

Killeen Independent School District

Skipcha Elementary School

2019-2020 Improvement Plan



Mission Statement

To provide a safe and caring environment where engaging experiences result in profound and meaningful learning to develop productive citizens and life-long learners.

Vision

We believe...

- *Silver Stars will persevere through challenging work.
- *Silver Stars will embrace opportunities to think critically as they relate learning to the real world.
- *Silver Stars will collaborate with others in order to communicate their learning at deeper levels.
- *Silver Stars will fuel creativity and innovation with their individual uniqueness.

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Comprehensive Needs Assessment

Revised/Approved: March 16, 2019

Demographics

Demographics Summary

Skipcha Elementary was built in 2006 and will serve approximately 1,250 students from grades PK-5 in 2019-2020.

The following information contains the most recent information provided by the Texas Education Agency. According to the 2017-18 Texas Academic Performance Report (TAPR) and campus enrollment data, our school has a diversified student population. The chart below shows the distribution of students, ethnicity groups, and special programs, based on 2017 - 2018 TAPR. The 2017 - 2018 TAPR also reflects the attendance rate of 96.7% in 2016-17 and an average mobility rate of 15.2%.

Skipcha is located in a growing neighborhood community. Most of the community is single-dwelling residences; however, there are some multi-dwelling homes within the Skipcha community. The majority of our students come from working households. Skipcha's percentage of economically disadvantaged students grew from 31.4% in 2017-2018 to 43.4% in 2018-2019. As a result, Skipcha Elementary qualifies and will be served as a Title I Schoolwide campus for the 2019-2020 school year.

Skipcha follows state and district guidelines of class sizes being 22:1 in PK-4 and 23:1 in 5th grade.

CAMPUS PROFILE DATA					
Total Population		Ethnic Breakdown		Special Programs Population	
Population	# of Students	Population by Ethnicity	% of Students	Special Program	% of Students
Pre-K	113	African American	25.0%	At-Risk	33.4%
Kindergarten	179	Asian	4.2%%	Bilingual Program	0
1st Grade	153	Hispanic	25.7%	Economically Disadvantaged	31.4%
2nd Grade	171	American Indian	0.3%	English Language Learner (ELL)	5.5%
3rd Grade	180	Pacific Islander	2.0%	Special Education	9.9%
4th Grade	178	White	35.8%	Gifted & Talented	3.8%
5th Grade	195	Two or more races	7.0%		

CAMPUS PROFILE DATA				
Total	1,169			

Skipcha Elementary School strives to provide highly qualified teachers and staff so that our students are surrounded by high expectations and a strong learning environment. To meet this expectation, teachers and paraprofessionals participate in ongoing, job-embedded professional development. During the 2018-2019 school year, the leadership team, SBDM, and Instructional Rounds team designed the professional development for the school year. Learning opportunities took place during in-service days, PLCs, staff meetings and planning days. Some of the professional development topics included a Gradual Release of Responsibility (GRR) Model, vocabulary instructional methods, Hattie's high-yield strategies, using student data to guide instruction, restorative discipline practices, balanced literacy, serving the talented and gift child. During the 2019-20 school year, Skipcha will continue the work on the GRR model, assessment capable visible learners, ensuring high cognitive tasks that are tightly aligned to the learning goal and target, use student data to guide instruction, balanced literacy, restorative discipline, meeting the needs of the economically disadvantaged, ELL and GT students and continued implementation the gradual release model.

In 2018-2019, Skipcha had 9 sections of fifth grade, 9 sections of fourth grade, 8 sections of third grade, 8 sections of second grade, 9 sections of first grade, 8 sections of kindergarten and 5 sections of pre-kindergarten. In addition, Skipcha also had 2 sections of K-2 SKILLS and 1 section of K-3 SKILLS II. As reported in the Texas Academic Performance Report (TAPR) for 2017-2018, Skipcha had 97.8 staff members serving our PK-5 grade students. In 2018-2019, Skipcha's staff included 67.4 teachers, 7 professional support, 4 campus administrators, 19.4 educational aides, one librarian and 2.5 counselors.

23% of Skipcha's teachers hold Masters Degrees and 100% of Skipcha's teachers (2017-2018 TAPR) hold Bachelors Degrees. All teachers are assessed as part of the Texas Teacher Evaluation and Support System (T-TESS). The average years of experience of teachers is 7.4.

With the introduction of Restorative Discipline practices in 2018-2019, Skipcha saw a reduction of 32% in written office referrals for behavior. Teachers instituted and practiced restorative discipline in the classrooms, making class circles a part of their routines and practices.

Demographics Strengths

An analysis of the demographics of Skipcha Elementary School reveals the following areas of strength:

- Enrollment continues to grow.
- Skipcha's military-connected student population is growing. In 2018-2019, over 50% of our students are dependents of active-duty military personnel.
- Skipcha's ethnic distribution remains relatively diverse.
- Attendance rates have remained above 90% and have remained relatively consistent.
- Skipcha's mobility rate of 15.2% is less than the district's average of 27.7%.
- Skipcha has two special programs for students with special needs: SKILLS and SKILLS II.

- Skipcha's percentage of gifted and talented students (3.8%) is higher than the district average (3.1%)

In the area of staff quality, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- 23% of Skipcha's teachers hold Masters Degrees
- Skipcha encourages instructional assistants to continue their education, especially encouraging them to pursue a teaching certificate.
- Personnel are recruited by word of mouth, by paraprofessionals earning their teaching certificates, through our website, and through parents and parent volunteers wanting to work at Skipcha.
- New teachers are assigned a mentor/buddy to help develop rigorous lessons and get feedback from the Campus Instructional Specialist and their grade level team.
- In addition to the support of the leadership team and the Campus Instructional Specialist, new teachers have a new teacher coach to help them develop and practice research-based methods.
- Teachers and staff are given leadership opportunities, such as mentoring, serving on SBDM, participating in leadership teams, teaching peers on campus and at the district level, becoming a part of the balanced literacy institute, serving as grade level leaders, and serving on the campus instructional rounds team.
- Teachers needing additional support work closely with the campus instructional specialist, following their team lesson plans.
- Teachers collaborate to create lesson plans.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Skipcha's economically disadvantaged students performed lower than average on STAAR reading in grades 3-5 2019. **Root Cause:** Specific professional development has not been held on campus to address the academic needs of economically disadvantaged students.

Student Academic Achievement

Student Academic Achievement Summary

Skipcha Elementary School "met standard" in all of the 2018 - 2019 Texas Accountability System Domains.

Additionally, Skipcha participates in MAP universal screenings for K-5 students. Below are the results for reading and math from the end of year 2018 and 2019 universal screenings for all grades tested.

As indicated in the table below, Skipcha's average reading RIT is above the national average for the 2018 and 2019 school years.

Reading Mean RIT Data:

	Skipcha 2018	Nat'l 2018	Skipcha 2019	Nat'l 2019
	Mean	Mean	Mean	Mean
Reading MAP	Mean RIT	RIT	RIT	RIT
KG	161.3	157.0	159.0	158.1
1	178.8	176.6	179.4	177.5
2	190.1	188.1	189.0	188.7
3	202.0	198.3	200.8	198.6
4	210.0	205.6	206.1	205.9
5	216.3	211.5	214.5	211.8

As indicated in the table below, Skipcha's average math RIT is above the national average for the 2018 and 2019 school years.

Math Mean RIT Data:

	Skipcha 2018	Nat'l 2018	Skipcha 2019	Nat'l 2019
	Mean	Mean	Mean	Mean
Math MAP	Mean RIT	Mean RIT	Mean RIT	RIT
KG	163.5	157.5	162.2	159.1

	Skipcha 2018	Nat'l 2018	Skipcha 2019	Nat'l 2019
Math MAP	Mean RIT	Mean RIT	Mean RIT	Mean RIT
1	184.9	179.7	186.7	180.8
2	193.5	191.2	190.4	192.1
3	201.2	196.4	207.8	203.4
4	219.9	212.7	216.8	213.5
5	227.6	220.7	224.7	221.4

Even though Skipcha has higher than average results on universal screeners, our students' annual growth has not been as high as other similarly-situated schools in all grade-levels (with the exception of first grade math) compared to the rest of the country. Because of this, growth in reading and math MAP will be an area of focus for the 2019-2020 school year.

Below is a table comparing the 2019 MAP growth of Skipcha students to similarly-situated students nationally.

Grade Level	Math MAPS growth	Reading MAPS growth
	Skipcha/National	Skipcha/National
PK	nothing to report	nothing to report
Kinder	19.6/19.8	16.8/18.0
1	21.6/19.7	17.0/18.5
2	14.0/16.5	14.0/15.4
3	13.8/14.2	7.7/11.1
4	12.2/12.8	5.9/8.5
5	9.0/11.2	5.1/6.5

Data below is from two sources: The 2017 and 2018 numbers reflect final data from the state TAPR and compares STAAR results for 2019 (1st administration for 5th grade).

Campus STAAR Performance: percent at Approaches Grade Level Standard or Above.

STAAR Results: Percentage of students per grade level (APPROACHING grade-level)															
Reading	2017	2018	2019	Math	2017	2018	2019	Writing	2017	2018	2019	Science	2017	2018	2019
3rd	87	82	78.3	3rd	93	89	87.9								
4th	80	76	72.58	4th	88	92	76.34	4th	78	68	70.43				
5th	89	91	82.26	5th	98	96	86.56					5th	83	77	70.81

STAAR Results: Percentage of students per grade level MEETING state grade-level expectations

Reading	2017	2018	2019	Math	2017	2018	2019	Writing	2017	2018	2019	Science	2017	2018	2019
3rd	51	49	49	3rd	71	58	63	3rd				3rd			
4th	58	48	45	4th	71	61	51	4th	50	45	39	4th			
5th	62	59	53	5th	68	69	63	5th				5th	36	37	44

Cumulatively in 2019, for grades 3-5, 59% of students met the state standard for grade-level expectations in math, 50% met the state standard for grade-level expectations in reading, 39% met the state standard for grade-level expectations in writing and 44% met the state standard for grade-level expectations in science.

Cumulatively in 2019, for grades 3-5, 36% of students mastered the state standard for grade-level expectations in math, 32% mastered the state standard for grade-level expectations in reading, 10% mastered the state standard for grade-level expectations in writing and 18% mastered the state standard for grade-level expectations in science.

STAAR Results: Percentage of students per grade level MASTERING state grade-level expectations:

Reading	2017	2018	2019	Math	2017	2018	2019	Writing	2017	2018	2019	Science	2017	2018	2019
3rd	34	29	38	3rd	41	17	32	3rd				3rd			
4th	36	24	24	4th	46	37	38	4th	18	15	10	4th			
5th	37	33	33	5th	43	37	38	5th				5th	19	12	18

2019 at meets grade level standards:

STAAR 2019					
Reading	Eco Dis	EL	SP ED	GT	
3 rd	33%	25%	24%	100%	
4 th	29%	14%	10%	100%	
5 th	35%	0%	0%	100%	
All		17%	11%		
Math	Eco Dis	LEP	SP ED	GT	
3 rd	47%	75%	35%	100%	
4 th	37%	14%	15%	100%	
5 th	50%	71%	0%	100%	

Additional review in preparation for 2019 targeted support analysis for the Texas Closing the Gaps Data report for Domain III reveal that particular attention should be paid to Skipcha's economically disadvantaged student population, our Hispanic student population and our Asian student population. Students in these subgroups who are not making adequate grade-level progress will receive small-group, targeted interventions to meet their needs.

Student Academic Achievement Strengths

- Skipcha celebrates STAAR achievement scores above the state average in all tested grades and subjects.
- Skipcha met standard for the 2018 Texas accountability standard.
- Skipcha's Mean RIT for universal screenings is above the national average in all grade levels assessed.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students approaching or meeting grade-level standards on the fourth grade writing STAAR increased from 65% in 2018 to 70% 2019. **Root Cause:** Empowering Writers was implemented with fidelity in grade 4. Grade 3 teachers were introduced to Empowering Writers but not all teachers were trained and used the system with fidelity.

Problem Statement 2: With the exception of first grade, average observed growth in reading RIT for the campus falls below the national projected growth for similarly situated students in grades K-5. **Root Cause:** Students have not been taught to become assessment capable visible learners.

Problem Statement 3: The percentage of students who scored at meets grade level standard or higher on the 2018 math STAAR was 59%. The percentage of students who scored at the masters level was 36%. **Root Cause:** Differentiation of math instruction is not being used campus-wide with fidelity in the mathematics content area.

Problem Statement 4: The percentage of students meeting grade-level standards on the fifth grade science STAAR test was 44% in 2019. **Root Cause:** Comprehensive science instruction has not been implemented with fidelity in grades K-5.

Problem Statement 5: Skipcha's economically disadvantaged students performed lower than average on STAAR reading in grades 3-5 2019. **Root Cause:** Specific professional development has not been held on campus to address the academic needs of economically disadvantaged students.

Problem Statement 6: On the 2019 reading STAAR, 17% of English Language Learners met grade-level expectations compared to 57% of all students in grades 3-5. **Root Cause:** Teachers are not fully equipped to differentiate for English Language Learners.

Problem Statement 7: On the 2019 reading STAAR, 11% of student with special needs met the grade-level expectation compared to 57% of all students in grades 3-5. **Root Cause:** Teachers are not fully equipped to differentiate for students with special needs in the Reading and Language Arts classroom.

School Processes & Programs

School Processes & Programs Summary

Our school provides students a safe and positive environment in which to learn and grow. Our school follows the expectations outlined in our district's Student Code of Conduct as well as the guidelines in our student handbook. Our school has several incentive plans to help promote and celebrate our students through our character recognition lunches, and academic awards/attendance assemblies. All teachers have been trained in restorative discipline practices. Institution of restorative discipline practices resulted in a 32% decrease in office referrals from 2018 to 2019.

In 2019-2020, Skipcha will become a Title I campus. We serve students PK-5 and three self-contained Special Education SKILLS classes. Our annual Title I meeting is held in September every school year. This meeting is offered at flexible times and dates that are convenient to parents. All parents and family members are invited to attend. We want everyone to know about Title I and how we use these funds to ensure that students are successful. Skipcha's written Parent and Family Engagement Policy is reviewed at this meeting and provided to parents. The Home-School Compact is signed by administrators, teachers, parents and students during annual parent/teacher conferences. This Improvement Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this act, violence prevention programs and nutrition programs.

Teachers work collaboratively in PLC groups regularly to discuss instructional strategies, intervention plans, and review data to inform their next steps. Decision makers in the school come from a variety of mixed groups such as grade level teams, mentors, the leadership team, and SBDM. PLCs are guided by purposeful agendas that are provided in advance to teachers. All staff at Skipcha are encouraged to become certified to teach GT students.

Our counselors survey students and teachers annually to determine specific needs from year to year. Guidance lessons are planned around the needs of students. Students and teachers can be referred to the counselor for additional help in anger management, conflict resolution, deployment-related needs, social skills, and bullying. Counselors take an active role in connecting with parents about issues that may arise and providing additional resources. Students in the upper grades (2-5) always have the opportunity to turn in a self-referral to a counselor if they would like to seek help about something that they do not wish to share with any other adult. Skipcha has a Military Family Life counselor on campus to assist dependents of active duty military members. Skipcha provides a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

Teachers use a variety of best practices when instructing students at our school; however, all are supported through the use of TEKS Resource System and the TEKS. Common unit assessments are given in math, reading, and science. Results are discussed and compared following assessments. Data reveals students struggle to comprehend text across all content areas. For reading, we utilize the framework of next generation balanced literacy. In writing, we use common rubrics to identify strengths and weaknesses in student work in order to drive our instruction. We support students identified in programs such as ELL, SPED, speech, 504, Dyslexia, and GT. We follow an RtI model when

intervening for students in need. Several interventions are used, including Fountas & Pinnell Leveled Literacy Intervention. We provide a variety of enrichment opportunities during the school day for all students as well as additional enrichment for GT identified students. Teachers are challenged to provide differentiation for both struggling and high achieving students. We encourage our teachers to obtain GT certification and many teachers are GT certified. New teachers to the campus learn methods to address the unique needs of GT students.

The Gradual release of responsibility model has been introduced on campus as the norm for all subjects. Teachers plan lessons which ensure inclusion of the GRR phases. Additional training is needed to ensure the GRR model is being followed with fidelity.

Planning and design of lessons are made in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students. Additionally, strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs are reviewed with teachers during professional learning communities.

ST MATH is a math supplement that all PK-5 students will participate in during the school year to help with problem solving in math.

Students meet the state requirement for physical education by state-certified physical education teachers. Students participate in Fitnessgram as required by state/district guidelines. Students receive regular music education by certified music teachers. Additionally, students in grades 2-5 receive instruction in piano. Students receive regular instruction in technology also.

In 2019, Skipcha was recognized as a Common Sense School for 2018-2020. Common Sense Schools are committed to deep implementation of the Common Sense Digital Citizenship Curriculum. Earning the Common Sense School badge is a symbol of Skipcha's dedication to helping students think critically and use technology responsibly to learn, create, and participate.

After school clubs are also offered as additional enrichment opportunities. After-school clubs include student council, choir, science olympiad, good morning Skipcha and beyblade club.

100% of the faculty and staff at Skipcha Elementary School meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. According to the TAPR for 2017-2018, our staff met the following criteria: Beginning Teachers = 10.2%, 1-5 Years Experience = 45.2%, 6-10 Years Experience = 19.3%, 11-20 Years Experience = 20.9%, Over 20 Years Experience = 4.4%. We have a highly mobile faculty with young teachers and military spouses. Skipcha welcomed 22 "new to the building" staff members in 2018-2019.

During professional development days throughout the school year, teachers have the opportunity to build capacity and collaborate with others with learning that supports the campus and district goals. At the beginning of the year, new teacher meetings are held regularly to help new staff understand campus and district goals as well as provide training for campus expectations instructionally. Additionally, Skipcha provides annual training for all teachers to maintain their GT certification. Teachers and administrators work collaboratively to find RtI interventions and supplemental resources to help students in areas of identified needs. An structured PLC schedule provides more time to collaborate about the curriculum, instruction, and student needs. Improved professional development models through instructional coaching partners, instructional rounds, and learning at staff meetings have helped teachers improve their craft.

Teachers participate in internal instructional rounds at least twice annually. Data from the 2018-2019 instructional rounds process shows that students are learning collaboratively but continue to struggle to interact at high cognitive levels during collaborative activities. These processes will continue to be improved upon this year.

There are many activities for student to participate in activities outside the regular school day. For example, Skipcha sponsors a student council, student2student, science olympiad club, and choir. Additionally, there are scheduled events throughout the year to involve families in our campus.

Skipcha has a highly involved PTO and many volunteer opportunities for volunteers. Additionally, parents and community members are invited to participate in our Site-based Decision Making team.

Skipcha has processes in place for checks and balances to ensure prudent financial decision are being made. The principal and financial secretary meet regularly to review campus spending and the principal approves all spending. Monthly reviews of all campus income and spending are reviewed by the principal.

School Processes & Programs Strengths

- School counselors provide regularly scheduled lessons on bullying prevention, friendship, conflict resolution and other social skills.
- Additional enrichment activities are provided for GT students.
- The majority of teachers are GT certified.
- Teachers and administrators work collaboratively during PLCs for continuous improvement of instruction.
- Teachers are trained in restorative discipline practices.
- Students are celebrated during character recognition lunches.
- Students have opportunities to participate in Student Council, Student 2 Student and other enrichment activities.
- Skipcha placed third in the district for science olympiad during the 2019 KISD science olympiad
- Students in grades 2-5 participate in piano lab on a rotating basis.
- Skipcha is recognized as a Common Sense school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students struggle to interact at high cognitive levels using accountable talk and talk moves. **Root Cause:** Teachers have not received the professional development needed to fully implement accountable talk and talk moves.

Problem Statement 2: Staff development and planning days have not been focused on the Gradual Release of Responsibility model with fidelity. **Root**

Cause: Agendas for planning days have not been submitted in advance for approval.

Problem Statement 3: Students struggle to understand how to comprehend text in reading, math and science **Root Cause:** Through the PLC process, teachers need to learn strategies to help students break apart text in math and science reading tasks.

Problem Statement 4: Skipcha met the expectations of district auditors, who found no remarkable findings, for the 2018-2019 school year. **Root Cause:** Processes to ensure check and balances were put into place and followed with fidelity.

Perceptions

Perceptions Summary

Parents and community play an active role at Skipcha Elementary. Parents and community members participate in the Site Based Decision Making Committee. The Adopt-A-School military unit, 1-227th Aviation Regiment, 1st Cavalry Division, provides volunteer services during school wide events. Skipcha's PTO provides support and coordinates many activities at Skipcha throughout the year. PTO utilized fundraising money to support the school by funding technology needs, supplementing curriculum, supporting programs such as kindergarten and fifth grade graduation, and funding all school field trips. Although many parents participate in school, there are some who may not yet know how to participate effectively in their child's school.

A wealth of volunteers provide hours of support to our teachers by working with students in the classroom, helping prepare materials and projects for student use, helping at the book fairs, as well as chaperoning field trips.

A school Facebook page is used to communicate through social media. A grade level monthly newsletter provides grade level specific information regarding instruction to parents as well. We provide automatic phone calls home to let parents know when there are important events and to notify them of student absences. Parents can monitor student academic progress through the online grade book once an account is established.

Some students today come to school with multiple social, emotional and anxiety concerns that can interfere with instruction. Our counselors provide classes on social and emotional wellness to our students and families. Training is provided to teachers on methods to address student needs to reduce the impact on instruction. T-TESS Domain 3 addresses the classroom learning environment with Dimension 2 focusing on managing student behavior. As a result of introducing restorative discipline practices in 2018-2019 campus-wide, the number of office referrals has decreased 30%. Restorative discipline practices will continue in 2019-2020.

During the 2018-2019 school year, readers of the Killeen Daily Herald voted for Skipcha Elementary as the Best Elementary School in Central Texas.

Perceptions Strengths

- High level of parent involvement.
- Active PTO.

- Active Adopt-A-Unit.
- Community and business involvement.
- Good social media presence.
- Named best elementary in central Texas by readers of the Killeen Daily Herald.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Office referrals for behavior declined by 32% from the 2018 to 2019 school year. **Root Cause:** Campus implementation of restorative discipline is beginning to see positive results.

Problem Statement 2: Working parents sometimes find it difficult to volunteer. **Root Cause:** Opportunities to volunteer and/or participate in ways not requiring attendance on campus are not consistently made available and communicated to parents.

Goals

Revised/Approved: August 20, 2019

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

Performance Objective 1: By the end of the 2019-2020 school year, through expert instructional delivery, differentiation and interventions, the average student growth in reading in grades K-5 will meet or exceed the national average on MAP.

Evaluation Data Source(s) 1: STAAR

MAP data

CUA data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To increase reading achievement, at-risk students in grades K-5 will be provided intensive instruction in reading through small group instruction. Additional Target Support will be provided to Asian, Hispanic and Economically Disadvantaged students in order to increase the percentage of students meeting the grade level standard in STAAR reading and increase the average growth of MAP RIT.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Principal, CIS	MAP STAAR	✗	✗	✗	
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 164694.85, 166 - State Comp Ed - 79827.34</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) To increase reading achievement for ELL students, the ELL teacher will work collaboratively with grade level teachers to design lessons that focus on scaffolding high leverage TEKS and incorporation of ELPS to help ELL students comprehend grade level texts using a next generation balanced literacy model to strengthen and expand vocabulary. The teacher will work in small groups in and out of the classroom using the balanced literacy model.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	ELL teacher, CIS	STAAR MAP TELPAS				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 165/ES0 - ELL - 2883.50			
3) During August in-service staff development, teachers will be provided instruction on next generation balanced literacy instruction.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	CIS, Principal, Assistant Principal	MAPS STAAR TELPAS				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - ESEA, Title I Part A - 6250.00			
4) Improve the level of teacher knowledge about methods to differentiate for various learners, including differentiation for the ELL and gifted and talented student.	2.4, 2.5, 2.6	Principal, CIS	STAAR MAP				
				Problem Statements: Student Academic Achievement 6 - School Processes & Programs 1, 3 Funding Sources: 211 - ESEA, Title I Part A - 2000.00, 166 - State Comp Ed - 6000.31, 165/ES0 - ELL - 865.00			
Additional Targeted Support Strategy 5) Provide additional academic support for at-risk students by implementing guided reading that is differentiated based on student's academic reading level and needs. Additional Target Support will be provided to Asian, Hispanic and Economically Disadvantaged students in order to increase the percentage of students meeting the grade level standard in STAAR reading.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Resource/Inclusion SPED teacher, CIS, AP	STAAR MAP				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - ESEA, Title I Part A - 31282.25			
6) Ensure Fountas and Pinnell running records are completed with fidelity, used to guide instructional groupings for guided reading and reviewed during PLC meetings.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Principal, CIS	STAAR MAP F&P level reports				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - ESEA, Title I Part A - 850.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Perform regular classroom walk-through observations to monitor fidelity of next generation balanced literacy.	2.4, 2.5, 2.6	Principal, Assistant Principals	MAP reports				
Problem Statements: Student Academic Achievement 2							
8) Parent literacy engagement nights will be held to improve the school/family relationship and provide parents with tools to help their child at home.	2.4, 2.5, 2.6, 3.1, 3.2	Principal CIS	STAAR Unit Assessments				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: With the exception of first grade, average observed growth in reading RIT for the campus falls below the national projected growth for similarly situated students in grades K-5. Root Cause 2: Students have not been taught to become assessment capable visible learners.
Problem Statement 6: On the 2019 reading STAAR, 17% of English Language Learners met grade-level expectations compared to 57% of all students in grades 3-5. Root Cause 6: Teachers are not fully equipped to differentiate for English Language Learners.
School Processes & Programs
Problem Statement 1: Students struggle to interact at high cognitive levels using accountable talk and talk moves. Root Cause 1: Teachers have not received the professional development needed to fully implement accountable talk and talk moves.
Problem Statement 3: Students struggle to understand how to comprehend text in reading, math and science Root Cause 3: Through the PLC process, teachers need to learn strategies to help students break apart text in math and science reading tasks.

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

Performance Objective 2: By the end of the 2019-2020 school year, through expert instructional delivery, differentiation and targeted improvement interventions, the percentage of students at approaches grade-level standard or higher on fourth grade writing STAAR will increase from 70% in 2019 to 75% in 2020.

Evaluation Data Source(s) 2: STAAR

MAP

Curriculum Unit Assessment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will differentiate writing instruction for student subgroups (ELL, GT, SPED and 504) by providing scaffolded support.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Principal, CIS, ELL teacher, GT certified teachers, resource/inclusion SPED teachers	STAAR MAP				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 5 Funding Sources: 211 - ESEA, Title I Part A - 1000.00						
2) (5) teachers of At Risk students will attend Empowering Writers professional development.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Principal, CIS	STAAR				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 5700.00						
3) Writing instruction will be reviewed and revisited during PLC meetings for all grade-levels.	2.4, 2.5, 2.6	Principal, CIS	STAAR				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 5						
4) Students who need targeted instruction in writing will be provided intensive supplemental instruction to ensure improvement.	2.4, 2.5, 2.6	Principal, CIS	STAAR				
	Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) A systemic program will be provided to students in grades 2-4 for writing instruction targeting revising and editing instruction.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, APs, CIS	STAAR Unit assessments				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - ESEA, Title I Part A - 3600.00						
6) Incorporate reading and writing for kindergarten and first grade, ensuring students write about everything they read to encourage the correlation between reading and writing.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, AP, CIS					
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 5 Funding Sources: 211 - ESEA, Title I Part A - 2000.00						
7) Professional development for teachers to promote early writing skills.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, AP, CIS	STAAR MAP CUA				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 5 Funding Sources: 211 - ESEA, Title I Part A - 4000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Skipcha's economically disadvantaged students performed lower than average on STAAR reading in grades 3-5 2019. Root Cause 1: Specific professional development has not been held on campus to address the academic needs of economically disadvantaged students.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting grade-level standards on the fourth grade writing STAAR increased from 65% in 2018 to 70% 2019. Root Cause 1: Empowering Writers was implemented with fidelity in grade 4. Grade 3 teachers were introduced to Empowering Writers but not all teachers were trained and used the system with fidelity.
Problem Statement 5: Skipcha's economically disadvantaged students performed lower than average on STAAR reading in grades 3-5 2019. Root Cause 5: Specific professional development has not been held on campus to address the academic needs of economically disadvantaged students.

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

Performance Objective 3: STAAR scores for all students in grades 3-5 on 2019 STAAR math will increase to 65% of students at meets grade-level standard or higher, up 6% from 2019 STAAR math.

Evaluation Data Source(s) 3: STAAR

MAP
CUA

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During PLCs, teachers will learn instructional methods to improve classroom instruction in mathematics.	2.4, 2.5, 2.6	Principal, CIS	STAAR				
Problem Statements: Student Academic Achievement 3							
2) ELL teacher will prepare targeted vocabulary lessons in the content area for math as part of her regular lessons, ensuring math vocabulary is introduced, understood and retained by ELL students.	2.4, 2.5, 2.6	ELL Teacher, Principal, CIS	STAAR				
Problem Statements: Student Academic Achievement 2							
3) Parents of ELL students will be provided resources to help their students practice math content language skills at home.	2.4, 2.5, 2.6	ELL Teacher					
Problem Statements: Student Academic Achievement 2							
Funding Sources: 263 - ESEA, Title III Part A - 400.00							
Additional Targeted Support Strategy 4) Intensive small-group instruction will be provided to students who need additional help in math. Additional Target Support will be provided to Asian students in order to increase the percentage of students meeting the grade level standard in STAAR math.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, CIS	STAAR MAP Formative Assessments				
Problem Statements: Student Academic Achievement 3							
Funding Sources: 211 - ESEA, Title I Part A - 1000.00							
5) Teachers will plan for common assessments (CUAs) using a backward design model and continue to review data following common assessments to refine math instruction and determine necessary interventions.	2.4, 2.5, 2.6	Principal, CIS	STAAR MAP Common Assessment				
Problem Statements: Student Academic Achievement 3							

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

Performance Objective 3 Problem Statements:

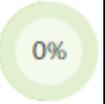
Student Academic Achievement
<p>Problem Statement 2: With the exception of first grade, average observed growth in reading RIT for the campus falls below the national projected growth for similarly situated students in grades K-5. Root Cause 2: Students have not been taught to become assessment capable visible learners.</p>
<p>Problem Statement 3: The percentage of students who scored at meets grade level standard or higher on the 2018 math STAAR was 59%. The percentage of students who scored at the masters level was 36%. Root Cause 3: Differentiation of math instruction is not being used campus-wide with fidelity in the mathematics content area.</p>

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

Performance Objective 4: By the end of the 2019 - 2020 school year, through expert instructional delivery, differentiation, and interventions, the percentage of students scoring at meets grade-level standard or higher on fifth grade science STAAR will increase from 44% to 55%.

Evaluation Data Source(s) 4: STAAR
Curriculum Unit Assessments (CUAs)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Fifth grade ELAR teachers of At Risk students will incorporate science-related texts into the fifth grade ELAR lessons.	2.4, 2.5, 2.6	Principal, APs, CIS					
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 500.00						
2) Teachers will make it a weekly practice to train students to regularly use science content-related vocabulary in the classroom.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	Principal, CIS					
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 2250.00						
3) During PLCs, teachers will learn instructional strategies to help students commit science vocabulary to long-term memory.	2.4, 2.5, 2.6	Principal, CIS	STAAR MAP Formative Assessment				
	Problem Statements: Student Academic Achievement 4						
4) Students will experience twice weekly, hands-on learning experiences in grades K-5. the learning will be shared with parents through a family science night.	2.4, 2.5, 2.6, 3.1, 3.2	Principal CIS	STAAR				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 2934.80						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Students in grades K-2 will participate in at least 90 minutes of science instruction per week. Students in grades 3- 4 will participate in at least 120 minutes of science instruction per week. Students in grade 5 will participate in at least 150 minutes of science instruction per week.	2.4, 2.5, 2.6, 3.1, 3.2	Principal APs CIS	STAAR MAP CUA				
	Problem Statements: Student Academic Achievement 4						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 4: The percentage of students meeting grade-level standards on the fifth grade science STAAR test was 44% in 2019. Root Cause 4: Comprehensive science instruction has not been implemented with fidelity in grades K-5.

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

Performance Objective 1: By June 2020, 100% of classroom teachers will participate in regularly scheduled PLCs as well as planning days with the goal of increasing the alignment, depth, and rigor of instruction and implementing a more focused use of instructional time and materials.

Evaluation Data Source(s) 1: STAAR reading and math scores and MAPS end of year scores

Sign-in sheets

Eduphoria

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy 1) Improve the instructional core by providing ongoing professional development and study in reading and math standards and instructional strategies (to include gradual release of responsibility and balanced literacy) through PLCs.		Principal, CIS	Scores in STARR and universal screeners				
	Problem Statements: School Processes & Programs 3						
Additional Targeted Support Strategy 2) Improve instruction by identifying standards, setting goals, and monitoring student performance in weekly PLCs.		Principal, CIS, Grade level leaders	Scores in STAAR and universal screeners				
	Problem Statements: School Processes & Programs 3						
3) A campus momentum plan is created and followed and will outline a cohesive year-long professional development plan to address the district-wide problem of practice. The focus of Skipcha's momentum plan learning this year will be on all students interacting at high cognitive levels with a task that is tightly aligned to the learning target and evidence that all students are engaged in rigorous learning through the gradual release of responsibility instructional model. Teachers will learn how to develop assessment capable learners and how to help students monitor their progress in learning.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	STAAR CUA				
	Problem Statements: School Processes & Programs 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) In addition to district sponsored Instructional Rounds, the campus leadership team and the trained cadre of teacher leaders will lead at least one internal round that will focus on our district problem of practice and essential questions identified in our campus momentum plan.	2.4, 2.5, 2.6, 3.1, 3.2	Principal CIS	STAAR CUA				
Problem Statements: School Processes & Programs 3							
5) To recruit, develop, and retain a highly effective staff who proactively engage students, teachers will be provided professional development on implementation of the gradual release of responsibility that ensures mastery of grade level TEKS in all content areas and have an awareness and support of diverse student populations. Students will learn to track and monitor their progress towards their learning goals through a staff book study of Who's Doing the Work	2.4, 2.5, 2.6, 3.1, 3.2	Principal CIS	STAAR CUA				
Problem Statements: School Processes & Programs 3							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Students struggle to understand how to comprehend text in reading, math and science Root Cause 3: Through the PLC process, teachers need to learn strategies to help students break apart text in math and science reading tasks.

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

Performance Objective 1: By June 2020, at least 90% of the total parent population will participate in school activities and volunteer hours will increase by 10% through parent/family involvement opportunities and effective school to home communication.

Evaluation Data Source(s) 1: Teacher survey, monthly parent volunteer logs, sign in sheets, calendar of dates for events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host parent orientation, Title I information meetings and curriculum nights to provide specific grade level information/expectations		Classroom teachers	Number of attendees				
	Problem Statements: Perceptions 2 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1600.00						
2) Provide volunteer training and Home Access training to parents.		Secretary, CIT	Number of volunteer hours				
	Problem Statements: Perceptions 2						
3) Keep campus website up to date.		CIT	Monthly check of website by principal				
4) Host 3 ELL workshops during the year for parents of ELL students. Parents will learn about available resources and methods they can use at home to help their children.	2.4, 2.5, 2.6	Principal ELL teacher CIS	STAAR MAP				
	Problem Statements: Perceptions 2 Funding Sources: 263 - ESEA, Title III Part A - 390.30						
5) Create a Equity Leadership team made up of parents of ELL students, teachers of ELL students, administrators and other stakeholders to review processes and procedures on campus to determine how we can better meet the needs of our ELL students in development of the English language.	2.4, 2.5, 2.6, 3.1, 3.2	Principal CIS ELL teacher	STAAR CUA Parent Survey				
	Problem Statements: Demographics 1 - Student Academic Achievement 5 - Perceptions 2 Funding Sources: 263 - ESEA, Title III Part A - 500.00						
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Skipcha's economically disadvantaged students performed lower than average on STAAR reading in grades 3-5 2019. **Root Cause 1:** Specific professional development has not been held on campus to address the academic needs of economically disadvantaged students.

Student Academic Achievement

Problem Statement 5: Skipcha's economically disadvantaged students performed lower than average on STAAR reading in grades 3-5 2019. **Root Cause 5:** Specific professional development has not been held on campus to address the academic needs of economically disadvantaged students.

Perceptions

Problem Statement 2: Working parents sometimes find it difficult to volunteer. **Root Cause 2:** Opportunities to volunteer and/or participate in ways not requiring attendance on campus are not consistently made available and communicated to parents.

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

Performance Objective 1: Skipcha will perform monthly safety drills in compliance with district expectations.

Evaluation Data Source(s) 1: Documentation of safety drills

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Celebration assemblies (Academics, Attendance, Super Star lunch), new to Skipcha bulletin boards		Counselors, CIT	Number of office referrals				
Problem Statements: Perceptions 1							
2) Whole class, small group and/or individualized guidance lessons regarding building character, preventing bullying, and promoting safe student interactions		Counselors	Number of office referrals				
Problem Statements: Perceptions 1							
3) Social skills lunch groups for students		Counselors	Student and teacher surveys				
Problem Statements: Perceptions 1							
4) Self-referral process for students to anonymously report acts of bullying		Counselors, APs	Student and teacher surveys				
Problem Statements: Perceptions 1							
5) To ensure student safety, all teachers and staff receive training on Restorative Discipline practices during August in-service and are expected to provide evidence of the practice in the classroom.	2.4, 2.5, 2.6	Principal, Counselors	Reduced Office referrals Reports submitted by teachers				
Problem Statements: Perceptions 1							
6) Individualized student behavior plans	2.4, 2.5, 2.6	Counselors	Number of office referrals				
Problem Statements: Perceptions 1							
7) Whole class, small group and/or individualized guidance lessons	2.4, 2.5, 2.6	Counselors	Number of office referrals				
Problem Statements: Perceptions 1							
8) Campus Fun Run	2.4, 2.5, 2.6	Principal working with PTO	# of participants				
Problem Statements: Perceptions 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Campus will participate in monthly/quarterly safety drills as required by the district.	2.6	Principal, Assistant Principal	Student survey Safety data				
10) Students will be regularly recognized for excellent behavior, positive character traits, and academic success.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Counselors	STAAR Discipline Data				
	Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 5000.00						
11) Students will be taught calm-down techniques and self control strategies in counselor led guidance lessons. Teachers will support and encourage the use of these strategies across all campus settings.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Counselors	Office referrals				
	Problem Statements: Perceptions 1 Funding Sources: 211 - ESEA, Title I Part A - 3000.00						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Office referrals for behavior declined by 32% from the 2018 to 2019 school year. Root Cause 1: Campus implementation of restorative discipline is beginning to see positive results.

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

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

Evaluation Data Source(s) 1: Increased STAAR and MAPS scores
Financial Audit

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through monthly scheduled meetings, our SBDM team will be provided a transparent view of campus goals and funding issues by being stakeholders in creating and monitoring campus goals and the allocation of campus funds. This includes monitoring discipline referrals and adjusting the CIP as needed.		Principal	SBDM agendas and minutes				
Problem Statements: School Processes & Programs 4							
2) Develop and follow a checks and balances process to ensure efficient and accurate accountability of campus activity fund procedures.		Principal, Financial Secretary	Audit				
Problem Statements: School Processes & Programs 4							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Skipcha met the expectations of district auditors, who found no remarkable findings, for the 2018-2019 school year. Root Cause 4: Processes to ensure check and balances were put into place and followed with fidelity.

State Compensatory

Personnel for Skipcha Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Wright, Dawn	Teacher PCN 22706	166/SCE	1.0

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. In addition, we use Survey Monkey to ask parents and students for feedback about various programs and procedures on our campus. We look at attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. Star chart data helps us determine how technology is used on campus. 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, three parents of students who are currently enrolled in our school, a community representative, two business representatives, 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 element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title I element 2.5

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

See CIP strategies tagged with Title I element 2.6

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. 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. We also include questions in our annual parent and family member survey as to what times are most convenient for them to attend activities. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ferguson, Pearl	Aide PCN 19437	E: 8-28-19	1.0
Hodzic, Kaela	Aide PCN 19437	B: 9-18-19	1.0
Jackson, Al	Aide PCN 22795		1.0
Jackson, Jane	Aide PCN 22779	E: 9-27-19	1.0
Quis, Kevin	Aide PCN 22778	211 - ESEA Title I Part A	1.0
Sanchez, Gisela	Aide PCN 22882	211 - ESEA Title I Part A	1.0
Simmons, Arthur	Aide PCN 19438	211 - ESEA Title I Part A	1.0
Vacant	Aide PCN 22779		1.0
Wilder, Elke	Aide PCN 21345	211 - ESEA, Title I Part A	1.0

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Melanie Smith	Teacher - 5th grade
Classroom Teacher	Alicia Reynolds	Teacher - 4th grade
Classroom Teacher	Marilyn Hammack	Teacher - 2nd grade
Classroom Teacher	Robin Hale	Teacher - 3rd grade
Classroom Teacher	Brandi Ingalls	Teacher - 1st grade
Classroom Teacher	Deborah Porterfield	Teacher - kindergarten
Classroom Teacher	Neely Tracy	Teacher - PK4
District-level Professional	Liodolee Garcia	Director of Bilingual Services KISD
Business Representative	Chris Hamm	Owner - Legacy Martial Arts
Community Representative	Kathy Smallwood	Community Member - Volunteer
Parent	Rachel Barton	Parent
Administrator/Chair	Jane Apodaca	Principal
Non-classroom Professional	Dawn Wright	Campus Coach
Classroom Teacher	Teresa Williams	Special Education Teacher