

**Killeen Independent School District**  
**Cavazos Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

**Richard E. Cavazos Elementary School is a diverse community of learners who strives for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others.**

# Vision

**Richard E. Cavazos Elementary School will strive to continue to develop life-long learners in a global community. Here, our students will be challenged and taught to their maximum potential for the development of their success.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Richard E. Cavazos Elementary School is located at 1200 North 10th Street in Nolanville. At the end of the 2017-2018 school year, the school served 657 students. From 2010-2018, the total student population has been between 577 and 664. A review of the student population over the nine years since the school's inception in 2009 indicates that the surrounding community has experienced minimal growth. Richard E. Cavazos is located on the eastern boundary of Killeen ISD. Home sites surrounding the school vary from rural ranches to suburban neighborhoods. The neighborhoods zoned for Richard E. Cavazos vary in home value from low-income housing to high-end home sites.

The student mobility rate at Richard E. Cavazos is lower than the district average. The school report card information reveals that the mobility rate in 2017-2018 was 22.5 %. Although these mobility rates are lower than the district's overall mobility rate, Cavazos' mobility rate is slightly above the state average of 16.2%.

Students attending Richard E. Cavazos are predominately white. Hispanic and African Americans comprise the next largest groups. An analysis of ethnicity information for the 2017-2018 school year revealed that 40.9% of the students were identified as white, 31.7% were identified as Hispanic, and 15.7% were identified as African American.

Richard E. Cavazos has an increasing percentage of students who qualify as Economically Disadvantaged. The campus opened with an Economically Disadvantaged population percentage of 46%. The percentage increased over eight years to 68.3% at the end of the 2017-2018 school year. The number of students who were identified as homeless for the 2017-2018 school year was 26.

The attendance rate at Richard E. Cavazos for 2009-2010 school year was 95.6%; 95.8% for the 2011-2012 school year and 95.7% for the 2013-2014 school year. The attendance rate for 2014-2015 was 95.6%. The attendance rate for 2017-2018 is 95.9%. The attendance rates for most student groups decreased last year. Students with a special education indicator had the lowest attendance rates compared to other student groups.

The number of students attending Richard E. Cavazos with a special education indicator for the 2017-2018 school year was 87 or 13.2% of the total student population of 657. The number of students with an LEP indicator was 64 or 9.7% of total student population. The campus had a high percentage of students with an At-Risk Indicator for the 2018-2019 school year, 260 students or 39.5%.

The professional faculty of Cavazos Elementary School meets Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act.

Cavazos staff members participate in the Killeen ISD annual job fair in search of highly qualified, effective and talented teachers to support the educational needs of our students. Personnel is selected only after an extensive screening and interview process. We keep in mind the personalities of the teams when looking for a new team member. Once hired, the new teachers are required to participate in the mentor program which provides support from an experienced teacher on campus. The campus turnover rate is low for being in such a mobile community.

The district offers a wide variety of professional development free to all teachers to provide the knowledge and support to allow success for staff and students. The campus provides monthly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input. Walkthroughs and instructional rounds are used as tools to gather information about the implementation of professional development topics.

Student absences are a concern for our campus. This is an area of focus for 2018-2019 SY.

Teachers are evaluated using T-TESS. Walkthroughs, observations, and data are used to determine effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance.

### **Demographics Strengths**

The community surrounding Richard E. Cavazos is comprised of hardworking families with a strong sense of pride and support for the military families who live in the community. Members are aware of the poverty that exists in our area and readily participate in activities to help their community, such as the local food bank, the volunteer fire department, and other community events. Parent and community response to any fund-raising need to support school activities was exceptional during the 2016-2017 school year.

The expertise, commitment, and collaboration of the Cavazos staff is a strength that has moved the campus to high levels of student learning. The faculty and staff have a strong work ethic and are willing to step into leadership roles and strive to make the best decisions for students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance rate for all students is at 95.9%. **Root Cause:** Systematic monitoring of student attendance and incentive systems are not currently in place.

## Student Academic Achievement

### Student Academic Achievement Summary

Under the accountability system, student achievement at Cavazos Elementary School earned a rating of "*met standard*" in all domains.

	Scale Score	Rating	Letter Grade
<b>Domain I: Student Achievement</b>	78	<b>Met Standard</b>	<b>C</b>
<b>Domain II: School Progress</b>	86	<b>Met Standard</b>	<b>B</b>
<b>Domain IIA: Academic Growth</b>	86	<b>Met Standard</b>	<b>B</b>
<b>Domain IIB: Relative Performance</b>	88	<b>Met Standard</b>	<b>B</b>
<b>Domain III: Closing the Gap</b>	92	<b>Met Standard</b>	<b>A</b>
<b><u>Overall Score:</u></b>	<b>88</b>	<b>Met Standard</b>	<b>B</b>

The table below shows the percent of students who "approached grade level standards" as measured by STAAR in 2017-2018.

Content	Campus	District
3rd Grade Reading	<b>73</b>	73
Sped Students	<b>50</b>	40
3rd Grade Math	<b>82</b>	76
Sped Students	<b>38</b>	45
4th Grade Reading	<b>74</b>	69
Sped Students	<b>20</b>	31
4th Grade Math	<b>88</b>	74

Sped Students	<b>70</b>	43
4th Grade Writing	<b>56</b>	58
Sped Students	<b>10</b>	19
5th Grade Reading	<b>92</b>	86
Sped Students	<b>80</b>	47
5th Grade Math	<b>97</b>	92
Sped Students	<b>90</b>	70
5th Grade Science	<b>78</b>	70
ELLStudents	<b>60</b>	66

Combined STAAR Scores for the 2017-2018 SY:

<b><u>Content</u></b>	<b><u>Overall STAAR Score 17/18</u></b>
ELA/Reading	80%
ELA/Reading - ELL	73%
ELA/Reading - Sped	65%
Math	91%
Math - ELL	88%
Math - Sped	81%
Writing	59%
Writing - ELL	33%
Writing - Sped	20%
Science	78%
Science - ELL	67%
Science - Sped	64%

Combined GT STAAR Scores for the 2017-2018 SY:

<b><u>Content</u></b>	<b><u>Mastery Score</u></b>
Reading	90%
Math	100%
Writing	60%
Science	100%

<b>STAAR</b>	<b>Masters</b>
3rd Grade Reading	15%
3rd Grade Math	13%
4th Grade Reading	16%
4th Grade Math	24%
4th Grade Writing	8%
5th Grade Reading	26%
5th Grade Math	53%
5th Grade Science	17%

Data from STAAR Summary Reports 2017/2018 and Eduphoria

Upon closer examination, the special education student group achieved at lower levels than other student groups in reading (48%). The white student group achieved at lower levels than other student groups in reading (74%) and the Hispanic student group in writing (53%). The African-American student group achieved lower in science (71%). The ELL student group achieved at higher levels in science (83%). The achievement of the Special education student group falls behind in all content areas. There was a 15% gap between the overall averages of the special education student group and the all student group. In reading there is an 40% gap, in math there is a 22% gap, and in science there is a 30% gap between special education and the other student sub-groups.



Richard E. Cavazos Elementary School is a diverse community of learners who strive for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others. We want to increase the number of students who meet or exceed progress. The meet or exceeds progress in math is 80% and reading is 77%.

GT students scored 100% mastery in Math and Science. 60% of GT students mastered the 4th grade STAAR writing test, and 90% of GT students mastered the reading test for the 2017/2018 school year.

The student achievement at Cavazos Elementary earned five TEA Distinction Designations for mathematics, science, Top 25% for Student Progress, Top 25% closing the performance gaps, and post-secondary readiness. This reflects our continued focus on teaching and learning, implementation of the curriculum, and expert instruction -- every day, in every classroom, for every child.

## Student Academic Achievement Strengths

The strengths of Richard E. Cavazos Elementary School reflect strong instructional practices. In all areas, the scores reflect -2% to 14% increase over district averages.

Areas of Strength include:

- 5th Grade Reading - 92%
- 5th Grade Math - 97%
- 4th Grade Math - 88%

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Writing Scores for the 2017/2018 School year dropped from 68% to 56%. **Root Cause:** A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.

**Problem Statement 2:** Overall reading scores are at 80% across the campus. **Root Cause:** The implementation of Balanced Literacy across the campus is not being done with fidelity.

**Problem Statement 3:** Math STAAR scores of approaching grade level standards for special education students is 81%. **Root Cause:** Content was not taught and presented in a way that students could retain grade level content.

**Problem Statement 4:** Science scores declined from 86% to 78%. **Root Cause:** Content was not presented in a way students could retain science information.

**Problem Statement 5:** We struggle to approach grade level standards for special education and ELL identified students to meet expectations on STAAR. **Root Cause:** A lack of timely interventions and supplies to address gaps in student learning.

**Problem Statement 6:** 100% of GT identified students did not meet mastery on all STAAR tests. **Root Cause:** Content was not presented in a way students could retain.

## School Processes & Programs

### School Processes & Programs Summary

Our district curriculum is the TEKS Resource System. Cavazos Elementary teachers use the Year at a Glance (YAG), Instructional Focus Documents (IFD's), and Lead4ward Snapshots to guide our instruction and guarantee TEKS alignment through collaborative planning in which the state standards are unpacked. The implementation of the curriculum is monitored and ensured through the review of lesson plans, the quality of conversations during our grade level Professional Learning Communities (PLC), data review from the unit assessments, and district assessments.

The TEKS Resource System unit assessments are used as one measure of student achievement. We spend time during PLCs analyzing assessments prior to instruction and administration to make sure the quality, depth, and rigor are aligned to the IFD and TEKS. After each assessment is given, the data is reviewed to analyze both the effectiveness of instruction and the needs of students. Student needs are also addressed through Cheetah Pride Time (CPT) and the Response to Intervention (RtI) process. CPT is an hour of intensive interventions for all students in kindergarten through fifth grades. Based on needs and MAP scores students are placed into appropriate intervention groups or enrichment groups. Our RtI committee meets twice a month to discuss the progress of students that are placed in Tier 2/3. The committee reviews progress monitoring data which classroom teachers document on a weekly basis.

This data and teacher observations form the basis for individual recommendations from the RtI committee. In the 2017/2018 school year, Cavazos served 16.7% of the students in RTI. Of those students served in RTI 40 student were retained in their current grade at the end of the 2017/2018 SY.

During the 2018-2019 school year, grade level PLCs will focus on the gradual release of responsibility, learning targets, Hess's Cognitive Rigor Matrix, common assessments, Webb's DOK, cohesive team planning, and support teacher's professional growth to increase the instructional capacity of our teaching staff.

During the 2017-2018 school year our instructional round revealed that 72.8% of the lesson taught were at DOK 1 and 2. 27.2% were at DOK 3 and 0.00% were at DOK 4.

Cavazos will have a full-time Librarian for the 2018-2019 school year. The librarian will support the TEKS, provide exploration and research, and utilize the makerspace located inside the library as well as instill a lifelong love of reading.

The professional faculty of Cavazos Elementary School meets Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act.

Cavazos staff members participate in the Killeen ISD annual job fair in search of highly qualified, effective and talented teachers to support the educational needs of our students. Personnel is selected only after an extensive screening and interview process. A representative of the grade level team is selected to sit in the interviews and help make the best decision for the team and campus. We keep in mind the personalities of the teams when looking for a new team member. Once hired, the new teachers are required to participate in the mentor program which provides support from an experienced teacher on campus. The campus turnover rate is low for being in such a mobile community.

The district offers a wide variety of professional development free to all teachers to provide the knowledge and support to allow success for staff and students. The campus provides monthly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input. Paraprofessionals are invited to attend if they choose. Walkthroughs and instructional rounds are used as tools to gather information about the implementation of professional development topics.

Absences of staff members are a concern for our campus. Our highest reason for absence is personal illness/doctor appointments with personal days coming in second. This is an area of focus for 2018-2019 SY.

Teachers are evaluated using the T-TESS system. Walkthroughs, observations, and data are used to determine effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance.

The context and organization of Cavazos Elementary are defined by a focus on teaching, learning, and a student-centered collective mindset. For example, the Cavazos schedules are developed to maximize instruction. The unique design of the master schedule allows teachers/ paraprofessionals to cover classes and provide interventions while classroom teachers attend PLCs and collaborate on specific students and campus needs. Feedback and instructional updates are shared between interventionists and classroom teachers so everyone is aware of student needs and academic abilities.

Our campus will ensure that a viable curriculum is implemented in every classroom, and goals are set that align with our district. This is done through the implementation of the KISD LEARN Model which begins with the district curriculum and is followed by expert instructional delivery, ongoing assessments, and responding to the needs of all students. Student progress is tracked so that interventions can be put in place to maximize student learning. Grade level teams will meet weekly in PLCs to learn about Better Learning Through Structured Teaching and how it should be implemented in the classroom. Learning targets will be posted in every classroom, and students will be able to articulate the learning targets and tasks. The goal is for students in every classroom to learn and interact at high cognitive levels. Cavazos will also participate in Collaborative Teaching in select classrooms.

PLCs will focus on student needs, how those needs drive instruction, and instructional strategies to meet those needs. From the data that was produced during instructional rounds, increasing the depth and complexity of the learning tasks and questions asked will be a focus for the 2018-2019 SY. Currently, a majority of our task and question are DOK 1-2. Professional learning communities meet every week for an hour, and they include grade level teams, campus administration, and the campus instructional specialist. During this learning block, collaboration is evident, and needs assessments for the grade level are developed based on current universal screenings and student data. Student assessments are also reviewed to ensure that there is a direct correlation between the rigor of the instruction and the assessment that will be given. Students that are not showing progress on these universal screenings and classroom assessments are monitored, tracked and grouped so that interventions can be put in place.

Cavazos campus-based committees include Reading, Math, Science, SBDM, and Campus Conduct. It is the purpose of these committees to align the curriculum and campus instruction vertically so that we are crystal clear with student learning goals across the campus. This will ensure that students receive expert instruction in every classroom, for every student, every day. The subject-specific committees will meet every 3rd Wednesday of every month. The SBDM committee will meet a minimum of six times during the school year.

At Cavazos Elementary School, it is the expectation that technology is integrated daily into lessons and used by staff and students for the improvement of all

academics. Technology will be utilized in every step of the KISD LEARN model to ensure that students are engaged in an interactive classroom in which they can learn at high cognitive levels.

Cavazos has many forms of technology that are integrated into lessons:

1. Kindergarten-2nd-grade classrooms participate in the iLearn initiative by using mini iPads and iPods in some classrooms.
2. Every classroom is equipped with technology to utilize an interactive whiteboard maximize instruction and increase student learning.

Technology will support teachers and students in all phases of education. District goals will be supported in the following manner:

1. Provide teachers with technology resources to prepare rigorous lessons for expert instructional delivery
2. Participate in district initiatives – lifecycle deployment, career and college readiness, student Gallup survey, Bring Your Own Device program
3. Staff training
4. Student assessments
5. Implement and support research-based, integrated technology systems and solutions
6. Ensure access to reliable and well-supported technology that meets current and emerging needs
7. Provide resources needed for the daily use of technology

At Cavazos Elementary School, we have 2 computer labs, a mobile cart for each grade level, iPads, Smart projectors, interactive whiteboards, and document cameras that are used on a daily basis to supplement instruction and engage students using the latest technology to develop concepts that are essential to enhanced learning.

Currently, we have ??? pieces of technology that is no longer supported by KISD. This means that if the technology breaks down it will not be repaired.

### **School Processes & Programs Strengths**

The curriculum, instruction, and assessment strengths at Cavazos Elementary are listed below:

- Deep study and consistent implementation of the TEKS Resource System curriculum
- The implementation of learning goals and numerous progress tracking rubrics as a result of PLC studies and conversations. Through this process, students are getting better at understanding what they are learning and how the activity or task helps them reach that learning expectation.
- The designated hour of Cheetah Pride Time guarantees students are provided intentional interventions using data and teacher input to meet students academic needs. The CPT schedule maximizes instructional time.
- Continued implementation of learning targets throughout all classrooms and unpacking the standards throughout grade levels.
- Intervention paraprofessionals to provide intentional interventions during Cheetah Pride time and other times throughout the day.
- A deep study of the Guided Reading book by Fountas and Pinnell.

The expertise, commitment, and collaboration of the Cavazos staff is a strength that has moved the campus to high levels of student learning. The faculty and staff have a strong work ethic and are willing to step into leadership roles and strive to make the best decisions for students.

The overarching strength of the context and organization of Cavazos Elementary is the agreement among all faculty and staff that student achievement is our number one priority. Our teachers work together during PLCs and outside the school day to provide quality instruction with targeted interventions which allow our students to be successful academically. Each staff member values and protects instructional time.

The strengths of the technology program at Cavazos are listed below:

- Teachers use technology everyday in the classroom for teaching, enrichment of learning, and to provide interventions for struggling students.
- Our campus utilizes new tools to help students be successful in learning.
- We utilize rich campus resources where technology is available to enhance learning.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** 16.7% of students were served in RtI. **Root Cause:** During campus designated intervention time, Cheetah Pride Time, systematic processes were not used with fidelity to address individual students academic needs.

**Problem Statement 2:** During the 2017-2018 school year, there was an increased number of staff absences compared to previous years. **Root Cause:** There is no systematic approach to reward perfect attendance for staff.

**Problem Statement 3:** Students struggle to think at high cognitive levels during academic tasks. **Root Cause:** Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.

**Problem Statement 4:** Reliable technology is not available or being integrated consistently to enhance teaching and learning in the 4 core subjects. **Root Cause:** Teachers struggle to purposefully integrate technology standards into their lessons

**Problem Statement 5:** 40 students were retained in grades 1-5. **Root Cause:** Tier 2 and Tier 3 school interventions were not successful.

# Perceptions

## Perceptions Summary

Richard E. Cavazos Elementary School is a positive learning environment with high expectations for students both academically and behaviorally. Cavazos' staff is on duty starting at 7:00 a.m. to greet students and provide students with a positive school experience. It is estimated that there is an adult present every 20 feet in the building at all times during the school day to supervise students. Student safety is a #1 priority at our school. We participate in fire safety drills and lockdown drills monthly, and also tornado drills each semester. Teachers are highly encouraged to practice with their class on the safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. The random door checking sweeps are conducted to check for compliance in this area. All teachers have a key to their classroom for access to the locked doors.

The high expectations for student behavior are evident in our school discipline data. There were 552 students who received **no** discipline entries for 2017-2018. The table below provides the number of discipline entries by grade level.

Grade Level	Number of Discipline Entries
Prekindergarten	63
Kindergarten	12
First Grade	34
Second Grade	42
Third Grade	26
Fourth Grade	22
Fifth Grade	31

Student discipline data reveals that 88% of our student population did not receive a discipline referral for the 2017-2018 school year. Our largest number of discipline referrals came from our Prekindergarten population. We have 1 documented accusation of bullying with 0 incidents confirmed as bullying after an investigation was conducted. We had 4 assignments to DAEP for discretionary purposes with 1 being assigned more than once. Expectations are posted in the classrooms, hallways, and voiced to students, which promotes appropriate behavior choices.

Our campus has six active student clubs: Chess Club, Student Council, Science Club, Run Club, Drama Club, Percussion Ensemble, and Cheetah Choir. All seven clubs are exclusive to third through fifth graders. These clubs encourage better attendance and higher achievement as student membership can be denied due to failing grades or attendance concerns. There were a total of approximately 184 students that participated in student clubs on our campus.

Cavazos Elementary School has an active and vital parent and community involvement program. Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Killeen ISD student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives — at home, in school, and in their communities. Failure to establish a home-school-community collaboration aimed at increasing student success puts our children's futures at stake. Richard E. Cavazos is dedicated to providing a rich learning environment for students by encouraging and emphasizing the role of families and communities as a critical component of this process. At Richard E. Cavazos we have Pre-K Family Engagement, family nights for reading, math, science and Exceptional Child and Family Night, which encourage and facilitate the interaction of our families with teachers, administrators, and community members. In addition to family nights, we conduct an annual Title 1 parent information night to partner with parents in the requirements of Title 1 and to invite the parents to participate in the decision-making process by attending SBDM meetings that take place the 4th Wednesday of each month. At Cavazos, we also have a strong PTO to provide opportunities for parents to volunteer in activities that involve the school and students. Also, we provide to parents of under school age students the opportunity to attend our "Cheetah Cub Club" where our future Cheetahs are acclimated to the school environment. The Cheetah Cub Club will be taught and coordinated by the halftime counselor. During the 2017/2018 school year, 11 students attended the "Cheetah Cub Club", a 50% decline from the 2015/2016 school year where 22 students attended "Cheetah Cub Club". During the 17-18 school year Cavazos accumulated 3,166 volunteer hours, that number of volunteer hours declined in relation to the 4,820 hours accumulated in the 2016/17 school year.

## Perceptions Strengths

The strengths of Family and Community Involvement at Cavazos include the following:

- High attendance at family nights.
- Cheetah Cub club for non-school age children
- Active PTO
- Parent Teacher Conferences twice a year

Our campus strengths include teachers with strong classroom management and supervisory practices. Cavazos also provides opportunities to participate in clubs which helps students feel like they belong. Our staff, PTO, and parents work hard to provide activities to involve students and parents in campus life. Having strong home-school connections allows Cavazos staff the opportunity to build relationships with students and parents, which in turn promotes success for all.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 12% of students at Cavazos received a discipline referral. **Root Cause:** Inconsistent implementation of positive behavior



intervention strategies in response to HB 674.

**Problem Statement 2:** During the 2017-18 school year, a decline was shown in the number of volunteers and volunteer hours accumulated by the campus.

**Root Cause:** Lack of a staffed Parent Liaison who coordinates the campus volunteer program.

**Problem Statement 3:** During the 2017/2018 school year the number of children who participated in our "Cheetah Cub Club" declined by 20% from the

2016/2017 school year. **Root Cause:** Lack of a parent liaison and community awareness about the program.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

# Goals

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

**Performance Objective 1:** By the end of the 2018-2019 school year, Cavazos's writing scores will increase by 15% from 56% to 71%.

**Evaluation Data Source(s) 1:** STAAR and MAPS Data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Cavazos Elementary will plan and deliver instruction in the Empowering Writers: Powerful Models Initiative in Grades 2-5 to include an emphasis on revising and editing.	Administration and CIS	Writing Samples Increase in 4th grade STAAR writing scores Lesson Plans Walk-throughs				
	Problem Statements: Student Academic Achievement 1					
2) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.	Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark.				
	Problem Statements: Student Academic Achievement 1					
3) In order to increase student vocabulary and background experiences, common areas within the campus will have displays of vocabulary words with visual representations, being studied each grading period for all core content areas. The complexity of vocabulary on display will range from Pre-K to 5th grade.	Administration, CIS, Content Committees	Increased scores on local and state assessments.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
4) The campus instructional technologist will facilitate digital learning across all content areas using existing and new technologies. The campus instructional will teach model ways to seamlessly integrate technology into daily lessons.	Administration CIT CIS	Increased MAPS and end of year STAAR scores. Lesson Plan integration of technology.				
	Problem Statements: School Processes & Programs 4 Funding Sources: 211 - ESEA, Title I Part A - 29432.72					

5) Cavazos Elementary will use instructional mapping in the subjects of Reading, Math, and Writing to provide teacher clarity on the curriculum expectations and includes real world connections and enrichment activities.	Administration All Staff Members	Curriculum Maps for each grade level.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Writing Scores for the 2017/2018 School year dropped from 68% to 56%. <b>Root Cause 1:</b> A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
<b>Problem Statement 2:</b> Overall reading scores are at 80% across the campus. <b>Root Cause 2:</b> The implementation of Balanced Literacy across the campus is not being done with fidelity.
<b>Problem Statement 3:</b> Math STAAR scores of approaching grade level standards for special education students is 81%. <b>Root Cause 3:</b> Content was not taught and presented in a way that students could retain grade level content.
<b>Problem Statement 4:</b> Science scores declined from 86% to 78%. <b>Root Cause 4:</b> Content was not presented in a way students could retain science information.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> Reliable technology is not available or being integrated consistently to enhance teaching and learning in the 4 core subjects. <b>Root Cause 4:</b> Teachers struggle to purposefully integrate technology standards into their lessons

**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 2018-2019 school year, Cavazos's reading scores will increase by 5% from 80% to 85%.

**Evaluation Data Source(s) 2:** End of Year STAAR results and MAPS scores

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the components of balanced literacy and comprehension at the core at all grade levels. Implement research based strategies for reading.	Administration CIS	Increased scores on local and state assessment.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 166 - State Comp Ed - 3000.10, 211 - ESEA, Title I Part A - 14626.34					
2) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.	Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
	Problem Statements: Student Academic Achievement 2					
3) Running records are completed with fidelity and used to guide instructional groupings for guided reading and reviewed during PLC meetings.	Administration CIS Teachers	STAAR Results MAPS Running Records				
	Problem Statements: Student Academic Achievement 2					
4) Conduct regular classroom walk-through observations to monitor fidelity of balanced literacy.	Administration	Walk-through Evidence				
	Problem Statements: Student Academic Achievement 2					

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Overall reading scores are at 80% across the campus. <b>Root Cause 2:</b> The implementation of Balanced Literacy across the campus is not being done with fidelity.

**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 2018-2019 school year, Cavazos's math special education scores will increase by 5% from 81% to 86%.

**Evaluation Data Source(s) 3:** End of year STAAR results grade 3-5.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.	Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
	Problem Statements: Student Academic Achievement 3					
2) Cavazos Elementary will employ ST Math with fidelity to support the math program in Grades PK - 5.	Administration CIT CIS Classroom Teachers	ST Math Reports STAAR Results in Grades 3-5				
	Problem Statements: Student Academic Achievement 3					
3) Staff providing inclusion services will maintain a student contact and progress log to facilitate communication and collaboration among all personnel providing services to special education students.	Administration CIS General education teachers Special education teachers	Inclusion binders a kept in each general education classroom to document services.				
	Problem Statements: Student Academic Achievement 3, 5 - School Processes & Programs 3					
4) Monthly meetings with special education staff and administration to provide training and support for special education teachers on writing and implementing goals in the classroom to increase the rigor of instruction.	Administration	Sign in sheets Increased passing rate for STAAR and STAAR Alt.				
	Problem Statements: Student Academic Achievement 3, 5 - School Processes & Programs 3					

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
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**Problem Statement 3:** Math STAAR scores of approaching grade level standards for special education students is 81%. **Root Cause 3:** Content was not taught and presented in a way that students could retain grade level content.

**Problem Statement 5:** We struggle to approach grade level standards for special education and ELL identified students to meet expectations on STAAR. **Root Cause 5:** A lack of timely interventions and supplies to address gaps in student learning.

### School Processes & Programs

**Problem Statement 3:** Students struggle to think at high cognitive levels during academic tasks. **Root Cause 3:** Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.

**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 2018-2019 school year, Cavazos's science scores will increase by 12% from 78% to 90%.

**Evaluation Data Source(s) 4:** 5th Grade STAAR results.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources.	Administration CIS Grade level teams	Increased scores from initial benchmark to final benchmark				
	Problem Statements: Student Academic Achievement 4					
2) Cavazos Elementary will provide hands on experiments in science to support the TEKS in Grades PK-5.	Administration and Science Committee	Participation in Science Olympiad Event and increased science scores on STAAR				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - ESEA, Title I Part A - 2000.00					
3) Increase science engagement by providing "No Child Left Inside" science activities that engage students in the scientific process.	Administration CIS Teachers	STAAR science scores Increased student interest in science.				
	Problem Statements: Student Academic Achievement 4					
4) Host a Campus wide Science Fair.	Administration CIS Science Committee	STAAR Scores				
	Problem Statements: Student Academic Achievement 4					

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 4:</b> Science scores declined from 86% to 78%. <b>Root Cause 4:</b> Content was not presented in a way students could retain science information.



**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 2018-2019 school year, Cavazos's special education, and ELL student scores will increase by 5% a year over the next 3 years.

**Evaluation Data Source(s) 5:** End of year STAAR results in grades 3-5 and MAPS scores.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Tier I, II, and III interventions during Cheetah Pride Time for Kinder to 5th grade students identified as in need of assistance in all content areas.	Administration , AMI, ARI, RICA, ELL teacher,(iTeam) Classroom Teachers	Tracking Sheets and intervention folders				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 142670.75					
2) Offer after-school tutoring for students who are At-Risk and in need of additional assistance in all core subjects	Administration CIS Teacher Aides	Increased scores on local and state assessments.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 4000.00					
3) The Rtl team will meet to design intervention plans, monitor progress, and implement the Rtl continuum of interventions.	Administration CIS Counselor Intervention Team Teachers	SSP documentation				
	Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1, 3, 5					
4) AMI/ARI teacher and Aides will provide intervention services for at-risk students under the direct supervision of a certified teacher.	Administration CIS AMI/ARI Teacher Intervention Aides	Increased MAPS scores and STAAR scores.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 3, 5 Funding Sources: 166 - State Comp Ed - 56744.90					

5) ELL teacher will assist classroom teachers in the full implementation of the ELPS while providing students with English language learning opportunities. As ELL students learn to speak, read and write English, the ELL teacher will assist classroom teachers to increase the rigor of student work.	Administration CIS ELL teacher	Increased local and state assessment scores. (MAPS, TELPAS, STAAR)				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 165/ES0 - ELL - 3975.00, 263 - ESEA, Title III Part A - 2565.00					
6) ELL students will be provided small group instruction to include guided reading, vocabulary building, reading comprehension, and math.	Administration ELL teacher	Increased scores on local and state assessments.				
	Problem Statements: Student Academic Achievement 5 - School Processes & Programs 3					
7) Intervention and special education teams will meet in PLC's to monitor student progress and provide feedback to teachers.	Administration, CIS, intervention staff, and special education staff.	Increased student progress as documented in intervention folders.				
	Problem Statements: Student Academic Achievement 5 - School Processes & Programs 3					
8) Hold classes for parents of ELL students that provide them with the skills needed to help their students succeed academically.	Administration ESL Teachers Parent Liaison	Increase in ESL progress toward state curriculum.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 263 - ESEA, Title III Part A - 1400.00					

### Performance Objective 5 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Writing Scores for the 2017/2018 School year dropped from 68% to 56%. <b>Root Cause 1:</b> A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
<b>Problem Statement 2:</b> Overall reading scores are at 80% across the campus. <b>Root Cause 2:</b> The implementation of Balanced Literacy across the campus is not being done with fidelity.
<b>Problem Statement 3:</b> Math STAAR scores of approaching grade level standards for special education students is 81%. <b>Root Cause 3:</b> Content was not taught and presented in a way that students could retain grade level content.
<b>Problem Statement 4:</b> Science scores declined from 86% to 78%. <b>Root Cause 4:</b> Content was not presented in a way students could retain science information.
<b>Problem Statement 5:</b> We struggle to approach grade level standards for special education and ELL identified students to meet expectations on STAAR. <b>Root Cause 5:</b> A lack of timely interventions and supplies to address gaps in student learning.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> 16.7% of students were served in RtI. <b>Root Cause 1:</b> During campus designated intervention time, Cheetah Pride Time, systematic processes were not used with fidelity to address individual students academic needs.
<b>Problem Statement 3:</b> Students struggle to think at high cognitive levels during academic tasks. <b>Root Cause 3:</b> Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.
<b>Problem Statement 5:</b> 40 students were retained in grades 1-5. <b>Root Cause 5:</b> Tier 2 and Tier 3 school interventions were not successful.

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

**Performance Objective 6:** By the end of the 2018-2019 school year, Cavazos's GT students will maintain a score 100% on the Math and Science STAAR tests and increase reading and writing STAAR scores to 100% mastery.

**Evaluation Data Source(s) 6:** All STAAR results

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Talented and gifted students will be taught by certified TAG teachers and participate in activities which align with district expectations.  Provide funds for Staff and Administration to attend staff development on the latest strategies in gifted education.	Administration, CIS, and TAG certified teachers.	Percentage of students who score a Level 3 on the STAAR assessments				
		Problem Statements: Student Academic Achievement 6 Funding Sources: 177 - Gifted/Talented - 1442.50				

**Performance Objective 6 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 6:</b> 100% of GT identified students did not meet mastery on all STAAR tests. <b>Root Cause 6:</b> Content was not presented in a way students could retain.

**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 school year 2018-2019, 100% of the professional staff will attend a minimum of three off-campus professional development sessions.

**Evaluation Data Source(s) 1:** Teachers present their learning to the campus as documented on staff meeting or early out agendas. LEARN transcripts.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase instructional capacity of staff by attending professional development activities that focus on ELAR, ELPS, Math, Science, Social Studies, and Technology.	Principal CIS AP SBDM	Professional learners will present their learning on the benefit of attending professional development at the staff meetings following their professional training.				
Problem Statements: School Processes & Programs 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 3500.00, 166 - State Comp Ed - 10500.00, 165/ES0 - ELL - 3500.00						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Students struggle to think at high cognitive levels during academic tasks. <b>Root Cause 3:</b> Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.
<b>Problem Statement 4:</b> Reliable technology is not available or being integrated consistently to enhance teaching and learning in the 4 core subjects. <b>Root Cause 4:</b> Teachers struggle to purposefully integrate technology standards into their lessons

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

**Performance Objective 2:** 100% of classroom teachers in grades PK to 5th will design lessons that are tightly aligned to the TEKS

**Evaluation Data Source(s) 2:** Lesson plans uploaded weekly into Microsoft Teams for Admin review.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The display and reference of learning targets and objectives throughout TEKS based lessons.	Administration CIS Teachers	Lesson plans, walkthroughs, instructional rounds, Throwback Thursdays				
Problem Statements: School Processes & Programs 1, 3						

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> 16.7% of students were served in RtI. <b>Root Cause 1:</b> During campus designated intervention time, Cheetah Pride Time, systematic processes were not used with fidelity to address individual students academic needs.
<b>Problem Statement 3:</b> Students struggle to think at high cognitive levels during academic tasks. <b>Root Cause 3:</b> Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.

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

**Performance Objective 3:** By the end of school year 2018-2019, technology integration will be evident in 100% of the classrooms.

**Evaluation Data Source(s) 3:** Sign in Logs for campus training and walk-through documentation on implementation strategies across the campus.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Professional training on the use of technology for teachers from the campus technologist to assist the reinforcement, enrichment, and expansion of student learning.	Administration CIT Teachers	Increased effective use of technology by teachers and students				

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

**Performance Objective 4:** By the end of the school year 2018-2019, 100% of the professional staff will participate in campus professional learning through PLCs, after-school specials, and campus professional development days.

**Evaluation Data Source(s) 4:** PLC Topics and sign-in sheet.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize Instructional Rounds model to support student articulation of the learning goal, student interaction a high cognitive levels (Blooms) with the learning taks that are aligned to the goal, and track their progress toward the learning goal.	Administration CIS	Increased student performance as evidenced by local and state assessments.				
	Problem Statements: School Processes & Programs 3					
2) Campus wide training on Blooms II/DOK and the instructional implementations of students asking and being asked high level questions.	Administration CIS	PLC Agendas				
	Problem Statements: School Processes & Programs 3					
3) A momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district wide problem of practice. The focus of our momentum plan learning for this year will be digging deeper into tight alignment, gradual release of responsibility model, and Webb's DOK.	Principal SBDM Assistant Principals	Momentum plan developed and documented in meetings and trainings throughout the year.				
	Problem Statements: School Processes & Programs 3					

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Students struggle to think at high cognitive levels during academic tasks. <b>Root Cause 3:</b> Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.

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

**Performance Objective 5:** Increase student engagement through a variety of school-wide activities.

**Evaluation Data Source(s) 5:** Gallup Poll

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Schedule a school-wide "No Child Left Inside Day" at which students will participate in hands-on academic activities involving the 4 core subjects. A majority of instruction will take place outside of the school.	Administration Counselors CIS Teachers Instructional aides	Student survey				
Problem Statements: Student Academic Achievement 1, 2, 3, 4						
2) Schedule school-wide Throw-Back Thursday's once a month to address TEKS in need of assistance at each grade level. Starting October 2018.	Administration CIS Teachers	Increased STAAR results on previous years red line TEKS				
Problem Statements: Student Academic Achievement 1, 2, 3, 4						

**Performance Objective 5 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Writing Scores for the 2017/2018 School year dropped from 68% to 56%. <b>Root Cause 1:</b> A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
<b>Problem Statement 2:</b> Overall reading scores are at 80% across the campus. <b>Root Cause 2:</b> The implementation of Balanced Literacy across the campus is not being done with fidelity.
<b>Problem Statement 3:</b> Math STAAR scores of approaching grade level standards for special education students is 81%. <b>Root Cause 3:</b> Content was not taught and presented in a way that students could retain grade level content.
<b>Problem Statement 4:</b> Science scores declined from 86% to 78%. <b>Root Cause 4:</b> Content was not presented in a way students could retain science information.



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

**Performance Objective 6:** Increase staff morale and attendance by regular and consistent recognition throughout the year.

**Evaluation Data Source(s) 6:** Increased staff attendance

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop a teacher/staff member of the month recognition program for job performance and attendance.	Principal AP	Climate survey of the staff at the end of the year.				
Problem Statements: School Processes & Programs 2						

**Performance Objective 6 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> During the 2017-2018 school year, there was an increased number of staff absences compared to previous years. <b>Root Cause 2:</b> There is no systematic approach to reward perfect attendance for staff.

**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:** Increase the parents' perceptions of our school's effectiveness as measured by a parent survey measuring friendliness, effective customer service, and opportunities for involvement.

**Evaluation Data Source(s) 1:** Utilize a Cavazos Family Involvement and Insight survey twice a year.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a Cavazos Family Involvement and Insight survey to administer to families of Richard E. Cavazos.	Administration Parent Liaison	Likert-Like scores will reflect positive scores in friendliness, customer service, and opportunities for involvement.				
	Problem Statements: Perceptions 2					
2) Recognize students for Character Traits and invite parents to attend.	Administration Counselors Parent liaison	Sign-in Sheets				
	Problem Statements: Demographics 1					
3) Encourage 100% attendance at parent/teacher conferences.	Administration CIS Teachers	Sign-in sheets				
	Problem Statements: School Processes & Programs 5					

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> Attendance rate for all students is at 95.9%. <b>Root Cause 1:</b> Systematic monitoring of student attendance and incentive systems are not currently in place.
School Processes & Programs
<b>Problem Statement 5:</b> 40 students were retained in grades 1-5. <b>Root Cause 5:</b> Tier 2 and Tier 3 school interventions were not successful.
Perceptions
<b>Problem Statement 2:</b> During the 2017-18 school year, a decline was shown in the number of volunteers and volunteer hours accumulated by the campus. <b>Root Cause 2:</b> Lack of a staffed Parent Liaison who coordinates the campus volunteer program.

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

**Performance Objective 2:** Engage non-school age children in weekly early literacy classes (Cavazos Cheetah Cub Club) for children who are 2 to 4 years of age to increase their ability to transition from the home to school in future years.

**Evaluation Data Source(s) 2:** Consistent attendance in the Early Literacy class (Cavazos Cheetah Cub Club) and parent survey.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Deliver instruction and plan activities that develop early literacy skills for 2 to 4 year old children and their parents in our weekly Cheetah Cub Club.	Administration Parent Liaison	Student growth will be measured by a Pre Literacy assessment completed at the beginning of the year and a Post Literacy Assessment at the end of the year.				
Problem Statements: Perceptions 3 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2460.00, 211 - ESEA, Title I Part A - 24611.19						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> During the 2017/2018 school year the number of children who participated in our "Cheetah Cub Club" declined by 20% from the 2016/2017 school year. <b>Root Cause 3:</b> Lack of a parent liaison and community awareness about the program.

**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 3:** By the end of the school year 2018-2019, the number of parent volunteers and the number of volunteer hours will increase from 3000+ hours to 5000+ hours.

**Evaluation Data Source(s) 3:** Volunteer hours will be logged and maintained throughout the year.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain a volunteer log at the sign-in desk in the front office.	Administration Parent Liaison	Maintain monthly log calculations.				
Problem Statements: Perceptions 2						
2) Provide a Volunteer Appreciation Luncheon honoring the volunteers with certificates of volunteer hours completed.	Administration Parent Liaison	Celebrating the efforts of volunteers will promote and encourage continued support.				
Problem Statements: Perceptions 2						

**Performance Objective 3 Problem Statements:**


Perceptions
<b>Problem Statement 2:</b> During the 2017-18 school year, a decline was shown in the number of volunteers and volunteer hours accumulated by the campus. <b>Root Cause 2:</b> Lack of a staffed Parent Liaison who coordinates the campus volunteer program.

**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 4:** Richard E. Cavazos will increase parents' awareness of state and local academic expectations and ways to support their child's learning.

**Evaluation Data Source(s) 4:** Sign In Sheets

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct parent information meetings for prek-5th grade parents designed to provide information about available resources and study strategies for use at home.	Administration CIS Teachers	Increased access to online resources by students and parents. Increased scores on local and state assessments				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
2) Host subject specific family nights to include math night, science night, and reading night.	Administration CIS Teachers Committee members	Increased attendance as evidenced by sign in sheets.				
	Problem Statements: Student Academic Achievement 2, 3, 4					
						

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Writing Scores for the 2017/2018 School year dropped from 68% to 56%. <b>Root Cause 1:</b> A lack of systematic writing throughout the year, Empowering Writers not implemented with fidelity across the campus. Lack of revising and editing practice across grade levels.
<b>Problem Statement 2:</b> Overall reading scores are at 80% across the campus. <b>Root Cause 2:</b> The implementation of Balanced Literacy across the campus is not being done with fidelity.
<b>Problem Statement 3:</b> Math STAAR scores of approaching grade level standards for special education students is 81%. <b>Root Cause 3:</b> Content was not taught and presented in a way that students could retain grade level content.
<b>Problem Statement 4:</b> Science scores declined from 86% to 78%. <b>Root Cause 4:</b> Content was not presented in a way students could retain science information.

**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 5:** Increase parent participation by providing early childhood program, parenting training, and facilitate communication between school and community.

**Evaluation Data Source(s) 5:** Parent survey

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) "Hugs and Kisses" Station in the school lobby as a parent greeting and communication station.	Administration	Parent survey				
2) Coordinate with PTO board to plan and implement parent involvement activities throughout the year.	Administration CIS PTO	Parent survey				
	Problem Statements: Perceptions 2					
3) The school will coordinate "Mom" and "Watch Dog" events, which will incorporate parenting training.	Administration	Parent survey				
	Problem Statements: Perceptions 2					

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> During the 2017-18 school year, a decline was shown in the number of volunteers and volunteer hours accumulated by the campus. <b>Root Cause 2:</b> Lack of a staffed Parent Liaison who coordinates the campus volunteer program.

**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 6:** Increase the amount of information about outside support organizations to parents with an economic need.

**Evaluation Data Source(s) 6:** Parent survey

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will provide a flyer of outside resources to share with families that need assistance to help with specific situations.	Counselors	Binder of resources				

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

**Performance Objective 1:** Increase students feeling of wellbeing and hope.

**Evaluation Data Source(s) 1:** Increase student well-being as measured on the GALLUP Student Poll Survey.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide weekly grade level guidance classes to increase student hope from 58%, and engagement from 73%.	Administration CIS Teachers Counselors	GALLUP Student Poll Survey				
Problem Statements: Demographics 1						

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance rate for all students is at 95.9%. <b>Root Cause 1:</b> Systematic monitoring of student attendance and incentive systems are not currently in place.



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

**Performance Objective 2:** By the end of the 2018-2019 school year, 90% of the Cavazos students will report that they feel physically and emotionally safe at school as measured by student survey.

**Evaluation Data Source(s) 2:** Student survey on feeling safe in school.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct safety exercises throughout the year to include lock down, shelter in place, tornado, and fire drills as mandated by district policy.	Administration, CIS, Counselors, Teachers, Instructional Staff	Percentage of students feeling safe on the end of the year survey.				
Problem Statements: Demographics 1 - Perceptions 1						
2) Plan master schedule with mandatory recess for pre-k through 5th grade.	Administration CIS Teachers	student survey				
Problem Statements: Demographics 1 - Perceptions 1						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance rate for all students is at 95.9%. <b>Root Cause 1:</b> Systematic monitoring of student attendance and incentive systems are not currently in place.
Perceptions
<b>Problem Statement 1:</b> 12% of students at Cavazos received a discipline referral. <b>Root Cause 1:</b> Inconsistent implementation of positive behavior intervention strategies in response to HB 674.

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

**Performance Objective 3:** In the 2018-2019 student, attendance will increase .5%.

**Evaluation Data Source(s) 3:** An increase from 95.9% to 96.4% for student attendance.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At the end of each quarter, students who achieve perfect attendance for the quarter will be invited to attend a celebration.	Attendance secretary, administration, CIS, school counselors, and classroom teachers.	The number of students attending the celebration will increase each quarter. Attendance is for students who earn "Perfect Attendance" quarterly throughout the year.				
Problem Statements: Demographics 1						

**Performance Objective 3 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> Attendance rate for all students is at 95.9%. <b>Root Cause 1:</b> Systematic monitoring of student attendance and incentive systems are not currently in place.

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

**Performance Objective 4:** Reduce the number of discipline referrals for 1st grade to under 100 for the 2016-2017 school year

**Evaluation Data Source(s) 4:** End of the year count of pre-kindergarten referrals for the 2016-2017 school year.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide student training on proper behavior in the pre-kindergarten to 5th grade classrooms through social skills lesson provided by the counselors.	Administration Counselors	Number of discipline reduced from 230 to under 175 by the end of the school year.				
Problem Statements: Perceptions 1						
2) Professional development on bullying, child abuse, suicide will be provided for and completed by all staff members. HB 1942	All Staff	Training Logs				
Problem Statements: Perceptions 1						
						

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> 12% of students at Cavazos received a discipline referral. <b>Root Cause 1:</b> Inconsistent implementation of positive behavior intervention strategies in response to HB 674.


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

**Performance Objective 5:** Increase the fitness level of the students in Pre-K to 5th Grade by providing the required physical activity as outlined in SB 892.


**Evaluation Data Source(s) 5:** Fitness gram, grade level schedules, club participation

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will participate in physical activity weekly, Jump Rope for the Heart, Run Club, Bike Club, and Field Day activities.	PE Teachers Club Sponsors	Fitness Gram Club Participation				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 1:** Increase teacher perception in regards to technology as measured by the BrightBytes survey for the 2018-2019 school year.

**Evaluation Data Source(s) 1:** BrightBytes Survey

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will provide professional development for teachers on the use of interactive whiteboards, online resources, iPods, and iPads etc.	Administration, CIS	-Walkthrough data -Student Assessment Data STAAR Scores				
Problem Statements: School Processes & Programs 4						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Reliable technology is not available or being integrated consistently to enhance teaching and learning in the 4 core subjects. <b>Root Cause 4:</b> Teachers struggle to purposefully integrate technology standards into their lessons

**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:** Increase the use of the library by providing a full-time Librarian that sparks student interest through the use of library resources and MakerSpace resources.

**Evaluation Data Source(s) 2:** STAAR scores and MAPS data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop a maker-space in the library where students can explore their ideas and thoughts.	Administration Librarian Teachers	Increase the number of students scoring mastery on the STAAR test				
Problem Statements: School Processes & Programs 3, 4						

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Students struggle to think at high cognitive levels during academic tasks. <b>Root Cause 3:</b> Teachers are in the acquisition stages of learning how to design tasks requiring higher levels of thinking.
<b>Problem Statement 4:</b> Reliable technology is not available or being integrated consistently to enhance teaching and learning in the 4 core subjects. <b>Root Cause 4:</b> Teachers struggle to purposefully integrate technology standards into their lessons

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

**Performance Objective 3:** By June 2019, Cavazos will effectively manage resources and operations 100% of the time so that student and staff learning is maximized.

**Evaluation Data Source(s) 3:** STAAR scores and favorable financial audit

**Summative Evaluation 3:**

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

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

# State Compensatory

## Personnel for Cavazos Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brewton, Nichelle	Aide PCN 14154	Interventionist	1.0
Curtis, Katina	Aide PCN 14159	Headsprout Lab	1.0
Holcomb, Danacha	Aide PCN 17133	Pk-5	.5
Vacant	Aide PCN 17133	PK-5	.5



## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arey, Jennifer	Teacher PCN 22097	AMI/ARI	1.0
Godoy, Rocio	Aide PCN 22095	Parent Liaison	1.0
Miller, Patricia	Aide PCN 21371	Intervention	1.0
Romero, Mary	Aide PCN 21777	Intervention	1.0
Tarrant, Nakisha	Aide PCN 21370	Intervention	1.0

# 2018-2019 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator/Chair	Joseph Gullekson	Principal

# Campus Funding Summary

<b>166 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	Supplies - Instructional for students At-Risk	166.11.6399.00.137.30.AR0	\$3,000.10
1	5	4	Salaries for aides to work w/ at-risk students	166.11.6129.00.137.30.AR0	\$56,744.90
2	1	1	Conference fees and Travel	166.13.6411.00.137.30.AR0	\$4,500.00
2	1	1	Conference fees and Travel	166.23.6411.00.137.30.AR0	\$6,000.00
<b>Sub-Total</b>					\$70,245.00
<b>Budgeted Fund Source Amount</b>					\$70,245.00
<b>+/- Difference</b>					\$0
<b>165/ES0 - ELL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	5	Supplemental instructional supplies for ELL Students	165.11.6399.00.137.25.ES0	\$3,000.00
1	5	5	Imagine Learning Software	165.11.6396.00.137.25.ES0	\$975.00
2	1	1	Professional development for teachers of ESL students	165.13.6411.00.137.25.ES0	\$2,500.00
2	1	1	Professional development for Administrators of ESL students	165.23.6411.00.137.25.ES0	\$1,000.00
<b>Sub-Total</b>					\$7,475.00
<b>Budgeted Fund Source Amount</b>					\$7,475.00
<b>+/- Difference</b>					\$0
<b>177 - Gifted/Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	GT Student transportation for field trips	177.11.6494.00.137.21.000	\$575.00
1	6	1	Instructional supplies for GT designated activities	177.11.6399.00.137.21.000	\$411.83
1	6	1	Staff Development Travel and Registration Fees	177.13.6411.00.137.21.000	\$100.00
1	6	1	Staff Development Travel and Registration Fees	177.23.6411.00.137.21.000	\$105.67
1	6	1	Staff Development Travel and Registration Fees	177.13.6411.00.137.21.000	\$200.00
1	6	1	Instructional Books for GT students in the classroom	177.11.6329.00.137.21.000	\$50.00

<b>Sub-Total</b>					\$1,442.50
<b>Budgeted Fund Source Amount</b>					\$1,442.50
<b>+/- Difference</b>					\$0

**211 - ESEA, Title I Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Technology - Ipads and Computers	211.11.6398.00.137.30.000	\$18,650.00
1	1	4	Online subscriptions	211.11.6299.OL.137.30.000	\$10,782.72
1	2	1	Supplies - Instructional	211.11.6399.00.137.30.000	\$13,126.34
1	2	1	Books for literacy library and classroom use	211.11.6329.00.137.30.000	\$1,500.00
1	4	2	Science Supplies	211.11.6399.00.137.30.000	\$2,000.00
1	5	1	STAAR Instructional Supplies	211.11.6399.00.137.30.000	\$13,680.00
1	5	1	Interventionist Aides	211.11.6129.00.137.30.000	\$66,051.32
1	5	1	Interventionist Teacher	211.11.6119.00.137.30.000	\$62,939.43
1	5	2	professional instructional staff tutors for students At-Risk	211.11.6118.CA.137.30.000	\$4,000.00
2	1	1	Conference fees and Travel	211.13.6411.00.137.30.000	\$1,500.00
2	1	1	Conference fees and Travel	211.23.6411.00.137.30.000	\$1,500.00
2	1	1	Conference fees and Travel	211.12.6411.00.137.30.000	\$500.00
3	2	1	Parent Liaison	211.61.6129.00.137.30.000	\$24,611.19
<b>Sub-Total</b>					\$220,841.00
<b>Budgeted Fund Source Amount</b>					\$220,841.00
<b>+/- Difference</b>					\$0

**211/PAR - ESEA, Title I Parent Involvement**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Instructional supplies Cheetah Cub Club	211.61.6399.00.137.24.PAR	\$1,799.00
3	2	1	Snacks for Cheetah Cub Club	211.61.6499.00.137.24.PAR	\$661.00
<b>Sub-Total</b>					\$2,460.00
<b>Budgeted Fund Source Amount</b>					\$2,460.00
<b>+/- Difference</b>					\$0

<b>263 - ESEA, Title III Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	5	Supplemental instructional supplies for ELL Students	263.11.6399.LE.137.25.000	\$1,790.00
1	5	5	Books for ELL Program	263.11.6329.LE.137.25.000	\$775.00
1	5	8	Purchase supplies and consumables for ESL parenting Classes	263.61.6399.LE.137.25.000	\$1,400.00
<b>Sub-Total</b>					\$3,965.00
<b>Budgeted Fund Source Amount</b>					\$3,965.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$306,428.50