

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



## Mission Statement

We Believe All Can Achieve.

## Vision

Mountain View Elementary School is an inviting, diverse campus where teachers and students embrace problem-solving, critical thinking, and rigor with real-world applications. Through collaboration, relationships, resiliency and a growth mindset, students take ownership of their learning and develop into future leaders.

Revised October 2017

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mountain View Elementary School is located in Harker Heights, Texas, adjacent to one of the world's largest military bases, Fort Hood. The military influence is evident in the diversity of our student population -- 45% are from military families and 6% are from non-military families who work on post. Additionally, our student population is 5% Asian, 21% African American, 22% Hispanic, 1% American Indian, and 39% White. Forty percent of our students are considered "at risk" based on district and state criteria, and 35.5% are identified as economically disadvantaged. In addition, 9.3% of our students are Limited English Proficient with 7% receiving ELL services. Special education students account for 9% of our population, and 4% are identified as gifted and talented. The mobility rate is 19.6%. Mountain View had 6.5% of students designated as having chronic absenteeism (more than 10% of school days absent) according to the Texas Accountability System.

Mountain View Elementary School staff is highly qualified and consists of 59.5 teachers, 2 counselors, 3 secretaries, one librarian, one nurse, 3 assistant principals, a nutrition staff of seven, 1 campus instructional specialist, 1 campus technologist, 19 instructional aides, and one principal. Our teachers have a blend of experience from novice to veteran teachers. Over 40% of our teachers have from 0-5 years of experience and another 40% have 11 or more years of experience.

Professional development has been planned and delivered by members of the administrative and teaching staff. Topics have included the TRS curriculum, Empowering Writers, Bloom's Taxonomy, Balanced Literacy, Webb's Depth of Knowledge, The Gradual Release of Responsibility model, Conscious Discipline, and Instructional Rounds. The Mountain View teaching staff revised the vision statement that described our school. Additionally, we are working on identifying teacher behaviors related to quality instruction. Instructional Rounds, classroom observations, and PLC's were used to provide a vehicle for conversation about classroom practice. Teacher planning and learning is also imbedded into the school day. Teachers have 60-minute grade level/department collaboration time to analyze data and common assessments, review student work, and plan for instruction.

### Demographics Strengths

The demographic diversity is a strength of Mountain View Elementary and is directly related to the surrounding community.

- Forty-five percent are military families and 6% are from non-military families who work on post.
- Our parent involvement is strong, supportive, and an essential part of our school community. A strong parent teacher organization supports our students and staff.

- Home visits by counselors for students that are truant frequently to encourage school attendance were beneficial.
- We were also fortunate to have hosted a program sponsored by the University of Mary Hardin Baylor. UMHB students were placed in various classrooms on a weekly basis for two hours and had their course on site.
- The New Parent Orientation at the beginning of the year was helpful for new families to learn about our school and beginning of the year procedures
- Staff development continues to be a strength of our campus and KISD.
- Professional Learning Community (PLC) time was embedded into the school day.
- Instructional Rounds has contributed positive feedback and data for each teacher to strengthen rigor and provide a model of quality instruction.

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

**Problem Statement 1:** Forty percent of our teachers have between 0 and 5 years of experience. **Root Cause:** Fort Hood is in KISD and soldiers are frequently relocated to different duty stations.

# Student Academic Achievement

## Student Academic Achievement Summary

Grade/Test	Approaching	Meets	Mastered
2017-18	N/%	N/%	N/%
<b>STAAR</b>			
Grade 3 Reading	123/87%	59/42%	30/21%
Grade 3 Math	120/85%	66/47%	30/21%
Grade 4 Reading	115/78%	81/55%	35/24%
Grade 4 Math	125/85%	67/44%	26/18%
Grade 4 Writing	104/72%	62/43%	12/8%
Grade 5 Reading	137/86%	86/54%	46/29%
Grade 5 Math	142/89%	94/59%	49/31%
Grade 5 Science	95/75%	52/41%	16/13%
Totals			
Grades 3-5 Reading	339/82%	210/51%	104/25%
Grades 3-5 Math	381/88%	214/52%	102/25%

## Reading Measures of Academic Progress (MAP)

Grade	Lo	Lo Avg	Avg	Hi Avg	HI
	%ile <21%	%ile 21-40%	%ile 41-60	%ile 61-80	%ile 81>
K	10%	7%	11%	34%	38%
1	9%	11%	21%	28%	32%
2	11%	19%	24%	28%	18%
3	10%	15%	25%	31%	20%

4	7%	11%	14%	39%	28%
5	8%	10%	17%	30%	36%

**Math Measures of Academic Progress (MAP)**

Grade	Lo %ile <21%	Lo Avg %ile 21- 40%	Avg %ile 41- 60	Hi Avg %ile 61- 80	HI %ile 81>
K	5%	12%	21%	21%	41%
1	6%	20%	20%	20%	34%
2	13%	12%	22%	27%	26%
3	9%	17%	27%	27%	21%
4	11%	14%	10%	38%	26%
5	8%	20%	18%	26%	28%

**The majority of Mountain View students demonstrate proficiency on standardized assessments. We continue to struggle to have student group achieve the same results. GT students scored at the advanced level on the 2018 STAAR test 23 of 31 (74%) in Reading and 26 of 31 (84%) on Math.**

STAAR 17-18 Student Groups	2018 Approaching	2018 Meets	2018 Masters
<b>STAAR Grade 3 READING</b>	87	43	21
<b>% All Students</b>			
Hispanic	85	29	15
Asian	-	-	-
Black	85	47	15
White	91	50	30
Two or More Races	80	47	33

SES	79	34	14
ESL	70	30	20
Sped	56	11	0
GT	100	100	89
At Risk	61	19	6
	2018	2018	2018
	Approaching	Meets	Masters
<b>STAAR Grade 3 MATH</b>	85	47	21
<b>% All Students</b>			
Hispanic	80	37	15
Asian	-	-	-
Black	82	41	15
White	89	52	32
Two or More Races	87	60	20
SES	76	34	12
ESL	70	40	20
Sped	44	22	0
GT	100	100	78
At Risk	65	26	10
	2018	2018	2018
	Approaching	Meets	Masters
<b>STAAR Grade 4 READING</b>	78	55	24
<b>% All Students</b>			
Hispanic	81	55	21
Asian	75	63	38
Black	65	42	13
White	78	61	28
Two or More Races	88	59	35



SES	70	43	24
ESL	75	50	33
Sped	43	29	14
GT	100	100	88
At Risk	44	21	14
	2018	2018	2018
	Approaching	Meets	Masters
<b>STAAR Grade 4 MATH</b>	84	44	18
<b>% All Students</b>			
Hispanic	83	36	12
Asian	100	88	50
Black	68	39	13
White	91	43	20
Two or More Races	88	53	24
SES	73	33	15
ESL	83	50	17
Sped	71	14	0
GT	100	100	75
At Risk	63	16	5
	2018	2018	2018
	Approaching	Meets	Masters

<b>STAAR Grade 4 WRITING</b>	72	43	8
<b>% All Students</b>			
Hispanic	73	35	5
Asian	100	88	25
Black	58	35	3
White	76	51	16
Two or More Races	82	35	0
SES	56	38	10
ESL	83	50	25
Sped	50	0	0
GT	100	88	50
At Risk	39	16	7
	2018	2018	2018
	Approaching	Meets	Masters
<b>STAAR Grade 5 READING</b>	81	56	31
<b>% All Students</b>			
<b>1<sup>st</sup> Administration</b>			
Hispanic	75	34	9
Asian	100	80	50
Black	77	54	19
White	80	59	41
Two or More Races	100	100	63
SES	83	60	28
ESL	100	56	22
Sped	64	18	18

GT	100	93	57
At Risk	63	27	8
	2018	2018	2018
	Approaching	Meets	Masters
<b>STAAR Grade 5</b>	92	66	37
<b>MATH</b>			
<b>% All Students</b>			
<b>1<sup>st</sup> Administration</b>			
Hispanic	88	56	31
Asian	100	100	50
Black	92	62	19
White	94	68	43
Two or More Races	100	68	63
SES	90	63	28
ESL	100	89	33
Sped	64	45	9
GT	100	100	79
At Risk	88	52	15
	2018	2018	2018
	Approaching	Meets	Masters
<b>STAAR Grade 5</b>	75	41	13
<b>SCIENCE</b>			
<b>% All Students</b>			
Hispanic	56	29	3
Asian	100	50	30

Black	77	27	12
White	83	52	17
Two or More Races	75	63	13
SES	74	21	8
ESL	88	50	0
Sped	54	8	8
GT	100	83	50
At Risk	62	17	2

Instructional Rounds will be conducted to collect data to guide school improvement efforts. "The rounds process is an explicit practice designed to bring discussions of instruction directly into the process of school improvement." (Elmore, City, Fiarman, Teital, 2009) We focus on our two Essential Questions,

**What is the evidence that ALL students are collaborating and interacting at high cognitive levels?**

**What is the evidence that ALL students are being challenged to think and interact at high cognitive levels throughout the gradual release of responsibility instructional model?**

Elmore also indicated that "Increases in learning occur only as a consequence of improvements in the level of content, teachers'; knowledge, and student engagement". Our belief that ALL students can learn and achieve at high levels include all student groups, special education, at risk, ELL, GT, low socioeconomic, and ethnic groups.

The Spring, 2018 Instructional Rounds revealed that: 82% of classrooms were at a level 1 or 2 on the Rigor Rubric and 89% of tasks were at DOK 1 and DOK 2.

### **Student Academic Achievement Strengths**

The following areas are student achievement strengths for Mountain View Elementary:

- **READING: 82%** of the 3rd-5th grade students met the Approaching standard with **25% at Mastered level.**
- **MATH: 88%** of the 3rd-5th grade students met the Approaching standard with **25% at Mastered level.**
- **WRITING: 72%** of the 4th grade students met the Approaching standard with **8% at Mastered level.**
- **SCIENCE: 75%** of the 5th grade students met the Approaching standard with **13% at Mastered level.**

- One quarter of MVES students scored at the Mastered level on Reading and Math STAAR in grades 3-5.
- MVES students exceed the National growth average in all grades on the Measure of Academic Progress assessment.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Reading STAAR scores for all students for the past 4 years are trending down from 88% (14-15) to 84% (15-16) to 81% (16-17), to 82% (17-18), and the ELL student group in grades 3 and 4 scored below the grade level average. **Root Cause:** Teachers need a collective understanding and a systemic approach for the implementation of Balanced Literacy.

**Problem Statement 2:** 75% of the 5th grade students met the Approaching standard for Science with 13% of the total and 50% of GT students at Mastered level for STAAR 17 - 18. **Root Cause:** Systemic lack of core instruction in Science utilizing hands-on aligned activities/labs in all grade levels.

**Problem Statement 3:** 72% of the 4th grade students met the Approaching standard for Writing with 8% at Mastered level for STAAR 17 -18. **Root Cause:** The writing process is not embedded in the Balanced Literacy instruction.

**Problem Statement 4:** Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment. **Root Cause:** Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).

**Problem Statement 5:** The Spring, 2018 Instructional Rounds revealed that: 82% of classrooms were at a level 1 or 2 on the Rigor Rubric and 89% of tasks were at DOK 1 and DOK 2. **Root Cause:** The rigor of core instruction needs to be increased for all students including student groups, ELL, At Risk, Special Education GT, Low Socioeconomic, and ethnic groups.

**Problem Statement 6:** 55% of special education students in grade 3-5 scored at the approaching level on the STAAR Reading test. **Root Cause:** Lack of a systemic approach to core instruction in reading.

# School Processes & Programs

## School Processes & Programs Summary

Mountain View Elementary School implements the TEKS Resource System curriculum, which is aligned to the TEKS. All teachers follow the Year at a Glance (YAG), Instructional Focus Documents (IFDs), and the TEKS Verification Document (TVD). Unit assessments are used in Grades 2-5 for Science, ELAR, and Mathematics. Teachers utilize Eduphoria to analyze student data to determine if students learned the intended curriculum and then plan opportunities for reteach and extensions. Performance indicators are also used. Teachers differentiate instruction to ensure that all students are actively engaged in learning and succeed to their maximum potential. Teachers focus on student-centered learning. Teachers utilize critical thinking, high level questioning, and justifying their thinking, and student discourse. Universal screeners are given at the beginning, middle and end of the year. The screeners also help us to identify students who are struggling, on grade level, or above grade level and plan instruction accordingly.

We currently utilize the following resources:

- Comprehension Toolkit lessons
- Leveled Literacy Intervention
- ST Math
- Imagine Learning
- HeadSprouts

Assessments:

- MAP Reading
- MAP Math
- CIRCLE
- Fountas & Pinnell benchmarks
- TEKS Resource System Unit Assessments
- STAAR
- Formative assessments/rubrics

Assessments play a vital role in planning for improvements. Teachers gather data from the various assessments given and then analyze the data in order to adjust instruction. Data meetings are used to identify struggling students and purposefully place students in fluid, small guided instruction groups.

Mountain View utilizes intervention time to provide additional support for students with math and reading needs. Classroom teachers work with the lowest performing students while instructional assistants will work with the next tier based on grade level data.

We continue to work to develop balanced literacy in all classrooms. While a greater awareness for the need to differentiate is evident, more growth in

providing differentiated instruction in every classroom is needed.

Mountain View utilizes Response to Intervention to identify struggling students and provide interventions to meet their needs. Flow charts are used to describe the process for teachers. At Tier 1, teachers bring student concerns to their grade levels to discuss. At this meeting, solutions and interventions are shared and an intervention plan is developed. The teacher then implements the interventions. Students may be served through ARI/AMI or receive tutoring from one of the grade level teachers or tutors. If these interventions are successful, the process stops here. If not, the teacher brings the concern back to the grade level for further discussion, and the student may then be referred to the campus committee for Tier 2 interventions. The campus committee may include counselors, homeroom teacher, a primary or intermediate teacher representative, special education teacher, principal, assistant principal, and curriculum specialist. Follow up sessions are held every 4-6 weeks to review the child's progress.

Instructional Rounds are utilized to collect data around three essential questions about instruction. The three questions focus on rigor, alignment, and understanding of the learning target. Grade level PLC's, data meetings, and RTI meetings are also sources that identify needs

The context and organization of Mountain View Elementary provides the daily framework for ensuring that student achievement is a priority. All instructional, organizational, and budgetary decisions are based on student needs. Several committees address the school context and organization.

- Our campus Site Based Decision Making Committee consists of parents, community members, business members, and representatives elected from the Mountain View staff. This team identifies needs of the campus and develops the campus improvement plan.
- The Campus Employee Advocacy Committee serves as the liaison between staff and administration bringing questions and concerns to monthly meetings for clarification or resolution.
- The Campus PLC Leadership Team consisting of grade level/content facilitators and campus administrators share important campus information with their teams, plan for grade level/campus experiences and solve day-to-day logistical issues.
- The School Community Council focuses on school culture and social-emotional learning.

Mountain View Elementary teachers and staff are committed to continuous learning. Working as professional learning communities (PLC), our teachers focus on analyzing data, studying student work, increasing the rigor of student tasks, creating common assessments, and planning lessons. Differentiating instruction for all students is a continuous goal for us as well. Each grade level team and department meets weekly and at least one Wednesday after-school for professional learning. During grade level meetings, teachers share instructional strategies and discuss student concerns through Tier 1 Response to Intervention (RtI) meetings. Students who continue to struggle are then referred to the campus level RtI committee. The campus level committee meets with grade level teams one to two times each month to monitor student progress and discuss further interventions as needed. Additionally, our campus technologist and instructional specialist provide professional learning opportunities during conference times, class times, and after school that focus integrating technology into the classroom and using best practice instruction in the classroom. Information from instructional rounds, student achievement data, and PLC and staff meeting conversations is used to inform decision making on the campus.

Mountain View staff members participate in the Killeen ISD job fair in search of highly qualified, effective and talented teachers to support the educational needs of our students. Teachers are evaluated using the T-TESS system, walkthroughs, and observations. Student learning data are also used to determine effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where

they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance. Mountain View Elementary School teachers utilize technology in their classrooms to engage their students in 21st century learning.

The technology resources are integrated with the learning activities and strategies in our district curriculum. Staff surveys, professional development attendance logs, and classroom observations are used to evaluate and plan for technology.

- Technology hardware available to teachers include: iPods, iPads, projectors, document cameras, Promethean ActivExpressions, Promethean ActivSlates, five mobile laptop carts, six mobile iPad carts, two computer labs, and classroom computers in most classrooms.
- Our online resources include Brain Pop, Reading A-Z, RAZ-Kids, Headsprout, ST Math, and various websites located on our school links page.

Parent surveys indicated that, 56.6% of parents reported that the behavior of some students in their child's class makes learning difficult.(68.9%, in 16-17, 54% in 15-16). We also experienced a 58% increase in discipline referrals from the 2016-17 to the 2017-18 school year. Forty percent of students that had two or more referrals did not have a Student Success Plan.

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

The strengths of the curriculum, instruction, and assessment program at Mountain View are the following:

- Mountain View has professional learning community (PLC) time built into the instructional day for teachers to analyze data, unit plans, and student work weekly. Additionally, teachers meet weekly for grade level planning.
- Multiple assessments (STAAR, Circle, MAP, Fountas and Pinnell Benchmarking) are used to measure progress.

Other strengths include:

- Headsprout, RAZ-Kids software
- ST Math
- The fluidity of groups for interventions based on student needs.
- Being provided a half day planning for grade levels to map and plans units of instruction.
- Using assessment data to help students and plan upcoming instruction and reteach.

Strengths that were noted are:

- Staff development continues to be a strength.
- Professional Learning Community (PLC) time was embedded into the school day.
- Careful consideration for programming for our staff development was beneficial.
- Instructional Rounds has contributed positive feedback and data for each teacher to strengthen rigor and provide a model of quality instruction.



The context and organization of Mountain View Elementary displays the following strengths:

- PLC time is built into the school day.
- Schedules are created to maximize learning time.
- There are avenues to resolve concerns and answer questions through the SBDM team, grade level leaders, and the Campus Employee Advocacy Committee
- The strengths of our technology program include the following:
  - Our Campus Instructional Technologist works with teachers to integrate technology into the classroom through after-school training and conference time training.
  - Our campus has various types of technology equipment available due to PTA support of our technology goals.
  - Staff is successfully integrating technology in the classroom.
  - Computer technology is built into the students specials schedule to provide knowledge on computer skills.

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

**Problem Statement 1:** Thirty-five students had two or more serious referrals and 60% (21 students) of those students did not have a Student Success Plan.

**Root Cause:** Poorly communicated Response to Intervention processes in both academic and behavioral areas.

# Perceptions

## Perceptions Summary

Parents and community members participate on the Mountain View Site Based Decision Making Committee and the Parent Advisory Committee. These committees (SBDM, Parent Advisory) and parent survey data identifies the needs of the campus, develops the campus improvement plan, and monitors progress toward goals. The SBDM instructional and budgetary decisions are based on student needs. The Parent Advisory group discusses concerns and provides input on a variety of issues like parking/traffic concerns, handbook items, and other campus procedures. The school has an active PTA that is visible throughout the year offering programs that support students and staff. PTA offers social and educational programming for the parents and staff throughout the year. PTA also offers several Coffee and Conversations to provide dialog between parents and the school. They have conducted fundraisers to raise money for a playground addition, support for music and PE programs, educational software, and support for teacher supplies. Family and community members are given opportunities to volunteer on campus. Volunteers also assist with the book fair and work in classrooms. Orientation and training is offered at least once per month. Volunteers provide hours of support to our teachers by working with students in the classroom and helping prepare materials and projects for student use. Monthly newsletters, websites, and agendas are utilized to provide grade level specific information for parents. Automatic phone calls home notify parents of important events and student absences. Parents are able to monitor student progress through the online grade book once an account is established.

The culture and climate at Mountain View Elementary is defined by our student-centered focus built upon meaningful relationships. The learning environment is safe and inviting.

- Student survey feedback indicates a connectedness to our school. A variety of clubs such as (STEP, Scrabble, Art, Ukulele, Running, International Club, Science Olympiad, choir, Technology, Student Council, Drumming) are offered to students throughout the year.
- Parents surveyed in Spring, 2019 had a favorable opinion of Mountain View. When asked to give Mountain View a letter grade, 52.8% indicated a grade of "A" (54.5% in 17-18, 68% in 16-17, 58% in 2016, 50.4% in 2015 and 46% in 2014), 33.3% indicated a grade of "B" (23.4% in 16-17, 25.9% in 2016, 30.1% in 2015 and 37% in 2014)
- 63% of parents reported that the behavior of some students in their child's class makes learning difficult.(56.6%, 68.9%, in 16-17, 54% in 15-16)
- Office referrals increased by 58%, 174 in 16-17 and 275 in 17-18.

Our vision statement at Mountain View states,

**“Mountain View Elementary School is an inviting, diverse campus where teachers and students embrace problem-solving, critical thinking, and rigor with real-world applications. Through collaboration, relationships, resiliency and a growth mindset, students take ownership of their learning and develop into future leaders.”**

Our goal is to foster a strong sense of community and sense of belonging. Our students and staff feel that Mountain View is a welcoming, caring, and

inviting place to work and learn. The largest majority of students feel that there is at least one adult on campus that cares about them and they can go to for help with a school problem. We are focused on the three school rules: Take care of yourself; Take care of each other; and Take care of our school. We will continue to promote consistency and common understanding of expectations. Classroom guidance, Morning Meetings, and school-wide assemblies are used to provide instruction of social and emotional skills.

Our counselors survey students and teachers annually to determine needs and plan lessons. Guidance lessons are planned around the needs of students. In support of our military students, we have an additional Military and Family Life Counselor that is dedicated to specifically serving those students. Additionally, the school counselors have created a School Community Council to develop school-wide behavior protocols to teach students procedures and provide models and examples for success. The council is made up of teachers, administrators, parents, and instructional aides.

## Perceptions Strengths

The strengths of family and community engagement and climate:

- Open House and New Family Orientation to greet and welcome all families.
- Most classrooms have room parents.
- Parents strongly support the Book Fair, GT Expo, PTA events, and school events.
- We have a Parent Advisory Council and SBDM which meets monthly.
- Parent training and information is provided.
- Coffee & Conversations are held throughout the year.
- Math Night and Reading Night opportunities for parents.
- An analysis of the Mountain View culture and climate indicate the following areas of strength:
  - 92.9% of parents reported that they are happy that their child attends Mountain View. ( 94.8 in 16-17, 88.9% in 15-16, 88% in 14-15)
  - 91.9% of parents reported that they feel that their child's teacher really cares about their child. (90.9% in 17-17, 87.8% in 15-16, 88% in 14-15)
  - 91.9% of parents reported that their child felt safe at school. (94.8% in 16-17, 90.3% in 15-16, 90% in 14-15)
  - 90.9% of parents reported that the school is a supportive and inviting place for parents. (89.6% in 16-17, 90.2% in 15-16, 88% in 14-15)
  - 91.9% of parents reported that their children like their teacher. (92.2% in 16-17, 87% in 15-16, 89% in 14-15 and 91% in 13-14)
  - 85.8% of our parents feel they have adequate communication with their child's teacher

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There was a 58% increase in discipline referrals from 2017 to 2018. **Root Cause:** Inconsistent communication and instruction on school wide expectations and procedures.

**Problem Statement 2:** 14.2% of our parents do not feel they have adequate communication with their child's teacher. **Root Cause:** Lack of teacher outreach

to develop and promote communication and relationships with parents/guardians.

# Priority Problem Statements

**Problem Statement 1:** Reading STAAR scores for all students for the past 4 years are trending down from 88% (14-15) to 84% (15-16) to 81% (16-17), to 82% (17-18), and the ELL student group in grades 3 and 4 scored below the grade level average.

**Root Cause 1:** Teachers need a collective understanding and a systemic approach for the implementation of Balanced Literacy.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Thirty-five students had two or more serious referrals and 60% (21 students) of those students did not have a Student Success Plan.

**Root Cause 2:** Poorly communicated Response to Intervention processes in both academic and behavioral areas.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** There was a 58% increase in discipline referrals from 2017 to 2018.

**Root Cause 3:** Inconsistent communication and instruction on school wide expectations and procedures.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** 75% of the 5th grade students met the Approaching standard for Science with 13% of the total and 50% of GT students at Mastered level for STAAR 17 - 18.

**Root Cause 4:** Systemic lack of core instruction in Science utilizing hands-on aligned activities/labs in all grade levels.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** 72% of the 4th grade students met the Approaching standard for Writing with 8% at Mastered level for STAAR 17 -18.

**Root Cause 5:** The writing process is not embedded in the Balanced Literacy instruction.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment.

**Root Cause 6:** Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).

**Problem Statement 6 Areas:** Student Academic Achievement

**Problem Statement 7:** 14.2% of our parents do not feel they have adequate communication with their child's teacher.

**Root Cause 7:** Lack of teacher outreach to develop and promote communication and relationships with parents/guardians.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** The Spring, 2018 Instructional Rounds revealed that: 82% of classrooms were at a level 1 or 2 on the Rigor Rubric and 89% of tasks were at DOK 1 and DOK 2.

**Root Cause 8:** The rigor of core instruction needs to be increased for all students including student groups, ELL, At Risk, Special Education GT, Low Socioeconomic, and ethnic groups.

**Problem Statement 8 Areas:** Student Academic Achievement

**Problem Statement 9:** 55% of special education students in grade 3-5 scored at the approaching level on the STAAR Reading test.

**Root Cause 9:** Lack of a systemic approach to core instruction in reading.

**Problem Statement 9 Areas:** Student Academic Achievement



# 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
- Targeted support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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 student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data



- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** By June 2019, 90% of students in grades 3-5 will meet the student achievement standard in reading. 90% of the Pre-K-2nd grade students will meet grade level standard as measured by CIRCLE, MAP.

**Evaluation Data Source(s) 1:** Formative Assessments, STAAR Results, CIRCLE, MAP

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide review/training of Balanced Literacy to all teachers at August inservice meeting.	Principals, CIS, teachers	Professional development calendar, Momentum Plan				
<b>Problem Statements:</b> Student Academic Achievement 1						
2) Small group, guided reading strategies will be incorporated daily	CIS, teachers	Walk through data, lesson plans				
<b>Problem Statements:</b> Student Academic Achievement 1						
3) All students will be administered a F & P assessment by a teacher at the beginning and end of the year. Struggling (2 grades below) readers will also be assessed every nine weeks.	CIS, principals, teachers	F & P results				
<b>Problem Statements:</b> Student Academic Achievement 1						
4) Teachers will deliver shared reading lessons daily.	Teachers, CIS principals	Lesson plans, walk through data				
<b>Problem Statements:</b> Student Academic Achievement 1						

5) Students will have access to and be supported in using challenging texts on a daily basis.	Teachers, CIS principals	lesson plans, walk through data				
	<b>Problem Statements:</b> Student Academic Achievement 1					
6) Students will participate in independent grade-appropriate, self-selected, reading daily to increase stamina and develop vocabulary.	teachers, CIS, principals	walk through data, lesson plans				
	<b>Problem Statements:</b> Student Academic Achievement 1					
7) Implement high impact strategies (collaboration, close reading, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels in all PK-5 classrooms.	Principal, Assistant principals, CIS, Teacher Leaders	Walk through data				
	<b>Problem Statements:</b> Student Academic Achievement 1					
8) Provide differentiated small group, project-based instruction in accordance with the Texas TPSP project to meet the unique needs of GT students.	Principals, Classroom Teachers	Projects				
	<b>Problem Statements:</b> Student Academic Achievement 2, 4 <b>Funding Sources:</b> 177 - Gifted/Talented - 1546.58					
9) Provide additional reading support by instructional aide, under teacher direction in the classroom, to identified at-risk students in grades K-5.	Principal, CIS, Classroom Teachers	Assessments, Progress monitoring				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 166 - State Comp Ed - 20954.00					
10) Teachers of at-risk students will plan units focusing on higher level questioning and tasks, examine student work, and create common assessments to increase performance of at-risk population.	CIS, principals	Campus and state assessments				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 166 - State Comp Ed - 1624.95					
11) Grade level teams will plan and execute "Next Generation" Balanced Literacy and Comprehension at the Core strategies.	Principals, CIS	Assessment data				
	<b>Problem Statements:</b> Student Academic Achievement 1					
12) Utilize unit mapping and planning of the IFD in reading to identify essential learning for each unit of study.	CIS, Team Leaders, principals	Staar Assessment, MAP Data, Unit Maps				
	<b>Problem Statements:</b> Student Academic Achievement 1					

13) Provide after school tutoring for ELL students that focus on reading and math skills.	AP's ELL Teachers	Improved assessment results				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 165/ES0 - ELL - 2921.21					
14) Plot Standards, target, and tasks on the Cognitive Rigor Matrix when planning to ensure high rigor and complexity.	Teachers, CIS, Principals	Lesson plans				
	<b>Problem Statements:</b> Student Academic Achievement 1, 4					
<b>Targeted Support Strategy</b> 15) Provide additional Targeted Support to the Asian student population in reading through use of small group, guided reading strategies and implement high impact strategies (collaboration, close reading, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels daily in order to increase academic achievement.	CIS, classroom teachers, principals	STAAR, MAP, formative assessments				
	<b>Problem Statements:</b> Student Academic Achievement 1					
16) Provide a Parent Education event focusing on literacy development, grade level curriculum, and strategies that promote parental involvement in the learning process each semester.						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Reading STAAR scores for all students for the past 4 years are trending down from 88% (14-15) to 84% (15-16) to 81% (16-17), to 82% (17-18), and the ELL student group in grades 3 and 4 scored below the grade level average. <b>Root Cause 1:</b> Teachers need a collective understanding and a systemic approach for the implementation of Balanced Literacy.
<b>Problem Statement 2:</b> 75% of the 5th grade students met the Approaching standard for Science with 13% of the total and 50% of GT students at Mastered level for STAAR 17 - 18. <b>Root Cause 2:</b> Systemic lack of core instruction in Science utilizing hands-on aligned activities/labs in all grade levels.
<b>Problem Statement 4:</b> Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment. <b>Root Cause 4:</b> Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).

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

**Performance Objective 2:** By June 2019, 90% of students in grades 3-5 will meet the student achievement standard in math. 90% of the Pre-K-2nd grade students will meet grade level standard as measured by CIRCLE, MAP.

**Evaluation Data Source(s) 2:** Formative Assessments, STAAR Results, CIRCLE, MAP

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement high impact strategies (collaboration, guided math, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels in all PK-5 classrooms.	Principals, CIS, Teacher Leaders	Assessment results, Walk through data, lesson plans				
	<b>Problem Statements:</b> Student Academic Achievement 4					
2) Utilize unit mapping and planning of the IFD in math to identify essential learning for each unit of study.	Principals, CIS, Teachers	STAAR Assessments, Unit Maps, MAP Results				
	<b>Problem Statements:</b> Student Academic Achievement 4					
3) Teachers of at-risk students will collaborate, plan units focusing on higher level questioning and tasks, examine student work, and create common assessments to increase performance of at risk population to increase teacher quality.	Teachers, principals, CIS	State assessments, progress monitoring				
	<b>Problem Statements:</b> Student Academic Achievement 4 <b>Funding Sources:</b> 166 - State Comp Ed - 1500.00					
4) Implement ST Math weekly with prescribed fidelity, time, monitoring.	CIS, principals, teachers	Walk through data, ST Math data				
	<b>Problem Statements:</b> Student Academic Achievement 4					
5) Utilize small groups instruction to provide opportunities for reteaching and remediation after core instruction and formative assessments.	Teachers, collaborative teams, CIS, principals	Walk through data, lesson plans, MAP data				
	<b>Problem Statements:</b> Student Academic Achievement 4					
6) Use manipulatives and hands on materials to assist students in content understanding, advancing from concrete to abstract.	Principals, CIS Teachers	Walk through data, lesson plans				
	<b>Problem Statements:</b> Student Academic Achievement 4					

7) Provide explicit instruction and modeling in daily problem solving applications.	CIS, Principals, Teachers	Walk through data, lesson plans				
<b>Problem Statements:</b> Student Academic Achievement 4						
8) Plot Standards, target, and tasks on the Cognitive Rigor Matrix when planning to ensure high rigor and complexity.	Principals, CIS, Teachers	Collaboration notes, Walk through data, lesson plans				
9) Provide additional math support by instructional aide, under teacher direction in the classroom, to identified at-risk students in grades K-5.	Principals, CIS, teachers	Assessments results, Progress monitoring				
<b>Problem Statements:</b> Student Academic Achievement 4						
<b>Funding Sources:</b> 166 - State Comp Ed - 21360.00						
<b>Targeted Support Strategy</b> 10) Provide additional Targeted Support to Asians in math through use of small group instruction, ST Math, and implement high impact strategies (collaboration, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels daily in order to increase academic achievement.	CIS, classroom teacher, principals	STAAR, MAP, formative assessments				
<b>Problem Statements:</b> Student Academic Achievement 4						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 4:</b> Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment. <b>Root Cause 4:</b> Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).

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

**Performance Objective 3:** By June 2019, 85% of students in grades 5 will meet the student achievement standard in science.

**Evaluation Data Source(s) 3:** STAAR Results

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement high impact strategies (collaboration, close reading, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels in all PK-5 classrooms.	Principals, CIS, Teacher Leaders	Formative assessments, walk through data lesson plans, student STEM writing products/design process				
	<b>Problem Statements:</b> Student Academic Achievement 2					
2) Utilize unit mapping and planning of the IFD in science. The science mapping will identify key concepts vertically aligned from PK - 5.	Principals, CIS, teachers	STAAR data, MAP data, Unit plans				
	<b>Problem Statements:</b> Student Academic Achievement 2, 4					
3) Utilize performance assessments in science to demonstrate understanding of science concepts.	Principals, CIS, teachers	STAAR data, progress monitoring, TRS data				
	<b>Problem Statements:</b> Student Academic Achievement 2, 4					
4) Students will participate in a monthly STEM project incorporating writing, research, and problem-solving.	Principals, CIS teachers	STAAR data				
	<b>Problem Statements:</b> Student Academic Achievement 2, 4					
5) Students will demonstrate their understanding of grade level science standards by participating in a STEM Fair in February for grades PK-2 and April for grades 3-5.	Classroom Teachers, CIS, Principals	Parent participation, STAAR data				
	<b>Problem Statements:</b> Student Academic Achievement 2, 4					
6) Teachers will participate in staff development on hands on STEM strategies to implement in classrooms.	CIS Assistant principals	observation, sign in sheets				
	<b>Problem Statements:</b> Student Academic Achievement 2					

7) Students will use the (STEM) engineering design process to increase high level thinking and problem solving.	Teachers, CIS, principals	Walk through data, lesson plans				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2 <b>Funding Sources:</b> 177 - Gifted/Talented - 1021.80					
= Accomplished              = Continue/Modify              = No Progress              = Discontinue						

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> 75% of the 5th grade students met the Approaching standard for Science with 13% of the total and 50% of GT students at Mastered level for STAAR 17 - 18. <b>Root Cause 2:</b> Systemic lack of core instruction in Science utilizing hands-on aligned activities/labs in all grade levels.
<b>Problem Statement 4:</b> Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment. <b>Root Cause 4:</b> Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).
<b>Problem Statement 1:</b> Reading STAAR scores for all students for the past 4 years are trending down from 88% (14-15) to 84% (15-16) to 81% (16-17), to 82% (17-18), and the ELL student group in grades 3 and 4 scored below the grade level average. <b>Root Cause 1:</b> Teachers need a collective understanding and a systemic approach for the implementation of Balanced Literacy.



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

**Performance Objective 4:** By June 2019, 85% of students in grades 4 will meet the student achievement standard in writing.

**Evaluation Data Source(s) 4:** STAAR Results, Formative Writing Assessments

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide review/training of Balanced Literacy (Writers Workshop) to all teachers at August inservice meeting.	Teacher leaders, CIS	Sign in sheets, PD Schedule				
<b>Problem Statements:</b> Student Academic Achievement 3						
2) Teachers will utilize the Empowering Writers guide to provide explicit writing instruction.	Teachers, CIS, principals	Walk through data				
<b>Problem Statements:</b> Student Academic Achievement 3						
3) As a part of Balanced Literacy, students will produce authentic writing daily within and across content areas.	Teachers, CIS, principals	Walk through data, writing samples				
<b>Problem Statements:</b> Student Academic Achievement 3						
4) Teachers will implement a Writers Workshop model within the Balanced literacy block.	CIS, Teachers, principals	Walk through data, lesson plans				
<b>Problem Statements:</b> Student Academic Achievement 3						
5) Implement high impact strategies (collaboration, close reading, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels in all PK-5 classrooms.	Principals, CIS, Teacher Leaders	Formative writing assessments, STAAR writing				
<b>Problem Statements:</b> Student Academic Achievement 3						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 4 Problem Statements:**

## Student Academic Achievement

**Problem Statement 3:** 72% of the 4th grade students met the Approaching standard for Writing with 8% at Mastered level for STAAR 17 -18. **Root Cause 3:** The writing process is not embedded in the Balanced Literacy instruction.

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

**Performance Objective 5:** By June 2019, 60% of special education students in grade 3-5 will score at the approaching level in the STAAR Reading Test.

**Evaluation Data Source(s) 5:** STAAR Results

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide review/training of Balanced Literacy to special education teachers at August inservice meeting.	Teacher leaders, CIS	PD schedule, sign in sheets				
<b>Problem Statements:</b> Student Academic Achievement 6						
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) All special education students will be administered a F & P assessment at the beginning and end of the year. Struggling (2 grades below) readers will also be assessed every nine weeks.	special education teachers	F & P scores, running records				
	<b>Problem Statements:</b> Student Academic Achievement 6					
3) Small group, guided reading strategies will be incorporated daily.	special education teachers	lesson plans, walk through data				
<b>Problem Statements:</b> Student Academic Achievement 6						
4) Students will have access to challenging texts on a daily basis.	Special education teachers	walk through data, lesson plans				
<b>Problem Statements:</b> Student Academic Achievement 6						
5) Students will participate in independent reading daily to increase stamina and develop vocabulary.	Special education teachers	lesson plans, walk through data				
<b>Problem Statements:</b> Student Academic Achievement 6						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 5 Problem Statements:**

**Student Academic Achievement**














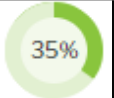
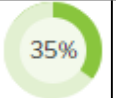

**Problem Statement 6:** 55% of special education students in grade 3-5 scored at the approaching level on the STAAR Reading test. **Root Cause 6:** Lack of a systemic approach to core instruction in reading.

# 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 2018-19 school year, 100% of the grade level and department PLC teams will participate in staff development that is aligned with building and district goals.

**Evaluation Data Source(s) 1:** Instructional rounds schedule, rounds data, rounds "Next Level of Work" forms

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grade level teams will meet weekly with a focused agenda to address school/district goals, instructional strategies, common assessments, and other topics based on improving student learning.	Grade Level/Department Members	PLC Learning Logs, PLC schedule				
	<b>Problem Statements:</b> Student Academic Achievement 1, 4					
2) Provide professional development to develop improvement on Essential Questions; a common understanding of quality instruction and strategies to promote student thinking at higher levels, alignment/IFD study.	Principals	Training attendance				
	<b>Problem Statements:</b> Student Academic Achievement 1, 4					
3) Conduct Instructional Rounds observations in the fall (October) and spring (April) to collect data on progress towards on Essential Questions and instructional practices that improve learning for all students including at-risk, special education, ELL, and low socioeconomic students.	Principals, CIS	Next Level of Work form				
	<b>Problem Statements:</b> Student Academic Achievement 1, 4, 5 <b>Funding Sources:</b> 166 - State Comp Ed - 2407.00					
4) A campus momentum plan will be developed collaboratively and will outline a cohesive year-long professional development plan to address the district problem of practice and campus essential questions. The focus of our momentum plan is to promote higher level thinking and tasks and the implementation of the Gradual Release Model of instruction.	Principal	Momentum Plan				
	<b>Problem Statements:</b> Student Academic Achievement 1, 4					

5) Professional development opportunities will focus on improving collaboration, increase the complexity of student thinking and classroom tasks, and address best practices in literacy for teachers of identified GT, identified ELL and at-risk students in Professional Learning Communities. Professional development for teachers of ELL students will focus on the unique needs of those learners.	Campus Leadership	PD will be shared with support team members and implemented as needed on campus				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4 - Perceptions 1 <b>Funding Sources:</b> 166 - State Comp Ed - 21263.05, 177 - Gifted/Talented - 2624.62, 165/ESO - ELL - 4783.79, 263 - ESEA, Title III Part A - 4087.00					
6) Provide three teacher planning/collaboration days during the school year for unit planning and grade level/department learning.	CIS, principals	Unit plans, momentum plan				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4					
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**



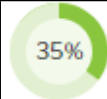









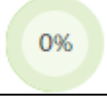
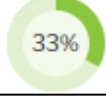

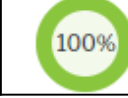



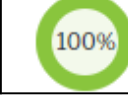




<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Reading STAAR scores for all students for the past 4 years are trending down from 88% (14-15) to 84% (15-16) to 81% (16-17), to 82% (17-18), and the ELL student group in grades 3 and 4 scored below the grade level average. <b>Root Cause 1:</b> Teachers need a collective understanding and a systemic approach for the implementation of Balanced Literacy.
<b>Problem Statement 4:</b> Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment. <b>Root Cause 4:</b> Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).
<b>Problem Statement 5:</b> The Spring, 2018 Instructional Rounds revealed that: 82% of classrooms were at a level 1 or 2 on the Rigor Rubric and 89% of tasks were at DOK 1 and DOK 2. <b>Root Cause 5:</b> The rigor of core instruction needs to be increased for all students including student groups, ELL, At Risk, Special Education GT, Low Socioeconomic, and ethnic groups.
<b>Problem Statement 2:</b> 75% of the 5th grade students met the Approaching standard for Science with 13% of the total and 50% of GT students at Mastered level for STAAR 17 - 18. <b>Root Cause 2:</b> Systemic lack of core instruction in Science utilizing hands-on aligned activities/labs in all grade levels.
<b>Problem Statement 3:</b> 72% of the 4th grade students met the Approaching standard for Writing with 8% at Mastered level for STAAR 17 -18. <b>Root Cause 3:</b> The writing process is not embedded in the Balanced Literacy instruction.
<b>Perceptions</b>
<b>Problem Statement 1:</b> There was a 58% increase in discipline referrals from 2017 to 2018. <b>Root Cause 1:</b> Inconsistent communication and instruction on school wide expectations and procedures.

# 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:** Ninety percent of parents will feel that there is adequate communication with their child's teacher(s).

**Evaluation Data Source(s) 1:** Parent survey, Parent Advisory feedback, SBDM agendas and minutes

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct monthly Parent Advisory Committee meetings.	Principal	Attendance Records, Agendas				
	<b>Problem Statements:</b> Perceptions 1, 2					
2) Develop and communicate common standards for parent/teacher communication (Tuesday folders, planners/daily folders, websites).	Principals	Parent Climate Survey				
	<b>Problem Statements:</b> Perceptions 1, 2					
3) Conduct parent teacher conference contact (phone or personal) during the month of October.	Principals, counselors	Contact log				
	<b>Problem Statements:</b> Perceptions 1, 2					
4) Parent contact prior to Spring Break (March 2nd-13th) for students struggling and students at risk of failure.	counselors	conference log				
	<b>Problem Statements:</b> Perceptions 1, 2					
5) Each grade level will offer a parent communication and expectation presentation to parents during the month of September.	Grade level, team leaders	Sign in sheets				
	<b>Problem Statements:</b> Perceptions 1, 2					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> There was a 58% increase in discipline referrals from 2017 to 2018. <b>Root Cause 1:</b> Inconsistent communication and instruction on school wide expectations and procedures.
<b>Problem Statement 2:</b> 14.2% of our parents do not feel they have adequate communication with their child's teacher. <b>Root Cause 2:</b> Lack of teacher outreach to develop and promote communication and relationships with parents/guardians.



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

**Performance Objective 1:** By June 2019, 90% of the students report they feel emotionally and physically safe at school as measured by a student survey.

**Evaluation Data Source(s) 1:** Student survey

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct daily "Morning Meetings" campus-wide. The Morning Meetings provide a powerful teaching model for building community, increasing student investment, decreasing bullying, and improving academic and social skills for students.	Principals, teachers	Office referral data, survey data				
2) Counselors will conduct home visits for students exhibiting poor attendance and not calling in advance.	Counselors	Visitation logs.				
3) Students will participate in PE and meet the required number of minutes of movement activities each day. Physical Education Teachers will utilize sound instructional strategies that promote health and fitness as targeted by the standard of Teks Resources. Each student has 90 minutes of physical education weekly with highly qualified teachers. Each child has 15 minutes of lunch recess . Healthy habits instruction are promoted by all teachers and programs. Physical Fitness testing, Jump Rope For Heart, Mileage Club are also offered throughout the year.	Teachers, principals	schedules,				
4) Safety drills will be practiced monthly.	Principals	Drill log				
5) Monitor behavioral referrals, attendance, and provide interventions through behavior plans and the RTI process.	Principals, Counselors, Teachers	Referrals, RTI data				

6) Bullying Prevention Strategies will be integrated into regular classroom instruction and weekly classroom guidance by counselors. Counselors will also provide targeted guidance sessions for anti-bullying strategies. Incidents of suspected bullying will be investigated and reported per KISD and state policies.	Counselors	Behavior data				
	<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1					
7) Training for all staff in Conscious Discipline, Response to Intervention procedures, and school-wide procedures/expectations will be offered. We will also provide ongoing learning and implementation during the school year.	Counselors, Teachers, Principals, CIS	Office referral data, Student survey data, Response to Intervention data				
	<b>Problem Statements:</b> Perceptions 1					
8) Structured recess will be offered daily at recess by grade level teachers.	Teachers					
	<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1					
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Thirty-five students had two or more serious referrals and 60% (21 students) of those students did not have a Student Success Plan. <b>Root Cause 1:</b> Poorly communicated Response to Intervention processes in both academic and behavioral areas.
<b>Perceptions</b>
<b>Problem Statement 1:</b> There was a 58% increase in discipline referrals from 2017 to 2018. <b>Root Cause 1:</b> Inconsistent communication and instruction on school wide expectations and procedures.

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

**Performance Objective 1:** By June 2019, the Mountain View SBDM Team will monitor progress toward goals and management of resources and operations to ensure maximum efficiency and effectiveness throughout the 2018-19 school year,

**Evaluation Data Source(s) 1:** SBDM Agendas  
SBDM Minutes

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SBDM will meet monthly focusing on campus goals and allocation of resources.	Principals,	Agendas, Campus Improvement Plan				
			<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1, 2			
2) Schedules will be developed that provide time for interventions, planning, and Professional Learning Communities.	Principals	PLC Calendar, Teacher schedules				
			<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1, 2			
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Reading STAAR scores for all students for the past 4 years are trending down from 88% (14-15) to 84% (15-16) to 81% (16-17), to 82% (17-18), and the ELL student group in grades 3 and 4 scored below the grade level average. <b>Root Cause 1:</b> Teachers need a collective understanding and a systemic approach for the implementation of Balanced Literacy.
<b>Problem Statement 2:</b> 75% of the 5th grade students met the Approaching standard for Science with 13% of the total and 50% of GT students at Mastered level for STAAR 17 - 18. <b>Root Cause 2:</b> Systemic lack of core instruction in Science utilizing hands-on aligned activities/labs in all grade levels.
<b>Problem Statement 3:</b> 72% of the 4th grade students met the Approaching standard for Writing with 8% at Mastered level for STAAR 17 -18. <b>Root Cause 3:</b> The writing process is not embedded in the Balanced Literacy instruction.

**Problem Statement 4:** Twenty-five percent of Mountain View students in grades 3-5 and 77% of GT students scored at the Mastered Level on the STAAR math assessment. **Root Cause 4:** Some concepts are not being taught to the depth and complexity required by the Instructional Focus documents (IFD).

### School Processes & Programs

**Problem Statement 1:** Thirty-five students had two or more serious referrals and 60% (21 students) of those students did not have a Student Success Plan. **Root Cause 1:** Poorly communicated Response to Intervention processes in both academic and behavioral areas.

### Perceptions

**Problem Statement 1:** There was a 58% increase in discipline referrals from 2017 to 2018. **Root Cause 1:** Inconsistent communication and instruction on school wide expectations and procedures.

**Problem Statement 2:** 14.2% of our parents do not feel they have adequate communication with their child's teacher. **Root Cause 2:** Lack of teacher outreach to develop and promote communication and relationships with parents/guardians.

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	5	2	All special education students will be administered a F & P assessment at the beginning and end of the year. Struggling (2 grades below) readers will also be assessed every nine weeks.

# State Compensatory

## Personnel for Mountain View Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Minnie, Franklin	Aide PCN 19505	Intervention for At Risk Students	1.0
Salazar, Sara	Aide PCN 19433	Intervention for At Risk Students	1.0

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator/Chair	Randy Podhaski	Principal
Campus Administrator	Grace Ashworth	Assistant Principal
Campus Administrator	Amanda Slay	Assistant Principal
Campus Administrator	Jill Owen	Assistant Principal
Campus Administrator	June Newberry	CIS
Campus Administrator	Claudia Beauchamp	Counselor
Classroom Teacher	Geri Balsinger	PK Teacher
Classroom Teacher	Allison Widacki	Kindergarten
Classroom Teacher	Christina Long	Grade 1
Classroom Teacher	Kathy Vincenty	Grade 2
Classroom Teacher	Janice Huckabee	Grade 3
Classroom Teacher	Jessica Watts	Grade 4
Classroom Teacher	Sandie Corn	Grade 5
Classroom Teacher	Casey Gunter	Special Education
Classroom Teacher	Carol Hunter	Physical Education
Classroom Teacher	Gale Polson	Music
Classroom Teacher	Judi Knight	ELL
District-level Professional	Tina Cole	District Administrator
Business Representative	Amelia Rabroker	Business Representative
Community Representative	Penney Turner	Community Member
Parent	Shellee Hansen	Parent