

# Killeen Independent School District

## Clarke Elementary School

2019-2020



# Mission Statement

Teach so that students learn to their maximum potential.

## Core Beliefs

We commit to:

- Being innovative and resourceful to build 21<sup>st</sup> century learners.
- Embracing teamwork and collaboration to hold all stakeholders accountable for learning.
- Building relationships through nurturing, loving and caring for each child to enable them to achieve their greatest potential.
- Accepting and encouraging diversity through the use of differentiated learning.

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# Goals

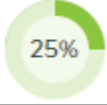

Revised/Approved: September 16, 2019

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

**Performance Objective 1:** By June 2020, 90% of all students and student groups will meet the standard on campus, district, and state assessments.

**Evaluation Data Source(s) 1:** Increase student achievement on yearly summative assessments, universal screens and STAAR. Student progress will be monitored through regularly scheduled universal screens and unit assessments.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During PLC time, design challenging learning activities for students in grades PK3-3rd grade. Working as a collaborative team, classroom teachers will provide specialized math and reading instruction utilizing hands on materials and technology resources.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 4, 6 <b>Funding Sources:</b> 166 - State Comp Ed - 9000.00, 211 - ESEA, Title I Part A - 23950.00						
2) 2.5 instructional aides will work in classroom to help students who are struggling or at-risk of failing.	2.4, 2.4, 2.5, 2.6, 2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration.				
	<b>Problem Statements:</b> Student Academic Achievement 3, 4 <b>Funding Sources:</b> 211 - ESEA, Title I Part A - 59205.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 3) PLCs to meet and discuss math and reading achievement. Teachers will use data from MAP, informal assessments, and reading records to create groups in order to integrate instruction with authentic reading and writing so students learn how to apply literacy strategies and skills. Through collaborative PLC time we will discuss improvements and concerns and refocus instruction based on the findings.	2.4, 2.5, 2.6, 2.6	Principal Assistant Principal CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 3, 4, 5, 6 <b>Funding Sources:</b> 211 - ESEA, Title I Part A - 105102.25, 166 - State Comp Ed - 47706.15						
4) Academic content vocabulary will be "pre-taught" whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom.	2.4, 2.5, 2.6	Principal Assistant Principal CIS ELL Teacher	TELPAS results				
	<b>Problem Statements:</b> Student Academic Achievement 7, 8 <b>Funding Sources:</b> 165/ES0 - ELL - 2278.50, 263 - ESEA, Title III Part A - 784.30						
5) Provide differentiated instruction for GT students with project-based learning that will meet their unique needs and ensure that they are challenged to grow academically.	2.4, 2.5	Administration/GT teacher	GT showcases for students to present their TPSP projects.				
	<b>Problem Statements:</b> Demographics 2						
6) Ensure TRS curriculum is implemented with fidelity as evidenced in walk through and Instructional Rounds data.	2.4, 2.5, 2.6	Principal Assistant Principals CIS Instructional Rounds Team	MAP Data STAAR Data Instructional Rounds Descriptive Evidence				
	<b>Problem Statements:</b> Student Academic Achievement 3, 4						
7) Provide differentiated instruction for G/T students with project-based learning that will meet their unique needs and ensure that they are challenged to grow academically.		Administration G/T Teachers	G/T showcases for students to present their TPSP projects.				
	<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 177 - Gifted/Talented - 799.78						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Our high mobility rate (36.5%) impacts our students' ability to integrate into the school culture and stay current with grade level requirements. **Root Cause 1:** We are located on a military base, and the majority of our students are military affiliated.

**Problem Statement 2:** 1.2 % of Clarke's student population is identified as G/T, which is below the state average. **Root Cause 2:** Teachers struggle to recognize the signs of a gifted child and therefore under-refer students for testing.

### Student Academic Achievement

**Problem Statement 1:** 13% of 3rd grade students did not meet the Approaches Grade Level standard on STAAR reading. **Root Cause 1:** All components of balanced literacy are not implemented with fidelity.

**Problem Statement 2:** 8% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math. **Root Cause 2:** Guided math is not implemented with fidelity.

**Problem Statement 3:** 36-40% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. **Root Cause 3:** All components of balanced literacy are not implemented with fidelity.

**Problem Statement 4:** 22-26% kindergarten through third grade students did not meet projected growth in math as measured by MAP. **Root Cause 4:** Guided math is not implemented with fidelity.

**Problem Statement 5:** 11% of PK students did not meet proficiency on phonological awareness in CIRCLE. **Root Cause 5:** All components of balanced literacy are not implemented with fidelity.

**Problem Statement 6:** 7% of PK students did not meet proficiency on math CIRCLE. **Root Cause 6:** Guided math is not implemented with fidelity in all grade levels and classrooms.

**Problem Statement 7:** 19% of ELL students did not meet projected growth in math MAP. **Root Cause 7:** Guided math is not implemented with fidelity.

**Problem Statement 8:** 29% of ELL students did not meet projected growth in reading MAP **Root Cause 8:** All components of balanced literacy are not implemented with fidelity in all grade levels and classrooms.

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

**Performance Objective 1:** By June 2020, professional development for staff will be increased by 10% in reading and math to increase teacher knowledge of state standards and improve student achievement.

**Evaluation Data Source(s) 1:** Increase in assessment data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Teachers will use TRS, Lead4ward maps, MAP data and other resources to write learning targets and collaborate to develop lessons for all children. Thoughtful planning is critical and must occur collaboratively in order to support the shared vision about providing more rigorous lessons.	2.4, 2.5, 2.6	Principal Assistant Principals CIS	Student data on BOY, MOY, EOY state and district assessments. Student results for the STAAR administration. Information from universal screens.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> 166 - State Comp Ed - 32281.35						
2) A Campus Momentum Plan will be developed to address the district's problem of practice. As part of the plan, our campus will focus on student discourse and students are engaged in rigorous learning to strengthen the Instructional Core.	2.4	Principal Assistant Principals CIS	Improved student performance on grade level, universal screening and state assessments				
	<b>Problem Statements:</b> School Processes & Programs 1						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> 13% of 3rd grade students did not meet the Approaches Grade Level standard on STAAR reading. <b>Root Cause 1:</b> All components of balanced literacy are not implemented with fidelity.
<b>Problem Statement 2:</b> 8% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math. <b>Root Cause 2:</b> Guided math is not implemented with fidelity.

### Student Academic Achievement

**Problem Statement 3:** 36-40% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. **Root Cause 3:** All components of balanced literacy are not implemented with fidelity.

**Problem Statement 4:** 22-26% kindergarten through third grade students did not meet projected growth in math as measured by MAP. **Root Cause 4:** Guided math is not implemented with fidelity.

**Problem Statement 5:** 11% of PK students did not meet proficiency on phonological awareness in CIRCLE. **Root Cause 5:** All components of balanced literacy are not implemented with fidelity.

**Problem Statement 6:** 7% of PK students did not meet proficiency on math CIRCLE. **Root Cause 6:** Guided math is not implemented with fidelity in all grade levels and classrooms.

### School Processes & Programs

**Problem Statement 1:** Teachers struggle to plan and implement ELAR lessons at the depth and rigor required for mastery of the TEKS. **Root Cause 1:** The components of balanced literacy are not understood by all teachers and have not been implemented with fidelity.



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

**Performance Objective 1:** By June 2020, educational events will increase by 5% to support the whole child and provide parents with information on how to provide additional support to their children with the curriculum, particularly in the areas of reading and math.

**Evaluation Data Source(s) 1:** Attendance sheets from family nights.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Clarke Elementary will have family nights to help educate parents on ways to help their students at home. Clarke will have one reading and one math Clarke family nights. These events will help to educate parents on ways to help their students. Together families will read a variety of genres, follow directions, sequence steps to complete a project and use mathematical applications to solve problems.	3.1, 3.2, 3.2	Principal Assistant Principal CIS	Attendance sheets from family nights.				
	<b>Problem Statements:</b> Student Academic Achievement 3, 4 <b>Funding Sources:</b> 211/PAR - ESEA, Title I Parent Involvement - 2074.00						
2) Clarke will host ELL family night(s) to help educate parents of ELL students on ways to help their students at home to improve literacy skills.	3.2	Principal Assistant Principals CIS ELL Teacher	TELPAS results will improve.				
<b>Problem Statements:</b> Student Academic Achievement 8							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

### Student Academic Achievement

**Problem Statement 3:** 36-40% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. **Root Cause 3:** All components of balanced literacy are not implemented with fidelity.

**Problem Statement 4:** 22-26% kindergarten through third grade students did not meet projected growth in math as measured by MAP. **Root Cause 4:** Guided math is not implemented with fidelity.

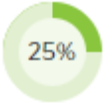





**Problem Statement 8:** 29% of ELL students did not meet projected growth in reading MAP **Root Cause 8:** All components of balanced literacy are not implemented with fidelity in all grade levels and classrooms.

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

**Performance Objective 1:** By June 2020, we will increase health awareness by 5% by promoting student participation in daily physical activity.

**Evaluation Data Source(s) 1:** Students, parents, and staff sign up on the website. Students, parents, and staff who participate in the "Let's Move" wellness walking activities program after school.

### Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Nutritional activities in the physical education class.  After school "Let's Move" wellness walking activities program.  Parents participate with their child(ren) in the after school program.	2.4, 2.5	PE teachers	Track attendance with a sticker and write number of laps completed each time.				
2) Students will track the number of miles they walk over the course of a year with the assistance of the PE teachers.	2.4, 2.5	Admin PE Teachers	Improvement of student endurance and strength.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 2:** By June 2020, we will decrease office referrals by 2%.

**Evaluation Data Source(s) 2:** A reduction in office referrals.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students who have more than two office referrals are given a goal sheet and a clipboard. They set goals with their "mentor" and check in daily to share success or concerns.		Principal Assistant Principals	Number of office referrals per quarter compared to the previous year.				
2) Through the use of an online bullying reporter, will track and decrease the number of bullying referrals.		Principal Assistant Principals	Number of bullying reports each year will go down.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 3:** By June 2020, we will implement additional strategies to encourage attendance by 2%

**Evaluation Data Source(s) 3:** Review of 6 week attendance reports.

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance Strategies:  Daily attendance sheet is posted where students put a sticker on hallway bulletin board for their class having 100% attendance.  Weekly attendance prize for the class with the most 100% for the week.  Quarterly-atten "dance" for those students who had 100% attendance for the quarter.		Principal Assistant Principal	Attendance reports from each six weeks reporting period.	0%			
							





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

**Performance Objective 1:** By June 2020, 80% of all students and student sub groups will be approaching, meets, or advanced on STAAR.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and assistants will work in small groups to increase student achievement in math and reading.		Principal Assistant Principals CIS Teachers Paraprofessionals	MAP STAAR				
2) All grade levels will practice problem solving skills everyday from 7:45-8:15. Teachers will model problem solving thinking each day with the students. Grades PK3, PK4, kinder, and 1st will participate in math talk. Grades 2nd/3rd will do model drawing.		Principal Assistant Principals CIS	STAAR Math Results Formative Assessments MAP				
<b>Problem Statements:</b> Student Academic Achievement 2, 4, 6, 7							
3) Each grade level will have a scheduled time where teachers and other professionals will work with small groups during intervention time in math and reading on targeted areas.		Principal Assistant Principals CIS	EOY Universal Screens STAAR Results Formative Assessments				
<b>Problem Statements:</b> Student Academic Achievement 3, 4, 9							
4) ELL students will be served by a highly qualified teacher in grades PK through 3rd.		Principal LPAC Coordinator	TELPAS STAAR				
5) Each child in kinder through 3rd grade will participate in a district approved program called ST Math. Assistants will help monitor progress in the program.		Principal Assistant Principal CIS Teachers Technologist	ST Math Reports				
<b>Problem Statements:</b> Student Academic Achievement 4							

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

**Performance Objective 1 Problem Statements:**


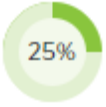

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> 8% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math. <b>Root Cause 2:</b> Guided math is not implemented with fidelity.
<b>Problem Statement 3:</b> 36-40% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. <b>Root Cause 3:</b> All components of balanced literacy are not implemented with fidelity.
<b>Problem Statement 4:</b> 22-26% kindergarten through third grade students did not meet projected growth in math as measured by MAP. <b>Root Cause 4:</b> Guided math is not implemented with fidelity.
<b>Problem Statement 6:</b> 7% of PK students did not meet proficiency on math CIRCLE. <b>Root Cause 6:</b> Guided math is not implemented with fidelity in all grade levels and classrooms.
<b>Problem Statement 7:</b> 19% of ELL students did not meet projected growth in math MAP. <b>Root Cause 7:</b> Guided math is not implemented with fidelity.
<b>Problem Statement 9:</b> 44% of third grade students achieved the masters level on STAAR Reading and 41% achieved the masters level on STAAR Math. <b>Root Cause 9:</b> Enrichment opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.

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

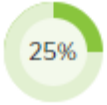




**Performance Objective 2:** By June 2019, 100% of administration and professional staff will attend staff development throughout the year to increase student achievement and rigor in the classroom.

**Evaluation Data Source(s) 2:** STAAR  
EOY Universal Screens

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in planning sessions three times a year to plan and implement new instructional strategies and rigor to increase student achievement. Planning will include studying Student Learning Reports from Lead4ward and collaboratively creating Concept Boards.		Principal Assistant Principal CIS	STAAR Results Universal Screening Data				
	<b>Problem Statements:</b> School Processes & Programs 1						
2) Continue the practice of posting learning targets in every classroom and follow the campus momentum plan for the district's problem of practice of increasing rigor in every classroom.  Instructional rounds will be conducted each semester. Internal instructional rounds will be conducted at Clarke once in the fall and once in winter. Data will be collected in accordance to the momentum plans essential questions. After rounds, benchmark goals will be set for next levels of work.		Principal Assistant Principal CIS	Instructional Rounds Data				
	<b>Problem Statements:</b> School Processes & Programs 1						
3) Increase student discourse and continue to find meaningful ways to engage students in more complex thinking processes.		Principal Assistant Principal CIS	Walk Throughs STAAR				
	<b>Problem Statements:</b> School Processes & Programs 1						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Administrators and teachers will collaboratively learn about and use CFA 2.0 documents to establish learning progressions for literacy and math for each unit of study.	2.4, 2.5, 2.6	Admin	STAAR Results Universal Screening Data CUA results				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 9							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 2 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 13% of 3rd grade students did not meet the Approaches Grade Level standard on STAAR reading. <b>Root Cause 1:</b> All components of balanced literacy are not implemented with fidelity.
<b>Problem Statement 2:</b> 8% of 3rd graders did not meet the Approaches Grade Level standard on STAAR math. <b>Root Cause 2:</b> Guided math is not implemented with fidelity.
<b>Problem Statement 3:</b> 36-40% of kindergarten through third grade students did not meet projected growth in reading as measured by MAP. <b>Root Cause 3:</b> All components of balanced literacy are not implemented with fidelity.
<b>Problem Statement 4:</b> 22-26% kindergarten through third grade students did not meet projected growth in math as measured by MAP. <b>Root Cause 4:</b> Guided math is not implemented with fidelity.
<b>Problem Statement 5:</b> 11% of PK students did not meet proficiency on phonological awareness in CIRCLE. <b>Root Cause 5:</b> All components of balanced literacy are not implemented with fidelity.
<b>Problem Statement 6:</b> 7% of PK students did not meet proficiency on math CIRCLE. <b>Root Cause 6:</b> Guided math is not implemented with fidelity in all grade levels and classrooms.
<b>Problem Statement 9:</b> 44% of third grade students achieved the masters level on STAAR Reading and 41% achieved the masters level on STAAR Math. <b>Root Cause 9:</b> Enrichment opportunities along with tasks that involve increased rigor are not consistently provided across all grade levels.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers struggle to plan and implement ELAR lessons at the depth and rigor required for mastery of the TEKS. <b>Root Cause 1:</b> The components of balanced literacy are not understood by all teachers and have not been implemented with fidelity.