

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

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

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.	22
Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.	25
Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.	29
Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.	32
Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff. ..	36
Title I Schoolwide Elements	40
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	40
1.1: Comprehensive Needs Assessment	40
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	40
2.2: Regular monitoring and revision	40
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	41
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	41
3.1: Develop and distribute Parent and Family Engagement Policy	41
3.2: Offer flexible number of parent involvement meetings	41
Title I Schoolwide Element Personnel	42
2018-2019 Site Based Decision Making Committee	43
Campus Funding Summary	44

Comprehensive Needs Assessment

Revised/Approved: August 17, 2018

Demographics

Demographics Summary

Clarke Elementary is located on Fort Hood in the Comanche military housing area of Fort Hood. At the end of the 2017-2018 school year, the school served approximately 600 students. The staff consists of 38 certified teachers. The attendance rate at Clarke for 2017-2018 was 93.46%. This rate is comparable to the district and state levels. This attendance rate has decreased from the previous school year.

Our mobility rate was 36.5%, which was higher than the state and district averages. Unfortunately, Clarke loses more than one-third of its student population each year. We work diligently to close instructional gaps, but it constantly changes because of instructional experiences in other DoD schools. This is due to the fact that 100% of our students are military dependents. However, this also contributes to our rich diversity. Most students live in family military housing with one or more parents on active duty. Deployments and TDY assignments frequently create single parent homes. In order to address these concerns we have the ES2S Program (Elementary Student to Student through MCEC).

To make parents feel welcome and feel part of the school community we offer curriculum workshops to give ideas on working with their child and MCEC Parent to Parent programs.

Our student enrollment is:

- African Americans 21%
- Hispanic 26%
- White 38%
- Asian 3%
- Native Americans 1%
- Pacific Islanders 2%
- Two or more races 10%

For the past four years, 63% of the student population has been Economically Disadvantaged. The percentage of limited English language learners continues to increase, but was 8.4% last school year, but we continue to enroll new ELL students as the year goes on. Our ELL families indicate a variety of languages spoken in the home, including Spanish and German.

Clarke's percentage of G/T students is 1%, which is below the state average.

Staff for 2018-2019 include:

Administrative Services	1 principal, 2 assistant principals, and 1 campus instructional specialist, 1/2 campus technology support specialist
Library Services	.5 librarian, 1 aide
Counseling	1.5 counselors
Coach	Instructional coach for reading and math

PK3	5 teachers, 5 aides
PK4	6 teachers, 6 aides
Kindergarten	5 teachers
1 st Grade	5 teachers
2 nd Grade	5 teachers
3 rd Grade	4 teachers
Special Education	1 teacher, 2 aides
PE	2.5 teachers
Music	1 teachers
Instructional Support	2 aides

Demographics Strengths

Data analysis revealed the following demographic strengths:

- We are a diverse campus which brings a rich culture to our environment.
- Our teachers have an average of 8.2 years experience.
- We are the "hub" of our community by providing family nights, performances, and numerous opportunities for parents to help their students
- All of teachers are highly qualified.
- Many teachers have taken lead positions on both the campus and district level.
- Teacher led PLCs meet once per week for an hour to collaborate on lesson planning, review data and plan interventions for those students who are not meeting standards and to help those who are, excel to a year's growth.
- The specials team and all grade levels meet weekly in a PLC to work collaboratively to support the math and reading TEKS at all grade levels.

- Monthly treats delivered to staff by administration.
- Sunshine Committee provide activities to improve morale.
- Recognize and praise staff through weekly "Spotlights" in the Comanche Pride.
- Strong mentor program which supports new teachers.
- Teacher are included in on the interview panel for selecting teachers.
- Professional Development designed to meet and/or continue meeting our math and reading goals for the campus.

Problem Statements Identifying Demographics Needs

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:** We are located on a military base, and the majority of our students are military affiliated.

Problem Statement 2: 1% of Clarke's student population is identified as G/T, which is below the state average. **Root Cause:** Teachers struggle to recognize and identify characteristics of G/T students.

Student Academic Achievement

Student Academic Achievement Summary

2018 STAAR DATA Overview

Reading:

- 82% of our third graders were "Approaches Grade Level" or above on STAAR
- 40% of our third graders were "Meets Grade Level" on STAAR
- 22% of our third graders were at "Masters Grade Level" on STAAR

Math:

- 83% of our third graders were "Approaches Grade Level" or above on STAAR
- 54% of our third graders were "Meets Grade Level" on STAAR
- 32% of our third graders were at "Masters Grade Level" on STAAR

Assessment Overview of Primary Grade Levels

Pre-Kindergarten CIRCLE:

- 80% were proficient in Rapid Letter Naming.
- 79% were proficient in Phonological Awareness
- 90% were proficient in Rote Counting

Kindergarten MAP:

- 161.2 Mean RIT for Mathematics/District Mean RIT 160.6
- 158.6 Mean RIT for Reading/District Mean RIT 158.8
- Did not meet projected growth for reading- projected growth 17.0, observed growth 16.2
- Met projected growth for math- projected growth 19.2, observed growth 21.4

First Grade MAP:

- 181.4 Mean RIT for Mathematics/District Mean RIT 179.3
- 175 Mean RIT for Reading/District Mean RIT 175.3

- Did not meet projected growth for reading- projected growth 17.5, observed growth 17.2
- Met projected growth for math- projected growth 18.9, observed growth 19.8

Second Grade MAP:

- 192.4 Mean RIT for Mathematics/District Mean RIT 190.2
- 187.8 Mean RIT for Reading/District Mean RIT 187.2
- Met projected growth for reading- projected growth 14.9, observed growth 15.0
- Met projected growth for math- projected growth 15.7, observed growth 17.5

Third Grade MAP:

- 209.1 Mean RIT for Mathematics/District Mean RIT 203.7
- 200.2 Mean RIT for Reading/District Mean RIT 197.1
- Met projected growth for reading- projected growth 10.9, observed growth 11.4
- Met projected growth for math- projected growth 13.3, observed growth 19.4

CIRCLE Data

- 41% of PK students did not meet proficiency on rapid vocabulary in CIRCLE.
- 8% of PK students did not meet proficiency on math CIRCLE.

MAP Data

- 39% of students did not meet projected growth on reading MAP.
- 31% of students did not meet projected growth on math MAP.

STAAR Spring, 2018

Grade 3 Reading +/- Math +/-

STAAR 82% 0 83% -7
 Advanced 22% -10 32% +4

Historic Data-STAAR

	2016-17	2017-18	Difference
Reading	82	82	0

Math	90	83	-7
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Even though Clarke's student achievement data exceeded the district and state average, we did not improve in reading and declined by 7% in math.

English Language Learners

29% of ELL students did not meet projected growth in math MAP.

25% of ELL students did not meet projected growth in reading MAP.

Gifted and Talented Education

- 6 students were identified at Clarke Elementary
- 3 out of 4 of GT students made a year's growth in reading, while 4 out of 4 made a year's growth in math.
- We were unable to measure a year's growth on two students due to the fact they enrolled during the middle of the school year.
- 1% of Clarke's student population is G/T, which is below the state average.

Student Academic Achievement Strengths

Math Strengths

- PK – 90% Proficient in Overall Measure for Math on CLI engage
- Kinder- Computations and Algebraic Relationships/Geometry and Measurement (Mean 162) Met Projected Growth
- 1st- Geometry and Measurement (Mean 186) Met Projected Growth
- 2nd- Geometry and Measurement (Mean 194) Met Projected Growth
- 3rd - Data Analysis and Monetary Transactions (Mean 211) Met Projected Growth

Reading Strengths-MAP

- PK – Phonological Awareness - 79% (CLI engage)
- Kinder – Vocabulary (Mean 160) Did Not Meet Projected Growth
- 1st - Comprehension (Mean 177) Did Not Meet Projected Growth
- 2nd - Informational Concepts (Mean 188) Met Projected Growth
- 3rd- Literary Concepts and Informational Concepts (Mean 201) Met Projected Growth

Problem Statements Identifying Student Academic Achievement Needs

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:** 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:** 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:** 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:** 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:** 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:** Guided math is not implemented with fidelity.

Problem Statement 7: 29% of ELL students did not meet projected growth in math MAP. **Root Cause:** Guided math is not implemented with fidelity.

Problem Statement 8: 25% of ELL students did not meet projected growth in reading MAP **Root Cause:** 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:** Enrichment opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.

School Processes & Programs

School Processes & Programs Summary

Studying our Math and ELAR TEKS is a priority for 2018-19. Campus data, walkthroughs, and observations during PLCs and planning days indicate a need for increased focus on the planning and implementation of ELAR instruction to reach the required depth and complexity of the TEKS. We will provide planning days for PK3 - 3rd each 9 weeks. The focus is to continue studying the IFD, focusing/writing learning targets, and investigating activities that reach higher levels of thinking and application. The teams will plan the unit using TEKS, assessments, data, and targets to determine the needs of their students and plan accordingly. Teachers will provide lessons for rigorous work for differentiation with classroom instruction. Objectives are focused on the data and what actions were needed to provide interactive strategies for every child to succeed. We will continue to study our math TEKS using planning days. We will begin to implement with fidelity Fountas & Pinnell classrooms.

PLCs continue to use team template agenda which enables teacher driven PLCs.

Teachers in grades K-3rd utilize TEKS Resource assessments. Three times a year universal screens are given to find areas of strength and weakness. The screeners will be used to show growth of all students and help set learning goals. The screener will be used to identify specific areas for student growth.

Students who are not showing progress after numerous Tier I interventions in the classroom are referred to RtI.

We will continue to improve our use of progress monitoring to increase student achievement.

Our GT identified students will continue to research their topic for TPSP.

Daily operations, routines, and processes are orderly and they ensure safety. Our office staff is friendly and welcomes each visitor, student, and staff that enters our building. A hugs and kisses station is set up in the front foyer to welcome every child that enters the building.

Clarke Elementary has a variety of technology available for student and teacher use in order to engage students in 21st century learning.

- 4 mobile computer labs
- 2 computer labs
- Research based software
- Projectors
- ActivExpressions
- ActivSlates
- iPods
- iPads

- Osmo Learning Systems
- Funds to purchase apps that will help increase student achievement and technology integration
- Professional Development through the district and the campus technologist on technology integration
- Makerspaces

Teachers create an environment where students are actively engaged in the curriculum through the creation of technology projects that allow students to collaborate and interact with their learning. The installation of interactive projectors will increase student engagement and involvement with their learning. Osmo Learning Systems allow students to develop their number sense, perform word work, as well as increase their spatial reasoning and problem solving skills. Professional development on Web 2.0 tools helps increase collaboration in the classroom and student engagement. Pixie is used to extend the learning through student created projects in all disciplines.

School Processes & Programs Strengths

Data analysis revealed the following strengths:

- Full day planning helped teachers to understand what students needed to know and be able to do; create Learning Targets.
- Reviewed red line TEKS and developed specific instructional strategies to address areas of need.
- Improved data analysis to strengthen instruction.
- Studied of the IFDs with fidelity.
- Used real world applications during problem solving daily.
- Monitored intervention groups to identify progress and student needs.
- Teacher tasks forces were created throughout the year to address issues or areas of improvement.
- Students were given the tri-fold boards, art materials, for students to create their research project and games for the TPSP.
- Our GT identified students will continue to research their topic for TPSP.

Data analysis revealed the following strengths:

- Welcoming environment
- Strong, supportive administration staff
- Flex schedule for the library and computer labs to meet the needs of students
- Teacher led PLCs held each week with all grade levels
- Intervention times throughout the day for grade levels to meet the needs of struggling learners
- Teacher Task Forces
- Teacher Team Leaders plan PD
- Full day planning for grade levels each quarter.
- Professional Development designed to meet the goals of the campus (continue instruction in math and reading)

Data analysis revealed the following strengths:

- More effective use of technology by teachers and students as shown through the completion of the Bright Bytes survey
- Availability of computers, laptops, iPads, iPods, document cameras, projectors, robots, Makerspaces in the library
- Life cycle deployment of computers and printers, August 2018
- More training to help incorporate technology in classroom

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

We welcome students each day at the Hugs and Kisses station. Car door greeters are at the front of the school with music playing to create a welcoming atmosphere for our students and parents. We host programs for parents, students and community members. These programs include:

- Math/Science Night
- Reading Night Let's Move Club
- Field Day
- Choir Concerts
- Craft Night
- Talent Show
- Academic Awards
- Career Day
- Fine Arts Night
- MCEC Parent Workshops
- Honor Choir
- Curriculum Workshops for parents
- School counselors oversee the parent volunteer program
- Ft. Hood provides a MFLC (counselor)
- School Behavior Health

Clarke Elementary School is a neighborhood school that was built in 1976. It is located in the Comanche military neighborhood of Fort Hood, Texas. Clarke Elementary serves students in prekindergarten 3 through third grade. We are a neighborhood school serving military students and their families. Many of our students have a parent who is deployed or who will soon deploy. Clarke focuses on the belief that all children can achieve. We feel the key factors in increasing achievement are engagement, supporting all areas of child development, providing the best teaching practices for our students, and protecting teaching time as much as possible. Our campus provides opportunities for parents to volunteer and attend workshops. These workshops provide overviews of our standards and teach parents strategies to help their child at home. However, the attendance for these opportunities starts out strong, but does not sustain throughout the year.

Parent Involvement

Throughout the year we provide parent sessions to help families support what we are learning at school. We see a strong attendance for the first sessions, but then attendance is very minimal. We provide times during the day and after school but continue to see few attend. At the trainings we provide materials,

books, and other supplies to help parents teach specific strategies to their children. Many have infants or small toddlers, and childcare is not provided, which causes them to not return. Parents are given cards and dice and reading activities so that they are able to take these materials home and work with their students. We need to offer additional parenting sessions to help students with instructional support at home.

We also provide a volunteer program. Our counselor provides training once a month and provides ample opportunities for parents to help teachers, staff and students. Though we had 15 trained in 2018, only one participated in the volunteer program. Only 1 parent volunteer was consistent throughout the year.

Perceptions Strengths

Data analysis revealed the following strengths:

- Fine Arts Night
- Career Day
- MCEC Parent Workshops
- Honor Choir
- Family Nights
- Parent Workshops focus on Math and Reading
- Field Day

Data analysis revealed the following strengths:

- Teachers and administrators are highly visible on the campus before and after school to ensure student safety as they arrive and leave from school
- Teachers provide before/after school tutoring for students who need additional help.
- Teachers, parents, and administrators work together to develop plans to help students to succeed in the classroom both academically and behaviorally.
- Clarke has a full-time MFLAC counselor to work with students and parents.
- Clarke partners with Darnell Army Medical Center who provides a School Behavioral Health person to work with parents and students.

A variety of activities are scheduled throughout the year to enhance school /community relationships.

- Family Reading Night
- Family Math Night
- Family Craft Night
- Fine Arts Night
- MCEC Parent workshops
- Career Day

- Third Grade Post Exchange Community Concert
- Honor Choir performed at Darnall Hospital
- Honor Choir-community out reach at local nursing homes

Activities are planned throughout the school year to enhance learning and build a strong school culture.

- Field Day
- Holiday Concerts
- Talent Show
- Honor Choir
- Career Day
- Second and third grade clubs on Friday afternoons

Meet The Teacher Night is held in August prior to school starting.

Changes implemented to improve Clarke as a PLC:

- Teacher led PLC meetings
- Teacher generated agendas for team PLCs
- Provided a day of planning each semester for each PLC
- Monthly Vertical Team Meeting
- Teacher Task Forces
- Teacher Leader Meetings
- PD planning developed by Teacher Leaders
- Data collected and improvements implemented from instructional rounds

Problem Statements Identifying Perceptions Needs

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:** Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition between 3-8 years of age.

Priority Problem Statements

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 1 Areas: Student Academic Achievement

Problem Statement 2: 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 2: We are located on a military base, and the majority of our students are military affiliated.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers struggle to plan and implement ELAR lessons at the depth and rigor required for mastery of the TEKS.

Root Cause 3: The components of balanced literacy are not understood by all teachers and have not been implemented with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 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 4: Inconsistent communication regarding the resources being provided at these events and the importance of literacy and math acquisition between 3-8 years of age.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 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 5: Guided math is not implemented with fidelity.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: 31% kindergarten through third grade students did not meet projected growth in math as measured by MAP.

Root Cause 6: Guided math is not implemented with fidelity.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: 39% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP.

Root Cause 7: All components of balanced literacy are not implemented with fidelity.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: 41% of PK students were not proficient in rapid vocabulary in CIRCLE testing.

Root Cause 8: All components of balanced literacy are not implemented with fidelity.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: 8% of PK students were not proficiency in math in CIRCLE testing.

Root Cause 9: Guided math is not implemented with fidelity.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: 29% of ELL students did not meet projected growth in math MAP.

Root Cause 10: Guided math is not implemented with fidelity.

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: 25% of ELL students did not meet projected growth in reading MAP

Root Cause 11: All components of balanced literacy are not implemented with fidelity.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: 1% of Clarke's student population is identified as G/T, which is below the state average.

Root Cause 12: Teachers struggle to recognize and identify characteristics of G/T students.

Problem Statement 12 Areas: Demographics

Problem Statement 13: 22% of third grade students achieved the Masters level on STAAR Reading while 32% achieved the Masters level on STAAR Math.

Root Cause 13: Enrichment opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.

Problem Statement 13 Areas: Student Academic Achievement

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
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

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 2019, 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 - 69273.94, 166 - State Comp Ed - 35108.12						
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 - 51051.81						
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 - 33165.25, 166 - State Comp Ed - 7796.13						

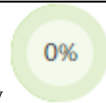
<p>4) Field-based instructional opportunities will enable students to make real world connections to the core content areas, build background knowledge, and apply skills across multiple contexts.</p>	<p>Principal Assistant Principal CIS Classroom Teachers</p>					
<p>Problem Statements: Student Academic Achievement 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 3000.00</p>						
<p>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.</p>	<p>Principal Assistant Principal CIS ELL Teacher</p>	<p>TELPAS results</p>				
<p>Problem Statements: Student Academic Achievement 7, 8 Funding Sources: 165/ES0 - ELL - 4370.00, 263 - ESEA, Title III Part A - 2318.00</p>						
<p>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.</p>	<p>Administration/GT teacher</p>	<p>GT showcases for students to present their TPSP projects.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 9 - School Processes & Programs 1 Funding Sources: 177 - Gifted/Talented - 288.50</p>						
<p>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.</p>	<p>Principal, Assistant Principals, and CIS</p>	<p>MAP Testing STAAR Data Unit Assessments</p>				
<p>Problem Statements: Student Academic Achievement 3, 4 - School Processes & Programs 1</p>						
<p>8) Ensure TRS curriculum is implemented with fidelity as evidenced in walkthrough and Instructional Rounds data.</p>	<p>Principal Assistant Principals CIS Instructional Rounds Team</p>	<p>MAP Data STAAR Data Instructional Rounds Descriptive Evidence</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p>						



= 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 2019, 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: 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 - 6281.35			
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 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 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 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 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.

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
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>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. Our data has shown our reading scores dropping or not moving. We will bring in a Fountas & Pinnell Consultant to help us strengthen our reading instruction.</p>		Principal Assistant Principal CIS	Common Assessments Progress Monitoring Universal Screens STAAR Data				
	<p>Problem Statements: Student Academic Achievement 3, 4, 5, 6</p>						
<p>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. We will bring in a Fountas & Pinnell Consultant to help us strengthen our reading instruction.</p>		Principal Assistant Principals CIS	MAP Data STAAR Data				
	<p>Problem Statements: Student Academic Achievement 3, 4, 5, 6 - School Processes & Programs 1</p> <p>Funding Sources: 166 - State Comp Ed - 3600.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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.				
Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1465.00							
= 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 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.	Problem Statements: Perceptions 1						
Parents participate with their child(ren) in the after school program.							
= 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.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: By June 2019, 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

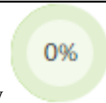
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and assistants will work in small groups to increase student achievement in math and reading.		Principal Assistant Principals CIS Teachers Paraprofessionals	MAP 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				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						



= 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 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 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 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.
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 2019, 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 - 181.40				
 = 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.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment begins during the second semester of each school year as the Site-Based Decision Making Committee begins to collect data from a wide variety of sources. We analyze end of the year universal screening results and STAAR scores. We look at attendance rates, grade level retention rates, and number of discipline referrals, this is discussed at the SBDM meeting in May. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be a part of SBDM. At the elementary level, our committee is comprised of classroom teachers from each grade level, one parent of a student who is currently enrolled in our school, a community representative from our Adopt a Unit, one business representative, a teacher of students with disabilities, a district level professional and professional non-teaching staff. This team works together to not only create the CNA but to also develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

2.2: Regular monitoring and revision

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

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

The CIP is posted on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I elements 1.1 and 3.1

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I elements 1.1.

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

See CIP strategies tagged with Title I elements 1.1 and 2.1.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We hold events in the early afternoon, evenings, and mornings. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates. Events are posted in a variety of ways to reach all parents such as; text messages, Facebook page, and traditional notes home.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Frei, Shana	Teacher PCN 21334	Math/Literacy Coach	1.0
Peay, Tonya	Aide PCN 13678		.5
Recio-Castro, Natasha	Aide PCN 13939		1.0
Robles-Roman, Amanda	Aide PCN 14006	(B: 10/11/18)	1.0

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Principal/Chair	Laura Dart	Principal
Administrator	Bernie Presta	AP
Administrator	Susan Smith	Instructional Specialist
Administrator	Shakira Bodon	AP
Administrator	Adrian Sampson	Counselor
Administrator	Carolyn Daniels	Counselor
Classroom Teacher	Patty Robinson	3rd Grade 2017-19
Classroom Teacher	Wendy Castillo	2nd Grade 2017-19
Classroom Teacher	Nathaniel Ladson	1st Grade 2018-20
Classroom Teacher	Karen Halsey	Kinder Rep 2018-20
Classroom Teacher	Sandra Cabaldon	PK4 2018-20
Classroom Teacher	Catherine Travis	PK3 2018-20
Non-classroom Professional	Frank Demapan	Dyslexia 2017-19
Parent	Jasmin Paynter	2017-19
Business Representative	Keum Pak	Fort Hood National Bank Texas
Community Representative	SSGs Walter and Mitchell	Adopt a Unit 2017-19
District-level Professional	Karen Jensen	2017-19
Non-classroom Professional	Nancy Fisher	SPED Teacher 2017-19

Campus Funding Summary

166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Non-Fiction Reading Materials/Magazines for at-risk students	166.11.6329.00.116.30.AR0	\$29,108.12
1	1	1	Fountas and Pinnell Classrooms	166.11.6399.00.116.30.AR0	\$6,000.00
1	1	1	Fountas and Pinnell Conference	166.13.6411.00.116.30.AR0	\$0.00
1	1	3	Supplemental instructional Supplies for At-Risk students	166.11.6399.00.116.30.AR0	\$7,796.13
1	1	4	Field trips for at-risk students	166.11.6494.00.116.30.AR0	\$3,000.00
2	1	2	Subs for Professional Development	166.11.6116.00.116.30.AR0	\$6,281.35
2	2	2	Reading Consultant-Fountas and Pinnell	166.13.6299.00.116.30.AR0	\$3,600.00
5	2	5	Books for Professional Development	166.13.6329.00.116.30.AR0	\$181.40
Sub-Total					\$55,967.00
Budgeted Fund Source Amount					\$55,967.00
+/- Difference					\$0
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Fountas and Pinnell Classrooms for ELL Students	165.13.6329.00.116.25.ES0	\$0.00
1	1	5	Fountas and Pinnell Classrooms for ELL Students and related instructional supplies	165.11.6399.00.116.25.ES0	\$4,370.00
Sub-Total					\$4,370.00
Budgeted Fund Source Amount					\$4,370.00
+/- Difference					\$0
177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplemental instructional supplies for GT students	177.11.6399.00.116.21.000	\$288.50
Sub-Total					\$288.50
Budgeted Fund Source Amount					\$288.50

					+/- Difference	\$0	
211 - ESEA, Title I Part A							
Goal	Objective	Strategy	Resources Needed	Account Code	Amount		
1	1	1	Salary & estimated benefits Teacher	211.11.6119.00.116.30.000	\$62,823.94		
1	1	1	Education Galaxy Online Subscription; Imagine Learning Math Subscription	211.11.6299.OL.116.30.000	\$3,000.00		
1	1	1	Think Through Math	211.11.6299.OL.116.30.000	\$3,150.00		
1	1	1	Education Galaxy Online Subscription	211.13.6299.OL.116.30.000	\$300.00		
1	1	2	Salary & estimated benefits Aides	211.11.6129.00.116.30.000	\$51,051.81		
1	1	3	Supplemental Instructional Supplies	211.11.6399.00.116.30.000	\$27,024.15		
1	1	3	Fountas and Pinnell Classrooms	211.11.6329.00.116.30.000	\$6,141.10		
2	1	1	Math Consultant-Box Cars and One-Eyed Jacks	211.13.6299.00.116.30.000	\$5,000.00		
					Sub-Total	\$158,491.00	
					Budgeted Fund Source Amount	\$158,491.00	
					+/- Difference	\$0	
211/PAR - ESEA, Title I Parent Involvement							
Goal	Objective	Strategy	Resources Needed	Account Code	Amount		
3	1	1	Instructional Supplies for Family Education	211.61.6399.00.116.24.PAR	\$1,465.00		
3	2	1	Math Make and Takes	211.61.6399.00.116.24.PAR	\$300.00		
					Sub-Total	\$1,765.00	
					Budgeted Fund Source Amount	\$1,765.00	
					+/- Difference	\$0	
263 - ESEA, Title III Part A							
Goal	Objective	Strategy	Resources Needed	Account Code	Amount		
1	1	5	Fountas and Pinnell Classrooms for ELL Students and related Instructional Supplies	263.11.6399.LE.116.25.000	\$842.00		
1	1	5	Fountas and Pinnell Classrooms for ELL Students	263.13.6329.LE.116.25.000	\$1,476.00		
					Sub-Total	\$2,318.00	

	Budgeted Fund Source Amount	\$2,318.00
	+/- Difference	\$0
	Grand Total	\$223,199.50