

Killeen Independent School District
Timber Ridge Elementary School
2019-2020 Goals/Performance Objectives/Strategies



APPROVED

By Christianne Shinn at 2:39 pm, Aug 28, 2019

Mission Statement

We will create an environment where students will be engaged in meaningful learning. Academic learning, community service, and an acceptance of others' differences will be the cornerstone of our endeavors. Every student will depart from Timber Ridge with the skills, knowledge, and self-confidence necessary to be a life-long learner.

Vision

We will build, grow and nurture relationships with our students, parents and community and engage every student in relevant, rigorous instruction so that they will reach their maximum potential.

Value Statement

We believe in...

- Building positive relationships
- Growing every student
- Planning for success
- Having high expectations

Goals

Revised/Approved: June 13, 2019

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

Performance Objective 1: By the end of the 2019-2020 school year, 80% of 3rd-5th grade students will meet the reading achievement standard to be at approaches grade-level or higher.

Evaluation Data Source(s) 1: STAAR reading assessment
MAP reading assessments
Curriculum Unit Assessments (CUAs)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Strategy Funding					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) ELAR teachers will attend professional development on Next Generation Balanced Literacy. The principal and assistant principal will attend to assist in building the capacity of teachers and to ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.</p>	2.4, 2.5, 2.6	Resources Needed: Professional Development for Balanced Literacy	<table border="0"> <tr> <td data-bbox="1596 110 1932 170">Account Code</td> <td data-bbox="1932 110 2032 170">Amount</td> </tr> <tr> <td data-bbox="1596 170 1932 233">166.13.6411.00.133.30.ARO (Travel-Teachers/CIS)</td> <td data-bbox="1932 170 2032 233">3000.00</td> </tr> </table>	Account Code	Amount	166.13.6411.00.133.30.ARO (Travel-Teachers/CIS)	3000.00
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Resources Needed: Books for Professional Development on Balanced Literacy	<table border="0"> <tr> <td data-bbox="1596 357 1932 417">Account Code</td> <td data-bbox="1932 357 2032 417">Amount</td> </tr> <tr> <td data-bbox="1596 417 1932 480">166.13.6329.00.133.30.ARO (Rdg Materials-Prof Dev)</td> <td data-bbox="1932 417 2032 480">600.00</td> </tr> </table>	Account Code	Amount	166.13.6329.00.133.30.ARO (Rdg Materials-Prof Dev)	600.00		
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<p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge. PS #3 - Twenty-five percent of fifth grade students provided with ESL services did not meet the state passing standard on the first administration of the STAAR reading assessment. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.</p>							

Strategy Description	ELEMENTS	Strategy Funding						
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) All teachers will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model. The principal and assistant principals will attend to assist in building the capacity of teachers and to ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Professional Development on Gradual Release of Responsibility Model</p> <table border="0"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.13.6411.00.133.30.AR0 (Travel-Teachers/CIS)</td> <td style="text-align: right;">0.00</td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.13.6411.00.133.30.AR0 (Travel-Teachers/CIS)	0.00
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		<p>Resources Needed: Professional Development on Gradual Release of Responsibility Model</p> <table border="0"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.23.6411.00.133.30.AR0 (Travel-Admin)</td> <td style="text-align: right;">0.00</td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.23.6411.00.133.30.AR0 (Travel-Admin)	0.00
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<p>Resources Needed: Substitutes for Professional Development</p> <table border="0"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.11.6116.00.133.30.AR0 (Subs-Teachers Prof Dev)</td> <td style="text-align: right;">2400.00</td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6116.00.133.30.AR0 (Subs-Teachers Prof Dev)	2400.00		
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<p>Resources Needed: Books for Professional Development on GRR and Backward Lesson Plan Design</p> <table border="0"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.13.6329.00.133.30.AR0 (Rdg Materials-Prof Dev)</td> <td style="text-align: right;">500.00</td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.13.6329.00.133.30.AR0 (Rdg Materials-Prof Dev)	500.00		
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<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>3) ELAR teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p>	2.4, 2.5, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</p> <p>Problem Statements</p> <p>School Processes & Programs PS #1 - Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor. RC - PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.</p>						

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<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) ELAR teachers in grades K-5 will teach reading through a Gradual Release of Responsibility Model that uses the Next Generation Balanced Literacy approach and implements the TEKS Resource System with fidelity.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<p>Problem Statements Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</p>																								
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core. The principal and assistant principal will assist in building the capacity of teachers and will ensure the implementation of evidence-based best-practices through modeling lessons and leading PLCs.</p>	<p>2.4, 2.5, 2.6</p>	<p>Resources Needed: Professional Development on Assessments</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.13.6411.00.133.30.ARO (Travel-Teachers/CIS)</td> <td style="text-align: right;">0.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Professional Development on Assessments</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.13.6411.00.133.30.000 (Travel-Teachers/CIS)</td> <td style="text-align: right;">8792.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Professional Development on Assessments</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.23.6411.00.133.30.000 (Travel-Admin)</td> <td style="text-align: right;">2500.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Professional Development on Assessments</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.23.6411.00.133.30.ARO (Travel-Admin)</td> <td style="text-align: right;">0.00</td> </tr> </table> <p>Problem Statements Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</p>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.13.6411.00.133.30.ARO (Travel-Teachers/CIS)	0.00	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.13.6411.00.133.30.000 (Travel-Teachers/CIS)	8792.00	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.23.6411.00.133.30.000 (Travel-Admin)	2500.00	Fund Source	Account Code	Amount	166 - State Comp Ed	166.23.6411.00.133.30.ARO (Travel-Admin)	0.00
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Strategy Description	ELEMENTS	Strategy Funding		
<p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Students will improve mastery of reading skills by engaging in challenging lexile-leveled as well as skill-based practice materials. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in reading. Re-teaching opportunities will be provided as needed in a small-group setting. Additional Targeted Support will be provided to Special Education students and economically disadvantaged students in reading through small group instruction in order to increase academic achievement.</p>	<p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	<p>Resources Needed: Software registration MyOn, Reading A-Z</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.11.6299.OL.133.30.AR0 (Misc Services-Online)</p> <p style="text-align: right;">Amount 6000.00</p>		
		<p>Resources Needed: Challenging Lexile-Leveled and Skills-Based Practice Reading Materials--Texas Weekly, US Weekly, and Time for Kids</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.11.6329.00.133.30.AR0 (Rdg Materials-Students)</p> <p style="text-align: right;">Amount 7500.00</p>		
		<p>Resources Needed: Afterschool Tutoring</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.11.6118.CA.133.30.AR0 (Supplemental Pay-Teacher)</p> <p style="text-align: right;">Amount 8400.00</p>		
		<p>Resources Needed: Instructional Supplies Mountain Language</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.11.6399.00.133.30.AR0 (Supplies-Instructional)</p> <p style="text-align: right;">Amount 3300.00</p>		
		<p>Resources Needed: Instructional Supplies Mountain Language</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.11.6299.OL.133.30.AR0 (Misc Services-Online)</p> <p style="text-align: right;">Amount 1650.00</p>		
		<p>Resources Needed: Challenging Lexile-Leveled and Skills-Based Practice Reading Materials-Scholastic</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p> <p style="text-align: right;">Account Code 211.11.6329.00.133.30.000 (Rdg Materials-Students)</p> <p style="text-align: right;">Amount 7050.00</p>		
		<p>Problem Statements</p>		
		<p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge. PS #9 - Twenty-seven percent of third grade students receiving special education services achieved approaches grade-level or higher on the STAAR reading assessment. RC - Co-teaching strategies have not been implemented with fidelity on the campus.</p>		

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<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>7) K-2nd grade teachers will increase progress monitoring of students struggling in letter identification and/or reading. Pre-K teachers will monitor the progress of students using the Pre-K common assessment. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</p>																														
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>8) 3rd - 5th grade teachers will increase progress monitoring of students struggling in reading. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</p>																														
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>9) Staff will analyze student data to determine what instructional adjustments need to be made in response to student needs.</p>	2.4, 2.5, 2.6	<table border="0" style="width: 100%;"> <tr> <td colspan="3">Resources Needed: Professional Development Response to Intervention</td> </tr> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.23.6411.00.133.30.000 (Travel-Admin)</td> <td style="text-align: center;">1400.00</td> </tr> <tr> <td colspan="3"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td colspan="3">Resources Needed: Professional Development Response to Intervention</td> </tr> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.13.6411.00.133.30.000 (Travel-Teachers/CIS)</td> <td style="text-align: center;">2500.00</td> </tr> <tr> <td colspan="3">Problem Statements</td> </tr> <tr> <td colspan="3">School Processes & Programs</td> </tr> <tr> <td colspan="3">PS #1 - Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor. RC - PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.</td> </tr> </table>	Resources Needed: Professional Development Response to Intervention			Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.23.6411.00.133.30.000 (Travel-Admin)	1400.00	<hr style="border-top: 1px dashed black;"/>			Resources Needed: Professional Development Response to Intervention			Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.13.6411.00.133.30.000 (Travel-Teachers/CIS)	2500.00	Problem Statements			School Processes & Programs			PS #1 - Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor. RC - PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.		
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Strategy Description	ELEMENTS	Strategy Funding
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) The administrative team, consisting of the principal, assistant principals and campus instructional specialist, will do reading-specific monthly walk-throughs in each ELAR teacher's classroom and provide teachers with feedback on implementation of Next Generation Balanced Literacy.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge.</p> <p>School Processes & Programs PS #1 - Teachers struggle with target and task alignment and with designing and implementing tasks at DOK level 3 and 4 for increased depth and rigor. RC - PLCs have not focused on studying standards to the depth and complexity required for rigorous learning.</p>

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

Performance Objective 2: By the end of the 2019-2020 school year, 70% of 4th grade students will meet the writing achievement standard to be at approaches grade-level or higher.

Evaluation Data Source(s) 2: STAAR writing assessment
Curriculum Unit Assessments (CUAs)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Strategy Funding		
<p>TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals Build a foundation of reading and math 1) ELAR teachers will attend professional development to strengthen their understanding of best-practices for writing instruction.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<p>Resources Needed: Professional Development for Writing</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p> <p style="text-align: right;">Account Code 211.13.6411.00.133.30.000 (Travel-Teachers/CIS)</p> <p style="text-align: right;">Amount 1000.00</p>		
		<p>Resources Needed: Professional Development for Writing</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p> <p style="text-align: right;">Account Code 211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)</p> <p style="text-align: right;">Amount 500.00</p>		
		<p>Resources Needed: Books for Professional Development on Writing</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.13.6329.00.133.30.ARO (Rdg Materials-Prof Dev)</p> <p style="text-align: right;">Amount 3060.00</p>		
		<p>Resources Needed: Ba-Da-Bing DVD for Professional Development</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.13.6399.00.133.30.ARO (Supplies-Prof Dev)</p> <p style="text-align: right;">Amount 50.00</p>		
		<p>Problem Statements</p> <p>Student Academic Achievement PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</p>		
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) All teachers will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model.</p>	<p>2.4, 2.5, 2.6</p>	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>		

Strategy Description	ELEMENTS	Strategy Funding							
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>3) ELAR teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>4) ELAR teachers in grades K-5 will teach writing through a Gradual Release of Responsibility Model that uses the Next Generation Balanced Literacy approach and implements the TEKS Resource System with fidelity.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>5) ELAR teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core.</p>	2.4, 2.5, 2.6	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>6) Students at all grade-levels will participate in Writing Wednesday where they will be given a prompt to respond to in a composition.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	<p>Resources Needed: Instructional Supplies-Paper for Writing Wednesday</p> <table border="0" data-bbox="1050 925 2032 1015"> <thead> <tr> <th data-bbox="1050 925 1638 966">Fund Source</th> <th data-bbox="1638 925 1932 966">Account Code</th> <th data-bbox="1932 925 2032 966">Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1050 966 1638 1015">211 - ESEA, Title I Part A</td> <td data-bbox="1638 966 1932 1015">211.11.6399.00.133.30.000 (Supplies-Instructional)</td> <td data-bbox="1932 966 2032 1015">2200.00</td> </tr> </tbody> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</p>		Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6399.00.133.30.000 (Supplies-Instructional)	2200.00
Fund Source	Account Code	Amount							
211 - ESEA, Title I Part A	211.11.6399.00.133.30.000 (Supplies-Instructional)	2200.00							

Strategy Description	ELEMENTS	Strategy Funding	
<p>TEA Priorities Improve low-performing schools</p> <p>7) A 4th grade Writing Camp will be held with the purpose of targeting the writing composition - taking students through each component of a completed composition.</p>	2.4, 2.5, 2.6	<p>Resources Needed: Snacks for Students attending Writing Camp</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p>	<p style="text-align: right;">Account Code 211.11.6499.00.133.30.000 (Food/Misc Exp-Instructional)</p> <p style="text-align: right;">Amount 250.00</p>
		<p>Resources Needed: Instructional Supplies--Paper for Writing Camp</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p>	<p style="text-align: right;">Account Code 211.11.6399.00.133.30.000 (Supplies-Instructional)</p> <p style="text-align: right;">Amount 200.00</p>
<p>TEA Priorities Improve low-performing schools</p> <p>8) Fourth grade teachers will assess student progress by giving a common benchmark assessment in December and a formative STAAR assessment in February. The assessments will include a common writing prompt which will be evaluated using a holistic rubric and a revising and editing section. Teachers will review the data in PLCs then use the data to guide instruction and respond to student needs.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Instructional Supplies--Paper for Benchmark Assessments</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p>	<p style="text-align: right;">Account Code 211.11.6399.00.133.30.000 (Supplies-Instructional)</p> <p style="text-align: right;">Amount 500.00</p>
<p>TEA Priorities Improve low-performing schools</p> <p>9) Staff will analyze student data to determine what instructional adjustments need to be made and to respond to student needs.</p>	2.4, 2.5, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</p>	
<p>TEA Priorities Improve low-performing schools</p> <p>10) Third and fourth grade ELAR teachers will have Writer's Workshop built into the master schedule.</p>	2.4, 2.5, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #4 - Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. RC - The Empowering Writers curriculum has not been implemented with fidelity. PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</p>	

Strategy Description	ELEMENTS	Strategy Funding
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>11) The administrative team, consisting of the principal, assistant principals and campus instructional specialist will do writing-specific monthly walkthroughs in each ELAR teacher's classroom and provide teachers with feedback on implementation of writer's workshop.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>
<p>TEA Priorities Improve low-performing schools</p> <p>12) ELAR teachers in grades K-5 will include revising and editing in their daily Writer's Workshop instruction.</p>		<p>Problem Statements</p> <p>Student Academic Achievement PS #4 - Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. RC - The Empowering Writers curriculum has not been implemented with fidelity. PS #10 - Sixty-two percent of fourth grade students met the passing standard on the STAAR writing assessment. RC - Empowering Writers strategies have not been implemented with fidelity.</p>

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

Performance Objective 3: By the end of the 2019-2020 school year, 85% of 3rd-5th grade students will meet the math achievement standard to be at approaches grade-level or higher.

Evaluation Data Source(s) 3: STAAR math assessment
 MAP math assessments
 Curriculum Unit Assessments (CUAs)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Strategy Funding						
1) All teachers and administrators will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model particularly as it relates to the implementation of Guided Math.	2.4	Resources Needed: Professional Development on Guided Math <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.23.6411.00.133.30.000 (Travel-Admin)</td> <td style="text-align: right;">1100.00</td> </tr> </table>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.23.6411.00.133.30.000 (Travel-Admin)	1100.00
		Fund Source	Account Code	Amount				
		211 - ESEA, Title I Part A	211.23.6411.00.133.30.000 (Travel-Admin)	1100.00				
<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.13.6411.00.133.30.000 (Travel-Teachers/CIS)</td> <td style="text-align: right;">7000.00</td> </tr> </table>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.13.6411.00.133.30.000 (Travel-Teachers/CIS)	7000.00		
Fund Source	Account Code	Amount						
211 - ESEA, Title I Part A	211.13.6411.00.133.30.000 (Travel-Teachers/CIS)	7000.00						
Problem Statements Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.								
2) Math teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.	2.4, 2.6	Problem Statements Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.						
3) Math teachers in grades K-5 will teach math through a Gradual Release of Responsibility Model that implements the TEKS Resource System with fidelity.	2.4, 2.5, 2.6	Problem Statements Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.						

Strategy Description	ELEMENTS	Strategy Funding																		
<p>Additional Targeted Support Strategy</p> <p>4) Math teachers will provide students with differentiated instructional support and re-teaching opportunities, to include math games, manipulatives, and technology-based interventions, in order to enhance learning at all levels for at- risk students. Additional Target Support will be provided to Special Education students through small group instruction in order to increase academic achievement.</p>	2.4, 2.6	<p>Resources Needed: Annual Subscription: Brain Pop and Brain Pop Jr.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.11.6299.OL.133.30.AR0 (Misc Services-Online)</td> <td style="text-align: right;">2200.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: After School Tutoring</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.11.6118.CA.133.30.AR0 (Supplemental Pay-Teacher)</td> <td style="text-align: right;">8400.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Math Game Kits, Extra Stratadice Trays, and Manipulative Supplies</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.11.6399.00.133.30.000 (Supplies-Instructional)</td> <td style="text-align: right;">6000.00</td> </tr> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6299.OL.133.30.AR0 (Misc Services-Online)	2200.00	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6118.CA.133.30.AR0 (Supplemental Pay-Teacher)	8400.00	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6399.00.133.30.000 (Supplies-Instructional)	6000.00
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<p>5) Teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core.</p>		<p>Problem Statements</p> <p>Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>																		
<p>6) Kinder-1st grade teachers will increase progress monitoring of students struggling in math by the use of MAP. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.</p>		<p>Problem Statements</p> <p>Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>																		
<p>7) 2nd - 5th grade teachers will increase progress monitoring of students struggling in math by the use of MAP and summative assessments. Teachers will create a schedule/time frame to conduct progress monitoring in the classroom and then analyze what gaps students have in order to determine student needs and instructional adjustments.</p>	2.4, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>																		

Strategy Description	ELEMENTS	Strategy Funding												
8) Staff will analyze student data to determine what instructional adjustments need to be made and to respond to student needs.		<p>Problem Statements</p> <p>Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>												
<p>TEA Priorities</p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>9) Students in grades K-5 will have daily spiral review practice in fluency, critical thinking, and math problem-solving skills.</p>		<p>Resources Needed: Instructional Supplies--Mountain Math</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Fund Source</th> <th style="text-align: center;">Account Code</th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.11.6399.00.133.30.AR0 (Supplies-Instructional)</td> <td style="text-align: right;">7500.00</td> </tr> </tbody> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Instructional Supplies--Mountain Math</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Fund Source</th> <th style="text-align: center;">Account Code</th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.11.6299.OL.133.30.AR0 (Misc Services-Online)</td> <td style="text-align: right;">1650.00</td> </tr> </tbody> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6399.00.133.30.AR0 (Supplies-Instructional)	7500.00	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6299.OL.133.30.AR0 (Misc Services-Online)	1650.00
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Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 4: By the end of the 2019-2020 school year, 75% of 5th grade students will meet the science achievement standard to be at approaches grade-level or higher.

Evaluation Data Source(s) 4: STAAR science assessment
 MAP science assessments
 Curriculum Unit Assessments (CUAs)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Strategy Funding
1) Teachers will use a Backward Design Lesson Plan Model to ensure that state standards, instructional targets and instructional tasks are aligned to the depth and complexity of the standard.	2.4, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>
2) All teachers will attend professional development on the Gradual Release of Responsibility Model and the Backward Design Lesson Planning Model.		<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>
3) Science teachers in grades K-5 will teach science through a Gradual Release of Responsibility Model that implements the TEKS Resource System with fidelity.		<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>

Strategy Description	ELEMENTS	Strategy Funding									
<p>4) Students will improve mastery of science skills by engaging in challenging inquiry-based, hands-on as well as technology-based lessons. Parents will be a part of their child's learning and build an understanding of the expectation for their child to be successful in science.</p>		<p>Resources Needed: Software Registration Freckle, EduSmart, STEMScopes</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.11.6299.OL.133.30.000</td> <td style="text-align: right;">8050.00</td> </tr> <tr> <td></td> <td style="text-align: right;">(Misc Services-Online)</td> <td></td> </tr> </table>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6299.OL.133.30.000	8050.00		(Misc Services-Online)	
		Fund Source	Account Code	Amount							
		211 - ESEA, Title I Part A	211.11.6299.OL.133.30.000	8050.00							
			(Misc Services-Online)								
		<p>Resources Needed: Instructional Supplies--Science Vocabulary Cards</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.11.6399.00.133.30.AR0</td> <td style="text-align: right;">850.00</td> </tr> <tr> <td></td> <td style="text-align: right;">(Supplies-Instructional)</td> <td></td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6399.00.133.30.AR0	850.00		(Supplies-Instructional)	
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	(Supplies-Instructional)										
<p>Resources Needed: Instructional Supplies--Science Games</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.11.6399.00.133.30.AR0</td> <td style="text-align: right;">1000.00</td> </tr> <tr> <td></td> <td style="text-align: right;">(Supplies-Instructional)</td> <td></td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6399.00.133.30.AR0	1000.00		(Supplies-Instructional)			
Fund Source	Account Code	Amount									
166 - State Comp Ed	166.11.6399.00.133.30.AR0	1000.00									
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<p>Resources Needed: Instructional Supplies for Hands-on Investigations in Science/Owl Pellets/Butterflies/Science Lab Supplies</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: right;">166.11.6399.00.133.30.AR0</td> <td style="text-align: right;">4663.00</td> </tr> <tr> <td></td> <td style="text-align: right;">(Supplies-Instructional)</td> <td></td> </tr> </table>	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6399.00.133.30.AR0	4663.00		(Supplies-Instructional)			
Fund Source	Account Code	Amount									
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	(Supplies-Instructional)										
<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>											
<p>5) Teachers will utilize the aligned performance indicators as well as common assessments to strengthen the instructional core.</p>		<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>									
<p>6) Staff will analyze student data to determine what instructional adjustments need to be made and to respond to student needs.</p>		<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>									
<p>7) Science teachers at each grade level will teach science daily for the number of minutes required in the master schedule.</p>	<p>2.4, 2.6</p>	<p>Problem Statements</p> <p>Student Academic Achievement PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>									

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

Performance Objective 5: By the end of the 2019-2020 school year, students identified as English Language Learners, special education, and/or gifted/talented will show an increase of 5% when compared to assessments from the previous year.

Evaluation Data Source(s) 5: STAAR assessments

MAP assessments

CIRCLE assessments

Curriculum Unit Assessments (CUAs)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Strategy Funding		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 1) Differentiated instruction will be provided for identified Gifted and Talented students through the use of reading materials which support the TPSP as well as field-based instruction.</p>	<p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	<p>Resources Needed: Reading Materials for GT Students</p> <p style="text-align: center;">Fund Source 177 - Gifted/Talented</p> <p style="text-align: right;">Account Code 177.11.6329.00.133.21.000 (Rdg Materials-Students)</p> <p style="text-align: right;">Amount \$0.00</p>		
		<p>Resources Needed: Field-Based Instruction Transportation for GT Students</p> <p style="text-align: center;">Fund Source 177 - Gifted/Talented</p> <p style="text-align: right;">Account Code 177.11.6494.00.133.21.000 (Travel-Student Yellow School Bus)</p> <p style="text-align: right;">Amount \$0.00</p>		
		<p>Resources Needed: Supplemental supplies for GT students</p> <p style="text-align: center;">Fund Source 177 - Gifted/Talented</p> <p style="text-align: right;">Account Code 177.11.6399.00.133.21.000 (Supplies-Instructional)</p> <p style="text-align: right;">Amount \$0.00</p>		
		<p>Resources Needed: Tap Tap Art Bus--Campus Visit</p> <p style="text-align: center;">Fund Source 177 - Gifted/Talented</p> <p style="text-align: right;">Account Code 177.11.6299.00.133.21.000 (Misc Services-Students)</p> <p style="text-align: right;">Amount \$0.00</p>		
		<p>Problem Statements</p> <p>Student Academic Achievement PS #14 - Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.</p>		

Strategy Description	ELEMENTS	Strategy Funding		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers of ELL students will provide differentiated instruction using technology-based interventions such as MyOn to ELL students through guided and small group reading to support Next Generation Balanced Literacy.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Instructional Supplies for ELL Students--iPads</p> <p style="text-align: center;">Fund Source 165/ES0 - ELL</p> <p style="text-align: right;">Account Code 165.11.6398.00.133.25.ES0 (Controlled Items-Tech)</p> <p style="text-align: right;">Amount 3172.00</p>		
		<p>Resources Needed: Instructional Supplies for ELL Students--iPad Cases</p> <p style="text-align: center;">Fund Source 165/ES0 - ELL</p> <p style="text-align: right;">Account Code 165.11.6399.00.133.25.ES0 (Supplies-Instructional)</p> <p style="text-align: right;">Amount 400.00</p>		
		<p>Resources Needed: Instruction Supplies for ELL Students--Headsets</p> <p style="text-align: center;">Fund Source 165/ES0 - ELL</p> <p style="text-align: right;">Account Code 165.11.6394.00.133.25.ES0 (Supplies-Technology)</p> <p style="text-align: right;">Amount 1143.00</p>		
		<p>Problem Statements</p> <p>Student Academic Achievement PS #3 - Twenty-five percent of fifth grade students provided with ESL services did not meet the state passing standard on the first administration of the STAAR reading assessment. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.</p>		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) GT identified students will complete a TPSP project that will allow students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented students. Students will showcase their TPSP projects during the month of May.</p>	2.4, 2.5, 2.6	<p>Resources Needed: Instructional supplies for TPSP</p> <p style="text-align: center;">Fund Source 177 - Gifted/Talented</p> <p style="text-align: right;">Account Code 177.11.6399.00.133.21.000 (Supplies-Instructional)</p> <p style="text-align: right;">Amount \$0.00</p>		
		<p>Problem Statements</p> <p>Student Academic Achievement PS #13 - Seventeen percent of students identified as Gifted and Talented did not master grade level expectations on the STAAR math assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.</p>		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) The ESL teacher will support identified students by providing small groups instruction to those who need additional help and modeling best practice instructional strategies for ELL classroom teachers.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #3 - Twenty-five percent of fifth grade students provided with ESL services did not meet the state passing standard on the first administration of the STAAR reading assessment. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.</p>		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>5) Special Education Inclusion teachers are purposefully assigned to grade levels to supply inclusion support in the classrooms using a collaborative teaching model.</p>	2.4, 2.5, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. RC - Co-teaching strategies have not been implemented with fidelity on the campus.</p>		

Strategy Description	ELEMENTS	Strategy Funding																		
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Teachers will attend the TAGT conference to collaborate with TAG teachers across the state on new strategies and best practices. New TAG teachers will attend the Region 12 workshops in order to become qualified to teach TAG identified students.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Travel and Registration for Teachers of GT Students</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">177 - Gifted/Talented</td> <td style="text-align: center;">177.13.6411.00.133.21.000 (Travel-Teachers/CIS)</td> <td style="text-align: right;">\$0.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Registration for Teachers of GT Students</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">177 - Gifted/Talented</td> <td style="text-align: center;">177.13.6239.00.133.21.000 (ESC Services-Teachers)</td> <td style="text-align: right;">\$0.00</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Registration of Teachers of GT Students</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">177 - Gifted/Talented</td> <td style="text-align: center;">177.13.6239.OL.133.21.000 (ESC Region Fee-Online)</td> <td style="text-align: right;">\$0.00</td> </tr> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #14 - Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.</p>	Fund Source	Account Code	Amount	177 - Gifted/Talented	177.13.6411.00.133.21.000 (Travel-Teachers/CIS)	\$0.00	Fund Source	Account Code	Amount	177 - Gifted/Talented	177.13.6239.00.133.21.000 (ESC Services-Teachers)	\$0.00	Fund Source	Account Code	Amount	177 - Gifted/Talented	177.13.6239.OL.133.21.000 (ESC Region Fee-Online)	\$0.00
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<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Certified teachers will provide small-group intervention during the school day for students needing additional assistance.</p>	2.4, 2.5, 2.6	<p>Resources Needed: Certified Teachers to Tutor Students</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6125.CA.133.30.000 (Temp Employee)</td> <td style="text-align: right;">14502.53</td> </tr> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge. PS #12 - Sixty-eight percent of fourth grade students met the passing standard on the STAAR math assessment. RC - Instructional Rounds data indicates that teachers are not consistently teaching in all four phases of the Gradual Release of Responsibility Model.</p>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6125.CA.133.30.000 (Temp Employee)	14502.53												
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<p>TEA Priorities Build a foundation of reading and math 8) An ELL Family Night will be hosted in January to share information about the TELPAS assessment, strategies to support literacy at home, and ESL services available to students.</p>	2.4, 2.5, 2.6	<p>Resources Needed: Food for Parents and Students at ELL Family Night</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">263 - ESEA, Title III Part A</td> <td style="text-align: center;">263.61.6499.LE.133.25.000 (Food/Misc Exp-Parents)</td> <td style="text-align: right;">1037.30</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Instructional Supplies for ELL Family Night</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6399.00.133.30.000 (Supplies-Instructional)</td> <td style="text-align: right;">500.00</td> </tr> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #3 - Twenty-five percent of fifth grade students provided with ESL services did not meet the state passing standard on the first administration of the STAAR reading assessment. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.</p>	Fund Source	Account Code	Amount	263 - ESEA, Title III Part A	263.61.6499.LE.133.25.000 (Food/Misc Exp-Parents)	1037.30	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6399.00.133.30.000 (Supplies-Instructional)	500.00						
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Strategy Description	ELEMENTS	Strategy Funding																								
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Provide academic support for general education classroom teachers through the use of Special Education Aides to support co-teaching strategies.</p>	2.4, 2.5, 2.6	<p>Problem Statements</p> <p>Student Academic Achievement PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. RC - Co-teaching strategies have not been implemented with fidelity on the campus.</p>																								
<p>TEA Priorities Improve low-performing schools Build a foundation of reading and math 10) Teachers will support instruction and student achievement in all ELAR, math, and science by integrating technology as part of everyday instruction. Students will be taught how to use a variety of technological devices as they learn about critical thinking and collaboration.</p>	2.6, 3.1, 3.2	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Resources Needed: Technology--iPads, Laptops, Desktop Computers</td> <td style="width: 20%;">Account Code</td> <td style="width: 20%;">Amount</td> </tr> <tr> <td style="text-align: center;">Fund Source 166 - State Comp Ed</td> <td style="text-align: center;">166.11.6398.00.133.30.ARO (Controlled Items-Tech)</td> <td style="text-align: right;">15000.00</td> </tr> <tr> <td colspan="3"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td>Resources Needed: Technology Supplies--Headphones</td> <td>Account Code</td> <td>Amount</td> </tr> <tr> <td style="text-align: center;">Fund Source 166 - State Comp Ed</td> <td style="text-align: center;">166.11.6394.00.133.30.ARO (Supplies-Technology)</td> <td style="text-align: right;">2000.00</td> </tr> <tr> <td colspan="3"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td>Resources Needed: Technology Supplies--iPad Cases</td> <td>Account Code</td> <td>Amount</td> </tr> <tr> <td style="text-align: center;">Fund Source 166 - State Comp Ed</td> <td style="text-align: center;">166.11.6394.00.133.30.ARO (Supplies-Technology)</td> <td style="text-align: right;">2000.00</td> </tr> </table> <p>Problem Statements</p> <p>Student Academic Achievement PS #1 - Thirty-two percent of third grade students scored below the state and district passing rates on the STAAR reading assessment. RC - Next Generation Balanced Literacy strategies have not been implemented at Timber Ridge. PS #4 - Fourth grade economically disadvantaged students scored below the state and district passing rate on the STAAR writing assessment. RC - The Empowering Writers curriculum has not been implemented with fidelity. PS #6 - Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the math STAAR assessments. RC - As a campus, we have not implemented the Gradual Release of Responsibility with fidelity. PS #7 - Sixty percent of fifth grade students at Timber Ridge met the passing standard on STAAR Science which is below the state and district averages. RC - The utilization of MAP reports to target specific needs and adjust science instruction was not implemented with fidelity.</p>	Resources Needed: Technology--iPads, Laptops, Desktop Computers	Account Code	Amount	Fund Source 166 - State Comp Ed	166.11.6398.00.133.30.ARO (Controlled Items-Tech)	15000.00	<hr style="border-top: 1px dashed black;"/>			Resources Needed: Technology Supplies--Headphones	Account Code	Amount	Fund Source 166 - State Comp Ed	166.11.6394.00.133.30.ARO (Supplies-Technology)	2000.00	<hr style="border-top: 1px dashed black;"/>			Resources Needed: Technology Supplies--iPad Cases	Account Code	Amount	Fund Source 166 - State Comp Ed	166.11.6394.00.133.30.ARO (Supplies-Technology)	2000.00
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<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) GT identified students and other high-achieving students will participate in weekly higher-order math problem solving sessions and the Battle of the Books competition.</p>	2.6, 3.1, 3.2	<p>Problem Statements</p> <p>Student Academic Achievement PS #13 - Seventeen percent of students identified as Gifted and Talented did not master grade level expectations on the STAAR math assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work. PS #14 - Eight percent of students identified as Gifted and Talented did not master grade-level expectations on the STAAR reading assessment. RC - Teachers did not provide differentiation and challenge students who were capable of completing more rigorous work.</p>																								

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

Performance Objective 1: By the end of the 2019-2020 school year, 100% of teachers will participate in professional learning to increase rigor and alignment in instruction for all students grades PK-5th.

Evaluation Data Source(s) 1: Sign-in sheets and certificates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Strategy Funding
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Professional development will be provided for all teachers and administrators to strengthen the instructional core by learning about the use of the Gradual Release of Responsibility, Balanced Literacy, learning targets, aligning rigorous instructional tasks and disaggregating student benchmark data through professional learning communities data digs.</p>	2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Books for Prof Development</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.13.6329.00.133.30.AR0 (Rdg Materials-Prof Dev)</p> <p style="text-align: right;">Amount 3000.00</p> <p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) The campus leadership team and the trained cadre of teacher-leaders will lead at least 1 internal round each semester that will focus on the district problem of practice essential questions identified in the campus momentum plan.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Substitutes for Instructional Rounds</p> <p style="text-align: center;">Fund Source 166 - State Comp Ed</p> <p style="text-align: right;">Account Code 166.11.6116.00.133.30.AR0 (Subs-Teachers Prof Dev)</p> <p style="text-align: right;">Amount 2400.00</p> <p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>

Strategy Description	ELEMENTS	Strategy Funding																																																																												
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Timber Ridge will create a momentum plan to outline a cohesive year-long professional development plan to address the district wide problem of practice. The focus of this year's learning will be increasing the use of the Gradual Release of Responsibility Model in all content areas with a special focus on the implementation of the Next Generation Balanced Literacy model in reading and writing.</p>	2.4, 2.4, 2.6, 2.6	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>																																																																												
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) New teachers will attend quarterly new teacher meetings in order to meet their unique needs and provide professional development for the in-house programs offered at Timber Ridge.</p>	2.4, 2.4, 2.6, 2.6	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>																																																																												
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Instructional Assistants will be assigned to provide additional assistance for grade level intervention time and additional one-on-one time for struggling students.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<table border="0"> <tr> <td>Resources Needed: Instructional Assistant</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td></td> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6129.00.133.30.000 (Salary-Aide)</td> <td style="text-align: center;">23396.08</td> </tr> <tr> <td colspan="4"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td>Resources Needed: Instructional Assistant</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td></td> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6129.00.133.30.000 (Salary-Aide)</td> <td style="text-align: center;">23155.96</td> </tr> <tr> <td colspan="4"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td>Resources Needed: Instructional Assistant</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td></td> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6129.00.133.30.000 (Salary-Aide)</td> <td style="text-align: center;">23155.96</td> </tr> <tr> <td colspan="4"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td>Resources Needed: Instructional Assistant</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td></td> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6129.00.133.30.000 (Salary-Aide)</td> <td style="text-align: center;">23155.96</td> </tr> <tr> <td colspan="4"><hr style="border-top: 1px dashed black;"/></td> </tr> <tr> <td colspan="4">Problem Statements</td> </tr> <tr> <td colspan="4">Student Academic Achievement</td> </tr> <tr> <td colspan="4">PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. RC - Co-teaching strategies have not been implemented with fidelity on the campus.</td> </tr> </table>	Resources Needed: Instructional Assistant					Fund Source	Account Code	Amount		211 - ESEA, Title I Part A	211.11.6129.00.133.30.000 (Salary-Aide)	23396.08	<hr style="border-top: 1px dashed black;"/>				Resources Needed: Instructional Assistant					Fund Source	Account Code	Amount		211 - ESEA, Title I Part A	211.11.6129.00.133.30.000 (Salary-Aide)	23155.96	<hr style="border-top: 1px dashed black;"/>				Resources Needed: Instructional Assistant					Fund Source	Account Code	Amount		211 - ESEA, Title I Part A	211.11.6129.00.133.30.000 (Salary-Aide)	23155.96	<hr style="border-top: 1px dashed black;"/>				Resources Needed: Instructional Assistant					Fund Source	Account Code	Amount		211 - ESEA, Title I Part A	211.11.6129.00.133.30.000 (Salary-Aide)	23155.96	<hr style="border-top: 1px dashed black;"/>				Problem Statements				Student Academic Achievement				PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. RC - Co-teaching strategies have not been implemented with fidelity on the campus.			
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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 the end of the 2019-2020 school year, at least 90% of our families will participate in at least one parent/campus event and the number of parent volunteer hours will increase by 10%.

Evaluation Data Source(s) 1: Sign in sheets for various parent/campus events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Strategy Funding	
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) The parent liaison will coordinate the parent involvement program and encourage parents to participate in the review of the Home School Compact and written Parent Family Engagement Policy.</p>	3.1, 3.1, 3.2, 3.2	<p>Resources Needed: Parent Liaison</p> <p>Fund Source 211 - ESEA, Title I Part A</p> <p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	<p>Account Code 211.61.6129.00.133.30.000 (Salary-Parent Liaison)</p> <p>Amount 29133.51</p>
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) The Little Rangers reading program will provide early literacy support for siblings of Timber Ridge students who are not yet of school age.</p>	2.6, 3.1, 3.1, 3.2, 3.2	<p>Resources Needed: Reading Materials for Preschoolers and Parents to Encourage Early Literacy</p> <p>Fund Source 211/PAR - ESEA, Title I Parent Involvement</p> <p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	<p>Account Code 211.61.6329.00.133.24.PAR (Rdg Materials-Parent Liaison)</p> <p>Amount 1000.00</p>
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Parent education classes will be offered three times per semester in order to help parents with parenting skills, homework strategies, and early literacy for siblings.</p>	2.4, 3.1, 3.2, 3.2	<p>Resources Needed: Supplies-Parent Education Classes</p> <p>Fund Source 211/PAR - ESEA, Title I Parent Involvement</p> <p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	<p>Account Code 211.61.6399.00.133.24.PAR (Supplies-Parent Liaison)</p> <p>Amount 500.00</p>

Strategy Description	ELEMENTS	Strategy Funding	
<p>TEA Priorities Improve low-performing schools Build a foundation of reading and math</p> <p>4) Host Family Nights such as Math/Science Night and Reading Night. Activities and information gleaned can be applied at home in order to strengthen academic skills at home.</p>	<p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p>	<p>Resources Needed: Instructional Supplies-Parent Education Nights</p> <p style="text-align: center;">Fund Source 211/PAR - ESEA, Title I Parent Involvement</p>	<p style="text-align: right;">Account Code 211.61.6399.00.133.24.PAR (Supplies-Parent Liaison) Amount 1063.00</p>
		<p>Resources Needed: Food-Parent Education Nights</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p>	<p style="text-align: right;">Account Code 211.61.6499.00.133.30.000 (Food/Misc Exp-Parents) Amount 1500.00</p>
		<p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	
<p>TEA Priorities Improve low-performing schools</p> <p>5) Parent Liaison will enlist and organize parents to volunteer their time as needed on the campus.</p>	<p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p>	<p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	
<p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>6) Parent Liaison will coordinate with Adopt-a-School unit from Fort Hood.</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	
<p>7) The PE and Music Departments will host Kite Days and music programs for parents to attend.</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Problem Statements</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>	
<p>TEA Priorities Improve low-performing schools Build a foundation of reading and math</p> <p>8) Timber Ridge will send out quarterly tips to parents on how to support student learning at home.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2</p>	<p>Resources Needed: Instructional Supplies--Paper</p> <p style="text-align: center;">Fund Source 211 - ESEA, Title I Part A</p>	<p style="text-align: right;">Account Code 211.11.6399.00.133.30.000 (Supplies-Instructional) Amount 1335.50</p>
		<p>Problem Statements</p> <p>Student Academic Achievement PS #2 - Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the reading STAAR assessments. RC - Balanced Literacy has not been implemented with fidelity in grades Kindergarten-5 on the campus.</p>	

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

Performance Objective 1: By the end of the 2019-2020 school year, student engagement will increase as evidenced by a 10% reduction of office referrals and a 97% attendance rate.

Evaluation Data Source(s) 1: Quarterly discipline and attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Strategy Funding						
<p>TEA Priorities Improve low-performing schools</p> <p>1) The counselors will teach the character education program prescribed by KISD to help teach our students the values they need to be successful. By teaching students how to be successful in dealing with other people and teaching them values, our goal is that they will be in the classroom to receive instruction rather than in the office or ISS due to poor judgment and inappropriate conduct.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>						
<p>TEA Priorities Improve low-performing schools</p> <p>2) Staff members will provide maximum supervision of students and follow the KISD policies and procedures while managing students in the classroom and during transitions. Incentives will be provided to encourage good behavior, work habits, and attendance.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Positive Behavior Intervention Supports Incentive Items</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: right;">Account Code</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: right;">211.11.6498.00.133.30.000 (Awards)</td> <td style="text-align: right;">1000.00</td> </tr> </table> <p>Problem Statements</p> <p>Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6498.00.133.30.000 (Awards)	1000.00
Fund Source	Account Code	Amount						
211 - ESEA, Title I Part A	211.11.6498.00.133.30.000 (Awards)	1000.00						
<p>TEA Priorities Improve low-performing schools</p> <p>3) Timber Ridge will implement campus-wide CHAMPS Behavior Model with fidelity. CHAMPS expectations will be posted in each classroom and reviewed with students.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>						

Strategy Description	ELEMENTS	Strategy Funding																					
<p>TEA Priorities Improve low-performing schools</p> <p>4) Students will be recognized for perfect attendance for each semester. Parents will be invited to attend an assembly each semester to honor perfect attendance.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<p>Problem Statements</p> <p>Student Academic Achievement PS #5 - Special Education students scored below the district and state passing rates on the 5th grade STAAR reading, math, and science assessments. RC - Co-teaching strategies have not been implemented with fidelity on the campus.</p> <p>Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>																					
<p>TEA Priorities Improve low-performing schools</p> <p>5) All staff members will receive training on the Student Code of Conduct to include bullying identification, prevention and reporting per HB1942.</p>	<p>2.4, 2.5, 2.6</p>	<p>Problem Statements</p> <p>Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>																					
<p>TEA Priorities Improve low-performing schools</p> <p>6) All staff members will receive professional development on Restorative Discipline practices following the state's train the trainer model.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<table border="0"> <tr> <td colspan="3">Resources Needed: Professional Development for Restorative Discipline Practices</td> </tr> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.13.6411.00.133.30.000 (Travel-Teachers/CIS)</td> <td style="text-align: center;">2500.00</td> </tr> <tr> <td colspan="3">-----</td> </tr> <tr> <td colspan="3">Resources Needed: Substitutes for Restorative Discipline Professional Development</td> </tr> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)</td> <td style="text-align: center;">300.00</td> </tr> </table> <p>Problem Statements</p> <p>Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>	Resources Needed: Professional Development for Restorative Discipline Practices			Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.13.6411.00.133.30.000 (Travel-Teachers/CIS)	2500.00	-----			Resources Needed: Substitutes for Restorative Discipline Professional Development			Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)	300.00
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211 - ESEA, Title I Part A	211.13.6411.00.133.30.000 (Travel-Teachers/CIS)	2500.00																					

Resources Needed: Substitutes for Restorative Discipline Professional Development																							
Fund Source	Account Code	Amount																					
211 - ESEA, Title I Part A	211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)	300.00																					
<p>TEA Priorities Improve low-performing schools</p> <p>7) Timber Ridge will recognize students for positive behavior by implementing the Principal's 200 Club. Students will be recognized for displaying positive character traits and doing good deeds. Examples of rewards include positive notes and phone calls to parents, field trips, lunch with staff members, incentive items such as pencils, highlighters, erasers, etc. Students will sign the Ranger Celebrity Book and will be recognized on the Principal's 200 Club Wall.</p>	<p>2.4, 2.5, 2.6</p>	<p>Resources Needed: Positive Behavior Intervention Support Incentive Items</p> <table border="0"> <tr> <td style="text-align: center;">Fund Source</td> <td style="text-align: center;">Account Code</td> <td style="text-align: center;">Amount</td> </tr> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6498.00.133.30.000 (Awards)</td> <td style="text-align: center;">1000.00</td> </tr> </table> <p>Problem Statements</p> <p>Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6498.00.133.30.000 (Awards)	1000.00															
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211 - ESEA, Title I Part A	211.11.6498.00.133.30.000 (Awards)	1000.00																					

Strategy Description	ELEMENTS	Strategy Funding		
<p>TEA Priorities</p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>8) Classroom Teachers will implement Capturing Kids Hearts strategies including the use of the social contract (also known as the respect agreement) to build social-emotional learning and support academic achievement. Teachers will receive on-going support with the implementation and will develop leadership capacity to coach and mentor colleagues.</p>	2.4, 2.5, 2.6	Resources Needed: Professional Development for Capturing Kids Hearts		
		<p>Fund Source</p> <p>211 - ESEA, Title I Part A</p>	<p>Account Code</p> <p>211.13.6299.00.133.30.000 (Misc Services-Teachers)</p> <p>Amount</p> <p>15000.00</p>	
		Resources Needed: Substitutes for Professional Development--Capturing Kids Hearts		
<p>Fund Source</p> <p>211 - ESEA, Title I Part A</p>	<p>Account Code</p> <p>211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)</p> <p>Amount</p> <p>3500.00</p>			
<p>Problem Statements</p> <p>Perceptions</p> <p>PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>				

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

Performance Objective 2: During the 2019-2020 school year, there will be 100% compliance with all school safety requirements.

Evaluation Data Source(s) 2: 100% compliance with all safety requirements including monthly safety drills

Summative Evaluation 2:

Strategy Description	ELEMENTS	Strategy Funding
1) Maintain a safe school environment by having visitors sign in at the office and wear badges during their visit on campus.	3.1, 3.2	Problem Statements Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.
2) All exterior doors and classroom doors are locked throughout the day in order to maintain a safe school environment.		
TEA Priorities Improve low-performing schools 3) Implement staff training and student practice for safety drills.		
TEA Priorities Improve low-performing schools 4) PE teachers will teach PE for the number of minutes required in the master schedule and students in grades 3-5 will complete the required Fitnessgram.	2.4, 2.4, 2.5	
5) The Boosterthon program will be utilized to increase students' physical fitness and enhance character education.	2.4, 2.5, 2.6, 3.1	Problem Statements Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.
6) Third grade students will participate in the YMCA Water Safety Course.	2.6	

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 the end of the 2019-2020 school year, Timber Ridge will be 100% compliant with all budgetary procedures and guidelines.

Evaluation Data Source(s) 1: Budget data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Strategy Funding												
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Maintain a systematic PLC schedule for: deep study of curriculum, tracking student growth and analyzing student artifacts in order to determine what instructional adjustments are needed.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>												
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>2) Teachers will be provided a performance planning days as well as Lesson Study Days with Region 12 to review data, collaborate on how to respond to the data, to review the upcoming curriculum in TRS, develop lessons with aligned assessments to address critical needs and to share strategies.</p>	2.4, 2.4, 2.5, 2.6, 2.6	<p>Resources Needed: Substitute Teachers for Planning Days</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Fund Source</th> <th style="text-align: center;">Account Code</th> <th style="text-align: center;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">211 - ESEA, Title I Part A</td> <td style="text-align: center;">211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)</td> <td style="text-align: right;">18000.00</td> </tr> </tbody> </table> <hr style="border-top: 1px dashed black;"/> <p>Resources Needed: Substitutes for Teachers of at-risk students</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Fund Source</th> <th style="text-align: center;">Account Code</th> <th style="text-align: center;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">166 - State Comp Ed</td> <td style="text-align: center;">166.11.6116.00.133.30.ARO (Subs-Teachers Prof Dev)</td> <td style="text-align: right;">9400.00</td> </tr> </tbody> </table> <p>Problem Statements</p> <p>Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p> <p>School Processes & Programs PS #2 - During the 2018-2019 school year, Timber Ridge was 100% compliant or successful in all budgetary areas. RC - This was the result of a collaborative effort between the Timber Ridge clerical staff and campus administration.</p>	Fund Source	Account Code	Amount	211 - ESEA, Title I Part A	211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)	18000.00	Fund Source	Account Code	Amount	166 - State Comp Ed	166.11.6116.00.133.30.ARO (Subs-Teachers Prof Dev)	9400.00
Fund Source	Account Code	Amount												
211 - ESEA, Title I Part A	211.11.6116.00.133.30.000 (Subs-Teachers Prof Dev)	18000.00												
Fund Source	Account Code	Amount												
166 - State Comp Ed	166.11.6116.00.133.30.ARO (Subs-Teachers Prof Dev)	9400.00												

Strategy Description	ELEMENTS	Strategy Funding
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Intervention time embedded in the master schedule will be used by teachers (both classroom and interventionists) to work in small groups, rotate through learning centers, work one-on-one and utilize computer programs with struggling students.</p>	<p>2.4, 2.4, 2.5, 2.6, 2.6</p>	<p>Problem Statements Student Academic Achievement PS #6 - Third, fourth, and fifth grade economically disadvantaged students scored below the state and district passing rates on the math STAAR assessments. RC - As a campus, we have not implemented the Gradual Release of Responsibility with fidelity.</p>
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Through monthly scheduled meetings, the SBDM will be provided a transparent view of campus goals and funding issues and assist in creating and evaluating campus goals as well as the planning of staff professional development to help achieve those goals.</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Problem Statements School Processes & Programs PS #2 - During the 2018-2019 school year, Timber Ridge was 100% compliant or successful in all budgetary areas. RC - This was the result of a collaborative effort between the Timber Ridge clerical staff and campus administration.</p>

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

Performance Objective 2: During the 2019-2020 school year, Timber Ridge will achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Source(s) 2: Bright Bytes Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Strategy Funding
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Continue to build the capacity of teachers to effectively implement innovative technologies for teaching and learning.</p>	2.4, 2.5, 2.6	<p>Problem Statements Demographics PS #2 - Fifty-four percent of Timber Ridge teachers have five years of experience or less. Beginning teachers struggle to plan aligned higher-level tasks, targets, and assessments. RC - Less experienced teachers lack the knowledge base to provide high quality instruction and Timber Ridge lacks a systematic practice to train and support new teachers.</p>
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.</p>	2.4, 2.5, 2.6	<p>Problem Statements Student Academic Achievement PS #3 - Twenty-five percent of fifth grade students provided with ESL services did not meet the state passing standard on the first administration of the STAAR reading assessment. RC - The TRS curriculum has not been implemented with fidelity to include a strong focus on sheltered instruction strategies across the content areas.</p>
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Create Common Sense Curriculum account for each professional staff member to support appropriate usage of technology and reduce the number of technology related discipline referrals.</p>	2.4, 2.5, 2.6	<p>Problem Statements Perceptions PS #2 - Our campus had 624 violations of the Student Code of Conduct during the 2018-2019 school year which is a reduction of 10% from the previous school year. RC - Campus-wide restorative discipline practices have not been implemented with fidelity.</p>
<p>TEA Priorities Improve low-performing schools 4) Provide quarterly training for parents to bring awareness of the topic of digital citizenship.</p>		<p>Problem Statements Perceptions PS #1 - Approximately 25% of parents do not participate in a parent involvement activity. RC - There is inconsistency in the way that parent involvement activities are communicated to parents by the administration and teachers.</p>
<p>5) Meet standards and apply to become a Common Sense Digital Citizenship Recognized campus</p>	2.5	