

Killeen Independent School District
Oveta Culp Hobby Elementary School
2019-2020 Goals/Performance Objectives/Strategies



Vision

At Oveta Culp Hobby Elementary, we are focused on doing what is best for students in order to create a challenging, positive learning environment where every Patriot grows everyday.

Core Beliefs

Patriot Staff Members are committed to:

- **Ensuring all students are growing emotionally and academically at ALL times.**
- **Considering every action, conversation, and decision through the question, "Would I want that for my own child?"**
- **Holding self and others accountable for the learning success for ALL Patriots.**
- **Collaborating with open minds to help ALL Patriots improve learning.**

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Goals

Revised/Approved: August 28, 2019

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




Performance Objective 1: If standards-based, aligned instruction is implemented and delivered through the gradual release of responsibility instructional model with progress monitoring, then students will achieve adequate academic progress. STAAR performance will demonstrate a 7%% growth for reading (90% approaches) and a 7%% growth in mathematics (90% approaches) for students achieving Approaching Grade Level Standard, MAP Data for Kindergarten through Third Grade will be above National and District Averages, and CIRCLE Data will show improvement in all categories from the 2018-2019 school year.

Evaluation Data Source(s) 1: District CUAs
 Campus Common Assessments
 Universal Screeners
 STAAR Data

Summative Evaluation 1:

Targeted or ESF High Priority

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ELAR professional development throughout the school year to include best practice strategies for teaching the core curriculum, incorporating all components of balanced literacy. Classroom teachers, special education teachers and teachers of ELLs will develop strategies to teach literacy concepts and skills through the Gradual Release of Responsibility framework.	2.4, 2.5, 2.6	Principal Assistant Principals Campus Instructional Specialist	Increased teacher clarity and student achievement				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 Funding Sources: 211 - ESEA, Title I Part A - 500.00						
2) Provide MATH professional development throughout the school year to include best practice strategies for teaching the core curriculum, deepening understanding of mathematical concepts necessary to teach to the depth and complexity required by the standards. Classroom teachers, special education teachers and teachers of ELLs will develop strategies to teach mathematical concepts and skills through the Gradual Release of Responsibility framework.	2.4, 2.5, 2.5, 2.6	Principal Assistant Principals Campus Instructional Specialist	Increased teacher clarity and student achievement				
	Problem Statements: Student Academic Achievement 3, 4, 5 - School Processes & Programs 3 Funding Sources: 211 - ESEA, Title I Part A - 500.00						
3) Provide students online reading practice on computers and mobile devices with hundreds of leveled books to encourage close reading skills and reading comprehension through Raz Kids.	2.4, 2.5, 2.6	Principal Campus Instructional Specialist Librarian	Increased student achievement				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 - ESEA, Title I Part A - 2700.00						
4) Engage students and bolster student achievement in all core areas through the use of the Brain Pop Jr. online educational program.	2.4, 2.5, 2.6	Principal Campus Instructional Specialist	Increased student achievement				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3 Funding Sources: 211 - ESEA, Title I Part A - 1600.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Data from common assessments as well progress monitoring will identify specific areas of improvement in math and reading. These areas will be addressed using phonics instruction, balanced literacy, guided math, academic vocabulary, and model math for all students. Materials purchased with bilingual or ESL funds will be used for bilingual and ESL students only.	2.4, 2.5, 2.6	Principal Campus Instructional Specialist	Increased student achievement in all core areas				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 Funding Sources: 165/BIO - Bilingual - 151.00, 165/ES0 - ELL - 1246.00, 211 - ESEA, Title I Part A - 5154.06						
6) Support the implementation of CFA 2.0 documents and the Unit Planning Process to ensure curriculum is aligned and implemented with fidelity by providing planning materials to support teachers throughout the year.	2.4, 2.5, 2.6	Principal Campus Instructional Specialist	Increased student achievement				
	Problem Statements: Student Academic Achievement 2, 5, 6 - School Processes & Programs 2, 3 Funding Sources: 166 - State Comp Ed - 5603.00, 211 - ESEA, Title I Part A - 5850.00						
7) Improve math problem solving skills, math fluency, and support the implementation of math small group instruction and collaborative groups through the use of hands-on learning materials to include those that support the Box Cars and One-Eyed Jacks training.	2.4	Principal Campus Instructional Specialist AMI Teacher/Coach	Increased student achievement				
	Problem Statements: Student Academic Achievement 3, 4, 5 - School Processes & Programs 3 Funding Sources: 211 - ESEA, Title I Part A - 5000.00, 166 - State Comp Ed - 6562.33						
8) Create a board book library for prekindergarten 3 students.	2.5	Librarian Campus Instructional Specialist PK3 Teachers	Increased student achievement				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - ESEA, Title I Part A - 600.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: The percentage of third grade students met Approached for the STAAR Reading was 84%, which is less than the projected target (85%) for the 2018-2019 school year. **Root Cause 1:** Continued work needed on implementation of the GRR components and inconsistency of DOK 2, DOK3, and DOK 4 tasks.

Problem Statement 2: Students in first grade averaged a 176.8 Spring Reading RIT score, which is below national averages, and students in second grade averaged a 184.2 Spring Reading RIT score, which is below national and district averages. **Root Cause 2:** Inconsistent implementation of balanced literacy, close reading/listening strategies, and instructional lessons at high levels of rigor (DOK & collaborative productive work routines).

Problem Statement 3: The percentage of third grade students met Approached for the STAAR Math was 84%, which is less than the projected target (88%) for the 2018-2019 school year. **Root Cause 3:** Continued work needed on best practice strategies for teaching the core curriculum to include tasks at the depth and complexity required by the math standards and consistent guided math/math station implementation.

Problem Statement 4: STAAR Math scores for Hispanics (-1), White (-2%), and SPED (-12%) students decreased from the 2017-2018 school year. SPED students (50%) and At Risk students (75%) scored below the Third Grade All Approaches level (84%). **Root Cause 4:** Disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations block, and implementation of collaborative productive work routines.

Problem Statement 5: Students in first grade averaged a 179.7 Spring Math RIT score, which is below national and district averages, and students in second grade averaged a 188.7 Spring Math RIT score, which is below national and district averages. **Root Cause 5:** Inconsistency in the GRR and target/task alignment.

Problem Statement 6: Comparing CIRCLE data from the 2017-2018 school year, EOY Rapid Letter Naming showed no growth; phonological awareness decreased 1% from 83% to 82%; Rote Counting decreased from 83% to 73%; and Number Discrimination decreased from 90% to 89%. **Root Cause 6:** Inconsistency in the GRR and targets/tasks that are aligned with high levels of rigor in centers.

Problem Statement 7: 100% of students in the ESL program passed both STAAR reading and STAAR math. **Root Cause 7:** STAAR results can be attributed to the ESL teacher and the connections she makes for students in the ESL program.

School Processes & Programs

Problem Statement 2: Balanced literacy instruction was inconsistently provided across grade levels. Most, but not all teachers implemented guided reading/stations with fidelity. **Root Cause 2:** Continued professional development is needed regarding guided reading groups and purposeful station implementation during small group guided reading instruction.

Problem Statement 3: Guided math instruction was inconsistently provided across grade levels. Some, but not all teachers implemented guided math/stations with fidelity. **Root Cause 3:** Continued professional development is needed regarding guided math groups and purposeful station implementation during small group guided math instruction.

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

Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, students will meet or exceed one year of academic progress in reading and mathematics, and STAAR and/or Universal Screener Data will show improved performance from 2018-2019.

Evaluation Data Source(s) 2: TELPAS

STAAR Data

Universal Screeners





Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ELAR academic support for general education students, coaching for teachers, and strengthen the RtI and intervention process through the use of an Accelerated Reading Interventionist/ Reading Coach.	2.4, 2.5, 2.6	Principal Assistant Principal Campus Instructional Specialist	Increased READING student achievement				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 Funding Sources: 211 - ESEA, Title I Part A - 82262.08						
2) Provide MATH academic support for general education students, coaching for teachers, and strengthen the RtI and intervention process through the use of an Accelerated Math Interventionist/ Math Coach.	2.4, 2.5, 2.6	Principal Assistant Principal Campus Instructional Specialist	Increased MATH student achievement				
	Problem Statements: Student Academic Achievement 3, 4, 5 - School Processes & Programs 3 Funding Sources: 211 - ESEA, Title I Part A - 74913.53						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide research-based reading and math interventions, such as guided reading, phonics programs, model math, guided math, etc., and differentiation strategies for all students through the use of an intervention aide.	2.4, 2.5, 2.6	Principal Assistant Principal Campus Instructional Specialist	Increased student achievement				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 166 - State Comp Ed - 25748.86						
4) Provide additional instructional support to students in FIRST GRADE through the use of an instructional AIDE.	2.4, 2.5, 2.6	Principal Assistant Principal Campus Instructional Specialist	Increased student achievement				
	Problem Statements: Student Academic Achievement 2, 5 Funding Sources: 166 - State Comp Ed - 26708.20						
5) Instructional planning time will be scheduled for the SPED and collaborative teaching teachers to study TRS implementation and IEP goals. Hobby will continue the Collaborative Teaching Initiative to close the achievement gap between general education and special education students. This project focuses on implementation of Comprehension Toolkit strategies and Empowering Writers practices, through collaborative teaching structures. (two half day sessions)	2.4, 2.4, 2.5, 2.6	Principal Assistant Principal Campus Instructional Specialist	Increased teacher clarity and SPED student achievement				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 600.00						
6) Instructional planning time will be scheduled for CLASSROOM teachers to study district curriculum utilizing CFA 2.0 documents, the unit planning process, and the KISD lesson plan template to ensure targets are aligned with rigorous tasks through the gradual release of responsibility model. Teachers will plan for common formative and summatives to guide future instruction and drive the intervention process.	2.4, 2.5, 2.6	Principal Assistant Principals Campus Instructional Specialist	Increased teacher clarity and student achievement				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3 Funding Sources: 211 - ESEA, Title I Part A - 5000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Continue the use of the RTI process to improve the referral process and provide support to students in need.	2.4, 2.5, 2.6	RtI Committee	Increased student achievement				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5							
8) A set intervention time will be utilized daily to provide additional small group instruction using appropriately leveled materials and manipulatives to address the specific needs of struggling students. Funds for bilingual and ELL students will only be used by those specific populations. Resources purchased with 165 funds will be different than those purchased with 166 and 211 funds.	2.4, 2.5, 2.6	Principal Assistant Principals Campus Instructional Specialist	Increased student achievement				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3							
Funding Sources: 166 - State Comp Ed - 1539.94, 211 - ESEA, Title I Part A - 287.67, 165/ES0 - ELL - 1400.00, 165/B10 - Bilingual - 290.00							
9) Continue the implementation of ST Math, a visual math program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving.	2.4, 2.5, 2.6	Principal Campus Tech	Increased MATH student achievement				
Problem Statements: Student Academic Achievement 3, 4, 5							
10) Continue the implementation of Imagine Learning, an English acquisition program for ELLs, as an intervention tool.	2.4, 2.5, 2.6	ESL Teacher RtI Committee	Increased ELL student achievement				
Problem Statements: Student Academic Achievement 7							
11) Utilize Handwriting Without Tears in PPCD classrooms to improve student writing.	2.4, 2.5, 2.6	Principal Assistant Principals Curriculum Specialist PPCD Teachers	Increased PPCD student achievement				
Problem Statements: Student Academic Achievement 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
12) SuccessMaker will be used with special education students in as a reading/math intervention tool.	2.4, 2.5, 2.6	Principal Assistant Principals Campus Instructional Specialist SPED Teachers	Increase SPED student achievement				
Problem Statements: Student Academic Achievement 4							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of third grade students met Approached for the STAAR Reading was 84%, which is less than the projected target (85%) for the 2018-2019 school year. Root Cause 1: Continued work needed on implementation of the GRR components and inconsistency of DOK 2, DOK3, and DOK 4 tasks.
Problem Statement 2: Students in first grade averaged a 176.8 Spring Reading RIT score, which is below national averages, and students in second grade averaged a 184.2 Spring Reading RIT score, which is below national and district averages. Root Cause 2: Inconsistent implementation of balanced literacy, close reading/listening strategies, and instructional lessons at high levels of rigor (DOK & collaborative productive work routines).
Problem Statement 3: The percentage of third grade students met Approached for the STAAR Math was 84%, which is less than the projected target (88%) for the 2018-2019 school year. Root Cause 3: Continued work needed on best practice strategies for teaching the core curriculum to include tasks at the depth and complexity required by the math standards and consistent guided math/math station implementation.
Problem Statement 5: Students in first grade averaged a 179.7 Spring Math RIT score, which is below national and district averages, and students in second grade averaged a 188.7 Spring Math RIT score, which is below national and district averages. Root Cause 5: Inconsistency in the GRR and target/task alignment.
Problem Statement 7: 100% of students in the ESL program passed both STAAR reading and STAAR math. Root Cause 7: STAAR results can be attributed to the ESL teacher and the connections she makes for students in the ESL program.
Problem Statement 4: STAAR Math scores for Hispanics (-1), White (-2%), and SPED (-12%) students decreased from the 2017-2018 school year. SPED students (50%) and At Risk students (75%) scored below the Third Grade All Approaches level (84%). Root Cause 4: Disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations block, and implementation of collaborative productive work routines.
School Processes & Programs
Problem Statement 2: Balanced literacy instruction was inconsistently provided across grade levels. Most, but not all teachers implemented guided reading/stations with fidelity. Root Cause 2: Continued professional development is needed regarding guided reading groups and purposeful station implementation during small group guided reading instruction.
Problem Statement 3: Guided math instruction was inconsistently provided across grade levels. Some, but not all teachers implemented guided math/stations with fidelity. Root Cause 3: Continued professional development is needed regarding guided math groups and purposeful station implementation during small group guided math instruction.

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

Performance Objective 1: Increase the capacity of teachers and instructional assistants by facilitating the collaboration and implementation of the district LEARN model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Source(s) 1: New Teacher Cohort

PD Offerings

Attrition/Retention Data

Staff Satisfaction Surveys

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional learning communities (PLCs) will provide a time for teachers to share expertise and work collaboratively in order to strengthen instructional practices to improve the academic performance of all students.	2.5	Principal Assistant Principals Campus Instructional Specialist	Teacher development and increased student achievement				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3							
2) Conduct instructional rounds (IR) in the fall and spring to provide a process for continuous improvement through a network of external and internal observers in order to provide campus leaders with prioritized needs and direction for school improvement.	2.5	Principal Assistant Principals Curriculum Specialist Instructional Rounds Teachers	Network feedback and data to drive future instruction				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3							
3) Develop a new teacher cohort to build instructional capacity and to provide a supportive network for new staff members	2.5	Curriculum Specialist	Teacher retention and increased student achievement				
Problem Statements: School Processes & Programs 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Send Prekindergarten 4 teachers to the SDE Texas PreK Conference in Austin on February 4-5, 2020, to provide professional development for core content areas.	2.5	Principal	Increased student achievement				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - ESEA, Title I Part A - 3000.00						
5) Provide after-school professional development throughout the year to strengthen the instructional core including the development of content area literacy; rigorous, well-aligned content; differentiated instruction; and campus initiatives as noted in the momentum plan.	2.4, 2.5, 2.6	Principal Assistant Principals Campus Instructional Specialist	Increased teacher clarity and student achievement				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 2, 3 Funding Sources: 166 - State Comp Ed - 800.00						
6) Send teachers and administrators to the TEKS Resource Conference in San Antonio Summer, 2020, to provide professional development for core content areas. (12 teachers)	2.5	Principal	Increased student achievement				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 3 Funding Sources: 166 - State Comp Ed - 4407.67, 211 - ESEA, Title I Part A - 801.26						
7) Send two administrators to the Corwin Institute Conference in Houston to explore PLCs with Douglas Fisher, dive into Visible Learning with John Hattie, and learn how to bring student-centered learning professional development to the campus.	2.6	Principal Campus Instructional Specialist					
	Problem Statements: School Processes & Programs 2, 3 Funding Sources: 211 - ESEA, Title I Part A - 1850.00						
8) Provide professional development through a collaborative book study on The Teacher Clarity Playbook (Fisher, Frey, Amador, Assof, 2018) in order to support the creation of learning intentions and success criteria to ensure teacher clarity.	2.4, 2.5, 2.6	Principal Campus Instructional Specialist	Increased motivation and retention				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 2, 3 Funding Sources: 166 - State Comp Ed - 1080.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: The percentage of third grade students met Approached for the STAAR Reading was 84%, which is less than the projected target (85%) for the 2018-2019 school year. **Root Cause 1:** Continued work needed on implementation of the GRR components and inconsistency of DOK 2, DOK3, and DOK 4 tasks.

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Problem Statement 3: The percentage of third grade students met Approached for the STAAR Math was 84%, which is less than the projected target (88%) for the 2018-2019 school year. **Root Cause 3:** Continued work needed on best practice strategies for teaching the core curriculum to include tasks at the depth and complexity required by the math standards and consistent guided math/math station implementation.

Problem Statement 4: STAAR Math scores for Hispanics (-1), White (-2%), and SPED (-12%) students decreased from the 2017-2018 school year. SPED students (50%) and At Risk students (75%) scored below the Third Grade All Approaches level (84%). **Root Cause 4:** Disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations block, and implementation of collaborative productive work routines.

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School Processes & Programs

Problem Statement 2: Balanced literacy instruction was inconsistently provided across grade levels. Most, but not all teachers implemented guided reading/stations with fidelity. **Root Cause 2:** Continued professional development is needed regarding guided reading groups and purposeful station implementation during small group guided reading instruction.

Problem Statement 3: Guided math instruction was inconsistently provided across grade levels. Some, but not all teachers implemented guided math/stations with fidelity. **Root Cause 3:** Continued professional development is needed regarding guided math groups and purposeful station implementation during small group guided math instruction.

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

Performance Objective 1: Through family and community partnerships, we expect a 5% increase in family/community participation in the educational process.

Evaluation Data Source(s) 1: Volunteer Hours

Participation Data

Adopt-a-Unit Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase instructional materials, supplies, and snacks for the early childhood literacy program Hobby Tots to provide early interventions and an exposure to school for non-school aged children.	2.5, 3.2	Principal Parent Liaison	Early childhood education and positive community relationships				
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 900.00						
2) Volunteer orientation sessions will be held throughout the school year to increase the number of parents engaged in volunteer opportunities.	3.2	Principal Parent Liaison	Increased volunteer participation				
	Problem Statements: Perceptions 1						
3) Recognize the academic success and growth of students through programs such as semester academic awards.	2.4, 2.6	Counselors Assistant Principals	Increased student achievement and attendance				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211 - ESEA, Title I Part A - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide parent and family engagement opportunities by hosting family nights and parent education classes, including ELL specific parent/family sessions, throughout the year. Parents will be invited to participate in the review and revision of the Home-School Compact and Parent and Family Engagement Policy.	2.5, 3.1, 3.1, 3.2, 3.2	Principal Assistant Principals Campus Instructional Specialist Parent Liaison Counselors MFLC	Increased family and parent participation and feedback				
5) Conduct the annual Title I parent meeting to review and or approve the written parent involvement policy and home/school compact in the fall and spring.	3.1, 3.2	Principal	Parental participation in activities required by federal law.				
6) Increase communication between home and school via Facebook, monthly newsletters, connect-Ed calls, parent conferences, and communication folders.	3.2	Principal Counselor Librarian Parent Liaison Grade Level Leaders	Increased home/school communication				
7) Support third grade students in the transition from third to fourth grade through a spring visit to Meadows Elementary.	2.6	Counselors	Improved transition for third grade students and parents; feedback from students and parents				
8) Provide a parent night/meeting for parents of students in the ESL program.		Principal ESL Teacher Parent Liaison	Increased home/school communication & support for ESL parents				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Attendance rates in kindergarten, first grade, second grade, and third grade have declined 3%, 1%, 3%, and 2% respectively from the previous year, which negatively impacts our overall attendance rate. **Root Cause 1:** Based on attendance numbers, not enough awareness was made to parents regarding how attendance impacts academic success.

Student Academic Achievement

Problem Statement 1: The percentage of third grade students met Approached for the STAAR Reading was 84%, which is less than the projected target (85%) for the 2018-2019 school year. **Root Cause 1:** Continued work needed on implementation of the GRR components and inconsistency of DOK 2, DOK3, and DOK 4 tasks.

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Problem Statement 7: 100% of students in the ESL program passed both STAAR reading and STAAR math. **Root Cause 7:** STAAR results can be attributed to the ESL teacher and the connections she makes for students in the ESL program.

Perceptions

Problem Statement 1: Less than 10 parents consistently volunteered during the 2018-2019 school year. **Root Cause 1:** Lack of community outreach about volunteer opportunities.

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

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Source(s) 1: Discipline Referral Data
EOY Safety Documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development opportunities to support classroom teachers that focus on building relationships and effective classroom management strategies to include restorative discipline practices.	2.4, 2.6	Assistant Principals Counselors	Decrease in behavior incidents				
	Problem Statements: School Processes & Programs 1						
2) Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252)	2.5	Assistant Principals	Decrease in % of reports of bullying incidents				
	Problem Statements: School Processes & Programs 1						
3) Provide guidance lessons for students to promote positive behavior and leadership traits and character education.	2.5	Counselors	Increase in positive student behaviors and peer relationships				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 - ESEA, Title I Part A - 400.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Discipline incidents increased by 81 from 2017-2018 (293 referrals) to 2018-2019 (374 referrals). The number of partial/full-day ISS assignments from 2016-2017 to 2017-2018 increased from 100 to 105. The total number of ISS assignments for the 2018-2019 school year was 187. **Root Cause 1:** Behavior supports and training is needed to help teachers build relationships and manage behaviors at the classroom level.


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: Through efficient and effective management of resources and operations, campus resources will be maximized to meet ALL local, state, and federal requirements.


Evaluation Data Source(s) 1: Local, State, Federal Requirements


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue a systematic approach to the budget's analysis and expenses by meeting weekly to review budget expenses.	2.4	Principal Principal Secretary	Improved alignment of expenditures.				
2) Attend federal program training, such as the homeless and foster care training, to stay abreast of current federal regulations and best practices in state and federal programs.	2.5	Principal Counselors Parent Liaison	Compliance with federal, state, and local laws and policy				
3) Conduct monthly emergency operations and drills.	2.5	Principal Assistant Principal	School safety and federal requirements				
4) Conduct weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.	2.4	Principal	Improved systems and use of resources				

 = 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 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Source(s) 2: Local, State, Federal Requirements

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to provide technology resources for students to support instructional programs to include ST Math and to support ever-emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	2.4, 2.5, 2.6	Campus Technologist	Resources in place for teachers and students to use; improved BrightBytes feedback				
	Problem Statements: Student Academic Achievement 3, 4, 5						
2) Continue to monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards.	2.4	Campus Librarian	Increased resources in place for teachers and students to use; improved BrightBytes feedback				
	Problem Statements: Student Academic Achievement 1, 2, 6						
3) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.	2.5	Campus Technologist Campus Librarian	Increased use of innovative technologies for teaching and learning.				
	Problem Statements: Student Academic Achievement 2, 5, 6						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 3: The percentage of third grade students met Approached for the STAAR Math was 84%, which is less than the projected target (88%) for the 2018-2019 school year. **Root Cause 3:** Continued work needed on best practice strategies for teaching the core curriculum to include tasks at the depth and complexity required by the math standards and consistent guided math/math station implementation.

Problem Statement 4: STAAR Math scores for Hispanics (-1), White (-2%), and SPED (-12%) students decreased from the 2017-2018 school year. SPED students (50%) and At Risk students (75%) scored below the Third Grade All Approaches level (84%). **Root Cause 4:** Disconnect between TRS implementation, inconsistency in guided math small group instruction during guided math/math stations block, and implementation of collaborative productive work routines.

Problem Statement 5: Students in first grade averaged a 179.7 Spring Math RIT score, which is below national and district averages, and students in second grade averaged a 188.7 Spring Math RIT score, which is below national and district averages. **Root Cause 5:** Inconsistency in the GRR and target/task alignment.

Problem Statement 1: The percentage of third grade students met Approached for the STAAR Reading was 84%, which is less than the projected target (85%) for the 2018-2019 school year. **Root Cause 1:** Continued work needed on implementation of the GRR components and inconsistency of DOK 2, DOK3, and DOK 4 tasks.

Problem Statement 2: Students in first grade averaged a 176.8 Spring Reading RIT score, which is below national averages, and students in second grade averaged a 184.2 Spring Reading RIT score, which is below national and district averages. **Root Cause 2:** Inconsistent implementation of balanced literacy, close reading/listening strategies, and instructional lessons at high levels of rigor (DOK & collaborative productive work routines).

Problem Statement 6: Comparing CIRCLE data from the 2017-2018 school year, EOY Rapid Letter Naming showed no growth; phonological awareness decreased 1% from 83% to 82%; Rote Counting decreased from 83% to 73%; and Number Discrimination decreased from 90% to 89%. **Root Cause 6:** Inconsistency in the GRR and targets/tasks that are aligned with high levels of rigor in centers.