

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



# Mission Statement

As a TEAM, we will establish relationships that foster a community which facilitates learning and builds the critical skills and analytical knowledge needed for a creative mindset in the 21st-century workforce and higher learning.

# Vision

To inspire imagination and creativity in every child by overcoming challenges in a positive, safe learning environment, therefore producing a community of life-long learners.

# School Motto

TEAM East Ward - Inspiring the HEARTS of Students

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	8
School Processes & Programs .....	15
Perceptions .....	22
Comprehensive Needs Assessment Data Documentation .....	26
Goals .....	28
Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success. ....	28
Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success. ....	41
Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals. ....	44
Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community. ....	47
Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff. . .	51
State Compensatory .....	56
Personnel for East Ward Elementary School: .....	56
Title I Schoolwide Elements .....	57
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	57
1.1: Comprehensive Needs Assessment .....	57
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	57
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	57
2.2: Regular monitoring and revision .....	57
2.3: Available to parents and community in an understandable format and language .....	57
2.4: Opportunities for all children to meet State standards .....	57
2.5: Increased learning time and well-rounded education .....	58
2.6: Address needs of all students, particularly at-risk .....	58
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	58
3.1: Develop and distribute Parent and Family Engagement Policy .....	58
3.2: Offer flexible number of parent involvement meetings .....	58
Title I Schoolwide Element Personnel .....	59
2018-2019 Site Based Decision Making Committee .....	60
Campus Funding Summary .....	61

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Students:

East Ward Elementary is a small campus with an enrollment of 522 students. The ethnic breakdown of the campus is African American 38.74%, Asian 2.10%, Hispanic 36.45%, Native/Pacific Islander 0.95%, and White 12.98%. Student groups consist of At-Risk 58.78%, Dyslexia 4.96%, ELL 15.08%, GT 1.15%, Military 8.78%, Special Education 18.13. The campus mobility rate is 37.2%, and a total of 89.38% are economically disadvantaged. The attendance rate is 93.86%.

KISD has identified 4% of the total elementary student population as gifted and talented. The percentage of GT students at East Ward is significantly lower than the district average. Students in poverty often exhibit characteristics of giftedness in ways that are much different than expected. We plan to study the characteristics of the giftedness of children in poverty in order to be certain that students are identified and taught according to their needs.

At-Risk students are identified by the state indicators and are served by highly qualified teachers through tiered interventions with research-based materials provided by State Compensatory Education funds as well as Title I funds. These funds are also utilized to provide instructional assistants who work with identified at-risk students.

We service 18.13% of our students through Special Education. Of those, 4.58% are mainstream, 0.57% are resource, and 8.21% are in self-contained classes. We also service 13.36% students in speech.

Our LEP students are served with one full-time teacher and one full-time instructional assistant utilizing an inclusion method for serving students. Students also use a computer-based program called Imagine Learning, which is designed to enhance their vocabulary and reading skills.

#### Staff:

Our average class size is 18 students: 1 teacher, which is within the average specified by the state.

The professional staff at East Ward meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Teachers by years of experience:

- Beginning Teachers 16.9%
- 1-5 Years Experience 29.4%
- 6-10 Years Experience 20.7%
- 11-20 Years Experience 22.5%
- Over 20 Years Experience 10.6%

East Ward staff members have a wide range of experience. For the 18-19 school year, East Ward will have 1 new professional staff member.

<b>Teachers</b>	
<b>PK</b>	3
<b>K</b>	3
<b>1</b>	4
<b>2</b>	4
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>Music</b>	1
<b>PE</b>	2
<b>ESL</b>	1.5
<b>Sped</b>	6
<b>RICA</b>	1

**Parents and Community:**

East Ward is part of an established neighborhood community. Many of our parents are second or third generation members of our school. The highest level of education for the majority of our parents is a high school diploma resulting in minimum-wage earnings. Our community consists of a high percentage of single-parent households with reliance on other family member

support.

Our campus includes students of families receiving support from the following community agencies, Families in Crisis and the Option House.

91.87% of our community is identified as economically disadvantaged.

A Spring 2018 parent survey reported that 57% of parents feel the school encourages family engagement.

### **Demographics Strengths**

#### **The demographic strengths of East Ward Elementary include:**

- East Ward has a very diverse student population, with a strong focus on reaching **all learners**.
- Students at East Ward are accepting of students with special needs as the school provides services for self-contained classes.

#### **The staff quality at East Ward Elementary exhibits the following strengths:**

- All staff members are highly qualified
- Our staff has a balance of experience and expertise.
- Demographics of our staff are similar to the demographics of our students, which helps meet the diverse needs of our students.

#### **The community of East Ward Elementary exhibits the following strengths:**

- Parents are multi-generational members of East Ward Elementary.
- Parents are eager to support their children's academic success.
- Parents attend events and activities throughout the school year.

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

**Problem Statement 1:** 58.78% of Students are at-risk. This percentage increases as students do not meet the standard on STAAR. The percentage of students meeting the standard for 17-18 include: 62% of all students in reading, 53% in writing, 72% in math, and 57% in science. **Root Cause:** Lack of

understanding of strategies to support economically disadvantaged students.

**Problem Statement 2:** The percentage of East Ward Gifted and Talented students is 1.15% which is lower than the district average of 4%. **Root Cause:** This is due to the lack of understanding of the characteristics of students who can qualify for services.

**Problem Statement 3:** The parent survey reported that 57% of parents feel the school encourages family engagement. **Root Cause:** Communication of events needs to be more timely and effective.

# Student Academic Achievement

## Student Academic Achievement Summary



For the 2017-2018 School year, East Ward Elementary "met standard", according to the State Accountability System. The following chart indicates the campus scores.

	Index 1	Index 2	Index 3	Index 4
<b>Target Score 2018</b>				
<b>East Ward Score 2014-2015</b>	65	24	35	15.5
<b>East Ward Score 2015-2016</b>	70	48	40	26
<b>East Ward Score 2016-2017</b>	59	41	29	16

<b>A-F Accountability System</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Overall</b>
East Ward Score 2017-2018	64	70,70	69	72 (C)

An analysis of student achievement by content area and grade level indicates that overall student achievement in most content areas did not meet the district or state averages for the 2017-2018 school year.

<b>STAAR</b>	<b>Campus</b>	<b>District</b>	<b>Campus</b>	<b>District</b>	<b>Campus</b>	<b>District</b>
	<b>2016</b>	<b>2016</b>	<b>2017</b>	<b>2017</b>	<b>2018</b>	<b>2018</b>
3rd Grade Reading	58%	74%	57%	71%	54%	73%
3rd Grade Math	79%	81%	61%	80%	71%	77%

4th Grade Reading	63%	75%	58%	68%	60%	70%
4th Grade Math	65%	77%	64%	75%	60%	77%
4th Grade Writing	46%	67%	38%	61%	53%	59%
5th Grade Reading	90%	85%	74%	83%	71%	84%
5th Grade Math	92%	91%	79%	89%	83%	93%
5th Grade Science	84%	72%	41%	68%	57%	71%

	3rd - 5th Data for all Students Groups					
	Rdg	Rdg	Rdg	Rdg	Rdg	Rdg
	12-13	13-14	14-15	15-16	16-17	17-18
<b>All students</b>	84%	76%	70%	68%	63%	63%
<b>African American</b>	81%	77%	63%	61%	55%	60%
<b>Hispanic</b>	85%	82%	67%	78%	73%	67%
<b>White</b>	89%	57%	67%	66%	62%	60%
<b>2 or More Races</b>	89%	88%	92%	57%	57%	57%
<b>Special Education</b>	79%	53%	42%	37%	58%	77%
<b>Eco Dis</b>	84%	76%	65%	67%	61%	61%
<b>ELL</b>	75%	68%	68%	76%	77%	55%

	3rd - 5th Data for all Students Groups					
	Math	Math	Math	Math	Math	Math
	12-13	13-14	14-15	15-16	16-17	17-18
<b>All students</b>	70%	70%	65%	78%	69%	72%
<b>African American</b>	59%	70%	44%	75%	59%	61%
<b>Hispanic</b>	74%	77%	72%	90%	78%	80%
<b>White</b>	82%	43%	69%	73%	65%	84%
<b>2 or More Races</b>	67%	75%	-	57%	64%	64%

<b>Special Education</b>	58%	50%	-	50%	75%	73%
<b>Eco Dis</b>	71%	71%	61%	78%	65%	71%
<b>ELL</b>	69%	68%	-	83%	74%	78%

<b>3rd - 5th Data for all Students Groups</b>						
	<b>Wrtg</b>	<b>Wrtg</b>	<b>Wrtg</b>	<b>Wrtg</b>	<b>Wrtg</b>	<b>Wrtg</b>
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>All students</b>	64%	61%	49%	46%	38%	53%
<b>African American</b>	56%	63%	60%	42%	18%	44%
<b>Hispanic</b>	69%	47%	36%	60%	50%	62%
<b>White</b>	86%	60%	37%	33%	56%	20%
<b>2 or More Races</b>	-	*	60%	43%	38%	100%
<b>Special Education</b>	*	*	13%	10%	33%	76%
<b>Eco Dis</b>	62%	59%	47%	44%	33%	54%
<b>ELL</b>	*	60%	25%	58%	30%	61%

<b>3rd - 5th Data for all Students Groups</b>						
	<b>Sci</b>	<b>Sci</b>	<b>Sci</b>	<b>Sci</b>	<b>Sci</b>	<b>Sci</b>
	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>All students</b>	80%	64%	72%	84%	41%	57%
<b>African American</b>	76%	62%	73%	93%	36%	52%
<b>Hispanic</b>	69%	67%	56%	63%	58%	52%
<b>White</b>	90%	*	100%	83%	25%	75%
<b>2 or More Races</b>	*	-	75%	80%	40%	63%
<b>Special Education</b>	100%	36%	100%	86%	35%	67%
<b>Eco Dis</b>	80%	64%	77%	84%	33%	52%

<b>ELL</b>	*	88%	43%	57%	70%	50%
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An additional analysis of the data indicates advanced level III/Masters increased in the following areas: 3rd grade math and 5th grade science.

### Students at Masters Grade Level

	<b>III Student Achievement Data</b>					
	<b>2012-2013</b> (STAAR)	<b>2013-2014</b> (STAAR)	<b>2014-2015</b> (STAAR)	<b>2015-2016</b> (STAAR)	<b>2016-2017</b> (STAAR)	<b>2017-2018</b> (STAAR)
<b>3rd Math</b>	2%	5%	11%	5%	10%	15%
<b>4th Math</b>	10%	2%	1%	9%	10%	7%
<b>5th Math</b>	14%	14%	6%	25%	15%	9%
<b>3rd Read</b>	6%	10%	10%	11%	12%	9%
<b>4th Read</b>	13%	10%	6%	9%	14%	4%
<b>5th Read</b>	10%	11%	17%	29%	18%	18%
<b>4th Writing</b>	2%	0%	1%	4%	3%	0%
<b>5th Science</b>	4%	4%	6%	13%	1%	3%

A thorough analysis of universal screening data shows that we are slightly behind the district RIT scores in most grade levels.

Pre-K CIRCLE DATA	2016-2017		2017-2018	
	Campus (%Proficient)	District (%Proficient)	Campus (%Proficient)	District (%Proficient)
Rapid Letter Naming	77	83	67	78
Rapid Vocabulary	49	69	27	61
Phonological Awareness	91	83	73	80
Math	96	91	82	89

NWEA MAP DATA												
	MAP MATH Campus 16-17	MAP MATH District 16-17	MAP MATH Campus Growth 16-17	MAP MATH Campus 17-18	MAP MATH District 17-18	MAP MATH Campus Growth 17-18	MAP READING Campus 16-17	MAP READING District 16-17	MAP READING Campus Growth 16-17	MAP READING Campus 17-18	MAP READING District 17-18	MAP READING Campus Growth 17-18
<b>K</b>	149.2	158.9	17.8	157.9	160.6	24.4	147.7	157	11.3	154.3	158.8	15.7
<b>1<sup>st</sup></b>	164.9	179.4	11.2	171.4	179.3	17.7	161	174.7	8.4	166.2	175.3	12.8
<b>2<sup>nd</sup></b>	183.9	190.1	12.6	184	190.2	16.2	177.2	186.6	8.8	177.9	187.2	12.0
<b>3<sup>rd</sup></b>	199.5	204.2	14	199.5	203.7	14.8	191.6	197.4	7.8	190.3	197.1	7.8
<b>4<sup>th</sup></b>	212.5	215.6	8.3	207.4	214.6	9	200	205.3	4.6	200.1	205.1	8.2
<b>5<sup>th</sup></b>	217.5	223.6	9.4	214.9	223.4	3.9	202.3	211	4.2	204.8	211	4.1

### Student Academic Achievement Strengths

The following strengths have been identified for the 2017-2018 school year:

## Kindergarten through 5th Grade MAP Data:

- RIT scores are higher in 17-18 than in 16-17.
- Campus growth is greater in 17-18 than in 16-17.
- Kinder had a substantial amount of growth in both reading and math as compared to the other grade levels.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity in grades K-5.

**Problem Statement 2:** Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. **Root Cause:** Science is not being taught with fidelity in grades K-5.

**Problem Statement 3:** Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. **Root Cause:** Writing instruction is not implemented with fidelity in K-5.

**Problem Statement 4:** Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. **Root Cause:** Reading instruction is not implemented with fidelity in K-5.

# School Processes & Programs

## School Processes & Programs Summary

## **Professional Learning Community:**

The goals for the campus are directly aligned to district goals, and it is our commitment to "live out" the values of our district -- teamwork, quality, integrity, caring attitude, maximum effort, and innovation. Grade level Professional Learning Communities (PLCs) are conducted on an 8-day rotation. While each PLC was scheduled for 90 minutes of collaboration time, only 40% of PLCs began on time.

The focus is to study the curriculum, align our work with the LEARN model, utilize Marzano's High Yield Strategies throughout the gradual release of responsibility model, and participate in learning from Instructional Rounds. In addition, PLCs focus on teaching and learning with an emphasis on tracking student progress. Instructional Rounds data shows that 33% of tasks were misaligned with the learning targets. The majority of tasks were at DOK 1 on the Cognitive Rigor Matrix.

Through PLCs, teachers work collaboratively to disaggregate data and plan instruction to inform future instructional needs. East Ward also uses data from Instructional Rounds to strengthen the instructional core as well as the Cognitive Rigor Matrix and Depth of Knowledge learning to continue strengthening the instructional core.

## **Curriculum and Instruction:**

East Ward Elementary uses the TEKS Resource System (TRS) provided by the district. TRS is aligned with state standards and 21st-century learning skills. It is the expectation that all teachers implement the curriculum; however, the rigor of instruction currently does not fully align with the state standards. This continues to be evident both in our student achievement data, as well as walk-through data. A priority for 2018-2019 is to continue to implement the curriculum with fidelity to include the following resources: Comprehension Toolkit, unit mapping, academic vocabulary, intentional interventions, cognitive rigor matrix, Empowering Writers strategies, close reading strategies, attending curriculum study sessions and utilizing Depth of Knowledge. As a result of improving the alignment of instruction to the content specificity and cognitive level of the standards, it is our expectation that our student achievement data will improve.

Student achievement is measured through the use of TRS Unit Assessments and Performance Assessments, STAAR, MAP universal screeners, and CIRCLE assessments. The assessment results, both formative and summative, combined with the study of our curriculum documents and state standards, drive the instruction and the decisions at East Ward. Based on the assessment results, we determine which standards we need to spiral and/or reteach and which students are in need of intervention. However, 33% of teachers do not administer or score assessments adhering to the common grading rubric or procedures resulting in inconsistent performance results.



## **Interventions:**

Our master schedule also includes a specific non-negotiable time set aside for interventions for all students by grade level called Eagle Time. This year, we will continue to implement the strategies addressed in our intentional interventions and the i-Ready resources to assist in meeting the needs of ALL students in order to increase achievement.

East Ward uses district provided, research-based interventions including Do the Math, Leveled Literacy Interventions, and standards-based small groups focusing on grade level instruction. We included 20% of students within the Tier 2 or Tier 3 interventions, however MAP data shows that we have up to 65% of grade level students needing intensive intervention support. In addition, the campus will be implementing i-Ready tiered interventions for reading and math.

RtI is implemented school-wide. When a teacher has concerns regarding a student, behavioral or academic, an RtI meeting is called to identify interventions or different strategies to use with the child. Interventions are successful when used with fidelity. In some grade levels, students monitor their own growth. This practice seems to motivate students because they enjoy charting their growth and seeing how much progress they are making.

In addition, East Ward has the following instructional programs to meet the needs of all students. These programs include the Gifted and Talented Program, English Language Learners, and Dyslexia. Students who qualify for Special Education are provided services through an inclusion model consisting of co-teaching support.

## **Professional Development and Leadership:**

Teachers at East Ward are afforded a variety of opportunities to serve in leadership capacities. Some of these opportunities include District Conduct Committee representative, District Employee Advocacy Committee representative, SBDM representative, and grade level TEAM leader. In addition, East Ward teacher leaders frequently provide professional learning during PLCs and after-school meetings. The district also provides ongoing professional development sessions, and many East Ward teachers take advantage of these learning opportunities. In addition, our campus instructional specialists provide support for all teachers through facilitating a deep study of the curriculum through Unit Mapping that focuses on improving teaching and learning.

East Ward Elementary is grounded by a strong student-centered focus. Our teaching and learning are derived from the belief that all students can learn at high levels. Collaborative, site-based decision making is a priority and includes a team of administrators, teachers, community members and instructional assistants. Our SBDM Committee meets regularly to review and evaluate the campus improvement plan and approve the expenditures of our resources.

As a result of the student-centered focus on teaching and learning, the daily schedule continues to maximize the amount of time spent on instruction. We have assigned 90 minutes of math and 90 minutes of reading for kindergarten through 5th grade. The schedule also ensures that we are able to care for all the needs of all our students by offering free breakfast and lunch, providing small group instruction, and counseling to support home/school connection.

The leadership team meets every week to address campus needs. Shared decision making is facilitated regarding future professional development based on a variety of data.

Communication with staff members is done through emails, monthly staff newsletter, monthly staff meetings, and an open door policy. Parent communication is consistently handled through phone calls, conferences, Connect-ed messages, campus webpage, campus Facebook page, and newsletters.

### **Teacher Induction and Mentoring:**

The district has an excellent mentoring program for all new teachers. Teachers are assigned a mentor and/or buddy and complete certain requirements mandated by the district and campus. New teachers meet monthly with the leadership team to provide additional support to address questions, concerns, or learning needs.

### **Technology:**

East Ward uses technology in a variety of capacities such as ST Math, MyOn, i-Ready interventions in math & reading instruction, BrainPop, BrainPop Jr., RAZ-Kids reading programs, and research and presentation opportunities.

The instructional program is enhanced by teachers through the integration of technology devices. Each classroom has 3 to 5 student computers, interactive projectors, and each grade level has a mobile lab and 6 iPad minis. East Ward has 2 computer labs.

The district allotted a half-time technologist, however, our SBDM approved funding the rest of the .5 position in order for students and teachers to engage in 21st-century technology skills. Technology proficiencies are evaluated through the state instrument, Bright Bytes. The district provides professional development for teachers throughout the year. East Ward will continue to offer professional development in technology for the 2018-2019 school year.

### **Discipline:**

The Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies. A campus-wide flowchart was created to ensure all stakeholders understand processes and procedures for documenting problematic behaviors. The RtI committee discusses and supports positive behavior interventions for students with recurring behavior challenges. Restorative Discipline professional development training was provided to the entire staff at the beginning of the school year, however, 405 behavioral referrals were written, while 347 were processed. Good behavior parties were held every 9 weeks to reward those students who had good citizenship in the classroom and had not received a referral.

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

#### **The Professional Learning Community**

- Collaboration is the norm.
- 1/2 day and full day planning sessions are provided for each grade level.
- Collaborative learning and planning through PLCs that meet were held on an 8-day rotation.
- Utilizing the LEARN Model at each professional development session.
- East Ward has an effective PLC structure to help develop teachers and improve teaching practices.
- Common planning through the use of unit mapping.

### **Curriculum and Instruction:**

- A guaranteed and viable curriculum used to plan instruction.
- Common assessments given in a timely manner to monitor student progress, make necessary adjustments and reviewed to meet the needs of all students.
- A block of time set aside for interventions during the day.
- A master schedule designed to maximize instruction that includes blocks of time for ELAR and math instruction.

### **Interventions:**

- RtI is facilitated using the district's flow chart to ensure fidelity in meeting the needs of students.
- Built-in intervention block of 60 minutes that provides the appropriate instructional support for all students.

### **Professional Development and Leadership:**

- Instructional coaching support provided by private consultants.
- Monthly TEAM Leader meetings.
- Monthly New Teacher meetings.
- An excellent mentoring and buddy program supports and grows new teachers.
- Staff participates in ongoing, research-based professional learning opportunities provided by our district.

### **Technology:**

- 1 computer lab with 22 iMac computers that teachers and students can utilize.

- The library has 12 computers used for research.
- Each classroom has 3 to 5 student computers used to enhance instruction.
- Each teacher has a MacBook Pro laptop.
- All classrooms have a document camera and an interactive projector.
- We have about 60 mini iPads for use with ST Math, 18 desktops used by ELL for Imagine Learning, and 12 teachers that have iPods/mini- iPads for iLEARN technology instruction.
- The district provides extensive professional development in the area of technology during summer "Tech Camp."
- Upgrade of the classroom projectors to implement interactive whiteboards.
- East Ward has a poster maker to enhance classroom instruction.

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

**Problem Statement 1:** Starting and ending times made available for PLC, instruction, and intervention are not adhered to 60% of the time. **Root Cause:** Lack of effective time management procedures.

**Problem Statement 2:** Instructional Rounds Data shows there is a lack of alignment between tasks, targets, and depth of knowledge on the Cognitive Rigor Matrix. **Root Cause:** Inconsistent transfer of learning from PLC discussions and collaboration to application in the classroom.

**Problem Statement 3:** Lack of understanding of the specificity of standards. **Root Cause:** Teams are not utilizing available time and resources for in depth studies of the standards.

**Problem Statement 4:** Success criteria for performance assessments are unclear or inconsistent. **Root Cause:** Lack of collaboration and common understanding of standards among grade level teams.

**Problem Statement 5:** Intervention support is not meeting the needs of all students. **Root Cause:** Lack of understanding of differentiated instruction.

**Problem Statement 6:** Technology is not being integrated to enhance teaching and learning. **Root Cause:** Teachers are unaware of technology standards.

**Problem Statement 7:** Teachers persistently use ineffective classroom management strategies. **Root Cause:** Teachers are not following campus-wide discipline flowchart.

**Problem Statement 8:** A total of 405 discipline referrals were written, with 347 of them being processed. **Root Cause:** Restorative Discipline practices were not put into practice.

# Perceptions

## Perceptions Summary

### Family and Community Engagement:

At East Ward, we welcome the support from all stakeholders. Parental involvement is recognized and valued as a means to increase student achievement. We provide several opportunities for parents and community members to participate in the instructional program such as open houses, content area nights, awards assemblies, and Freedom Walk to name a few. Our Adopt-A-Unit soldiers support many of these events.

East Ward is fortunate to partner with Communities in Schools (CIS). The program connects parents, students, the school, and community together to help make each child successful. Numerous after-school activities, such as tutoring, mentoring, extra-curricular activities, and homework assistance are provided for students who participate in CIS. CIS, in conjunction with East Ward, offers wellness and resource nights where parents learn about the many community resources that are available to our families. However, support during the instructional day has not had a measurable impact on student academic or behavioral success.

East Ward is supported by the following community agencies: Killeen/Harker Heights Rotary, Wal-Mart, HEB, Boys and Girls Club, Good News Club and other agencies.

We value communication with our parents and community. School communication is provided in both English and Spanish. Parent notes are sent home every Wednesday, as well as a monthly Parent Newsletter to provide information about upcoming events and activities. In addition, East Ward publishes information on our school website, the marquee, ConnectEd messages, and a Facebook page.

Parents and community members serve on the Site Based Decision Making Committee (SBDM). The membership of SBDM represents the ethnic and socio-economic make-up of the community. The K12 Insight survey showed that only 57% of parents felt that East Ward encourages family engagement. This is a statistic we plan to improve upon in 2018-2019.

### School Culture and Climate:

The culture and climate of East Ward Elementary is strongly influenced by its identity as the heart of the East Ward community. East Ward

is a neighborhood school that was built in 1952. We are committed to improving student learning through fostering a culture of life-long learners. The structures, schedules, and processes are in place to build and maintain a collaborative work environment where the collective capacity of all stakeholders is celebrated. East Ward's vision, mission, and motto will be reviewed and communicated regularly to ensure our focus remains on students.

Safety procedures are in place such as fire drills, tornado drills, evacuation drills, and shelter in place drills to promote the safety and well-being of all our students and staff. However, safety drills are not executed monthly. In addition, our school has safety measures that require visitors to sign-in at the office first before being allowed access to the rest of the school. Our school also has the SMART Check system to identify any potential sex offenders trying to enter the school. All visitors must present a current state issued ID/Driver's license to be swiped in the SMART Check system.

TEAM East Ward spirit shirts are provided for every staff member during the week of in-service.

East Ward ensures transitions for students upon arriving and exiting the campus are as smooth as possible. Our PreK students are provided an opportunity to participate in kinder classes during the month of May. Fifth grade students participate in an orientation at the middle school they will attend the following year.

To build a culture of camaraderie and celebration, East Ward staff members participate in various activities. An example is our "Employee of the Month" that is also recognized on the campus marquee, school webpage, and displayed on the office bulletin board. Other school-wide programs designed to develop a feeling of the community include:

Choir Performances

Student Ambassadors

Parent meetings

Content Area Nights

Plants/flowers for staff members & family during hospitalization or loss

Monthly birthday celebrations

Staff Christmas Party

Staff Surveys

Academic Awards Assemblies

Staff lunches during professional development

Teacher Appreciation Week

## Communities in Schools Activities

Parenting classes/institutes

PTA

Partnership with Adopt-A-Unit

Technology Club

Basketball Club

Choir Club

Journalism Club

Dance Team

## Perceptions Strengths

### **The strengths of East Ward's family and community involvement are listed below:**

- There is a strong partnership with and support from Communities in Schools and other community agencies.
- CIS provides an array of services for families.
- East Ward uses a variety of channels to communicate with parents such as campus website, various teacher websites, Wednesday Folders containing school-wide information, student planners, parent/teacher conferences, ConnectEd messages and our Facebook page.

### **Strengths identified from the Parent Survey:**

- 78% of parents felt that East Ward Elementary provided a family-friendly environment.
- 78% of parents felt that East Ward Elementary provided a safe learning environment.

### **The following are strengths of the East Ward culture and climate:**

- Events are well attended



- Translators are provided to parents for all academic meetings and conferences.

### **Staff Survey revealed the following strengths:**

- 4/5 star rating: Administrator team is approachable
- 4/5 star rating: East Ward continually builds and provides a safe learning environment
- 3.5/5 star rating: comfortable with campus climate

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Communities in Schools (CIS) events and support during instructional day have limited impact on student academic and behavioral success. **Root Cause:** Lack of commitment to campus vision and mission.

**Problem Statement 2:** Safety drills are not executed monthly. **Root Cause:** Drills were not scheduled in advance to prevent conflicts with other school activities.

**Problem Statement 3:** The parent survey reported 57% of parents feel the school encourages family engagement. **Root Cause:** Communication of events needs to be more timely and effective.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





Revised/Approved: October 17, 2018

## 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 18-19 school year, East Ward's math scores will increase by 6 points, from 65% to 71%..

**Evaluation Data Source(s) 1:** Formative and summative assessments and STAAR Math.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) All teachers will participate in professional development provided by campus staff based on proven strategies for teaching math to struggling learners. Research based strategies will be used to improve math instruction. Subs will be hired so that teachers can meet for half day planning once every nine weeks. All teachers will be involved in a deep study of the curriculum and the TEKS Resources System standards before, during and after planning unit lessons. Teachers will collaborate over common assessments and review data weekly.</p>	2.4, 2.5, 2.6	CISs Teachers Admin Team	By June 2018, all students will show a 6 point growth in math as measure by common formative and summative assessments as well at STAAR Math.				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 166 - State Comp Ed - 1500.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Teachers will engage in collaborative planning to create Unit Maps that ensure a deep understanding of the standards and tight alignment between learning tasks and targets.</p>	2.4, 2.5	Admin CISs Teachers	Increased achievement in STAAR Math.				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) A math spiral component that focuses on a review of previously taught skills will be implemented in all classrooms.</p>	2.4, 2.5	Admin CISs Teachers	Increased achievement in STAAR Math.			
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>						
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Math fluency component will be utilized by instructional assistants during intervention time for all classrooms. Priority will be given to the white and the two or more races student groups to provide additional targeted assistance to increase student success and achievement on STAAR.</p>	2.4, 2.5	Campus Instructional Assistants	Increased achievement on common formative and summative math assessments and STAAR math.			
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 166 - State Comp Ed - 5700.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) ST Math will be implemented with fidelity.</p>	2.4, 2.5	Admin Campus Instructional Assistants	Increased progress on district and campus math assessments.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Unit assessment data will be disaggregated in real time.</p>	2.4, 2.5, 2.6	Admin CISs Teachers	Increased achievement on math unit assessments.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Math problem-solving opportunities will be facilitated during math spiral.</p>	2.4, 2.5, 2.6	Admin. CISs Teachers	Increase in math assessment data.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) During Guided Math, teachers will identify misconceptions related to on-grade level skills and provide appropriate support.</p>	2.4, 2.5, 2.6	Admin. CISs Teachers	Increase in math assessment data.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>9) All students in PreK through 5th grades will use ST Math weekly in accordance with program standards in an effort to increase student understanding of math concepts.</p>	2.4, 2.5, 2.6	Admin. CISs	All students will make one year's progress in math as measured by the universal screener for each grade level.			

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Walkthroughs will be implemented to ensure fidelity of math instructional expectations.</p>	2.4	Admin CISs	Increase in math assessment data.			
<p>11) Provide hands-on meaningful learning experiences for all students in the area of math instruction. Increase the rigor of assigned tasks through the use of high level questions and problem solving opportunities.</p>	2.4, 2.6	Teachers CISs Admin	Increase in math assessment data.			
<p><b>Problem Statements:</b> Student Academic Achievement 1</p>						
<p><b>Funding Sources:</b> 166 - State Comp Ed - 1820.00</p>						
<p align="center">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. <b>Root Cause 1:</b> TRS is the math curriculum and has not been implemented with fidelity in grades K-5.</p>

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

**Performance Objective 2:** By the end of the 18-19 school year, East Ward's science scores will increase by 8 points from 52% to 60%.

**Evaluation Data Source(s) 2:** Formative and summative assessments and STAAR Science.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) All teachers will participate in professional development provided by campus staff based on proven strategies for teaching science to struggling learners. Research based strategies will be used to improve science instruction. Subs will be hired so that teachers can meet for half day planning once every nine weeks. All teachers will be involved in a deep study of the curriculum and the TEKS Resources System standards before, during and after planning unit lessons. Teachers will collaborate over common assessments and review data weekly.</p>	2.4, 2.5, 2.6	Admin. CISs Teachers	By June 2018, all students will show an 8 point growth in science as measured by common formative and summative assessments as well at STAAR Science.				
<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 166 - State Comp Ed - 1500.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Teachers will engage in collaborative planning to create Unit Maps that ensure a deep understanding of the standards and tight alignment between learning tasks and targets.</p>	2.4, 2.5	Admin. CISs Teachers	Increased achievement in STAAR Science.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) PK-5th grade teachers will teach science daily.</p>	2.4, 2.5, 2.6	Admin. CISs	Increased achievement on common formative and summative science assessments and STAAR Science.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Percentage of investigations implemented weekly in alignment with the standards.</p>	2.4, 2.6	Admin CISs Teachers	Increased achievement on common formative and summative science assesments and STAAR Science.				

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 5) Unit assessment data will be disaggregated in real time.	2.4, 2.5, 2.6	Admin CISs Teachers	Increase in science assessment data.				
<b>Critical Success Factors</b> CSF 1 6) Walkthroughs will be implemented to ensure fidelity of science instructional expectations.	2.4	Admin CISs	Increase achievement on common formative and summative science assessments and STAAR Science.				
7) Provide hands-on meaningful learning experiences for all students in the area of science instruction. Increase the rigor of assigned tasks through the use of high level questions and problem solving opportunities.	2.4, 2.6	Teachers CISs Admin	Increase in science assessment data.				
<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 166 - State Comp Ed - 1820.00							
= Accomplished             = Continue/Modify             = No Progress             = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. <b>Root Cause 2:</b> Science is not being taught with fidelity in grades K-5.



**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 18-19 school year, East Ward's writing scores will increase by 7 points from 53% to 60%.

**Evaluation Data Source(s) 3:** Formative and summative assessments and STAAR Writing.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) All teachers will participate in professional development provided by campus staff based on proven strategies for teaching writing to struggling learners. Research based strategies will be used to improve writing instruction. Subs will be hired so that teachers can meet for half day planning once every nine weeks. All teachers will be involved in a deep study of the curriculum and the TEKS Resources System standards before, during and after planning unit lessons. Teachers will collaborate over common assessments and review data weekly.</p>	2.4, 2.5, 2.6	Admin. CISs Teachers	By June 2018, all students will show a 7 point growth in writing as measure by common formative and summative assessments as well at STAAR Writing.				
<p><b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 166 - State Comp Ed - 1500.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Implement writing commitments with fidelity in grades K-5.</p>	2.4, 2.5, 2.6	Admin. CISs	Increased achievement on common formative and summative writing assessments and STAAR Writing.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Each grade level will design end-of-year writing expectations.</p>	2.4, 2.5, 2.6	Admin. CISs Teachers	Increased achievement on common formative and summative writing assessments and STAAR Writing.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) 1st through 4th grade teachers will implement a daily revising and editing component in writing instruction.</p>	2.4, 2.5, 2.6	Admin. CISs	Increase achievement on formative and summative writing assessments and STAAR Writing.				

<b>Critical Success Factors</b> CSF 1 CSF 4 5) Writing instruction will be taught daily in every classroom.	2.4, 2.5, 2.6	Admin. CISs	Increase achievement on formative and summative writing assessments and STAAR Writing.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 6) Walkthroughs will be implemented to check for fidelity of daily writing instruction.	2.4, 2.5, 2.6	Admin.	Increase achievement on formative and summative writing assessments and STAAR Writing.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 7) The iReady Writing Resource will be utilized for classroom instruction in grades 2-5 to support daily writing instruction.	2.4, 2.5, 2.6	Admin. CISs	Increase achievement on formative and summative writing assessments and STAAR Writing.				
<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 166 - State Comp Ed - 8190.09							
<b>Critical Success Factors</b> CSF 1 CSF 2 8) Unit assessment data will be disaggregated in real time.	2.4, 2.6	Admin CISs Teachers	Increase in writing assessment data.				
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 3:</b> Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. <b>Root Cause 3:</b> Writing instruction is not implemented with fidelity in K-5.

**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 18-19 school year, East Ward's reading scores will increase by 9 points from 56% to 65% over the course of the next 3 years.

**Evaluation Data Source(s) 4:** Formative and summative assessments and STAAR Reading.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) All teachers will participate in professional development provided by campus staff based on proven strategies for teaching reading to struggling learners. Research based strategies will be used to improve reading instruction. Subs will be hired so that teachers can meet for half day planning once every nine weeks. All teachers will be involved in a deep study of the curriculum and the TEKS Resources System standards before, during and after planning unit lessons. Teachers will collaborate over common assessments and review data weekly.</p>	2.4, 2.5, 2.6	Admin. CISs Teachers	By June 2018, all students will show a 8 point growth in reading as measure by common formative and summative assessments as well at STAAR Reading.				
<p><b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 166 - State Comp Ed - 1500.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Balanced Literacy will be implemented in every classroom daily.</p>	2.4, 2.5, 2.6	Admin. CISs	Increased achievement on formative and summative reading assessments and STAAR Reading.				
<p><b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 166 - State Comp Ed - 7244.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4</p> <p>3) Walkthroughs will be implemented to check for fidelity of daily reading instruction.</p>	2.4, 2.5, 2.6	Admin.	Increased achievement on formative and summative reading assessments and STAAR Reading.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) End of year reading expectations will be monitored by collecting quarterly reading level lists.</p>	2.4, 2.6	Admin. CISs Teachers	Increased achievement on formative and summative reading assessments and STAAR Reading.				

<b>Critical Success Factors</b> CSF 1  5) East Ward will use iReady Reading software program for added intervention support for KG-5th grade students identified as in need of assistance.	2.4, 2.5, 2.6	Admin CISs Teachers	Increase achievement on formative and summative reading assessments and STAAR Reading.				
	<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 166 - State Comp Ed - 5700.00						
6) The iReady Reading Resource will be utilized for classroom instruction in grades 2-5 to support daily reading instruction.	2.4, 2.5, 2.6	Admin CISs	Increase achievement on formative and summative reading assessments and STAAR reading.				
	<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 166 - State Comp Ed - 5000.00						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 4:</b> Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. <b>Root Cause 4:</b> Reading instruction in not implemented with fidelity in K-5.

**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 18-19 school year, students participating in programs such as ESL and Gifted and Talented, will achieve one year's growth on the end of year test for reading, writing, math and science for their respective grade level.

**Evaluation Data Source(s) 5:** The performance of students participating in the GT and ESL program as measured by MAP and STAAR data.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) ESL students will receive supplemental instruction during the school day from an ESL teacher in order to increase English vocabulary and become fluent speakers, readers, and writers of English.</p>	2.4, 2.6	ESL Teacher CISs Admin.	Increase vocabulary and literacy skills for ESL students. Deeper understanding of second language learning instructional strategies for teachers.				
<p><b>Problem Statements:</b> Student Academic Achievement 3, 4  <b>Funding Sources:</b> 165/ES0 - ELL - 5141.64, 263 - ESEA, Title III Part A - 2250.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) ESL teacher will attend professional development in order to stay current with best practices for ESL instruction.</p>	2.4, 2.6	CIS Admin.	Increase number of ELL students scoring at the proficient level on TELPAS and increase achievement on STAAR Reading.				
<p><b>Problem Statements:</b> Student Academic Achievement 3, 4  <b>Funding Sources:</b> 263 - ESEA, Title III Part A - 1166.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide training on how to identify gifted students.</p>	2.4, 2.5, 2.6	Admin. CISs	Increase the number of students identified as Gifted and Talented.				
<p><b>Problem Statements:</b> Demographics 2</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) GT teachers will participate in professional development to increase knowledge in addressing the needs of GT students.</p>	2.4, 2.6	CISs	Increase achievement of GT students.				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 5 Problem Statements:**

### Demographics

**Problem Statement 2:** The percentage of East Ward Gifted and Talented students is 1.15% which is lower than the district average of 4%. **Root Cause 2:** This is due to the lack of understanding of the characteristics of students who can qualify for services.

### Student Academic Achievement

**Problem Statement 3:** Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. **Root Cause 3:** Writing instruction is not implemented with fidelity in K-5.

**Problem Statement 4:** Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. **Root Cause 4:** Reading instruction in not implemented with fidelity in K-5.

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

**Performance Objective 6:** Federal and state grant funds will be used to employ supplemental personnel to provide support in interventions and small group instruction, so that by June 2019, student achievement, as measured by Domain 1, will increase from 64 % to 70% over the next 3 years.. By June 2019 at least 70% of PreK-2nd grade students will meet the benchmark level as measured by Circle and MAP Assessments.

**Evaluation Data Source(s) 6:** Domain 1, CIRCLE, MAP Assessments, and STAAR data.

**Summative Evaluation 6:**

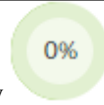
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Instructional assistants will provide support for small group instruction in reading and math. Priority will be given to the white and the two or more races student groups to provide additional targeted assistance to increase student success and achievement on STAAR.</p>	2.4, 2.5, 2.6	Teachers, Admin Team, CISs	Continuous progress monitoring indicating improved student achievement in all content areas.				
<p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> 211 - ESEA, Title I Part A - 89445.67, 166 - State Comp Ed - 9030.91</p>							
<p><b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>2) The campus instructional technologist will support at-risk students in the areas of math, reading, writing, and/or science through the integration of technology.</p>	2.5, 2.6	Admin staff	With innovations in technology, Campus technology will be in working order at least 80% of the time and there will be an increase in technology that will be integrated in the classroom.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 6  <b>Funding Sources:</b> 211 - ESEA, Title I Part A - 29799.61</p>							
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) A second Campus Instructional Specialist will help strengthen the instructional program in all content areas through modeling lessons, facilitating PLC learning, coaching, and disaggregating data.</p>	2.4, 2.6	Principal	Increase in student achievement based on universal screeners and STAAR data.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4  <b>Funding Sources:</b> 211 - ESEA, Title I Part A - 73017.75</p>							
<p><b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 4</p> <p>4) A second counselor will help strengthen the instructional program in all content areas through guidance lessons, small group support, and mentoring.</p>	2.4, 2.5, 2.6	Principal	Increased student achievement in all content areas and increase teacher efficacy.				
<p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> 211 - ESEA, Title I Part A - 34801.62</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 6 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> 58.78% of Students are at-risk. This percentage increases as students do not meet the standard on STAAR. The percentage of students meeting the standard for 17-18 include: 62% of all students in reading, 53% in writing, 72% in math, and 57% in science. <b>Root Cause 1:</b> Lack of understanding of strategies to support economically disadvantaged students.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. <b>Root Cause 1:</b> TRS is the math curriculum and has not been implemented with fidelity in grades K-5.
<b>Problem Statement 2:</b> Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. <b>Root Cause 2:</b> Science is not being taught with fidelity in grades K-5.
<b>Problem Statement 3:</b> Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. <b>Root Cause 3:</b> Writing instruction is not implemented with fidelity in K-5.
<b>Problem Statement 4:</b> Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. <b>Root Cause 4:</b> Reading instruction in not implemented with fidelity in K-5.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 6:</b> Technology is not being integrated to enhance teaching and learning. <b>Root Cause 6:</b> Teachers are unaware of technology standards.













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









**Performance Objective 1:** During the 2018-2019 school year, 100% of the staff members will participate in at least 6 hours of professional development, so that by June 2019, student achievement, as measured by Domain 1, will increase from 64% to 70%. By June 2019, at least 70% of PreK-2nd grade students will meet benchmark level as measured by Circle and MAP Assessments.

**Evaluation Data Source(s) 1:** Staff sign-sheets and agendas

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Allow administrative personnel to attend conferences both in and out of district or workshops to build our leadership capacity in the areas of coaching, literacy, math, and science.</p>	2.4, 2.5, 2.6	Admin staff	Build capacity in leadership team to increase student achievement.				
<p><b>Problem Statements:</b> Student Academic Achievement 2, 3, 4 - School Processes &amp; Programs 8</p> <p><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 5787.49</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Allow core teaching staff to attend conferences both in and out of district, that will increase student achievement and are based on student needs in reading, writing, math, and science to include ESL teachers and special education staff.</p>	2.4, 2.6	Admin and SBDM	Build capacity in teachers to increase student achievement.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4</p> <p><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 10000.00, 165/ES0 - ELL - 1298.36</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Teachers and instructional assistants will receive additional technology training to increase capacity.</p>	2.4, 2.5	Campus tech	Walkthroughs				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) Staff participating in professional development will share research-based strategies that will increase students writing skills, reading comprehension strategies and close reading during staff meetings, PLC meetings, and early out days.</p>	2.4, 2.6	Admin Team CISs All Staff	<p>Increased student performance in all content areas as evidenced by formative and summative common assessments and STAAR assessments.</p> <p>Classroom implementation of professional development</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>5) Teachers needing assistance in content areas will be given an opportunity to observe other teachers during classroom instruction. The CISs will provide coaching support on research-based high leverage instructional practices that meet the needs of all students.</p>	2.4, 2.6	CISs All Teachers Admin Team	Increased student performance in all content areas as measured by common formative and summative assessments.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) The CISs and admin team will meet with new teachers monthly to provide on-going support and professional development as needed in the area of writing, science, math and reading comprehension</p>	2.4, 2.5, 2.6	CISs Admin	An increase in student achievement in all content areas.  Increased retention of new teachers.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>7) PLC learning for teachers will include a focus for increasing the depth and complexity of rigor in the classroom using unit mapping, and the GRR Model with an additional focus addressing research based instructional strategies in order to address the learning needs of At-Risk, economically disadvantaged, and special education student populations.</p>	2.4, 2.5, 2.6	Teachers Admin Team	Decrease in the number of students identified as At-Risk.  Decrease in the number of students identified as special needs.  Increased student performance in all content areas as evidenced by common assessments for all grades.  Decrease the number of students in need of Response-to Intervention (RTI).				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Teachers will increase awareness of the characteristics of gifted and talented students by meeting twice each semester to collaborate on strategies to enrich the curriculum to meet the needs of gifted learners and address the required TPSP.</p>	2.4, 2.5, 2.6	CISs GT Coordinator GT Teachers	Increase number of identified GT students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>9) A book study on characteristics of GT students will be implemented to assist in strengthening the identification of GT students. Once identified, GT students will be provided with differentiated, project-based learning in order to meet their unique needs.</p>	2.4, 2.5	CISs GT Teachers	TPSP projects.				<p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> 177 - Gifted/Talented - 432.75</p>

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>10) Campus leadership and the trained cadre of teacher leaders will lead 2 internal instructional rounds focused on the district problem of practice and the essential questions identified in the campus momentum plan.</p>	2.4, 2.5, 2.6	Admin Team Cadre of IR teachers Classroom teachers	<p>Students are interacting with the learning target and the learning tasks in a variety of ways.</p> <p>The learning targets are derived from the IFD.</p> <p>The cognitive levels of the target, tasks, and student learning are aligned to the rigor of the standards.</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>11) A campus momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district and campus problem of practice.</p>	2.4, 2.5, 2.6	All Staff	<p>Students are interacting with the learning target and the learning tasks in a variety of ways.</p> <p>The learning targets are derived from the IFD.</p> <p>The cognitive levels of the target, tasks, and student learning are aligned to the rigor of the standards.</p>			
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The percentage of East Ward Gifted and Talented students is 1.15% which is lower than the district average of 4%. <b>Root Cause 2:</b> This is due to the lack of understanding of the characteristics of students who can qualify for services.</p>
<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. <b>Root Cause 1:</b> TRS is the math curriculum and has not been implemented with fidelity in grades K-5.</p>
<p><b>Problem Statement 2:</b> Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. <b>Root Cause 2:</b> Science is not being taught with fidelity in grades K-5.</p>
<p><b>Problem Statement 3:</b> Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. <b>Root Cause 3:</b> Writing instruction is not implemented with fidelity in K-5.</p>
<p><b>Problem Statement 4:</b> Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. <b>Root Cause 4:</b> Reading instruction in not implemented with fidelity in K-5.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 8:</b> A total of 405 discipline referrals were written, with 347 of them being processed. <b>Root Cause 8:</b> Restorative Discipline practices were not put into practice.</p>

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

**Performance Objective 1:** By June 2019, at least 85% of our families will have participated in a school-sponsored parent involvement event or activity.

**Evaluation Data Source(s) 1:** Sign in sheets, parents' perceptions of the family nights on the end of the year survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) EW will provide community participation programs such as reading night, math and science night, writing night, Hispanic Heritage Writing Night, Black History Month Writing night, and parent outreach and training activities to include LEP students and their families.</p>	3.2	Admin staff	At least 75% of our families will participate in family events.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4  <b>Funding Sources:</b> 211/PAR - ESEA, Title I Parent Involvement - 1985.99</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) EW will coordinate family events in order to encourage and welcome parents to school. These nights will include choir performances.</p>	3.2	Admin Music Teacher	Sign-in sheets and End of year parent survey responses				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) EW staff will strengthen the home-school connection by providing parent workshops and parenting information on a regular basis in order to increase students' success in school through various forms of communication.</p>	3.1, 3.2	Counselors	Sign-in sheets from parenting classes and surveys.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4 - Perceptions 3  <b>Funding Sources:</b> 211/PAR - ESEA, Title I Parent Involvement - 739.01</p>							

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) EW teachers will use agendas, email, and teacher parent conferences to communicate with parents weekly.</p>	3.2	All Staff	End of Year parent survey				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) The admin team and counselors will continue to encourage parent participation by engaging parents through parent informational sessions in an effort to increase achievement in reading, writing, math and science.</p>	3.2	Admin Team Counselors	Increase parent participation evidenced by sign-in sheets by end of year				
<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Conduct parent/teacher conferences once each semester.</p>	3.2	Assistant Principals	Number of parent participation.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Host PreK parent meetings. Parents will be provided with reading strategies with which to assist their children at home.</p>	3.2	CISs	Participation and Surveys				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. <b>Root Cause 1:</b> TRS is the math curriculum and has not been implemented with fidelity in grades K-5.</p>
<p><b>Problem Statement 2:</b> Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. <b>Root Cause 2:</b> Science is not being taught with fidelity in grades K-5.</p>
<p><b>Problem Statement 3:</b> Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. <b>Root Cause 3:</b> Writing instruction is not implemented with fidelity in K-5.</p>
<p><b>Problem Statement 4:</b> Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. <b>Root Cause 4:</b> Reading instruction in not implemented with fidelity in K-5.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> The parent survey reported 57% of parents feel the school encourages family engagement. <b>Root Cause 3:</b> Communication of events needs to be more timely and effective.</p>

**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:** During the 2018-2019 School year, East Ward will increase parent volunteers by 15%.

**Evaluation Data Source(s) 2:** Increase in parent volunteer and volunteer logs.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Parents will be encouraged to volunteer at the school during our Title I meeting with parents in October to include addressing the parent and family engagement policy and our home-school compact through various forms of communication.</p>	3.1, 3.2	Admin	More parent volunteers will sign up to help at East Ward.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) East Ward will hold a PTA drive to encourage parents to join PTA and be active volunteers.</p>	3.2	PTA Admin	Increase in PTA membership and volunteers				
<p>  = Accomplished              = Continue/Modify              = No Progress              = Discontinue         </p>							





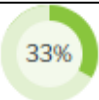
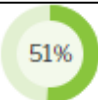





# Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 1:** During the 2018-2019 school year, we will promote a safe and inviting environment that is conducive to student success through instruction of social skills, character traits, bullying prevention and campus/district behavioral expectations and procedures with the goal of decreasing referrals.

**Evaluation Data Source(s) 1:** Student and Parent surveys, number of referrals, PEIMS report

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) In order to ensure the continuation of the education process, EW will provide an area for on-campus learning for students who disrupt the learning environment or violate classroom, campus, and/or district behavioral expectations.</p>	2.5, 2.6	Admin staff ISS Instructional Assistant	Fewer than 200 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 250 referrals.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) East Ward will provide a student survey to get feedback from students on campus life in regards to respect, citizenship, and belonging.</p>	2.6	Admin	Fewer than 100 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 150 referrals.				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>3) East Ward will implement No Place for Hate program to address the new law requirements for prevention, identification, response to, and reporting of bullying.</p>	2.6	Admin	Fewer than 10 bullying incidents reported				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Students in 3rd - 5th grade will have opportunities to participate in Student Council.</p>	2.6	Counselors	Percentage of students feeling safe, welcomed, and involved on the end of year survey.				

<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Students will have opportunities to participate as school ambassadors to help promote safety and model appropriate safety behaviors.</p>	2.6	Assistant Principals	Percentage of students feeling safe, welcomed, and involved on the end of year survey.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>6) East Ward students will participate in Fitness Gram, Jump Rope for Heart, and will implement the Sports Play and Active Recreation for Kids (SPARK) physical activity curriculum.</p>	2.6	P. E. Coaches	Increase in participation				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) East Ward will use a master schedule to ensure that students receive the required minutes of physical activity per week. Students will also receive additional physical exercise through recess after lunch.</p>	2.4, 2.6	Principal	Number of minutes students receive weekly for physical activity.				
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6</p> <p>8) East Ward will conduct monthly fire drills, two tornado drills, one external lockdown, and one internal lockdown during the school year.</p>	2.5	Assistant Principals	Staff and students will respond to emergency situations in an effective manner.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>9) Provide student code of conduct cards for Prekindergarten-5th grade.</p>	2.5	Admin staff	Fewer than 100 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 150 referrals.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>10) Students will be recognized who exemplify character of the month traits. Staff members will continue to recognize all students for academic performance, grades, and attendance through certificates and rewards.</p>	2.5, 2.6	All Staff	Increased number of students nominated to participate in character of the month.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>11) Grade levels will develop a discipline management plan that is age-appropriate and shared with students and parents.</p>	2.5	Classroom Teachers	Decreased number of students referred to the office for discipline.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>							

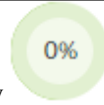




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 7:** Teachers persistently use ineffective classroom management strategies. **Root Cause 7:** Teachers are not following campus-wide discipline flowchart.

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

**Performance Objective 2:** By June 2019, East Ward Elementary will have at least a 95% attendance rate.

**Evaluation Data Source(s) 2:** PEIMS attendance report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Perfect attendance incentives will be given every nine weeks and awards at the end of the year to recognize academic achievement</p>	2.4, 2.6	Counselors	Increase in perfect attendance awards				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4</p> <p><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 1786.86</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. <b>Root Cause 1:</b> TRS is the math curriculum and has not been implemented with fidelity in grades K-5.</p>
<p><b>Problem Statement 2:</b> Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. <b>Root Cause 2:</b> Science is not being taught with fidelity in grades K-5.</p>
<p><b>Problem Statement 3:</b> Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. <b>Root Cause 3:</b> Writing instruction is not implemented with fidelity in K-5.</p>
<p><b>Problem Statement 4:</b> Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. <b>Root Cause 4:</b> Reading instruction in not implemented with fidelity in K-5.</p>

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

**Performance Objective 1:** During the 2018-2019 school year, we will effectively manage resources and operations to capitalize on student and staff learning.

**Evaluation Data Source(s) 1:** SBDM, staff and parent surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Improve procedures for arrival and dismissal for all students.		Admin and teachers	Students will safely be placed in the correct mode of transportation.				
2) Pre-Kindergarten students will have orientation with the Kindergarten teachers at the end of the year. East Ward will participate in Pre-K and Kindergarten round-up in the spring.		Counselors Pre-Kindergarten Teachers Kindergarten Teachers	Children will transition without hesitation.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Maintain PLC master schedule by continuing 90 minutes of an 8 day rotation, which provides extended learning opportunities for teachers, impacting student success.</p>	2.4, 2.5, 2.6	Admin CIS Teachers Technologies	Teacher survey results.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4							
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>4) Conduct weekly meetings and training within the leadership team.</p>	2.4, 2.5, 2.6	Principal	*Effectively collaborate with faculty so that student achievement increases *build the capacity of faculty members. *Lead PLCs *Ensure district goals are supported and implemented				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 1 Problem Statements:**

## Student Academic Achievement

**Problem Statement 1:** Our math data for 16-17 was 69%. In 17-18, East Ward's math data was 72%. The math percentages show improvement but are still well below the district average for each grade level tested. **Root Cause 1:** TRS is the math curriculum and has not been implemented with fidelity in grades K-5.

**Problem Statement 2:** Our science data for 16-17 was 41%. In 17-18, East Ward's science data was 57%. The science percentage shows improvement, however we are still below the district average. **Root Cause 2:** Science is not being taught with fidelity in grades K-5.

**Problem Statement 3:** Our writing data for 16-17 was 38%. In 17-18, East Ward's writing data was 53% for All students, 61% for ELL, and 54% for Eco Dis. Our writing data shows that we are below the district average. **Root Cause 3:** Writing instruction is not implemented with fidelity in K-5.

**Problem Statement 4:** Our reading data for 16-17 was 63%. In 17-18, East Ward's reading data was 62% for All students, 55% for ELL, and 61% for Eco Dis. Our reading data shows that we are below the district average. **Root Cause 4:** Reading instruction is not implemented with fidelity in K-5.

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

**Performance Objective 2:** During the 2018-2019 school year, time will be managed 100% so that instruction is maximized and protected and a sense of urgency is created.

**Evaluation Data Source(s) 2:** Increase in achievement scores for all students in all subgroups.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4  1) Improve procedures for Eagle Time intervention schedule that will support daily instruction.	2.6	Admin and Teachers	Continuous progress monitoring indicates improved student learning for all students.				
<b>Problem Statements:</b> School Processes & Programs 5							
<b>Critical Success Factors</b> CSF 1 CSF 4  2) Establish policies and procedures to ensure that classroom instruction is not interrupted.	2.5	Admin, SBDM, office staff	Continuous progress monitoring indicates improved student learning for all students.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 5:</b> Intervention support is not meeting the needs of all students. <b>Root Cause 5:</b> Lack of understanding of differentiated instruction.

**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:** During the 2018-2019 school year, the master schedule will ensure protected instructional time and will provide teachers adequate time for collaboration, studying the curriculum, and planning for instruction and interventions.

**Evaluation Data Source(s) 3:** Circle, MAP Assessments and STAAR achievement data, as well as RtI documentation.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) Improve campus communication to include the use of surveys, emails, monthly newsletters to parents, connect-ed calls, school web-page, bi-monthly newsletters to staff.</p>	2.5	All Staff	EOY staff survey will reflect an increase in the number of staff members documenting satisfaction in campus communication.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will implement the RtI process with fidelity to meet the needs of all struggling learners.</p>	2.6	All Staff	Decrease in the number of students served through SPED.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Master schedule will detail an increase in available time set aside for grade level planning (PLC's), intervention time, and maximize the instructional day.</p>	2.4, 2.6	All Teachers Admin	Improved student performance in all subject areas.				
<b>Problem Statements:</b> School Processes & Programs 1							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) East Ward teachers and administrators will engage in 8 day rotation PLCs to address TRS curriculum documents, common lessons, common assessments, data, and meeting the needs of our diversified populations.</p>	2.4, 2.5, 2.6	Principal	85% of all students in grades Prek through 5th grade will be developed or advanced on universal screeners, scoring met expectations or advanced on STAAR, and 75% of students will have reached a year's growth.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) East Ward Teachers will be provided an additional 1/2 day planning each nine weeks in order to provide additional professional development in areas identified in our needs assessment.</p>	2.4, 2.5, 2.6	Principal	80% of all students in grades Prek through 5th grade will be developed or advanced on universal screeners, scoring met expectations or advanced on STAAR, and 75% of students will have reached a year's growth.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) East Ward teachers will be provided a planning day each semester to work as a team to review upcoming standards in the IFDs, prepare lessons and tasks for tight alignment of standards, disaggregate data, and plan for common assessments.</p>	2.6	Principal' Admin CISs	85% of all students in grades Prek through 5th grade will be developed or advanced on universal screeners, scoring met expectations or advanced on STAAR, and 75% of students will have reached a year's growth.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>7) East Ward teachers that attend professional development will return to campus and share what they learned by providing professional development on campus.</p>	2.4, 2.5, 2.6	Principal CIS	Sign-in sheets and agenda				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) East Ward will implement an intervention block in the master schedule for 1 hour daily. During this time students will receive research based instructional support and appropriate accommodations.</p>	2.6	Principal Teachers	85% of all students in grades Prek through 5th grade will be developed or advanced on universal screeners, scoring met expectations or advanced on STAAR, 75% of students will have reached a year's growth.				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Starting and ending times made available for PLC, instruction, and intervention are not adhered to 60% of the time. <b>Root Cause 1:</b> Lack of effective time management procedures.</p>

# State Compensatory

## Personnel for East Ward Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bishop, Jane	Aide PCN 13828	(B: 8/7/18 - 11/25/18) Position Closed	1.0



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The comprehensive needs assessment (CNA) begins towards the end of the second semester of each school year as the Site-Based Decision Making Committee, the leadership team and team leaders begin to collect and review data from a wide variety of sources. We analyze end of the year universal screening results and available STAAR scores through the lens of student growth. We look at attendance rates, discipline referral numbers, retentions, T-TESS information, parent concerns from throughout the year, parental participation rates, program usage rates, and much more to determine the needs and strengths of our campus. The BrightBytes Survey is used to determine technology usage and perceptions on our campus, as well. As we perform the summative evaluation of our current CIP, more data is collected that is also used in the CNA. The SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Our CIP is developed in collaboration with our leadership team and SBDM committee. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be part of the SBDM. Our committee is comprised of classroom teachers from each grade level, one parent, one business member, a community representative, and a district representative. The team works together to not only help create the CNA, but also to develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

### **2.2: Regular monitoring and revision**

Members of our SBDM conduct a formative review of CIP strategies in November, January and March each year. Revisions to strategies are made at any time they are needed, but typically occur during this process. During each review, members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies are modified, redirected, or discontinued so that the needs of students and teachers are met.

### **2.3: Available to parents and community in an understandable format and language**

The CIP is posted on our campus website where it is available to parents and our community and can be translated into Spanish if needed. Should a parent or community member not have access to internet, they can contact the school or request a hard copy.

### **2.4: Opportunities for all children to meet State standards**

See CIP strategies tagged with Title I element 2.4.

## **2.5: Increased learning time and well-rounded education**

See CIP strategies tagged with Title I element 2.5.

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

See CIP strategies tagged with Title I element 2.6.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

All parents and family members are invited to review our parent and family engagement policy and our home-school compact for the upcoming school year. The group recommends changes that may need to be addressed. As a result of this meeting, both documents are ready to be included in the parent handbook for the coming year. They are then posted on our school website at the beginning of the year. We also distribute the parent and family engagement policy at Meet the Teacher Night in August. The home-school compact is discussed and signed during the parent-teacher conferences that are held during the first semester of school.

## **3.2: Offer flexible number of parent involvement meetings**

To encourage parents, family members and the community to attend parent involvement meetings, we offer activities at a variety of times and days. Events are publicized well in advance as means of increasing participation.

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bennett, Esther	Aide PCN 20622		1.0
Brown, Nancy	Counselor PCN 21367		0.5
Hawes, Eunji	Aide PCN 17127		1.0
Johnson, Kristi	CIS PCN 19975		1.0
Lever, Ritia	Aide PCN 20623		1.0
Rawls, James	CIT PCN 10624		0.5
Speigner, Shawn	Aide PCN 19318		1.0

## 2018-2019 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Technology Instructional Support	James Rawls	Technology Instructional Support
Administrator	Kimberly Lind Doretha Meissner	Assistant Principal
Administrator	Kristi Johnson Tyly Bell	Instructional Specialist
Administrator/Chair	Norma Baker	Principal
Administrator	Nancy Brown Janet Ritter	Counselor
Parent	Lori McGinnis	Parent
Community Representative	David Woodberry	Community Representative
District-level Professional	Angenet Wilkerson	District-level Professional
Classroom Teacher	Sharon Cecil	PK Teacher
Classroom Teacher	John Stevenson	Gr 4 Teacher
Classroom Teacher	Tanya Thompson	Gr 3 Teacher
Classroom Teacher	Meagan Ray	Gr 2 Teacher
Classroom Teacher	Janet Barnett	KG Teacher
Classroom Teacher	Saundra Jacobs	Gr 1 Teacher
Classroom Teacher	Vontisha Welter	Gr 5 Teacher
Classroom Teacher	Michelle Celaya	Skills
Business Representative	Ethel Ellis	Good News Club

# Campus Funding Summary

<b>166 - State Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for Teacher Planning Time	166.11.6116.00.103.30.AR0	\$1,500.00
1	1	4	Math intervention resource	166.11.6299.OL.103.30.AR0	\$5,700.00
1	1	11	Instructional supplies	166.11.6399.00.103.30.AR0	\$1,820.00
1	2	1	Subs for Teacher Planning Time	166.11.6116.00.103.30.AR0	\$1,500.00
1	2	7	Instructional supplies	166.11.6399.00.103.30.AR0	\$1,820.00
1	3	1	Subs needed for Teacher planning time.	166.11.6116.00.103.30.AR0	\$1,500.00
1	3	7	iReady Writing Resources	166.11.6399.00.103.30.AR0	\$5,741.05
1	3	7	Toner to print iReady and other writing resources	166.11.6399.00.103.30.AR0	\$2,449.04
1	4	1	Subs for Teacher planning time.	166.11.6116.00.103.30.AR0	\$1,500.00
1	4	2	Expository Text Reading Resources	166.11.6329.00.103.30.AR0	\$7,244.00
1	4	5	Reading Intervention Resource	166.11.6299.OL.103.30.AR0	\$5,700.00
1	4	6	iReady Reading Resources	166.11.6399.00.103.30.AR0	\$5,000.00
1	6	1	Instructional Assistant	166.11.6129.00.103.30.AR0	\$9,030.91
<b>Sub-Total</b>					\$50,505.00
<b>Budgeted Fund Source Amount</b>					\$50,505.00
<b>+/- Difference</b>					<b>\$0</b>
<b>165/ES0 - ELL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Supplies for ELL students	165.11.6399.00.103.25.ES0	\$5,141.64
2	1	2	Professional development for teachers of ELL students	165.13.6411.00.103.25.ES0	\$1,298.36
<b>Sub-Total</b>					\$6,440.00
<b>Budgeted Fund Source Amount</b>					\$6,440.00
<b>+/- Difference</b>					<b>\$0</b>
<b>177 - Gifted/Talented</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Reading Material for Teachers	177.13.6329.00.103.21.000	\$432.75
<b>Sub-Total</b>					\$432.75
<b>Budgeted Fund Source Amount</b>					\$432.75
<b>+/- Difference</b>					\$0
<b>211 - ESEA, Title I Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Instructional Assistants	211.11.6129.00.103.30.000	\$89,445.67
1	6	2	Salary .5 FTE for CIT	211.11.6119.00.103.30.000	\$29,799.61
1	6	3	Salary for CIS	211.13.6119.00.103.30.000	\$73,017.75
1	6	4	Salary for .5 Counselor	211.31.6119.00.103.30.000	\$34,801.62
2	1	1	Professional development admin	211.23.6411.00.103.30.000	\$5,787.49
2	1	2	Professional development teachers	211.13.6411.00.103.30.000	\$10,000.00
4	2	1	Minimal cost awards and incentives to recognize student achievement and encourage attendance	211.11.6498.00.103.30.000	\$1,786.86
<b>Sub-Total</b>					\$244,639.00
<b>Budgeted Fund Source Amount</b>					\$244,639.00
<b>+/- Difference</b>					\$0
<b>211/PAR - ESEA, Title I Parent Involvement</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional supplies -Title I-parent involvement	211.61.6399.00.103.24.PAR	\$1,985.99
3	1	3	Snacks for Parenting Classes	211.61.6499.00.103.24.PAR	\$739.01
3	1	3	Home-school connection news letter	211.61.6329.00.103.24.PAR	\$0.00
<b>Sub-Total</b>					\$2,725.00
<b>Budgeted Fund Source Amount</b>					\$2,725.00
<b>+/- Difference</b>					\$0
<b>263 - ESEA, Title III Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	5	1	Imagine Learning Licenses	263.11.6249.LE.103.25.000	\$2,250.00
1	5	2	Professional Development for teachers of ELL students	263.13.6411.LE.103.25.000	\$1,166.00
<b>Sub-Total</b>					\$3,416.00
<b>Budgeted Fund Source Amount</b>					\$3,416.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$308,157.75