

Killeen Independent School District

Pershing Park Elementary School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Postsecondary Readiness



Mission Statement

Empower children to reach their highest potential by pursuing a lifelong passion for learning through a collaboration of home, school, and community.

Vision

Through the creation of innovative lessons, we will inspire all students to achieve their personal best.

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Goals







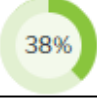
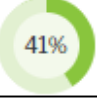


Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 1: By June 2019, students in PK-5th will meet or exceed state/national standards on district and state assessments.

Evaluation Data Source(s) 1: Percentage of students who meet or master grade level standards on universal screens (PK-5th) and STAAR (3rd-5th).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Pershing Park staff will implement research-based, best practice instructional strategies that align with TEKS and PK Guidelines. The gradual release of responsibility model, balanced literacy, hands-on science, math models, technology integration, and purposeful alignment of teaching targets to activities that engage students in depth of knowledge will be practiced in classrooms. CIS and admin staff will support teachers in this learning and implementation by observing, coaching, and discussing these strategies on a regular basis in PLCs in order to ensure fidelity and rigorous instruction.</p>	2.4, 2.5, 2.6	Principals, Assistant Principals, CIS, Technologist, Teachers	Percentage of students who meet or master standards on universal screens (PK-5th) and STAAR (3rd-5th).				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 2</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 54977.09, 166 - State Comp Ed - 2160.04</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) A .5 intervention aide will assist at-risk students by providing small group instruction.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, CIS, Teachers, SBDM	Teacher survey, Percentage of students who meet or master standards on universal screens (PK-5th) and STAAR (3rd-5th).				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 17173.47, 166 - State Comp Ed - 10977.25</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. 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 integrate technology that encourages English vocabulary development in real-world situations.</p>	2.4, 2.5, 2.6	Technologist, Principal, Assistant Principal, CIS, Teachers, ELL Teacher, SBDM	Percentage of ELL students who meet or master standards on universal screens (PK-5th) and STAAR (3rd-5th). Increased levels of achievement on TELPAS.			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 263 - ESEA, Title III Part A - 5831.00, 165/ES0 - ELL - 4140.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will participate in field based instruction to support classroom integration of TEKS and PK Guidelines.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, CIS, Teachers, SBDM	Student surveys, Percentage of students who meet or master standards on universal screens (PK-5th) and STAAR (3rd-5th).			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 8400.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) 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. Students will research and present projects to parents and peers. GT students will participate in field based instruction to enhance reading and writing at higher levels.</p>	2.4, 2.5, 2.6	CIS, Principal, Assistant Principals, SBDM	Percentage of GT students who master standards on universal screens (PK-5th) and STAAR (3rd-5th).			
<p>Problem Statements: Student Academic Achievement 7 Funding Sources: 177 - Gifted/Talented - 1154.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Additional Targeted Support will be provided to the white and Special Education demographic subgroups through the implementation of writing strategies, Comprehension at the Core, Empowering Writers, LLI and Balanced Literacy in an ELAR Lab to increase reading and writing academic achievement.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, CIS, Teachers	Percentage of students who meet or master grade level standards in reading and writing on universal screens (PK-5th) and STAAR (3rd-5th).			
<p>Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 65109.01</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) Provide a science lab for instruction of K-5th students in hands-on science experiments.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, CIS, SBDM	Percentage of students who meet or master science standards on universal screens (K-5th) and STAAR Science (5th).			
<p>Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - ESEA, Title I Part A - 63498.65</p>						

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Additional Targeted Support will be provided to the white and special education subgroups in K-5th to deepen student understanding of algebraic math concepts. K-1st will participate in 60" a week of ST Math, and students in 2nd-5th will participate in 90" a week of ST Math.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, CIS, Technologist, Teachers, SBDM	Percentage of students who meet or master math standards on universal screens (K-5th) and STAAR (3rd-5th). Analysis of ST Math reports.				
<p>Problem Statements: Student Academic Achievement 2, 6</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>9) Bilingual program teachers will provide Spanish language students with appropriate instruction in order to facilitate their transition to English while maintaining skills in their first language. An instructional aide will provide additional support.</p>	2.4, 2.5, 2.6	Bilingual teachers, Principal, Assistant Principals, SBDM	Percentage of bilingual students who meet or master standards on universal screens (PK-5th) and STAAR (3rd-5th). Increased levels of achievement on TELPAS.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 165/BI0 - Bilingual - 26335.00, 263 - ESEA, Title III Part A - 10334.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>10) A librarian will provide students with instruction and hands on experiences using resources available in the library and online. The librarian will provide resources for teachers and students to support instruction in the classroom.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, SBDM	Library lesson plans, Schedule of library classes, Percentage of students who meet or master grade level standards on universal screens (PK-5th) and STAAR.				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 35885.78</p>							
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>11) A counselor will provide education, career and social guidance to at-risk students and assist with individual and small group counseling</p>	2.5, 2.6, 3.2	Principal, Assistant Principals, SBDM	Classroom guidance lesson plans, Count of students seen individually, Count/types of groups seen				
<p>Problem Statements: Demographics 1 - Perceptions 1, 2</p> <p>Funding Sources: 166 - State Comp Ed - 30192.71</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) Additional Targeted Support will be provided to the white and special education demographic groups through math, reading and writing tutoring during the day to increase academic achievement.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, CIS, Teachers, SBDM	Percentage of students who meet or master reading and writing standards on universal screens (K-5th), STAAR Reading (3rd-5th), and STAAR Writing (4th).				
<p>Problem Statements: Student Academic Achievement 2, 3, 4</p> <p>Funding Sources: 166 - State Comp Ed - 6300.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The attendance rate of 95.1% is lower than the district average of 95.8%. **Root Cause 1:** There is a lack of effective motivational strategies to encourage improved attendance.

Problem Statement 2: The gifted and talented population is 2.1%, which is lower than the gifted population of 3.1% for KISD. **Root Cause 2:** There is a lack of awareness of gifted and talented characteristics in Pershing Park's diverse population of bilingual students and students who are economically disadvantaged.

Student Academic Achievement

Problem Statement 1: Circle assessment results for Rapid Letter Naming Growth (33%) (70%-Spanish) are below district growth. Rapid Vocabulary Growth is low (25%) (30%-Spanish). **Root Cause 1:** There is inconsistent planning using Fountas and Pinnell Shared Reading Collection and Developing Talkers to develop Gradual Release of Responsibility lessons incorporating higher level learning tasks.

Problem Statement 2: MAP Math RIT scores in 2nd (177.8), 3rd (193.5), 4th (206.7), and 5th (217.6) grades are below the district scores, and STAAR Math results for Approaches in 3rd (72%), 3rd Spanish (13%), 4th (70%), and 5th Spanish (35%) are below district results. **Root Cause 2:** There is inconsistent planning using the IFD's ;and therefore, a lack of specificity to teach concepts at the depth and rigor needed.

Problem Statement 3: MAP Reading RIT scores in 2nd (179.7), 3rd (190.9) and 4th (199.4), and 5th (204.6) grades are below the district Reading RIT scores, and STAAR Reading results for Approaches in 3rd (72%), 3rd Spanish (33%), and 5th Spanish (53%) are below the district results. **Root Cause 3:** There is inconsistent planning and implementation of balanced literacy instruction.

Problem Statement 4: STAAR 4th Writing results for Masters is 0% which is below the state average of 10%, and 4th Spanish Writing results for Masters is 11% which is below the state average of 14%. **Root Cause 4:** There is inconsistent planning and implementation of balanced writing, writer's workshop, Comprehension at the Core, LLI and Empowering Writers.

Problem Statement 5: STAAR 5th Science results for Masters is low at 28%, and STAAR 5th Spanish Science results are 0% for Meets and 0% for Masters. **Root Cause 5:** There is inconsistent planning using the IFDs across the grade levels and implementing the Gradual Release of Responsibility Model with higher level learning tasks.

Problem Statement 6: STAAR results for bilingual students in 3rd Math (44%), 3rd Reading (56%), 4th Math (74%), and 5th Math (84%) scored below the state average for bilingual students in 3rd Math, 3rd Reading, 4th Math and 5th Math. **Root Cause 6:** There is inconsistent planning using the IFDs and ELPs which provides the support needed, instructional resources and interventions to fill academic gaps and help students master the rigor of the TEKS.

Problem Statement 7: STAAR "masters" results for gifted and talented students in 3rd-5th reading (57%) were below the district (75%), and STAAR "masters" writing in 4th (0%) scored below the district (48%). **Root Cause 7:** There are limited experiences for gifted and talented students to research and write at higher levels.

School Processes & Programs

Problem Statement 2: Fifty-nine percent of the iPads will not be compatible with MAP, the universal assessment software administered three times a year in reading (K-5), math (K-5) and science (3-5) and used to plan interventions for individual students. **Root Cause 2:** The iPads have processors that will not support the new operating system, iOS 10.0 or higher, which is needed to run the version of MAP released in November of 2018.

Perceptions

Problem Statement 1: Several non-required events had low parent and community involvement. **Root Cause 1:** Daytime events draw less participation from parents who work during the day, and certain activities are limited to one per grade level which limits age appropriate activities for parents to participate with their children.

Problem Statement 2: Students are missing instruction due to SCOC referrals. **Root Cause 2:** Classrooms lack routines, strategies and support to ensure students are engaged in the school environment.

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, 100% of classroom teachers will participate in professional development outlined in the campus momentum plan to strengthen the instructional core.

Evaluation Data Source(s) 1: Participant surveys, PD sign-in sheets, Percentage of students who meet or master grade level standards on universal screens (PK-5th) and STAAR (3rd-5th).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Provide professional development such as Education Service Center workshops, Reading and Writing Workshops, Killeen Elementary Curriculum and Professional Development training, campus based professional development, and CIS support in planning, modeling and coaching so that teachers gain a deeper understanding of TEKS and strategies to engage students at rigorous levels. Professional staff will have focused GRR studies using professional literature from a variety of sources. All staff will receive training on special populations such as dyslexia, 504, at-risk, HARP, GT, bilingual, EL, SPED and students at risk of self-harm.</p>	2.4, 2.5, 2.6	Principals, Assistant Principals, CIS, Teachers, SBDM	Participant surveys, Percentage of students who meet or master grade level standards on universal screens (PK-5th) and STAAR (3rd-5th).				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 6860.00, 211 - ESEA, Title I Part A - 3000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Implement strategies that address the essential question outlined in the momentum plan in order to increase Index 1 performance by 3%.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, CIS, SBDM	Participant surveys, PD sign-in sheets, Percentage of students who meet or master grade level standards on universal screens (PK-5th) and STAAR.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The gifted and talented population is 2.1%, which is lower than the gifted population of 3.1% for KISD. **Root Cause 2:** There is a lack of awareness of gifted and talented characteristics in Pershing Park's diverse population of bilingual students and students who are economically disadvantaged.

Student Academic Achievement

Problem Statement 1: Circle assessment results for Rapid Letter Naming Growth (33%) (70%-Spanish) are below district growth. Rapid Vocabulary Growth is low (25%) (30%-Spanish).

Root Cause 1: There is inconsistent planning using Fountas and Pinnell Shared Reading Collection and Developing Talkers to develop Gradual Release of Responsibility lessons incorporating higher level learning tasks.

Problem Statement 2: MAP Math RIT scores in 2nd (177.8), 3rd (193.5), 4th (206.7), and 5th (217.6) grades are below the district scores, and STAAR Math results for Approaches in 3rd (72%), 3rd Spanish (13%), 4th (70%), and 5th Spanish (35%) are below district results. **Root Cause 2:** There is inconsistent planning using the IFD's ;and therefore, a lack of specificity to teach concepts at the depth and rigor needed.

Problem Statement 3: MAP Reading RIT scores in 2nd (179.7), 3rd (190.9) and 4th (199.4), and 5th (204.6) grades are below the district Reading RIT scores, and STAAR Reading results for Approaches in 3rd (72%), 3rd Spanish (33%), and 5th Spanish (53%) are below the district results. **Root Cause 3:** There is inconsistent planning and implementation of balanced literacy instruction.

Problem Statement 4: STAAR 4th Writing results for Masters is 0% which is below the state average of 10%, and 4th Spanish Writing results for Masters is 11% which is below the state average of 14%. **Root Cause 4:** There is inconsistent planning and implementation of balanced writing, writer's workshop, Comprehension at the Core, LLI and Empowering Writers.

Problem Statement 5: STAAR 5th Science results for Masters is low at 28%, and STAAR 5th Spanish Science results are 0% for Meets and 0% for Masters. **Root Cause 5:** There is inconsistent planning using the IFDs across the grade levels and implementing the Gradual Release of Responsibility Model with higher level learning tasks.

Problem Statement 6: STAAR results for bilingual students in 3rd Math (44%), 3rd Reading (56%), 4th Math (74%), and 5th Math (84%) scored below the state average for bilingual students in 3rd Math, 3rd Reading, 4th Math and 5th Math. **Root Cause 6:** There is inconsistent planning using the IFDs and ELPs which provides the support needed, instructional resources and interventions to fill academic gaps and help students master the rigor of the TEKS.

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 2019, parent and community involvement will increase 10% in campus sponsored events.

Evaluation Data Source(s) 1: Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs

Summative Evaluation 1:

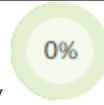
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Provide parents opportunities to participate in activities that enhance student achievement and attendance: Meet the Teacher, Open House, Parent conference opportunities, Parenting sessions, Digital Wellness session, Public meeting for input on Parent/Teacher/ Student Compacts and Written Parent and Family Engagement Policy, and Annual Title I Meeting. Communication with parents will be in both English and Spanish.</p>	2.4, 2.6, 3.1, 3.2	Principal, Assistant Principals, CIS, Parent Liaison, SBDM	Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs				
				<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 100.00</p>			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Host sessions during the day for bilingual parents so that attendees learn to communicate in English.</p>	3.1, 3.2	Principal, Assistant Principals, CIS, Parent Liaison, SBDM	Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs				
				<p>Problem Statements: Perceptions 1, 3</p> <p>Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 300.00</p>			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Provide preschool children opportunities to learn readiness skills at weekly meetings of "Little Pumas".</p>	2.5, 2.6, 3.1, 3.2	Principal, CIS, Parent Liaison, SBDM	Percentage of positive parent and community surveys and percentage of change in attendance on Parent Liaison logs				
				<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2288.00</p>			



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Several non-required events had low parent and community involvement. **Root Cause 1:** Daytime events draw less participation from parents who work during the day, and certain activities are limited to one per grade level which limits age appropriate activities for parents to participate with their children.

Problem Statement 3: Parents of bilingual and ELL students struggle to support their child's acquisition of the English language. **Root Cause 3:** Many parents of bilingual and ELL students do not speak the English language fluently.

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: By June 2019, 100% of 5th grade students will participate in career awareness activities in the community.

Evaluation Data Source(s) 2: Percentage of positive student surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Students will participate in field based experiences to the Killeen ISD Career Center and Temple College to become aware of the various careers opportunities that are available.</p>		Counselors, Principal, Assistant Principal, SBDM	Percentage of positive student surveys				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 1: By June 2019, student code of conduct referrals will decrease by 10%.

Evaluation Data Source(s) 1: Percentage of change in SCOC referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Students will have the opportunity to earn Puma award tags for exemplary conduct, achievement and attendance.	2.5, 2.6	Principal, Assistant Principals, CIS, Counselors, CCC, SBDM	Count of tags awarded, Percentage of change in SCOC referral counts				
Problem Statements: Demographics 1 - Student Academic Achievement 2, 3, 4 - Perceptions 2							
Critical Success Factors CSF 6 2) Students will follow the KISD Student Code of Conduct and Pershing Park expectations for behavior.		Assistant Principals, Counselors, CCC, SBDM	Percentage of change in SCOC referral counts				
Critical Success Factors CSF 6 3) Two fulltime counselors will support students in crisis situations through individual and group discipline management programs. Counselors will provide training in school safety, drug awareness, and bullying.		Counselors, Assistant Principals, Principal, SBDM	Counselor log counts, Percentage of change in SCOC counts				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The attendance rate of 95.1% is lower than the district average of 95.8%. **Root Cause 1:** There is a lack of effective motivational strategies to encourage improved attendance.

Student Academic Achievement

Problem Statement 2: MAP Math RIT scores in 2nd (177.8), 3rd (193.5), 4th (206.7), and 5th (217.6) grades are below the district scores, and STAAR Math results for Approaches in 3rd (72%), 3rd Spanish (13%), 4th (70%), and 5th Spanish (35%) are below district results. **Root Cause 2:** There is inconsistent planning using the IFD's ;and therefore, a lack of specificity to teach concepts at the depth and rigor needed.

Problem Statement 3: MAP Reading RIT scores in 2nd (179.7), 3rd (190.9) and 4th (199.4), and 5th (204.6) grades are below the district Reading RIT scores, and STAAR Reading results for Approaches in 3rd (72%), 3rd Spanish (33%), and 5th Spanish (53%) are below the district results. **Root Cause 3:** There is inconsistent planning and implementation of balanced literacy instruction.

Problem Statement 4: STAAR 4th Writing results for Masters is 0% which is below the state average of 10%, and 4th Spanish Writing results for Masters is 11% which is below the state average of 14%. **Root Cause 4:** There is inconsistent planning and implementation of balanced writing, writer's workshop, Comprehension at the Core, LLI and Empowering Writers.

Perceptions

Problem Statement 2: Students are missing instruction due to SCOC referrals. **Root Cause 2:** Classrooms lack routines, strategies and support to ensure students are engaged in the school environment.

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

Performance Objective 2: By June 2019, 50% of physical education activities will be taken from the activities in the SPARK curriculum.

Evaluation Data Source(s) 2: Percentage of sample lesson plans containing SPARK activities

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) PE teachers will incorporate SPARK activities that support curriculum.	2.4, 2.5, 2.6	PE Teachers, Principal, Assistant Principal, CIS, SBDM	Lesson plans				
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The attendance rate of 95.1% is lower than the district average of 95.8%. Root Cause 1: There is a lack of effective motivational strategies to encourage improved attendance.

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, 100% of the Performance Objectives/Strategies will be monitored by SBDM.

Evaluation Data Source(s) 1: Campus Improvement Plan Monitoring

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) SBDM will meet at least six times during the year to monitor strategies on the CIP and adjust items as necessary. The SBDM will ensure the CIP is aligned with the District's CIP and is structured to impact student achievement.</p>	2.4, 2.5, 2.6, 3.1, 3.2	SBDM	Campus Improvement Plan reviews online				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate of 95.1% is lower than the district average of 95.8%. Root Cause 1: There is a lack of effective motivational strategies to encourage improved attendance.
Problem Statement 2: The gifted and talented population is 2.1%, which is lower than the gifted population of 3.1% for KISD. Root Cause 2: There is a lack of awareness of gifted and talented characteristics in Pershing Park's diverse population of bilingual students and students who are economically disadvantaged.
Student Academic Achievement
Problem Statement 1: Circle assessment results for Rapid Letter Naming Growth (33%) (70%-Spanish) are below district growth. Rapid Vocabulary Growth is low (25%) (30%-Spanish). Root Cause 1: There is inconsistent planning using Fountas and Pinnell Shared Reading Collection and Developing Talkers to develop Gradual Release of Responsibility lessons incorporating higher level learning tasks.
Problem Statement 2: MAP Math RIT scores in 2nd (177.8), 3rd (193.5), 4th (206.7), and 5th (217.6) grades are below the district scores, and STAAR Math results for Approaches in 3rd (72%), 3rd Spanish (13%), 4th (70%), and 5th Spanish (35%) are below district results. Root Cause 2: There is inconsistent planning using the IFD's ;and therefore, a lack of specificity to teach concepts at the depth and rigor needed.

Problem Statement 3: MAP Reading RIT scores in 2nd (179.7), 3rd (190.9) and 4th (199.4), and 5th (204.6) grades are below the district Reading RIT scores, and STAAR Reading results for Approaches in 3rd (72%), 3rd Spanish (33%), and 5th Spanish (53%) are below the district results. **Root Cause 3:** There is inconsistent planning and implementation of balanced literacy instruction.

Problem Statement 4: STAAR 4th Writing results for Masters is 0% which is below the state average of 10%, and 4th Spanish Writing results for Masters is 11% which is below the state average of 14%. **Root Cause 4:** There is inconsistent planning and implementation of balanced writing, writer's workshop, Comprehension at the Core, LLI and Empowering Writers.

Problem Statement 5: STAAR 5th Science results for Masters is low at 28%, and STAAR 5th Spanish Science results are 0% for Meets and 0% for Masters. **Root Cause 5:** There is inconsistent planning using the IFDs across the grade levels and implementing the Gradual Release of Responsibility Model with higher level learning tasks.

Problem Statement 6: STAAR results for bilingual students in 3rd Math (44%), 3rd Reading (56%), 4th Math (74%), and 5th Math (84%) scored below the state average for bilingual students in 3rd Math, 3rd Reading, 4th Math and 5th Math. **Root Cause 6:** There is inconsistent planning using the IFDs and ELPs which provides the support needed, instructional resources and interventions to fill academic gaps and help students master the rigor of the TEKS.

School Processes & Programs

Problem Statement 1: The number of 3rd-5th grade students interested in after school activities exceeds the available space in after school clubs. **Root Cause 1:** There are not enough volunteers to host after school clubs.

Problem Statement 2: Fifty-nine percent of the iPads will not be compatible with MAP, the universal assessment software administered three times a year in reading (K-5), math (K-5) and science (3-5) and used to plan interventions for individual students. **Root Cause 2:** The iPads have processors that will not support the new operating system, iOS 10.0 or higher, which is needed to run the version of MAP released in November of 2018.

Perceptions

Problem Statement 1: Several non-required events had low parent and community involvement. **Root Cause 1:** Daytime events draw less participation from parents who work during the day, and certain activities are limited to one per grade level which limits age appropriate activities for parents to participate with their children.

Problem Statement 2: Students are missing instruction due to SCOC referrals. **Root Cause 2:** Classrooms lack routines, strategies and support to ensure students are engaged in the school environment.