Killeen Independent School District

Maude Moore Wood Elementary School

Campus Improvement Plan

2020-2021

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Demographics

Demographics Summary

Students:

Maude Moore Wood Elementary opened in August of 2019. It served approximately 770 students. The school is located in a rapidly growing community in the south part of Killeen. The student population is made up of students that have been rezoned from five other campuses. Almost half of the student body is military which results in a very mobile student population. The diverse student body of Maude Moore Wood is represented in the table below.

Campus Demographics

Hispanic	**32%**
Indian	.04%
Asian	2%
Black	33%
Pacific Islander	.2%
White	22%
2 or more races	9%
Male	52%
Female	48%
504	8%
At-Risk	35%
Dyslexia	3%
Homeless	.02%
LEP	8%
Economically disadvantaged	30%
GT	1%
SPED	14%

Hispanic   **32%**
Military   40%

Staff:

The professional staff at Maude Moore Wood Elementary meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Maude Moore Wood Elementary staff members have a wide range of experience.

Teachers by years of experience:

- Beginning Teachers 3.8%

- 1-5 Years Experience 18%

- 6-10 Years Experience 6%

- 11-20 Years Experience 7.2%

- Over 20 Years Experience 5%

For the 20-21 school year, Maude Moore Wood Elementary will have the following allocations:

	Staff
Pre-K	5
Kindergarten	6
1st Grade	5
2nd Grade	5
3rd Grade	5
4th Grade	5
5th Grade	5
Music	2
PE	2.5
ESL	1
Sped	5

	Staff
Dyslexia	1
Instructional Assistants	21
Instructional Specialists	2
Counselors	2
Campus Tech	1
Administrators	3

The faculty and staff represent a wide range of demographics, have a strong work ethic and are eager and excited to provide exceptional instructional experiences to meet the needs of all learners.

Parents and Community:

Maude Moore Wood Elementary sits in a growing neighborhood of newer, moderately priced homes. Students living in the previous East Ward school zone were transported to MM Wood for the 2019-20 school year and will be again during the 2020-21 school year. At the end of this school year, the former East Ward students will be rezoned to attend the new Killeen Elementary that is scheduled to open in August of 2021 and students living in the Tuscany Meadows Subdivison who are currently attending another elementary school will begin attending Maude Moore Wood in August of 2021.

The community surrounding Maude Moore Wood is comprised of hardworking families with a strong sense of pride and support for the military families who live in the community. Members are aware of the poverty that exists in our student population and will be offered opportunities to help our community.

School Environment:

- **Discipline-** There were 313 office referrals from August 26, 2019 until March 6, 2020. 33 of 48 teachers wrote at least one office referral. The number of referrals written were as follows:
  - 1-10 office referrals were written by 20 teachers
  - 11-20 office referrals were written by 11 teachers
  - 21-30 office referrals were written by 2 teachers
- Number of referrals per grade follow were as follows:
  - PK- 1
  - K- 26

- 1st- 43
- 2nd- 81
- 3rd- 31
- 4th- 23
- 5th- 40
- Special Classes- PE, Music and Dyslexia-68
- **Daily Average Attendance- 91%**

Demographics Strengths

The demographic strengths of Maude Moore Wood Elementary include:

- M.M.Wood Elementary has a very diverse student population.
- Students bring diverse multi-cultural experiences to our school.
- Students at Maude Moore Wood Elementary actively participate in fostoring social skills with students of special needs, as the school provides services for self-contained classes.

The staff quality at Maude Moore Wood 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 Maude Moore Wood Elementary exhibits the following strengths:

- Parents are eager to support their children's academic success.
- Parents of Maude Moore Wood have many opportunities to participant in various academic and social events.
- The families of Maude Moore Wood represent a wide range of demographics which provides our stidemts with various mutli-cultural learning experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to develop a unified campus climate and culture for staff, students, and families. **Root Cause:** Maude Moore Wood is a new campus that is comprised of students and staff who have been rezoned from five different campuses.

Problem Statement 2 (Prioritized): The campus average daily attendance is 91% which is below the state's expected daily attendance of 95%

Student Learning

Student Learning Summary

For the 2018-2019 school year East Ward, Skipcha, Timber Ridge, Cedar Valley, and Douse all met standard, according to the State Accountability System.

A-F Accountability System	Domain 1	Domain 2	Domain 3	Overall
Maude Moore Wood '19-20 SY				

An analysis of student achievement by content area and grade level for Killeen ISD indicates that student achievement in the following grades has not shown improvement: 3rd-grade reading, 4th-grade reading, 4th-grade writing, 5th-grade math, and 5th-grade science. However, 3rd-grade math experienced an increase from 77% to 80% and 5th grade reading experienced a slight increase from 84% to 85%.

STAAR	District 2018	District 2019*	MM Wood 2020	District 2020
3rd Grade Reading	73%	74%		
3rd Grade Math	77%	80%		
4th Grade Reading	70%	68%		
4th Grade Math	77%	69%		
4th Grade Writing	59%	59%		
5th Grade Reading	84%	85%		
5th Grade Math	93%	89%		

STAAR	District 2018	District 2019*	MM Wood 2020	District 2020
5th Grade Science	71%	65%		

An additional analysis of the data indicates level I/Approaches for LEP and At Risk students to be the following:

	2018-2019 District (STAAR – LEP)	2018-2019 District (STAAR – At Risk)
3rd Math	78%	64%
4th Math	69%	50%
5th Math	84%	72%
3rd Read	76%	51%
4th Read	68%	45%
5th Read	67%	57%
4th Writing	57%	37%
5th Science	59%	47%

An additional analysis of the data indicates advanced level III/Masters to be the following:

	2018-2019 District (STAAR – All Students)	2018-2019 District (STAAR – GT)
3rd Math	23%	81%
4th Math	25%	89%
5th Math	30%	90%
3rd Read	24%	80%
4th Read	16%	71%
5th Read	23%	78%
4th Writing	6%	36%
5th Science	14%	63%

A thorough analysis of universal screening data for Pre-K shows that while we are growing in all areas assessed, growth in the phonological awareness concepts is not as significant. NWEA MAP data analysis shows that we are showing growth, however, the amount of growth in reading is consistently behind growth norms. Math growth also begins to fall behind growth norms after 1st grade.

Pre-K CIRCLE DATA	2018-2019		2019-2020			
Measure	District (%On Track)	District (%Growth)	District (%On Track)	District (%Growth)	Wood Elem. (%On Track)	Wood Elem. (%Growth)
Rapid Letter Naming	82%	40%				
Rapid Vocabulary	78%	19%				
Phonological Awareness	82%	6%				
Math	90%	11%				

Reading	Avg. RIT Score Fall 2019		Avg. RIT Score Winter 2020		Growth - Winter 2019-20	
	District	MMWES	District	MMWES	District	MMWES
K	142.5	142.2	151.7	149.8	9.2	7.6
1	160.3	160.6	168.2	165.2	7.9	4.6
2	173.2	168.7	182.1	177.4	8.9	8.7
3	187.9	187.4	194	191.7	6.1	4.3
4	197.8	195.9	202.1	202.6	4.3	6.7
5	204.2	200	208.3	203.5	4.1	3.5

Math	Avg. RIT Score Fall 2019		Avg. RIT Score Winter 2020		Growth - Winter 2019-20	
	District	MMWES	District	MMWES	District	MMWES
K	140.1	138.9	152.2	151.1	12.1	12.2
1	161.1	162.4	171.2	169.9	10.1	7.5
2	175	172	183.7	180.2	8.7	8.2
3	189.8	190.7	197.9	197.2	8.1	6.5
4	202.5	200.4	208.4	208.8	5.9	8.4
5	211.1	207.2	215	208.7	3.9	1.5

Science	Avg. RIT Score Fall 2019		Avg. RIT Score Winter 2020		Growth - Winter 2019-20	
	District	MMWES	District	MMWES	District	MMWES
K						
1						
2						
3	189.7	189.3	194.2	193	4.5	3.7
4	197.4	196.9	200.2	198.3	2.8	1.4
5	203	201.8	206.2	201.1	3.2	-0.7

Student Learning Strengths

The following strengths have been identified for the 1920-21 school year:

STAAR Testing from the 2018-19 School Year:

- 3rd Grade increased from 77% to 80.16% on STAAR Reading and 77% to 80% on STAAR Math.
- 4th grade had 25% of students achieve master's level on STAAR Math.

MAP Data from Fall of 2019 to Winter of 2020

- All grade levels made growth in reading and math between the fall and winter assessments.
- 3rd and 4th grade made growth in science between the fall and winter assessments.
- 4th grade averaged more growth than the district on the reading assessments.
- Kindergarten and 4th grade averaged more growth than the district on the math assessments.

CIRCLE Assessments:

- 90% of Pre-K students are on track for math concepts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.

Problem Statement 2 (Prioritized): STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.

Problem Statement 3 (Prioritized): STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms. **Root Cause:** Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.

Problem Statement 4 (Prioritized): Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..

Problem Statement 5 (Prioritized): 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.

Problem Statement 6 (Prioritized): Growth was made in all subjects except 5th grade science between the fall and winter administrations of MAP.

Problem Statement 7 (Prioritized): The rate of growth in all grades and subjects was lower than that of the district except in 4th grade reading and math and Kindergarten math.

Problem Statement 8 (Prioritized): Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing. **Root Cause:** Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

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) occur on weekly basis. Each PLC meets for 90 minutes.

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 and monitoringstudent progress. Instructional Rounds data shows an increase from 73.5% to 80% total alignment between tasks and learning targets. The majority of tasks were at DOK 1 on the Cognitive Rigor Matrix.

Due to the COVID 19 Pandemic, much of the PLC time will be used to provide teachers with opportunities to plan and record lessons for their virtual learners. Teachers will contiue to work collaboratively to disaggregate data and plan instruction to inform future instructional needs. Wood Elementary will use data from Instructional Rounds to strengthen the instructional core.

Curriculum and Instruction:

Wood 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 2019-2020 school year is to continue to implement the curriculum with fidelity to include the following resources: IFDs, Lead4Ward resources, District Pacing Guides, PAs & CUAs, Unit Mapping (Backwards Design), Next Generation Balanced Literacy, F & P Literacy Resources, Comprehension Toolkit, academic vocabulary, intentional interventions, Empowering Writers strategies, Close Reading Strategies, ST Math, iReady Reading & Math resources and attending curriculum study sessions. 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 Maude Moore Wood. Based on the assessment results, we determine which standards we need to spiral and/or reteach and which students are in need of RtI Intervention. Clear success criteria for performance assessments are needed in order to determine the validity of the results and ensure that appropriate interventions are provided

when needed.

Interventions:

Our master schedule includes a specific non-negotiable time set aside for interventions for all students by grade level called Warrior 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.

Wood Elementary uses district provided, research-based interventions including Do the Math, Leveled Literacy Interventions, and standards-based small group support. We included 20% of students within the Tier 2 or Tier 3 interventions. 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.

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

Professional Development and Leadership:

The district provides a year round professional development at no cost to all teachers. This support helps to build the professional capacity of all teachers. Periodic walkthroughs and data from instructional rounds are used to gather information about the implementation of professional development topics.

Teachers are appraised using the T-TESS system. Walkthroughs, observations and data are used to determine the effectiveness and provide timely feedback to teachers. Through a collaborative process, teachers have the opportunity to provide regarding areas of improvement. Performance data is used to guide conversations with teachers regarding future professional development opportunities. Teacher in need of a professional intervention plan are provided with specific learning opportunities to help improve performance.

Teachers at Wood Elementary 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, Wood Elementary teacher leaders frequently provide professional learning during PLCs and after-school meetings. The district also provides ongoing professional development sessions, and many Wood Elementary 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.

Campus-based committees include Reading, Math, Science, Campus Conduct, and SBDM. It is the purpose of these committees to align the curriculum and campus instruction vertically so that we have continuity with student learning across the campus. This helps to ensure students receive expert instruction in every classroom, for every student, every day. The SBDM Committee will meet a minimum of six times during the school year.

Wood 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:

Wood Elementary uses technology applications in a variety of capacities such as ST Math, MyOn, Imagine Reading and Math, BrainPop, BrainPop Jr., RAZ-Kids reading programs, and research and presentation opportunities. There is a need to ensure the consistent use of technology to enhance teaching and learning. Due to the pandemic, many of our campus devices have been loaned out to students which reduces access at school. Until more devices are purchased, we will rely on the desktop computers in the labs and classrooms.

The instructional program is enhanced by teachers through the integration of technology. Each classroom has 3 to 5 student computers, interactive projectors and Wood Elementary has 2 computer labs.

Technology proficiencies are evaluated through the state instrument, Bright Bytes. Wood Elementary will continue to offer professional development in technology for the 2019-2020 school year.

At Wood Elementary, it is the expectation that technology be integrated daily into lessons and used routinely by all staff and students.

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

1. Provide teachers with technology resources to prepare rigorous lessons for expert instrucional delivery

2. Participate in district initiatives-lifecycle deployment, career and college readiness, Bright Bytes survey, and Digital Citizenship through Common Sense Learning

3. Staff Training

4. Implement and support research-based, integrated technology systems and solutions

5. Ensure access to reliable and well-supported technology that meets 21st Century expectations

6. Provide resouces needed for the daily utilization of technology

7. Teach instructional lessons to help deepen student and teacher knowledge of current software applications

Discipline:

The Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies. A campus-wide discipline flowchart was created to ensure all stakeholders understand processes and procedures for documenting challenging behaviors. The RtI committee discusses and supports positive behavior interventions for students with recurring behavior challenges. The counselors will share strategies from *Conscious Discpline* with teachers of the younger grades.

Good behavior incentives will be provided to students who are role models of meeting all campus behavioral expectations.

School Processes & Programs Strengths

The Professional Learning Community

- Collaboration is the norm.
- Full day planning sessions are provided for each grade level.
- Collaborative learning and planning through weekly PLCs.
- Utilizing the LEARN Model at each professional development session.
- Wood Elementary has an effective PLC structure to help develop teachers and improve the instructional core.
- Common planning through the use of unit mapping.

Curriculum and Instruction:

- A guaranteed and viable curriculum will be 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 to include utilization of intervention instructional assistants.
- A master schedule designed to maximize instruction that includes blocks of time for ELAR and math instruction.
- A deep study of Next Generation Balanced Literacy.

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 district teacher coaches.
- CIS and Mentor teachers will routinely meet with new teachers to offer support as needed.
- An excellent mentoring and buddy program that supports and grows new teachers.
- Staff participates in ongoing, research-based professional learning opportunities provided by our district and campus.

Technology:

- 2 computer labs with 22 iMac computers that teachers and students can utilize.
- The library has 20 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.
- Wood Elementary has a poster maker to enhance classroom instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Learning targets and tasks are not consistently aligned. **Root Cause:** Teams are not utilizing available time and resources for in depth studies of the standards.

Problem Statement 2 (Prioritized): 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 3 (Prioritized): Intervention support is not meeting the needs of all students. **Root Cause:** Lack of understanding of differentiated instruction.

Problem Statement 4 (Prioritized): Teachers are challenged with addressing inappropriate behaviors resulting in increased discipline referrals. **Root Cause:** Teachers lack knowledge of effective classroom management strategies

Problem Statement 5 (Prioritized): 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 6 (Prioritized): Due to COVID 19 Pandemic, technology devices such as iPads are limited.

Perceptions

Family and Community Engagement:

At Wood Elementary, 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 house, content area nights, awards assemblies, and Freedom Walk to name a few. Our Adopt-a-School soldiers support many of these events. Also, Wood Elementary will provide non-school age children the opportunity to attend our "Jr. Warriors Club" where our future Warriors are provided opportunities to acclimate to the school environment. The "Jr. Warrior Club" will be coordinated by our counselors.

Wood Elementary partners with Communities in Schools (CIS). The program is designed to connect parents, students, the school and community together to help students be successful.

Wood Elementary is supported by the following community agencies: Boys and Girls Club, Good News Club, Morning Mentors, 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, Wood Elementary publishes information on our school website, the marquee, ConnectEd messages, and a Facebook page.

Parents, staff members, 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.

School Culture and Climate:

Wood Elementary School is an innovative campus that is committed to increasing student learning by 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. During the 2020-21 school year, stakeholders will work on creating a campus vision, mission, and motto.

Student safety is our #1 priority. Safety procedures such as fire drills, tornado drills, evacuation drills, and shelter in place drills are conducted to promote the safety and well-being of all our students and staff. There is a need for consistently practicing safety drills to

ensure student and staff preparedness in all situations. Teachers are highly encouraged to practice with their class on safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. 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-In 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-In system.

To build a culture of camaraderie and celebration, Wood Elementary 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 spirit of community include:

Choir Performances

Student Ambassadors

Parent meetings

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

Staff Christmas Party

Staff Surveys

Academic Awards Assemblies

Teacher Appreciation Week

Parenting classes/institutes
PTA
Partnership with Adopt-a-School

Choir

Daily recognition of staff/student birthdays

The strengths of Wood Elementary's family and community involvement are listed below:

- Wood Elementary 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.
- Good attendance of family nights
- Jr. Warrior Club for non-school age children
- Establishment of a PTA

The following are strengths of the Wood Elementary culture and climate:

- Events are well attended
- Translators are provided to parents for all academic meetings and conferences
- Welcoming environment

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Safety drills are not executed monthly. **Root Cause:** Drills were not scheduled in advance to prevent conflicts with other school activities.

Problem Statement 2 (Prioritized): There is a need to build trusting relationships with the families of our students. **Root Cause:** Maude Moore Wood is a new campus and needs time to engage with our families in meaningful ways.

Priority Problem Statements

Problem Statement 1: There is a need to develop a unified campus climate and culture for staff, students, and families.

Root Cause 1: Maude Moore Wood is a new campus that is comprised of students and staff who have been rezoned from five different campuses.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades.

Root Cause 2: TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science STAAR Achievement has decreased from 71% to 65%.

Root Cause 3: Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments.

Root Cause 4: Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms.

Root Cause 5: Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Instructional Rounds Data shows there is a lack of alignment between tasks, targets, and depth of knowledge on the Cognitive Rigor Matrix.

Root Cause 6: Inconsistent transfer of learning from PLC discussions and collaboration to application in the classroom.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Learning targets and tasks are not consistently aligned.

Root Cause 7: Teams are not utilizing available time and resources for in depth studies of the standards.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Success criteria for performance assessments are unclear or inconsistent.

Root Cause 8: Lack of collaboration and common understanding of standards among grade level teams.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Intervention support is not meeting the needs of all students.

Root Cause 9: Lack of understanding of differentiated instruction.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 11: Teachers are challenged with addressing inappropriate behaviors resulting in increased discipline referrals.

Root Cause 11: Teachers lack knowledge of effective classroom management strategies

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Safety drills are not executed monthly.

Root Cause 12: Drills were not scheduled in advance to prevent conflicts with other school activities.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to build trusting relationships with the families of our students.

Root Cause 13: Maude Moore Wood is a new campus and needs time to engage with our families in meaningful ways.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 100% of GT students are not achieving Masters Level on STAAR.

Root Cause 14: Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing.

Root Cause 15: Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

Problem Statement 15 Areas: Student Learning

Problem Statement 17: The campus average daily attendance is 91% which is below the state's expected daily attendance of 95%

Root Cause 17:

Problem Statement 17 Areas: Demographics

Problem Statement 18: Due to COVID 19 Pandemic, technology devices such as iPads are limited.

Root Cause 18:

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: The rate of growth in all grades and subjects was lower than that of the district except in 4th grade reading and math and Kindergarten math.

Root Cause 19:

Problem Statement 19 Areas: Student Learning

Problem Statement 20: Growth was made in all subjects except 5th grade science between the fall and winter administrations of MAP.

Root Cause 20:

Problem Statement 20 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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 and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- 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

- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By the end of the 20-21 school year, MM Wood's math scores will be at or above the district's average of 77%.

Evaluation Data Sources: Formative assessments including CUAs. Summative Assessments including MAP and STAAR.

Summative Evaluation: None

<table>
<tr><td rowspan="2">Strategy 1: Instructional assistant will utilize a math fluency component during intervention time for all students.
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.</td><td colspan="4">Reviews</td></tr>
<tr><td colspan="3">Formative</td><td>Summative</td></tr>
<tr><td>Strategy's Expected Result/Impact: Increased achievement on common formative and summative math assessments and STAAR math.

Staff Responsible for Monitoring: Campus Instructional Assistants

Title I Schoolwide Elements: 2.4, 2.5 - Additional Targeted Support Strategy

Problem Statements: Student Learning 4

Funding Sources: Instructional materials for math fluency interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - $548.30</td><td>Nov</td><td>Jan</td><td>Mar</td><td>June</td></tr>
<tr><td rowspan="2">Strategy 2: Teachers will disaggregate math unit assessment data in real time.</td><td colspan="4">Reviews</td></tr>
<tr><td colspan="3">Formative</td><td>Summative</td></tr>
<tr><td>Strategy's Expected Result/Impact: Increased achievement on math unit assessments.

Staff Responsible for Monitoring: Admin
CISs
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6</td><td>Nov</td><td>Jan</td><td>Mar</td><td>June</td></tr>
<tr><td rowspan="2">Strategy 3: Teachers will facilitate math problem-solving opportunities during math spiral.</td><td colspan="4">Reviews</td></tr>
<tr><td colspan="3">Formative</td><td>Summative</td></tr>
<tr><td>Strategy's Expected Result/Impact: Increase in math assessment data.

Staff Responsible for Monitoring: Admin.
CISs
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Learning 4

Funding Sources: STAAR Master - Math - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - $5,740</td><td>Nov</td><td>Jan</td><td>Mar</td><td>June</td></tr>
</table>

Strategy 4: During Guided Math, teachers will identify misconceptions related to on-grade level skills and provide appropriate support.	**Reviews**			
Strategy's Expected Result/Impact: Increase in math assessment data.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5: Campus leadership will conduct walkthroughs to ensure fidelity of math instructional expectations.	**Reviews**			
Strategy's Expected Result/Impact: Increase in math assessment data.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CISs	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 6: Wood Elementary will use STMath software program for added intervention support for KG-5th grade students identified as in need of assistance.	**Reviews**			
Strategy's Expected Result/Impact: None	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CISs Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 4				
Funding Sources: ST Math - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $5,000				

Strategy 7: After school reading and math tutoring for K-5 At-Risk Learners will be provided.	**Reviews**			
Strategy's Expected Result/Impact: Improve academic performance of At-Risk Learners in reading and math.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CIS Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 1, 2, 3, 4, 5, 8				
Funding Sources: supplemental pay for tutoring - 166 - State Comp Ed - 166.11.6118.CA.141.30.AR0 - $5,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.

Problem Statement 2: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.

Problem Statement 3: STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms. **Root Cause:** Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.

Problem Statement 4: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..

Problem Statement 5: 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.

Problem Statement 8: Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing. **Root Cause:** Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

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

Performance Objective 2: By the end of the 20-21 school year, MM Wood's science scores will exceed the district average by 5 percentage points.

    Evaluation Data Sources: Formative and summative assessments, MAP, and STAAR Science.

    Summative Evaluation: None

Strategy 1: 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.	Reviews			
Strategy's Expected Result/Impact: Increased achievement in STAAR Science.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5				

Strategy 2: PK-5th grade teachers will teach science daily.	Reviews			
Strategy's Expected Result/Impact: Increased achievement on common formative and summative science assessments and STAAR Science.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Campus leadership will monitor the percentage of science investigations implemented.	Reviews			
Strategy's Expected Result/Impact: Increased achievement on common formative and summative science assessements and STAAR Science.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 4: Teachers will disaggregate science data in real time.	Reviews			
Strategy's Expected Result/Impact: Increase in science assessment data.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5: Campus leadership will conduct walkthroughs to ensure fidelity of science instructional expectations.	**Reviews**			
Strategy's Expected Result/Impact: Increase achievement on common formative and summative science assessments and STAAR Science.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CISs	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 6: Teachers will provide online, 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.	**Reviews**			
Strategy's Expected Result/Impact: Increase in science assessment data.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers CISs Admin	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Student Learning 1				
Funding Sources: On-Line Stem Science - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $6,000				

Strategy 7: Teachers will utilize interactive video software licenses to increase content knowledge to support science conceptual development.	**Reviews**			
Strategy's Expected Result/Impact: Increase achievement on science formative and summative assessments and STAAR science assessment.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Student Learning 1				
Funding Sources: BrainPop and BrainPop Jr. School-wide Licenses - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $2,550				

Strategy 8: The campus will utilize TAKS Master STAAR Review.	**Reviews**			
Strategy's Expected Result/Impact: Increase achievement on science formative/summative and STAAR assessmets.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Student Learning 1, 5				
Funding Sources: STAAR Master - Science - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - $1,910				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.
Problem Statement 5: 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.

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

Performance Objective 3: By the end of the 20-21 school year, MM Wood's writing scores will exceed the district average of 59% by 5 percentage points.

Evaluation Data Sources: Formative and summative assessments and STAAR Writing.

Summative Evaluation: None

Strategy 1: The campus will implement writing commitments with fidelity in grades K-5.	Reviews			
Strategy's Expected Result/Impact: Increased achievement on common formative and summative writing assessments and STAAR Writing.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2: Each grade level will design end-of-year writing expectations.	Reviews			
Strategy's Expected Result/Impact: Increased achievement on common formative and summative writing assessments and STAAR Writing.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: 1st through 4th grade teachers will implement a daily revising and editing component in writing instruction.	Reviews			
Strategy's Expected Result/Impact: Increase achievement on formative and summative writing assessments and STAAR Writing.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4: Teachers will provide writing instruction daily.	Reviews			
Strategy's Expected Result/Impact: Increase achievement on formative and summative writing assessments and STAAR Writing.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5: Campus leadership will utilize walkthroughs to check for fidelity of daily writing instruction.	Reviews			
Strategy's Expected Result/Impact: Increase achievement on formative and summative writing assessments and STAAR Writing.	Formative			Summative
Staff Responsible for Monitoring: Admin.	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 6: Teachers will utilize Empowering Writer's resources and lessons will be utilized routinely for writing instruction for grades K-5.	Reviews			
Strategy's Expected Result/Impact: Increase achievement on formative and summative writing assessments and STAAR Writing.	Formative			Summative
Staff Responsible for Monitoring: Admin. CISs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 2				
Funding Sources: Resources to support and reinforce Empowering Writer's Lessons - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - $2,500, Toner to print writing resources - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - $2,000				

Strategy 7: Teachers will disaggregated in real time.	Reviews			
Strategy's Expected Result/Impact: Increase in writing assessment data.	Formative			Summative
Staff Responsible for Monitoring: Admin CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 8: Teachers in 1st and 2nd grade will implement the use of Empowering Writers A Sentence a Day to address editing and revising instruction.	Reviews			
Strategy's Expected Result/Impact: Increase in writing assessment data.	Formative			Summative
Staff Responsible for Monitoring: Admin CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 2				
Funding Sources: Writing Materials to implement A Sentence a Day - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - $2,000				

Strategy 9: STAAR Master will be utilized to assess students' understanding of revision and writing skills.	Reviews			
Strategy's Expected Result/Impact: Increase performance on formative/summative and STAAR assessments.	Formative			Summative
Staff Responsible for Monitoring: Admin. CISs Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Student Learning 2				
Funding Sources: STAAR Master - Writing - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - $1,900				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.

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

Performance Objective 4: By the end of the 20-21 school year, MM Wood's reading scores will exceed the district average by 5 points.

Evaluation Data Sources: Formative and summative assessments, CUAs, MAP and STAAR Reading.

Summative Evaluation: None

Strategy 1: Balanced Literacy will be implemented in every classroom daily.	Reviews			
Strategy's Expected Result/Impact: Increased achievement on formative and summative reading assessments and STAAR Reading.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin. CISs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 3				
Funding Sources: Expository Text Reading Resources - 166 - State Comp Ed - 166.11.6329.00.141.30.AR0 - $5,785, Resources to support Balanced Literacy Instruction - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $2,500				
Strategy 2: iPads and iPad cases will be purchased for students to use in order to access daily intervention programs such as Imagine Math and Imagine Reading.	Reviews			
Strategy's Expected Result/Impact: Increased achievement on formative and summative reading and math assessments and STAAR reading and math.	**Formative**			**Summative**
Staff Responsible for Monitoring: Admin CISs Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 1, 2, 3, 4				
Funding Sources: iPad cases - 211 - ESEA, Title I Part A - 211.11.6394.00.141.30.000 - $10,304, 30 ipads - 166 - State Comp Ed - 166.11.6398.00.141.30.AR0 - $10,590, 30 ipad carrying cases - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - $1,316.70, locking charge cart - 166 - State Comp Ed - 166.11.6394.00.141.30.AR0 - $1,448, iPads with Apple Care & iPad Wi-Fi - 211 - ESEA, Title I Part A - 211.11.6398.00.141.30.000 - $39,546				

Strategy 3: MM Wood will utilize principles of Next Generation Balanced Literacy including balancing print and meaning strategies, using the prompting funnel, and continuing the use of the gradual release of responsibility instructional model to increase reading achievement.		Reviews			
		Formative			**Summative**
Strategy's Expected Result/Impact: None		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. CISs Teachers					
Title I Schoolwide Elements: 2.4, 2.5, 2.6					
Problem Statements: Student Learning 3					
Funding Sources: Instructional Resources for Next Generation Balanced Literacy - 166 - State Comp Ed - 166.11.6399.00.141.30.AR0 - $2,000					

Strategy 4: MM Wood will use MyOn program to increase independent reading engagement and achievement for all students.		Reviews			
		Formative			**Summative**
Strategy's Expected Result/Impact: Increasing independent reading with support will increase reading achievement.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. CISs Librarian Teachers					
Title I Schoolwide Elements: 2.4, 2.5					
Problem Statements: Student Learning 3					
Funding Sources: MyOn online program - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $5,000					

Strategy 5: RAZ-Kids will be used for struggling students to increase the amount of supported independent reading instruction time and materials.		Reviews			
		Formative			**Summative**
Strategy's Expected Result/Impact: None		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. CISs Special Education Teachers					
Title I Schoolwide Elements: 2.4, 2.5					
Problem Statements: Student Learning 3					
Funding Sources: RAZ-Kids Software Licenses - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $350					

Strategy 6: The campus will use STAAR Master to assess students' understanding of the reading skills being studied.		Reviews			
		Formative			**Summative**
Strategy's Expected Result/Impact: Increase in performance on formative/summative and STAAR assessments.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin. CISs Teachers					
Title I Schoolwide Elements: 2.4, 2.6					
Problem Statements: Student Learning 3					
Funding Sources: STAAR Master - Reading - 211 - ESEA, Title I Part A - 211.11.6399.00.141.30.000 - $5,736.70					

Strategy 7: Kindergarten teachers will utilize Education Software for Guiding Instruction of reading skills which will allow them to target and differentiate the TEKS based on students' needs.		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: Increase MAP Reading average RIT Score by 10 points.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin CIS Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 3				
Funding Sources: ESGI Online Program - 166 - State Comp Ed - 166.11.6299.OL.141.30.AR0 - $1,500				

Strategy 8: The campus will use Scholastic News to provide students with non-fiction reading materials.		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: Increase MAP Reading Average RIT score by 10 points.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin CIS Teachers				
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Student Learning 3				
Funding Sources: Scholastic News - 166 - State Comp Ed - 166.11.6329.00.141.30.AR0 - $7,148				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.
Problem Statement 2: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.
Problem Statement 3: STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms. **Root Cause:** Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.
Problem Statement 4: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..

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

Performance Objective 5: By the end of the 20-21 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 Sources: The performance of students participating in the GT and ESL program as measured by MAP and STAAR data.

    Summative Evaluation: None

Strategy 1: ELL students will receive supplemental instruction from an ESL teacher in order to increase English vocabulary and become fluent speakers, readers, and writers of English.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased vocabulary and literacy skills for ELL students. Deeper understanding of second language learning instructional strategies for teachers.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: ESL Teacher CISs Admin.				
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Student Learning 8				
Funding Sources: supplemental Pay-Teacher - 263 - ESEA, Title III Part A - 263.11.6118.LE.141.25.000 - $726.60, Supplemental Pay for Tutoring - ELL students - 165/ES0 - ELL - 165.11.6118.CA.141.25.ES0 - $928				

Strategy 2: Campus leadership will provide training on how to identify gifted students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of students identified as Gifted and Talented.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin. CISs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: GT teachers will participate in professional development to increase knowledge in addressing the needs of GT students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase achievement of GT students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: CISs				
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 4: The campus will invite field based experiences such as Temple Children's Museum or The Waco Zoo to campus to provide GT students with higher-order thinking opportunities.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase achievement of GT students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, CISs, Admin				
Problem Statements: Student Learning 5				
Funding Sources: Field Based Experiences Brought to the Campus. - 177 - Gifted/Talented - 177.11.6299.00.141.21.000 - $899.76				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 5: 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.
Problem Statement 8: Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing. **Root Cause:** Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

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

Performance Objective 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 2021, student achievement, as measured by Domain 1, will be at 70% or higher. By June 2021 at least 85% of PreK-students will meet the benchmark level as measured by Circle Assessments.   By June 2021 all grade levels will, on average, meet or exceed MAP growth norms.

    Evaluation Data Sources: Domain 1, CIRCLE, MAP Assessments, and STAAR data.

    Summative Evaluation: None

Strategy 1: Instructional assistants, the campus technologist, and campus instructional specialist will provide instructional support in all 4 core subjects. 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.			Reviews	
		Formative		**Summative**
	Nov	**Jan**	**Mar**	**June**

    Strategy's Expected Result/Impact: Continuous progress monitoring indicating improved student achievement in all content areas.

    Staff Responsible for Monitoring: Teachers, Admin Team, CISs

    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**

    Problem Statements: Student Learning 1, 2, 3, 4, 5, 8

    Funding Sources: Instructional Assistants - 211 - ESEA, Title I Part A - 211.11.6129.00.141.30.000 - $140,097, Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.141.30.000 - $77,943

      0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.
Problem Statement 2: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.
Problem Statement 3: STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms. **Root Cause:** Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.
Problem Statement 4: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..
Problem Statement 5: 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.

Problem Statement 8: Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing. **Root Cause:** Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

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

Performance Objective 1: During the 2020-2021 school year, staff will engage in PLC work that aligns with the district's momentum plan.

    Evaluation Data Sources: Learn Transcripts, Staff sign-sheets and agendas

    Summative Evaluation: None

Strategy 1: Campus leadership will attend conferences such as TRS both in and out of district or workshops to build our leadership capacity in the areas of coaching, literacy, math, and science.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Build capacity in leadership team to increase student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 1, 2, 3, 4, 5, 8 - School Processes & Programs 1, 2, 3				
Funding Sources: Professional development admin - TRS Conference - 211 - ESEA, Title I Part A - 211.23.6411.00.141.30.000 - $2,000				

Strategy 2: Teachers will attend conferences such as TRS, 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Build capacity in teachers to increase student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin and SBDM				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 1, 2, 3, 4, 5, 8 - School Processes & Programs 1, 2, 4, 5				
Funding Sources: Professional development teachers - TRS Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.141.30.000 - $5,250, Professional development for teachers of ELL students - TRS Conference - 165/ES0 - ELL - 165.13.6411.00.141.25.ES0 - $2,600				

Strategy 3: Teachers and instructional assistants will receive additional technology training to increase capacity.	Reviews			
Strategy's Expected Result/Impact: Walkthroughs	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus tech	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5				

Strategy 4: Staff participating in professional development will share research-based strategies that will increase students writing skills, reading comprehension strategies and science instruction during staff meetings, PLC meetings, and early out days.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance in all content areas as evidenced by formative and summative common assessments and STAAR assessments. Classroom implementation of professional development **Staff Responsible for Monitoring:** Admin Team CISs All Staff **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 5: The campus will provide teachers needing assistance in content areas with 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance in all content areas as measured by common formative and summative assessments. **Staff Responsible for Monitoring:** CISs All Teachers Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 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	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: An increase in student achievement in all content areas. Increased retention of new teachers. **Staff Responsible for Monitoring:** CISs Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 7: Teachers will participate in PLC that will include a focus for increasing the depth and complexity of rigor in the classroom using unit mapping, the GRR Model, and Next Generation Balanced Literacy 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.	Reviews			
	Formative			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 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).				
Staff Responsible for Monitoring: Teachers Admin Team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 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.	Reviews			
	Formative			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase number of identified GT students.				
Staff Responsible for Monitoring: CISs GT Coordinator GT Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 9: Campus leadership will provide a deeper 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.	Reviews			
	Formative			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: TPSP projects.				
Staff Responsible for Monitoring: CISs GT Teachers				
Title I Schoolwide Elements: 2.4, 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.
Problem Statement 2: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with

fidelity and consistency in K-5 leading to gaps in the writing process.

Problem Statement 3: STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms. **Root Cause:** Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.

Problem Statement 4: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..

Problem Statement 5: 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.

Problem Statement 8: Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing. **Root Cause:** Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

School Processes & Programs

Problem Statement 1: Learning targets and tasks are not consistently aligned. **Root Cause:** Teams are not utilizing available time and resources for in depth studies of the standards.

Problem Statement 2: 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 3: Intervention support is not meeting the needs of all students. **Root Cause:** Lack of understanding of differentiated instruction.

Problem Statement 4: Teachers are challenged with addressing inappropriate behaviors resulting in increased discipline referrals. **Root Cause:** Teachers lack knowledge of effective classroom management strategies

Problem Statement 5: 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.

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

Performance Objective 1: By June 2021, at least 85% of our families and students will have participated in a school-sponsored parent involvement event or activity.

Evaluation Data Sources: Sign in sheets, parent participation data, parents' perceptions of the family nights on the end of the year survey

Summative Evaluation: None

Strategy 1: MM Wood will provide community participation programs such as choir/musical performances, PE and health opportunities, Multicultural nights, parent outreach and training activities to include ELL and Sped students and their families.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: At least 75% of our families will participate in family events.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin staff				
Title I Schoolwide Elements: 3.1, 3.2				
Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 8 - Perceptions 2				
Funding Sources: Snacks for Parent Involvement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.141.24.PAR - $500, Instructional supplies for ELL parent events - 263 - ESEA, Title III Part A - 263.61.6399.LE.141.25.000 - $473.40, Practical Parent Education Training - 211/PAR - ESEA, Title I Parent Involvement - 211.31.6411.00.141.24.PAR - $1,500				

Strategy 2: MM Wood will coordinate family events in order to encourage and welcome parents to school. These nights will include choir performances.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets and End of year parent survey responses	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Music Teacher				
Title I Schoolwide Elements: 3.2				

Strategy 3: MM Wood 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets from parenting classes and surveys.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors				
Title I Schoolwide Elements: 3.1, 3.2				
Problem Statements: Student Learning 1, 2, 3, 4, 5, 8				
Funding Sources: Snacks for Parenting Classes - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.141.24.PAR - $320.50				

Strategy 4: MM Wood teachers will use agendas, email, and teacher parent conferences to communicate with parents weekly.		Reviews		
Strategy's Expected Result/Impact: End of Year parent survey		**Formative**		**Summative**
Staff Responsible for Monitoring: All Staff		Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2					

Strategy 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.		Reviews		
Strategy's Expected Result/Impact: Increase parent participation evidenced by sign-in sheets by end of year		**Formative**		**Summative**
Staff Responsible for Monitoring: Admin Team Counselors		Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2					

Strategy 6: Teacher will conduct parent/teacher conferences once each semester.		Reviews		
Strategy's Expected Result/Impact: Number of parent participation.		**Formative**		**Summative**
Staff Responsible for Monitoring: Assistant Principals		Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.2					

Strategy 7: MM Wood will host Jr. Warrior Club meetings. MM Wood will deliver instruction and plan activities to develop early literacy skills for 3 to 4 year old children and their parents.		Reviews		
Strategy's Expected Result/Impact: Students enter school with increased readiness skills.		**Formative**		**Summative**
Staff Responsible for Monitoring: CISs Counselors Admin		Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2					
Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 8 - Perceptions 2					
Funding Sources: Snacks for Parenting Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.141.24.PAR - $320.50, Instructional Supplies for Jr. Warriors Club - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.141.24.PAR - $1,000					

Strategy 8: MM Wood students will participate in science-based field experiences to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Field based instruction will include the following:	Reviews			
1. Zoos	Formative			Summative
2. Planetariums	Nov	Jan	Mar	June
3. Museums				
4. Caverns				
5. Thinkery				
6. Parks				
7. Pumpkin/ Strawberry Patch				

Strategy's Expected Result/Impact: Increased achievement in math, science, reading and writing.

Staff Responsible for Monitoring: All Staff

Title I Schoolwide Elements: 2.5

Problem Statements: Student Learning 1

Funding Sources: Fees for Field-Based Learning - see strategy for approved list of trips - 166 - State Comp Ed - 166.11.6412.00.141.30.AR0 - $4,937.30, Yellow School Buses for Field-Based Experiences - 166 - State Comp Ed - 166.11.6494.00.141.30.AR0 - $4,000

Strategy 9: The campus will provide a Volunteer Appreciation Luncheon honoring the volunteers with certificates of volunteer hours completed.	Reviews			
Strategy's Expected Result/Impact: Celebrating the efforts of volunteers will promote and encourage continued support.	Formative			Summative
Staff Responsible for Monitoring: Admin Counselors	Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.2				

Strategy 10: The campus will encourage parents 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: More parent volunteers will sign up to help at MM Wood.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin				
Title I Schoolwide Elements: 3.1, 3.2				

Strategy 11: MM Wood will hold a PTA drive to encourage parents to join PTA and be active volunteers.	Reviews			
Strategy's Expected Result/Impact: Increase in PTA membership and volunteers	Formative			Summative
Staff Responsible for Monitoring: PTA Admin	Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to develop a unified campus climate and culture for staff, students, and families. **Root Cause:** Maude Moore Wood is a new campus that is comprised of students and staff who have been rezoned from five different campuses.

Student Learning
Problem Statement 1: Science STAAR Achievement has decreased from 71% to 65%. **Root Cause:** Science is not being taught with fidelity and consistency across grades K-5 creating gaps in content knowledge.
Problem Statement 2: STAAR Writing data shows no improvement (59%) between the 2018 to 2019 assessments. **Root Cause:** Writing instruction is not implemented with fidelity and consistency in K-5 leading to gaps in the writing process.
Problem Statement 3: STAAR Reading data for 3rd and 5th grade shows minimal growth of 1%. 4th grade STAAR reading decreased by 2%. For MAP Reading, all grades K-5 did not meet expected growth norms. **Root Cause:** Reading instruction in not implemented with fidelity and consistency in K-5 leading to gaps in reading accuracy, fluency, and comprehension strategies.
Problem Statement 4: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..
Problem Statement 5: 100% of GT students are not achieving Masters Level on STAAR. **Root Cause:** Teachers are not differentiating instruction to meet the needs of Gifted students to ensure academic growth.
Problem Statement 8: Less than 80% English Learners met the minimal achievement standard on STAAR Reading and less than 60% on STAAR Writing. **Root Cause:** Instructional support is not implemented with fidelity with sufficient monitoring of student progress towards achievement.

Perceptions
Problem Statement 2: There is a need to build trusting relationships with the families of our students. **Root Cause:** Maude Moore Wood is a new campus and needs time to engage with our families in meaningful ways.

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

Performance Objective 1: During the 2020-2021 school year, we will promote a safe and inviting environment that is conducive to student success by implementing behavior strategies from Conscious Discipline and Restorative Discipline.

    Evaluation Data Sources: Student and Parent surveys, number of referrals, PEIMS report

    Summative Evaluation: None

Strategy 1: In order to ensure the continuation of the education process, MM Wood will provide an area for on-campus learning for students who disrupt the learning environment or violate classroom, campus, and/or district behavioral expectations.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Fewer than 200 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 250 referrals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin staff ISS Instructional Assistant				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 2: MM Wood will provide a student survey to get feedback from students on campus life in regards to respect, citizenship, and belonging.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Fewer than 100 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 150 referrals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 3: MM Wood will implement No Place for Hate program to address the new law requirements for prevention, identification, response to, and reporting of bullying.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Fewer than 10 bullying incidents reported	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin				
Title I Schoolwide Elements: 2.5, 2.6				

Strategy 4: Students will have opportunities to participate as school ambassadors to help promote safety and model appropriate safety behaviors.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Percentage of students feeling safe, welcomed, and involved on the end of year survey.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals				
Title I Schoolwide Elements: 2.6				

Strategy 5: MM Wood 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. **Strategy's Expected Result/Impact:** Increase in participation **Staff Responsible for Monitoring:** P. E. Coaches **Title I Schoolwide Elements:** 2.6	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

Strategy 6: MM Wood 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. **Strategy's Expected Result/Impact:** Number of minutes students receive weekly for physical activity. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

Strategy 7: MM Wood will conduct monthly fire drills, two tornado drills, one external lockdown, and one internal lockdown during the school year. **Strategy's Expected Result/Impact:** Staff and students will respond to emergency situations in an effective manner. **Staff Responsible for Monitoring:** APs Principal **Title I Schoolwide Elements:** 2.5	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

Strategy 8: The campus will provide student code of conduct cards for Prekindergarten-5th grade. **Strategy's Expected Result/Impact:** Fewer than 100 ISS placements; fewer than 35 suspensions; 5 or less DAEP placements; fewer than 150 referrals. **Staff Responsible for Monitoring:** Admin staff **Title I Schoolwide Elements:** 2.5	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

Strategy 9: Students will be recognized for exemplify character of the month traits. Staff members will continue to recognize all students for academic performance, grades, and attendance through certificates and rewards. **Strategy's Expected Result/Impact:** Increased number of students nominated to participate in character of the month. **Staff Responsible for Monitoring:** All Staff **Title I Schoolwide Elements:** 2.5, 2.6	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

Strategy 10: Teachers will develop a classroom management plan that will be shared with students and families. **Strategy's Expected Result/Impact:** Decreased number of students referred to the office for discipline. **Staff Responsible for Monitoring:** Classroom Teachers **Title I Schoolwide Elements:** 2.5	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

Strategy 11: PK Round Up will be held at the end of the school year to provide the opportunity for students from Head Start and other day care programs to enroll in the PK4 Program. **Strategy's Expected Result/Impact:** Increase student achievement through early intervention programs. **Staff Responsible for Monitoring:** Admin Secretaries	Reviews		
	Formative		**Summative**
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: By June 2021, MM Wood Elementary will have at least a 95% attendance rate.

Evaluation Data Sources: PEIMS attendance report

Summative Evaluation: None

Strategy 1: The campus will give perfect attendance incentives every nine weeks and awards at the end of the year to recognize academic achievement	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in perfect attendance awards	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors Admin				
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Demographics 2				
Funding Sources: Minimal cost awards and incentives to recognize student achievement and encourage attendance - 211 - ESEA, Title I Part A - 211.11.6498.00.141.30.000 - $1,000				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The campus average daily attendance is 91% which is below the state's expected daily attendance of 95%

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

Performance Objective 1: During the 2020-2021 school year, we will effectively manage 100% of resources and operations to capitalize on student and staff learning.

Evaluation Data Sources: SBDM, staff and parent surveys

Summative Evaluation: None

Strategy 1: The campus will improve procedures for arrival and dismissal for all students.		Reviews			
Strategy's Expected Result/Impact: Students will safely be placed in the correct mode of transportation. **Staff Responsible for Monitoring:** Admin and teachers		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2: The campus will maintain PLC master schedule by continuing 90 minute weekly PLCs which provides extended learning opportunities for teachers, impacting student success.		Reviews			
Strategy's Expected Result/Impact: Teacher survey results.		Formative			Summative
Staff Responsible for Monitoring: Admin CIS Teachers Technologies		Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6					

Strategy 3: The principal will conduct weekly meetings and training within the leadership team.		Reviews			
Strategy's Expected Result/Impact: *Effectively collaborate with faculty so that student achievement increases *build the capacity of faculty members. *Lead PLCs *Ensure district goals are supported and implemented		Formative			Summative
		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal					
Title I Schoolwide Elements: 2.4, 2.5, 2.6					

Strategy 4: Working closely, the principal and principal's secretary will be good stewards of the fiscal management of resources.		Reviews			
Strategy's Expected Result/Impact: Successful audit		Formative			Summative
Staff Responsible for Monitoring: Principal and Principal's Secretary		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: During the 2020-2021 school year, time will be dedicated for teachers to plan together and record lessons for their virtual learners.

Evaluation Data Sources: Increase in achievement scores for all students in all subgroups.

Summative Evaluation: None

Strategy 1: The campus will improve procedures for Warrior Time intervention schedule that will support daily instruction.		Reviews		
Strategy's Expected Result/Impact: Continuous progress monitoring indicates improved student learning for all students.		Formative		Summative
Staff Responsible for Monitoring: Admin and Teachers		Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.6				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 3: During the 2020-2021 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 Sources: Circle, MAP Assessments and STAAR achievement data, as well as RtI documentation.

Summative Evaluation: None

Strategy 1: The campus will follow a master schedule that includes an increase in available time set aside for grade level planning (PLC's) and intervention time and that maximizes the instructional day.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improved student performance in all subject areas.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: All Teachers Admin				
Title I Schoolwide Elements: 2.4, 2.6				

Strategy 2: MM Wood teachers and administrators will engage in weekly PLCs to address TRS curriculum documents, common lessons, common assessments, data, and meeting the needs of our diversified populations.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal CISs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: MM Wood Teachers will participate in a full day of planning each nine weeks in order to provide additional professional development in areas identified in our needs assessment.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal CISs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4: Teachers will engage in collaborative full day planning sessions three times throughout the year to create Unit Maps for math, reading, writing, science and social studies that ensure a deep understanding of the standards and tight alignment between learning tasks and targets.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased achievement in STAAR Math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin CISs Teachers				
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Student Learning 4 - School Processes & Programs 5				
Funding Sources: subs for teachers to plan - 166 - State Comp Ed - 166.11.6116.00.141.30.AR0 - $10,800				

Strategy 5: MM Wood teachers will participate in 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal' Admin CISs				
Title I Schoolwide Elements: 2.6				

Strategy 6: Teachers will implement the RtI process with fidelity to meet the needs of all struggling learners.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Decrease in the number of students served through SPED.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Staff				
Title I Schoolwide Elements: 2.6				

Strategy 7: MM Wood teachers that attend professional development will return to campus and share what they learned by providing professional development on campus.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets and agenda	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal CIS				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Math STAAR achievement has decreased for 4th grade (70% to 68%) and 5th grade (93% to 89%). Math MAP data falls below expected growth norms for 2nd, 3rd, and 4th grades. **Root Cause:** TRS is the math curriculum and has not been implemented with fidelity and consistency across grades K-5 creating gaps in content knowledge and efficient problem solving abilities..

School Processes & Programs
Problem Statement 5: 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.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment begins during the month of May each school year as we review and reflect on information received from the Site-Based Decision Making Committee. We reflect on our end-of-year campus data and make decisions based on this data. We also use a variety of surveys to provide input from students, parents and staff regarding various programs on our campus. Attendance rates, retentions, discipline referrals and other areas included. Our previous summative evaluation helped us to develop problem statements and root causes to address areas in need of improvement on our campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was developed by our leadership team and various members of our SBDM committee. We followed the guidelines located in KISDs School Board policies BQB Legal and BQB Local. Our committe will be comprised of classroom teachers from each grade level, parents, community representatives, a teacher from special programs and a district level professional and professional non-teaching staff. Members work together to create strategies for the most critical areas addressed in the CIP.

2.2: Regular monitoring and revision

SBDM members do 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, SBDM 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 can be 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, so that it is availablel to parents and our community. It can also be translated into any one of 103 languages. The campus also provides hardcopies for those who do not have internet access, as well as translation requests.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title 1 element 2.4.

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with the Title 1 element 2.5.

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

See CIP strategies tagged with Title 1 element 2.6.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Every February, all parents and family members are invited to review our parent and family engagement policy and our home-school compact for the coming school year. This gourp rcommends chanes that may be needed or may recomment that no changes are needed at all. As a result of the meeting, both documents are included in the campus handbook for the upcoming school year. They are also posted on our campus website at the very beginning of the school year. We also distribute both during Meet the Teacher Night in August. The home-school campact is discussed and sighned during parent-teacher conferences that are held during the second 9 weeks.

3.2: Offer flexible number of parent involvement meetings

To encourage parent and community involvement, we offer various activities throughout different times of the day. We hold events during the school day and after school. We also include input from parents in our surveys as to what times are most convenient for them to attend school activities. Events are publicized well in advance and when possible, sessions of the sam event are offered at two different times and/or dates.

Title I Personnel

Name	Position	Program	FTE
Johnson, Kristi	CIS PCN 22422		1.0
Kelley, Brooke	Aide PCN 22419	Intervention Aide	1.0
Lee, Mark	Aide PCN 22421	Intervention Aide	1.0
Vacant	Aide PCN 22418	Intervention Aide	1.0
Vacant	Aide PCN 22819	Intervention Aide	1.0
Vacant	Aide PCN 22820	Intervention Aide	1.0
Velez, Giovana	Aide PCN 22420	Intervention Aide	1.0