientation at Meadows Elementary in the spring.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our high mobility rate (36.5%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements. Root Cause 1: We are located on a military base, and the majority of our students are military affiliated.

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

Performance Objective 3: Improve student behavior in classroom and decrease office referrals.

Evaluation Data Source(s) 3: A reduction in office referrals.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students who have more than two office referrals are given a goal sheet and a clipboard. They set goals with their "mentor" and check in daily to share success or concerns.		Principal Assistant Principals	Number of office referrals per quarter compared to the previous year.				
2) Through the use of Bullying Reporter will track and decrease the number of bullying referrals.		Principal Assistant Principals	Number of bullying reports each year will go down.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: Increase student attendance.

Evaluation Data Source(s) 4: Review of 6 week attendance reports.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

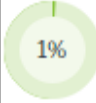
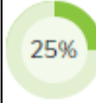

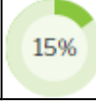
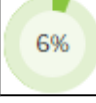
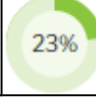
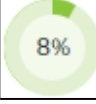
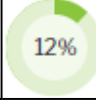
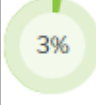
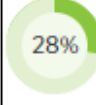
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance Strategies: Daily attendance sheet is posted where students put a sticker on hallway bulletin board for their class having 100% attendance. Weekly attendance prize for the class with the most 100% for the week. Quarterly-atten "dance" for those students who had 100% attendance for the quarter.		Principal Assistant Principal	Attendance reports from each six weeks reporting period.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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 June 2018, 75% of all students and student groups will be developed or advanced on universal screenings or scoring a Level II or advanced on STAAR.

Evaluation Data Source(s) 1: MPG: Math and Reading

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and assistants will work in small groups to increase student achievement in math and reading.		Principal Assistant Principals CIS Teachers Paraprofessionals	MAP STAAR				
				Problem Statements: Student Academic Achievement 3, 4, 5, 6			
2) All grade levels will practice problem solving skills everyday from 7:45-8:15. Teachers will model problem solving thinking each day with the students. Grades PK3, PK4, kinder, and 1st will participate in math talk. Grades 2nd/3rd will do model drawing.		Principal Assistant Principals CIS	STAAR Math Results Formative Assessments MAP				
				Problem Statements: Student Academic Achievement 2, 4, 6			
3) Each grade level will have a scheduled tutoring time where teachers and other professionals will work with small groups during intervention time in math and reading on targeted areas.		Principal Assistant Principals CIS	EOY Universal Screens STAAR Results Formative Assessments				
				Problem Statements: Student Academic Achievement 3, 4, 5, 6			
4) ELL students will be served by a highly qualified teacher in grades PK through 3rd.		Principal LPAC Coordinator	TELPAS STAAR				
				Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1			
5) Each child in kinder through 3rd grade will participate in a district approved program called ST Math. Assistants will help monitor progress in the program.		Principal Assistant Principal CIS Teachers Technologist	ST Math Reports				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:






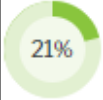
Demographics
Problem Statement 1: Our high mobility rate (36.5%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements. Root Cause 1: We are located on a military base, and the majority of our students are military affiliated.
Student Academic Achievement
Problem Statement 1: 18% of 3rd grade students did not meet the Approaches Grade Level standard on STAAR reading, and STAAR scores did not increase from 2016-17 school year. Root Cause 1: All components of balanced literacy are not implemented with fidelity.
Problem Statement 2: 17% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math, and we declined 7% from 2016-17 school year. Root Cause 2: Guided math is not implemented with fidelity.
Problem Statement 3: 39% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. Root Cause 3: All components of balanced literacy are not implemented with fidelity.
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Problem Statement 5: 41% of PK students were not proficient in rapid vocabulary in CIRCLE testing. Root Cause 5: All components of balanced literacy are not implemented with fidelity.
Problem Statement 6: 8% of PK students were not proficiency in math in CIRCLE testing. Root Cause 6: Guided math is not implemented with fidelity.
School Processes & Programs
Problem Statement 1: Teachers struggle to plan and implement ELAR lessons at the depth and rigor required for mastery of the TEKS. Root Cause 1: The components of balanced literacy are not understood by all teachers and have not been implemented with fidelity.

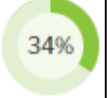


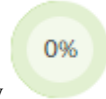

Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 2: By June 2018, 100% of administration and professional staff will attend staff development throughout the year to increase student achievement and rigor in the classroom.

Evaluation Data Source(s) 2: STAAR
EOY Universal Screens

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in planning sessions three times a year to plan and implement new instructional strategies and rigor to increase student achievement. Planning will include studying Student Learning Reports from Lead4ward and collaboratively creating Concept Boards.		Principal Assistant Principal CIS	STAAR Results Universal Screening Data				
Problem Statements: Student Academic Achievement 3, 4, 5, 6							
2) Meet in vertical team once per month to discuss alignment.		Principal Assistant Principal CIS	Meeting agenda and notes from the teams.				
3) Continue the practice of learning targets in every classroom and follow the campus momentum plan for the district's problem of practice of increasing rigor in every classroom. Instructional rounds will be conducted each semester. Internal instructional rounds will be conducted at Clarke once in the fall and once in winter. Data will be collected in accordance to the momentum plans essential questions. After rounds, benchmark goals will be set for next levels of work.		Principal Assistant Principal CIS	Instructional Rounds Data				
4) Increase student discourse and continue to find meaningful ways to engage students in more complex thinking processes.		Principal Assistant Principal CIS	Walk Throughs STAAR				

5) Provide teachers with professional learning communities that provide effective, research based strategies for the classroom, such as Balanced Literacy, Comprehension at the Core, and math.	Principal	MAP Data			
	Assistant Principals CIS	STAAR Data PLC Agendas Unit Assessments			
Problem Statements: Student Academic Achievement 3, 4, 5, 6					
Funding Sources: 166 - State Comp Ed - 750.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: 39% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. Root Cause 3: All components of balanced literacy are not implemented with fidelity.
Problem Statement 4: 31% kindergarten through third grade students did not meet projected growth in math as measured by MAP. Root Cause 4: Guided math is not implemented with fidelity.
Problem Statement 5: 41% of PK students were not proficient in rapid vocabulary in CIRCLE testing. Root Cause 5: All components of balanced literacy are not implemented with fidelity.
Problem Statement 6: 8% of PK students were not proficiency in math in CIRCLE testing. Root Cause 6: Guided math is not implemented with fidelity.