

Killeen Independent School District
District Improvement Plan
2017-2018



Mission Statement

MISSION: Teach so that students learn to their maximum potential

Vision

VISION: Through the implementation of a full, innovative, rigorous, comprehensive education program, KISD will provide superior learning opportunities so that upon graduation, students are prepared for success in the workforce and/or in higher education.

Value Statement

Teamwork

Achievement

Quality

Responsiveness

Integrity

Classroom Support

Caring Attitude

Leadership Development

Maximum Effort

Financial Accountability

Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Killeen Independent School District is a growing, thriving district in Central Texas serving a 400 square mile area including the communities of Killeen, Harker Heights, Nolanville, and the Fort Hood military installation. With an enrollment of 44,319 students, the district is the 26th largest in Texas.

Killeen ISD is the second largest employer in the area, with Fort Hood being the largest. KISD staff consists of 6,351 full time employees: 45.8% -Teachers, 22% - Paraprofessionals, 20.0% - Classified, 8.8% - Professional Support, 2.8% - Campus Administration, and .6% - Central Administration. The Board of Trustees consists of seven elected members who serve three year terms of office.

The teachers currently serving KISD have an average of 9.8 years of teaching experience and an average of 7.8 years in KISD. More than 26% of the teachers have a masters or doctoral degree.

Students attend classes at thirty-two elementary schools, eleven middle schools, four high schools, an Early College High School, and five specialized campuses. About 37.01% of students are military dependents. The student population is ethnically diverse, with 34.94% African American, 30.03% Hispanic, 22.67% Caucasian, 2.4% Asian, 2.06% Pacific Islander, and 0.56% Native American. Students identified as at-risk account for more than 43.57% of the population. In the 2016-2017 school year, KISD served 1,488 homeless students.

The district is steadily growing at a rate of 1.06% in student growth. However, our military student population is decreasing while our civilian population continues to increase. Our impact aide percentage of military impacted students decreased from 44% to 37%. The deployment and reassignment of Army personnel contributes to a student mobility rate of 28.9% and a teacher turnover rate of 15.6%. Because of our declining enrollment on Ft. Hood, our district consolidated two Ft. Hood campuses during the past two years while opening a new elementary and middle school campus off Ft. Hood.

The total population of LEP students from 15-16 to 16-17 has grown by 9%, which is 10% of the district's student population. Due to this continued rapid growth of our LEP population, KISD offers a critical signing bonus to attract hard-to-find bilingual teachers to the area.

District Profile Data

Unless otherwise noted, data from district reports collected on the dates listed below were used in charts:

14-15 Sept. 17, 2014
 15-16 Sept. 22, 2015
 16-17 Sept. 22, 2016
 17-18 Sept. 22, 2017

Student Population	Elementary School		Middle School		High School		Total	Rank in State
	Number	Percent	Number	Percent	Number	Percent		
	14-15	24,191	56%	8,724	20%	9,966		
15-16	24,292	56%	8,707	20%	10,365	24%	43,413	26th largest
16-17	21,508	49%	8,759	20%	10,688	24%	43,826	26th largest
17-18	24,414	55%	8,893	20%	11,012	25%	44,319	

Student Ethnicity	African American		Hispanic		White		Asian		Hawaiian/ Pacific Islander		Native American		Two or More Races		Total Minority Students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	14-15	14,390	34%	12,220	29%	11,210	26%	1,068	2%	704	2%	269	1%	3,020	7%	31,671
15-16	14,772	34%	12,538	29%	10,855	25%	1,052	2%	757	2%	268	1%	3,171	7%	32,558	75%
16-17	15,153	35%	12,877	29%	10,425	24%	1,058	2%	834	2%	274	1%	3,205	7%	33,401	76%
17-18	15,483	35%	13,307	30%	10,049	23%	1,094	3%	913	2%	246	1%	3,227	7%	34,270	78%

Teacher Ethnicity*	African American		Hispanic		White		Asian		Hawaiian/ Pacific Islander		Native American		Two or More Races		Total Minority Staff	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
14-15	465	16.8%	381	13.7%	1765	63.6%	37	1.3%	8	0.3%	19	0.7%	98	3.6%	24,643	44.5%
15-16	493	17.2%	419	14.6%	1783	62.2%	43	1.5%	6	0.2%	23	0.8%	98	3.4%	2,879	47.1%
16-17	515	18.0%	431	15.1%	1741	60.9%	36	1.3%	9	0.3%	20	0.7%	108	3.8%	2464.3	44.5%

*Data Source: Texas Academic Performance Reports

Military Connected Students	
14-15	44%
15-16	42.9%
16-17	39.9%
17-18	37.01%

Student Attendance Rate*				Annual Dropout Rate Gr. 9-12*				Student Mobility Rate^	
	State	KISD	+/-		State	KISD	+/-		State
13-14	95.90%	95.30%	-0.60	13-14	2.20%	1.80%	-0.40	13-14	
14-15	95.70%	95.00%	-0.70	14-15	2.10%	1.40%	-0.70	14-15	30.3%
15-16	95.80%	95.10%	-0.70	15-16	2.0%	1.4%	-0.60	15-16	30.3%
16-17				16-17				16-17	28.9%

*Data source: Texas Academic Performance Report for each year listed. ^District reports

*College-Ready Graduates								
English/LA			Math			Both		
State	KISD	+/-	State	KISD	+/-	State	KISD	+/-
68%	63%	-5	67%	56%	-11	54%	50%	-4
42%	39%	-3	38%	31%	-7	35%	32%	-3
51%	58%	+7	45%	41%	-4	39%	38%	-1

*Data source: Texas Academic Performance Report for each year listed

Special Programs	At-Risk		Career & Technical Education		Dyslexia		Gifted & Talented		Homeless*		Special Education	
	#	%	#	%	#	%	#	%	#	%	#	%
14-15	16,941	40%	7,542	18%	1675	4%	1,398	3%	1,398	3%	4,511	11%
15-16	19,053	44%	8,516	20%	1803	4%	1,334	3%	1,334	3%	4,326	10%
16-17	19,245	44%	8,708	20%	1938	4%	1,266	3%	1,467	3%	4,474	10%

*Number of homeless students is the cumulative total of students served each school year.

Special Programs Continued^	Bilingual		English as a Second Language		Parent Denials of Bil/ESL Programs		LEP Total*	Increase or Decrease^	Bilingual		ESL		Parent Denials		LEP Total*	
	#	% LEP Total	#	% LEP Total	#	% LEP Total	#	13-14 to 14-15	#	%	#	%	#	%	#	%
14-15	775	21%	2,475	67%	221	6%	3,677	14-15 to 15-16	28	4%	97	4%	-4	-2%	221	6%
15-16	869	22%	2,707	68%	217	5%	4,000	15-16 to 16-17	94	12%	232	9%	-4	-2%	323	9%
16-17	991	23%	2,908	67%	235	5%	4,358	16-17 to 17-18	122	14%	201	7%	18	8%	358	9%

*LEP (Limited English Proficient) Total includes students in Bilingual and ESL programs as well as students whose parents chose not to enroll their child in those programs.

^Data source: PEIMS Snapshot data submissions

Average Class Size Elementary*	KG		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	KISD	State	KISD	State	KISD	State	KISD	State	KISD	State	KISD	State	KISD	State
13-14	19.8	19.4	19.3	19.5	19.4	19.3	20.6	19.3	24.5	19.3	29.0	21.2	22.8	20.6
14-15	20.1	19.2	20.5	19.3	20.1	19.1	20.1	19.1	21.1	19.1	26.8	20.8	22.5	20.3
15-16	19.1	18.9	19.5	19.1	19.4	19.1	19.4	19.1	22.3	19.0	31.7	20.8	21.6	20.4
16-17	19.8	18.8	19.4	18.8	19.8	18.9	20.0	19.0	23.0	19.0	31.7	20.9	20.8	20.4

*Data source: Texas Academic Performance Report for each year listed.

Average Class Size Secondary	English Language Arts		Foreign Language		Math		Science		Social Studies	
	KISD	State	KISD	State	KISD	State	KISD	State	KISD	State
13-14	19.8	19.4	19.3	19.5	19.4	19.3	20.6	19.3	24.5	19.3
14-15	17.4	17.2	21.2	18.9	21.2	18.1	22.0	19.1	21.2	19.6
15-16	16.9	17.1	20.6	19.1	19.1	18.1	22.6	19.1	20.9	19.5
16-17	16.6	16.8	20.9	18.7	20.6	18.0	21.6	19.0	19.9	19.4

Data source: Texas Academic Performance Report for each year listed.

Staff Data	Total Full-Time Staff	Teachers	Para-professional	Classified	Prof Support	Campus Admin	District Admin	Turnover Rate	Average Years Exp	Average Years KISD	% Masters/Doctorate
14-15	6160	45.9%	22.1%	20.0%	8.7%	2.7%	.6%	14.5%	10.2	8	23.6%
15-16	6291	46.0%	22.0%	20.1%	8.6%	2.7%	.6%	15.0%	9.5	8.4	24.0%
16-17	6438	45.8%	21.8%	20%	9%	2.8%	.6%	15.6%	10	8	23.8%

Demographics Strengths

- Killeen ISD has a diverse student population.
- Class size averages range from 22:1 students in PK-4 to 23:1 in grades 5-12.
- Teacher experience averages 9.8 years, with an average of 7.8 years in KISD.
- Teacher salaries remain competitive with state/local comparable districts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LEP students across all grades have a 63% passing rate on STAAR student performance, All Subjects, which is 10% below the District average. **Root Cause:** LEP total student population is increasing an average of 9% per year which makes finding the number of certified teachers needed difficult.

Problem Statement 2: Three percent of our student population is identified as homeless under the McKinney-Vento Act definition of homeless.

Student Academic Achievement

Student Academic Achievement Summary

Killeen ISD exceeded the state targets on all four performance indexes, as well as on 75 out of 88 (85%) System Safeguards indicators. The District and all campuses received a rating of *Met Standard*; 99% of campuses, and the District, exceeded the state target on each of the four performance indexes.

	State Target	KISD Score	State Score
Index 1: Student Achievement	60	73	75
Index 2: Student Progress	22	39	41
Index 3: Closing Performance Gaps	28	40	39
Index 4: Postsecondary Readiness	60	72	76

Approaches Grade level- Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Meets Grade Level - Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters Grade Level - Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Acronym Terms													
End of Course	EOC	Limited English Proficiency	LEP	Special Education	SPED	English as Second Language	ESL	Bilingual Education	BE	English Language Learner	ELL	Performance Based Monitoring Analysis System	PBMAS

Mathematics Achievement

	Approaches Grade Level							Masters Grade Level						
	3rd	4th	5th	6th	7th	8th	Alg I	3rd	4th	5th	6th	7th	8th	Alg I
KISD	80%	75%	83%	79%	70%	71%	86%	25%	24%	24%	17%	16%	7%	25%
State	76%	75%	81%	75%	68%	74%	87%	25%	27%	24%	17%	16%	12%	30%

As indicated in the **Approaches Grade Level** performance table above, student achievement in mathematics was above the state average in grades 3, 5, 6, and 7; student achievement in grade 7 was equal to the state average; student achievement was below the state average in Algebra I.

As indicated in the **Masters Grade Level** performance table above, student achievement in grades 3, 5, 6, and 7 was equal to the state average; student achievement was below the state average in grades 4, 8, and Algebra I.

The 2017 PBMAS report for math identifies an **increase** from 2016 to 2017 in LEP Year-After-Exit 3-8 from 94.5% to 97.3%, LEP EOC from 56.6% to 62.8%, SPED Year-After-Exit 3-8 from 77.8% to 78.1%, and SPED Math EOC from 36.4% to 43.6%, and SPED 3-8 from 49.9% to 53.9%. The report identifies a **decrease** from 2016 to 2017 in Bilingual 3-8 from 86.8% to 84.6%, ESL 3-8 from 73.3% to 70.8%, and in LEP Math (not served in BE/ESL) 3-8 from 73.2% to 71.7%.

Average ACT math scores decreased from 19.5 in 2016 to 19.0 in 2017, and fall behind the state average of 20.7. Average SAT math scores increased from 465 in 2016 to 496 in 2017 and trail the state average of 504.

Reading/Language Arts Achievement

	Approaches Grade Level								Masters Grade Level							
	3rd	4th	5th	6th	7th	8th	Eng I	Eng II	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
KISD	71%	67%	71%	66%	70%	75%	68%	68%	25%	19%	21%	14%	15%	17%	6%	4%
State	72%	70%	71%	67%	72%	76%	70%	71%	29%	24%	25%	17%	22%	22%	10%	8%

As indicated in the **Approaches Grade Level** performance table above, student achievement was at or below the state in grades 3, 4, 5, 6, 7, 8, English I and English II. The KISD passing rate increased in grade 7 even though the state raised the passing standard.

As indicated in the **Masters Grade Level** performance table above, student achievement in Reading/Language Arts across the district indicates reading achievement was below the state in grades 3rd-8th grade, English I, and English II. Compared to 2016, the KISD Masters Grade Level passing rate increased in grade 3, grade 4, and grade 8; it remained the same in grades 6; it decreased in grades 5 and 7, English I and English II.

The 2017 PBMAS report for Reading/Language Arts identifies an increase from 2016 in LEP EOC English from 33.1% to 33.2% and SPED English EOC from 21.8% to 23.4%. The report identifies the following areas that decreased from 2016 to 2017; LEP 3-8 (Year-After-Exit) from 97.3% to 94.2% and SPED 3-8 from 43.7% to 43.3%, Bilingual 3-8 from 74.8% to 67.9%, ESL 3-8 from 63.6% to 62.8%, LEP 3-8 (not served in BE/ESL) 64.3% to 58.4%, and SPED 3-8 (Year-After-Exit) from 69.0% to 65.2%.

Average ACT reading scores decreased from 20.1 in 2016 to 19.7 in 2017, and fall behind the state average of 21.1. Average ACT English scores decreased from 18.3 in 2016 to 18.0 in 2017, but fall behind the state average of 19.5. Average SAT Critical Reading scores increased from 469 in 2016 to 515 in 2017, and are higher than the state average of 509.

Writing Achievement

	Approaches Grade Level						Masters Grade Level					
	3 rd	4 th	5 th	6 th	7 th	8 th	3 rd	4 th	5 th	6 th	7 th	8 th
KISD	n/a	60%	n/a	n/a	64%	n/a	n/a	7%	n/a	n/a	5%	n/a
State	n/a	63%	n/a	n/a	68%	n/a	n/a	10%	n/a	n/a	11%	n/a

As indicated in the **Approaches Grade Level** performance table above, student achievement in writing across the district indicates writing achievement was below the state in grades 4 and 7. Compared to 2016, the KISD passing rate remained the same in grade 7 and decreased in grade 4.

As indicated in the **Masters Grade level** performance table above, student achievement in writing across the district indicates writing achievement was below the state in grades 4 and 7. Compared to 2016, the KISD passing rate decreased in both grades 4 and 7.

The 2017 PBMAS report for writing identifies a increase in sub populations from 2016 to 2017 for ESL 3-8 from 49.5% to 50.4%, LEP 3-8 (not served in BE/ESL) from 50.0% to 56.1%, SPED 3-8 from 30.0% to 31.5%, and SPED 3-8 (Year-After-Exit) from 46.3% to 53.7%. The report identifies a decrease for Bilingual 3-8 from 73.9% to 63.0% and LEP 3-8 (Year-After-Exit) from 89.2% to 88.6%.

Science Achievement

	Approaches Grade Level							Masters Grade Level						
	3 rd	4 th	5 th	6 th	7 th	8 th	Bio	3 rd	4 th	5 th	6 th	7 th	8 th	Bio
KISD	n/a	n/a	68%	n/a	n/a	71%	88%	n/a	n/a	11%	n/a	n/a	12%	19%
State	n/a	n/a	73%	n/a	n/a	74%	88%	n/a	n/a	12%	n/a	n/a	18%	22%

As indicated in the **Approaches Grade Level** performance table above, student achievement in science across the district indicates science achievement was below the state average in grades 5 and 8 and was equal to the state average in biology. Compared to 2016, the KISD passing rate decreased in both grades (by 5% and 1%, respectively) and decreased by 4% in biology.

As indicated in the **Masters Grade Level** performance table above, student achievement in science across the district indicates science achievement was below the state average in grades 5 and 8. Compared to 2016, the passing rate increased in grade 5 and biology and decreased slightly in grade 8.

The 2017 PBMAS report for science identifies an increase from 2016 to 2017 in LEP EOC from 63.4% to 66.8%, and SPED EOC from 53.3% to 57.9%. The report identifies a decrease from 2016 to 2017 in Bilingual 3-8 from 63.1% to 60.3%, ESL 3-8 from 59.6% to 51.7%, LEP 3-8 (Year-After-Exit) from 93.5% to 85.1%, LEP 3-8 (not served in BE/ESL) from 48.7% to 40.9%, SPED 3-8 from 44.7% to 40.9%, and SPED 3-8 (Year-After-Exit) from 65.8% to 51.2%.

Average ACT science scores decreased from 19.8 in 2016 to 19.7 in 2017, and fall behind the state average of 20.9.

Social Studies Achievement

	Approaches Grade Level							Masters Grade Level						
	3 _{rd}	4 th	5 th	6 th	7 th	8 th	USHT	3 _{rd}	4 th	5 th	6 th	7 th	8 th	USHT
KISD	n/a	n/a	n/a	n/a	n/a	55%	93%	n/a	n/a	n/a	n/a	n/a	11%	35%
State	n/a	n/a	n/a	n/a	n/a	62%	93%	n/a	n/a	n/a	n/a	n/a	18%	38%

As indicated in the **Approaches Grade Level** performance table above, student achievement in social studies across the district indicates social studies achievement was below the state average in grade 8 and equal in U.S. History. Compared to 2016, the KISD passing rate decreased in grade 8 and U.S. History.

As indicated in the **Masters Grade Level** performance table above, student achievement in social studies across the district indicates social studies achievement was below the state average in grade 8 and U.S. History. Compared to 2016, the KISD passing rate decreased in grade 8 and increased in U.S. History.

The 2016 PBMAS report for social studies identifies an increase from 2015-2016 in SPED EOC from 60.3% to 65.4%. The report identifies a decrease from 2015 to 2016 in ESL 3-8 from 36.7% to 23.0%, LEP EOC from 76.5% to 72.4%, SPED 3-8 from 34.1% to 23.0%, LEP 3-8 (not served in BE/ESL) from 35.6% to 31.4%, LEP 3-8 (Year-After-Exit) from 70.8% to 68.1%, and SPED 3-8 (Year-After-Exit) from 50.0% to 46.0%.

Index 1: Student Achievement

The Index 1 score reflects satisfactory performance (passed) on all tests administered across all subjects. *(See table below.)* Killeen ISD's Index 1 score of 73, indicating 73% of all tests administered were passed, was below the state Index 1 score of 75.

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II Satisfactory Standard	Index Points	
# at Level II Satisfactory Standard	17,341	16,153	3,610	6,545	3,651	47,300			
Total Tests	24,742	20,335	5,766	8,751	5,054	64,648	73	73	
Index 1 Score (Target=60)									73

Index 2: Student Progress

Student progress is an analysis of student growth in reading and math from one year to the next. The state has set specific growth level expectations for each subject and bases credit on meeting and exceeding those expectations, with an emphasis on exceeding progress.

Killeen ISD scored 39 points in overall student progress, which is above the state target of 22, and slightly below the state score of 41. *(See the table below.)* A point of concern is that the data in reading indicates that 44% of the students in KISD did not meet the state standard for one year of academic progress.

Subject	% Met or Exceeded Progress	% Exceeded Progress
Reading	56%	16%
Math	61%	18%
All Subjects	59%	17%

Index 3: Closing Performance Gaps

Index 3 measures academic achievement of the economically disadvantaged student group and the two lowest performing race/ethnic groups from the previous year. The two lowest performing race/ethnic student groups in 2016 were African American and Hispanic. Therefore, those two student groups, as well as economically disadvantaged student group, were targeted in 2017 for Index 3. Credit is based on students in these specific groups performing at approaches and masters levels - with **extra** points awarded for achieving at the masters grade level standard.

Killeen ISD's Index 3 score of 40, which is above the state target of 28, was above the state score of 39.

Index 4: Postsecondary Readiness

Index 4 is a reflection of students who meet the grade level standards on two or more STAAR tests at the elementary and middle school levels. Index 4 for high schools also includes graduation rates, graduating on a Recommended or Distinguished Achievement program plan, and meeting the college readiness standards in **both** reading/ELA and math. Postsecondary readiness emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and the importance of earning a high school diploma that prepares students for success in college, the workforce, or the military.

KISD scored 72 points in Index 4, exceeding the state target score of 60, but trailing the state score of 76. There are four components that make up this index. KISD scored above the state average in the **Graduation Rate** component, but trails the state in the **STAAR Meets Grade Level** component (% scoring at meets grade level passing standard on two or more STAAR assessments), the **Graduation Plan** component (% graduating on a recommended or distinguished program), and the **Postsecondary/College and Career Readiness** component (% meeting the college entrance scores for both the ELA and math tests on the TSI, SAT, or ACT; earning credit for at least two advanced/dual credit courses; enrolling in a coherent sequence of CTE courses).

The largest gap between KISD and the state in Index 4 is in the Postsecondary/College and Career Readiness component. There is a difference of 14.7%. (See table below.)

	KISD	State		KISD	State		KISD	State		KISD	State
STAAR Meets Grade Level	43.0%	48.0%	Graduation Rate	93.5%	91.3%	Graduation Plan	79.1%	87.4%	Postsecondary/College and Career Readiness	61.2%	75.9%

Student Academic Achievement Strengths

- The District and all campuses received a rating of *Met Standard*
- 99% of campuses, and the District, exceeded the state target on each of the four performance indexes.
- At the **Approaches** Grade Level standard for Mathematics achievement, KISD improved/equaled the passing rate in 2016 in 5 of 7 grade level categories.
- At the **Meets** Grade Level standard for Mathematics achievement, KISD improved/equaled the passing rate in 2016 in 4 of 7 grade level categories.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are not achieving at the expected level in reading and writing **Root Cause:** As a district, we lack consistent implementation of research-based reading/writing instructional strategies

Problem Statement 2: The KISD passing rate for STAAR Social Studies/EOC decreased in grade 8 and U.S. History. **Root Cause:** Social Studies curriculum not implemented with fidelity.

Problem Statement 3: Algebra I EOC scores continue to be below the state average. **Root Cause:** Lack of algebra-readiness in K-8.

Problem Statement 4: In the past 2 years, KISD STAAR Science and EOC Biology scores have decreased between 1-5% **Root Cause:** Science curriculum not implemented with fidelity in all grade levels.

District Processes & Programs

District Processes & Programs Summary

The curriculum, instruction, and assessment program of the Killeen Independent School District is articulated in KISD's LEARN model. The **LEARN** model is a summarization of the district's guiding curriculum, instruction, and assessment philosophy, which ensures a guaranteed and viable curriculum in every class, for every student, every day. The four components of the model include **L**- Lead with the Curriculum, **E** - Expert Instructional Delivery, **A** - Assessments Ongoing, and **RN** - Respond to Needs.

(L) Leading with the curriculum means that the implementation of the TEKS (Texas Essential Knowledge and Skills) is an expectation. Teachers of core courses find their curriculum within the TEKS Resource System. The system fully supports implementation and instruction of the state standards in the core content areas. The curriculum resources provide a clear and common understanding of what our students are to know and be able to do, and serve as the centerpiece for teacher study, planning, and collaboration. Lead with the curriculum means that all teachers, regardless of content area, provide students with instruction aligned with the TEKS. Lead with the Curriculum provides a framework for focusing resources (time, money, materials, personnel) on teaching and learning.

(E) Expert instructional delivery addresses the quality implementation of a guaranteed and viable curriculum. Ongoing work to strengthen the teaching and learning of the instructional core began in the 2012-2013 school year and continues today. The District work includes the researched-based instructional strategies identified in the *Art and Science of Teaching*, Marzano's design questions, Balanced Literacy, Comprehension at the Core practices, Barbara Blackburn's Rigor, John Hattie's Visible Learning, Instructional Rounds, Doug Fisher's Gradual Release of Responsibility, and professional learning. Instructional Rounds data demonstrates a need for a continued focus on rigorous learning, students interacting at high cognitive levels, and target/task alignment. The data reveals the need for a continued focus on increasing the Depth Of Knowledge level of the tasks, student/teacher discourse, and target/task alignment to increase from a Level 1 to a Level 2, 3 or 4. STAAR and EOC test results from 2016-2017 show that student performance in the *Meets Grade Level* and *Masters Grade Level* categories lags behind the state average in reading and writing.

The Instructional Rounds process focuses on gathering data pertaining to a collaboratively developed district problem of practice with the goal of building the instructional leadership capacity of campus leaders. Based on data from the 2016-2017 Instructional Rounds, the 2017-2018 problem of practice is "Students struggle to achieve (demonstrate learning) at high cognitive levels." The Theory of Action is "If all students engage in rigorous learning and interact at high cognitive levels through a gradual release of responsibility instructional model, with learning tasks that are aligned to the learning targets and goals, then student achievement will improve." To address the problem of practice, campuses have received professional learning focused on the gradual release of responsibility model from Dr. Doug Fisher.

(A) Providing ongoing assessments is the third component of the district LEARN model. Multiple methods of assessment are used to monitor student learning progress and to inform the instructional process. Students are assessed at the beginning, middle, and end of year using the following universal screens: CIRCLE Assessment, Measures of Academic Progress, and Fountas and Pinnell Benchmarks. Bilingual students in kindergarten and first grade are assessed using mClass and Tejas Lee. In addition, the TEKS Resource System provides performance assessments, assessment rubrics, and a test item bank.

(RN) Responding to the needs of our students is a vital element of our guiding philosophy and the district LEARN model. The Response to Intervention (RtI) process provides interventions and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent learning problems and to intervene early so that students can be successful. The RtI process has three tiers that provide progressively more intensive levels of support. Tier I is the research-based instruction that takes place in the regular classroom. Tier II includes additional targeted, supplemental instruction/interventions provided to small groups of students who need more support than they are receiving in Tier I. Tier III provides more intensive interventions and may result in further evaluations to identify possible learning disabilities. The RtI process is implemented district-wide and is monitored and documented through an online program called the Student Success Plan (SSP). Review of SSP data shows that professional staff would benefit from additional training in the overall implementation of the RtI process. Students are supported in the RtI process by a variety of district and state provided research-based interventions -- Do the Math, Leveled Literacy Intervention, Successmaker, Imagine Learning, and Compass Learning Path-blazer.

In addition to the RtI process, various special programs address the learning needs of our students. Students identified with special needs are served through appropriate programs such as Dyslexia, Gifted and Talented, English Language Learners, Section 504, and Special Education.

KISD strives to ensure that all students graduate from high school college and career ready and competent as 21st-century learners. Schoology is the district learning management system that provides a blended learning model for students. Feedback from administrators, teachers and students reflects a need for additional professional development on technology integration and blended learning models for instruction.

Advanced learning opportunities are available to all students. Killeen High School, Charles Patterson Middle School, Iduma Elementary, and Peebles Elementary host the International Baccalaureate (IB) program which provides a global education to the students while providing a supportive atmosphere which fuels global thinking, student inquisitiveness, and academic achievement in order to obtain the highly regarded education that the International Baccalaureate Diploma Program offers.

Pre-Advanced Placement, Advanced Placement, and other advanced courses are offered in grades 6-12. All students enrolled in AP courses participate in AP exams. AP test data supports a need for increased alignment of taught curriculum to College Board standards. Qualifying students also have the opportunity to participate in multiple dual credit courses provided by Central Texas College. This opportunity allows them to earn college credit while in high school. KISD funds up to 60 dual credit college hours per qualified student. KISD 11th and 12th grade students also have an opportunity to participate in the Temple College Bio-Science Program. The students attend half-day at Temple College and take college courses with an intense focus on math and science. This is a two-year program where the majority of the students graduate with their associates degree from Temple College prior to receiving their high school diploma. KISD continues to build a strong partnership with Temple College and offers this program at no cost to qualifying students. All students in grades 9 through 11 participate in school-day PSAT. PSAT data demonstrates a need to increase levels of college readiness.

Parents have access to an online Bully Reporting system via the KISD web page. Parents also participate in satisfaction surveys through the district's website.

Staff members meet in Professional Learning Communities (PLCs) to work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Principals take part in district-level PLCs once per month. Assistant Principals also take part in district level PLCs bi-monthly, while Campus Instructional Specialists/Curriculum Directors participate in PLCs monthly. The course of study this year includes instructional rounds, the LEARN model, Barbara Blackburn's focus on increasing instructional rigor, Marzano's instructional strategies, John Hattie's Visible

Learning, and Doug Fisher's Gradual Release of Responsibility Model of instruction. To continue to promote inclusive practices, KISD is utilizing the Collaborative Teaching Model. During the 2016-2017 school year, elementary campuses participated via a DoDEA grant. This year, the model expanded to 9 elementary schools and 4 middle schools in the Killeen High School feeder pattern. The total number of campuses participating in the collaborative teaching model is 30. The Special Education Department continues a three year Strategic Plan to increase transparency and provide a framework for the future. Parent and teacher survey results were incorporated to ensure parent and community involvement.

The District Site-Based Team (SBDM), composed of district-wide, elected professional staff, parents, community members, and business representatives advise the Board, or its designee, in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs. Five district goals were given to campuses. Each campus then created performance objectives and strategies aligned to those goals yet differentiated according to each campus' unique needs.

Students and staff are provided a variety of services via federal funding. Campuses are allocated funds from Title I that are spent according to the needs of each campus. The purpose of these funds is to increase student achievement. A percentage of Title I funds are allocated at the district level each year.

These funds provide professional development for Title I district initiatives. Seven instructional coaches model best practices for literacy instruction and assist teachers in implementing these research-based practices in their classrooms. Title II funds are used to provide district level support by the Elementary and Secondary Curriculum and Professional Development Departments. The Directors of each department and eight District Instructional Specialists assist campuses with professional development in all cores subject areas. Campuses are also allocated Title III funds to serve their limited English proficient (LEP) students. Again, strategies are developed at each campus to meet the needs of LEP students that have been identified during the comprehensive needs assessment (CNA) process. Title IV funds are used to support the middle school STEM Academy.

TECHNOLOGY 17-18

Our students need to be well-prepared, responsible digital citizens; therefore, the technological needs of the students and the teachers are paramount. In Killeen ISD, technology is more than hardware and software. Instruction drives technology. Integrated modern learning environments facilitate creativity and collaboration, support professional learning communities, share best practices and integrate 21st century skills into classroom practice; enable students to learn in relevant, real-world contexts; allow equitable access to quality learning tools, technologies and resources; provide designs for group, team and individual learning; and support expanded community and global involvement in learning, both face-to-face and online.

All classrooms are networked with high-speed Internet. Data projectors and document cameras are available in every classroom, and interactive whiteboards enhance the learning experience in many classrooms. Internet for KISD is serviced by two Internet Service Providers at two separate locations, with a redundant connection between the two. Campuses are load-balanced between the two sites so that internet traffic is automatically rerouted to avoid service disruption.

The emergence and proliferation of mobile internet-ready devices represent a key turning point in education. This leap forward in personal technology access has expanded opportunities for students and educators to reach beyond the classroom. Like other districts, KISD is determining how to best use and integrate these tools, along with trying to balance the need for providing tools for equitable access and embracing devices students bring to school for learning. District initiatives such as the Bring Your Own Device wireless, iLearn (iPad devices for PK through 5th classrooms), iPads (K-2 teachers for assessment and to support innovative instruction), and maker spaces, 3D printers, coding, and robotics are examples of current technologies are being implemented in

the classrooms of KISD.

A variety of software is utilized as teaching tools, technology curriculum, academic intervention, administrative applications, and for test data analysis and dissemination. Emerging technologies like augmented reality, game-based learning, coding, and gesture-based computing are beginning to play a key role in the future of education. Leveraging these immersive, interactive technologies to benefit education will continue to expand as vital aspects of digital learning. Increasing expectations from the business/industry sector, as well as curricular expectations, along with the reality of "anytime, anywhere" learning continues to influence the need to transform the learning experience.

District Processes & Programs Strengths

Instructional Rounds

Instructional Rounds has been practiced in Killeen ISD since 2012. The rounds process is an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement. During rounds, teams of educators briefly visit classrooms to observe and collect data around a question of practice. The instructional rounds process is research-based and is modeled after clinical rounds in the medical field. Instructional rounds focus on patterns of practice, collective inquiry, and support an existing improvement strategy. Implementing instructional rounds is a four step process: 1. Defining a Problem of Practice (See below), 2. Observation of practice, 3. Observation debrief, and 4. Identify the next levels of work. In 2017-2018, instructional rounds teams will visit 18 campuses and approximately 425 classrooms.

District PoP

Killeen ISD has been engaged in the Harvard model of Instructional Rounds for five years. The district establishes a Problem of Practice that is derived from our district data, dialogue and our current work through classroom observations. Our Problem of Practice for the 2017-2018 school year is: Students struggle to achieve (demonstrate learning) at high cognitive levels. The Problem of Practice is directly observable, actionable within the school's control, connected to a broader strategy of improvement, and high leverage - making a significant difference for student learning. Based on our problem of practice, the district establishes Principal Professional Learning Communities for Principals, Assistant Principals, and Campus Instructional Specialists to reinforce their learning around these concepts throughout the year. The modules used in PLC's with Principals, Assistant Principals, and campus instructional specialists is shared via Schoology and can be turned around to each teacher in campus PLC's. The theory behind the problem of practice helps us zero in on the improvement actions that will make a difference for our students and impact teaching and learning in every classroom, every day, for every student.

District Momentum Plans

Our district Momentum Plan is a framework for our work to be done in 2017-2018. It begins with the Problem of Practice and related Theory of Action. The power of collaborative inquiry and action research is at the heart of Instructional Rounds – therefore, behind every Problem of Practice there has to be a developing theory about what actions might possibly address the Problem of Practice and move the instructional core to the next level. Harvard calls this a “Theory of Action”. Our Theory of Action for 2017-2018 is: If all students engage in rigorous learning and interact at high cognitive levels through a gradual release of responsibility instructional model with learning tasks aligned to learning targets and goals, then student achievement will improve. Essential

questions are established to guide the observation, observation debrief, and help us identify the next levels of work. Campuses across our district also create a campus momentum plan that aligns with our district work as a guide for their learning throughout the year.

Collaborative Teaching

Collaborative, or co-teaching, is an inclusive school practice that increases collaboration between general and special educators. The goals of the collaborative teaching initiative include:

1. Improving student learner outcomes for all students
2. Closing the achievement gap between students with and without disabilities

Collaborative teaching increases access to the general education curriculum for students with disabilities but also increases instructional intensity for all students. Through a system approach to collaborative teaching, students are provided consistent, best practice instruction that results in increased student achievement.

Mentoring

"A mentor empowers a person to see a possible future, and believe it can be obtained".....Shawn Hitchcock. It has often been said, that the most significant factor in the success of a new teacher is the new teacher-mentor relationship. The Killeen ISD Mentoring Program strives to provide on-going, quality learning experiences that support mentors and new teachers, and develop instructional leaders at all levels, because students deserve teachers who can teach them how to think deeply and solve problems cooperatively. Mentors in KISD are leaders of teachers who shares the district's and school's vision and willingly accepts the responsibility of facilitating the professional growth and support of a colleague through a mutually beneficial relationship. In order to effectively impact student achievement and retain quality teachers, the KISD mentoring program addresses the critical needs of new teachers in a school community of enthusiastic advocates who are nurturing, supportive, and open to assisting to a successful school year.

New Teacher Induction

KISD's Induction program is designed to increase the amount of success teachers will experience as they begin their careers in KISD because we realize that it is the teacher that makes the difference in the classroom each and every day.

We have designed a 4 tiered approach that provides a framework for our comprehensive Induction program.

1. Our foundation focuses on *connectedness*. Positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction.
2. Our second tier emphasizes the importance of clear, concise *communication*. Effective communication skills are crucial to teachers in their delivery of pedagogy, classroom management and interaction with the students.
3. Our third tier focuses on *collaboration*. During Induction, we discuss the importance of truly *being present* in Professional Learning Communities because we believe that it is through the power of collaboration that we accomplish great things for children.

4. Our final tier emphasizes the *curriculum* and the importance of teaching AND learning the expectations for each grade level.

The ultimate goal of KISD's Induction is to explore a few crucial concepts learned deeply through collaborative conversations.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: State assessment data for STAAR Approaches Grade Level Performance (73% KISD - 75% State) is below the state level, and PSAT mean scores (867 average KISD - 911 average State), and AP mean scores (1.86 KISD - 2.51 State - 2.84 Nation) results are below state and national levels.

Root Cause: Students need more rigorous learning opportunities, differentiated instruction, professional development for teachers, consistent implementation with fidelity of TRS and other aligned curriculum at all levels which is monitored on a regular basis.

Problem Statement 2: ESSA funds must be used according to federal laws and guidance.

Perceptions

Perceptions Summary

Parents, guardians and community members are welcomed on campus and encouraged to participate in their children's education. Community members and parents are active participants in the District Site-Based Decision Making Committee. SBDM membership reflects the ethnicity and socio-economic makeup of the district. Parents and community members also sit on the the Parent Advisory Committee (as required by Title I of the Every Student Succeeds Act), Special Education Parent Advisory Council (PCAC) District Language Proficiency Assessment Committee and the District Council of PTAs. In addition, parents and community members serve on special committees that research specific issues facing the district.

Parent involvement is sometimes limited by language or educational barriers. The Special Programs Department, in cooperation with Central Texas College, offers GED and English-as-a-Second Language classes at no charge to participants. Computers for Parents' classes are also offered at no charge. The district Parenting Specialist conducts Empowered Parents Workshops once per month. These sessions cover a variety of topics requested by parents. Early Literacy Clubs at the campus and district level including summer hot tots, provide early literacy skills to build a solid learning foundation. Summer Take-Home Backpacks allow families to work together to maintain academic skills. Monthly parent newsletters, tailored for elementary, middle, and high school, are distributed through-out the district and are posted on the Parent Involvement page of the KISD website. These newsletters are available in English, German, Korean, and Spanish. The district has hired two Parent Educators whose focus is maintaining two-way communication and support designed to address the needs of parents whose children have special needs and provide the resources to address those needs. A Special Needs Parent Resource Center has been developed at JPLC (Jackson Professional Learning Center) which offers resources such as books, videos, on-line educational supports (articles and research) and will provide monthly parent group meetings and one-on-one parent / family trainings will be made available as needed. Resources are made available to families via a check-out system.

The district assists low income families by maintaining close working relationships with various community providers. These may include: local food banks, various business, various community clubs, faith based organizations, and private community donations. Due to these strong community partnerships, students have the opportunity to participate in a wide range of school and community-based activities.

Due to the high number of military connected students and staff, KISD will maintain its close ties with military affiliated organizations. The Military Impacted Schools Association provides SOAR as a resource for our students. The Military Child Education Coalition (MCEC) sponsors the "Student 2 Student" program. The Department of Defense provides access to TUTOR.com for military family members. Every KISD school is partnered with a specific Fort Hood unit under the installation's "Adopt A School" program, providing on-campus soldier volunteers to coach, mentor and tutor students while assisting and supporting staff and faculty as appropriate. Ft. Hood also provides a liaison to the school board who sits in on all formal board meetings. We cooperate with Ft. Hood to broadcast graduation ceremonies to parents who are deployed. Our local Armed Services YMCA provides on-campus before and after school child care at all off post KISD elementary schools. The Boys and Girls Club provides after school tutoring and mentoring at various middle school in the district. Each high school is supported by Army Youth Programs in Your Neighborhood (AYPYN). This program provides tutoring, mentoring, homework support and snacks in collaboration with the Boys and Girls Club. Similar support is provided on-post by Fort Hood's Morale, Welfare and Recreation Directorate. Each middle school campus has been assigned a Military School Transition Consultant (MSTC) which assists military

connected students and families with transitions.

The Rotary Clubs in our community support character education via the Early Act First Knight program at participating campuses. KISD coordinates with Temple College to offer the Bio-Science Institute to high school students across the district which allows students to receive dual credit. We also partner with Central Texas College to allow other students to receive dual credit at their respective high school, as well as those attending the Early College High School. Those selected for the ECHS have the opportunity to graduate with a high school diploma as well as an associates degree. Homeless Awareness and Response Program (HARP) angels provide support to KISD's McKinney-Vento program which is known as the Homeless Awareness and Response Program. They provide items for homeless students which cannot be purchased through conventional means. KISD holds an Annual Family Fitness & Wellness Fair in conjunction with the City of Killeen's Celebrate Killeen event. We also maintain relationships with Communities in Schools, Bell County Child Youth & School Services, various local service clubs and local chambers of commerce. Business professionals associated with the Chamber of Commerce support classroom instruction through on-campus engagement and career day visits.

Each year, the Special Programs Department invites all private, non-profit schools to participate with KISD in Title I, Title II, Title III, and Title IV federal programs. This is a requirement of the Every Student Succeeds Act. For 17-18, two private schools elected to receive services from Title I (services for students struggling academically) while there will be three private schools participating in Title II (professional development for teachers and principals) and Title IV (well-rounded educational opportunities) programs. We have no private schools in Title III.

DISTRICT CULTURE & CLIMATE

The Killeen Independent School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. KISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness which enhance a positive school environment. A district initiative increasing rigor in the classroom, emphasizes the importance of relationships to ensure a safe, risk-free environment that is academically challenging. The district theme is focusing on connectedness through building strong, positive relationships with our community partners, staff, and students. Each campus and department participated in a team building event during their professional development week to enhance the positive workplace culture and climate for every employee.

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

K-12 CLIMATE SURVEY

Killeen ISD asked students, parents and guardians, and staff members for feedback on their school's climate. The purpose of the School Quality Survey is to better understand individual school climate, learn what Killeen ISD schools are doing well, and identify opportunities for improvement. Results will be incorporated into school improvement plans and used to help the district improve the educational experience for all students.

To ensure content validity, K12 Insight partnered with district leadership to develop the survey, which addressed the following eight topics:

- Overall school quality
- Academic support (9 questions)
- Student support (8 questions)
- School leadership (8 questions)
- Family involvement (6 questions)
- Safety and behavior (8 questions)
- Staff respect for diversity (4 questions) §§ Student respect for diversity (4 questions)

SURVEY RESULTS

Parents	Highest Ranking Indicators	School Climate Topic
Survey Item	% Strongly Agree or Agree	Topic
Staff members demonstrate respect for others regardless of their physical appearance.	87%	Staff Respect for Diversity
Staff members demonstrate respect for others regardless of their cultural or religious backgrounds.	87%	Staff Respect for Diversity
Families are encouraged to attend school sponsored activities such as Back to School Night.	86%	Family Engagement
Staff members demonstrate respect for others regardless of their racial or ethnic backgrounds.	86%	Staff Respect for Diversity
Staff members demonstrate respect for others regardless of their intellectual abilities.	85%	Staff Respect for Diversity

Parents	Lowest Ranking Indicators	School Climate Topic
Survey Item	% Strongly Disagree/Disagree	Topic
Students respect for others regardless of their physical appearances.	29%	Student Respect for Diversity
Students respect others regardless of their intellectual abilities.	28%	Student Respect for Diversity
Teachers give timely feedback about student work.	28%	Academic Support
Teachers give helpful feedback about student work.	28%	Academic Support
Students respect others regardless of their racial or ethnic backgrounds.	25%	Student Respect for Diversity

Students	Highest Ranking Indicators	School Climate Topic
Survey Item	% Strongly Agree or Agree	Topic
There is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem.	83%	Student Support
Staff members demonstrate respect for others regardless of their cultural or religious backgrounds.	81%	Staff Respect for Diversity
Staff members demonstrate respect for others regardless of their racial or ethnic backgrounds.	81%	Staff Respect for Diversity
Staff members demonstrate respect for others regardless of their physical appearances.	80%	Staff Respect for Diversity
Teachers set high expectations for all students.	79%	Academic Support

Students	Lowest Ranking Indicators	School Climate Topic
Survey Item	% Strongly Disagree/Disagree	Topic
Students respect for others regardless of their physical appearances.	47%	Student Respect for Diversity
Students respect others regardless of their intellectual abilities.	43%	Student Respect for Diversity
Students respect others regardless of their racial or ethnic backgrounds.	37%	Student Respect for Diversity
Staff members and students treat each other with respect.	37%	Safety and Behavior
Students respect others regardless of their cultural or religious backgrounds.	35%	Student Respect for Diversity

Perceptions Strengths

- Superintendent Student Advisory Committee on all four high schools to provide insight to the Superintendent from the student perspective.
- School Health Advisory Committee (SHAC) established to advise the district on health and wellness policies and procedures.
- HB5 Community and Student Engagement Rating was Recognized.
- Several district-wide initiatives support student well being, engagement, and resiliency. These initiatives include additional counselors, military and family life consultants (MFLC), and military transition counselors. Programs such as Student 2 Student, Junior Student 2 Student, Elementary Student 2 Student, also support military students transitioning in and out of KISD. Other programs include: Communities in Schools, AYPYN, Boys & Girls Club, YMCA, and Community & Youth Student Services.
- An on-line bullying reporting system is used to efficiently report and track bullying across the district.
- Numerous safety programs and action plans are implemented to include: surveillance/security cameras, emergency operations plans, fire drills, tornado drills, shelter in place drills, exterior lock-down drills, total lock-down drills, reverse evacuation drills, evacuation/relocation drills, pandemic plans and campus/classroom crisis kits.
- Partnerships in Education (PIE) partners with Ft. Hood and local school districts to facilitate transition services for military children.
- Partners with Ft. Hood, local, and municipal law enforcement agencies to provide services that maintain a safe environments within all schools.
- School Based Health partnerships are established on each Ft. Hood campus.
- District Wellness program was implemented to encourage healthy habits for all employees.
- Special Education Parent Advisory (PCAC) Committee was established to assist and provide resources to families whose children are served in special education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The difference in overall favorable responses between staff, students, and parents in the Student Respect for Diversity category on the K-12 Insight Survey ranged from 7% to 20%. **Root Cause:** Our district needs greater emphasis on student support programs which accentuate positive peer relationships and promotes positive student engagement & connectedness.

Problem Statement 2: Parent and family engagement activities are required by Title I of ESSA.

Problem Statement 3: Private, non-profit schools must be allowed to participate in ESSA Title programs and services.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- 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
- Action research results

Goals

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.
















Performance Objective 1: By implementing the district curriculum along with the strategies and initiatives to strengthen the instructional core, STAAR / EOC performance will demonstrate a two-percentage point growth for all tested subject areas for students achieving Approaching Grade Level Standard and Meets Grade Level Standards.













Evaluation Data Source(s) 1: % Approaching Grade Level Standards
% Meets Grade Level Standards



















Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Through the Collaborative Teaching Initiative, collaborative teaching partners at the Fort Hood campuses as well as campuses in the Shoemaker and Killeen High School Feeder Plan will participate in professional development and coaching opportunities to close the achievement gap between general education and special education students. This project focuses on implementation of Comprehension Toolkit strategies and Empowering Writers practices, through collaborative teaching (co-teaching) structures.</p>	<p>Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development; Director of Secondary Curriculum & Professional Development</p>	<p>Improve student performance in core content areas for all students.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 224 - IDEA B Formula - \$282,000.00, 287 - DoDEA Ft. Hood - \$124,400.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Special Education Lead Teachers and Title I Instructional Coaches will provide on-site and on-line coaching to support the Collaborative Teaching Initiative. Professional development will be provided to build the capacity of the lead teachers and instructional coaches to equip them for this work.</p>	<p>Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$475,000.00</p>						
<p align="center">PBMAS</p> <p>3) Provide Handwriting Without Tears in PPCD, CASD and Skills K-12 classrooms to improve student independence and communication through handwriting, and provide professional development to ensure effective implementation</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Increased results as measured on formative and summative assessments in the area of handwriting.</p>				
<p>Funding Sources: 224 - IDEA B Formula - \$9,600.00</p>						
<p align="center">PBMAS</p> <p>4) Implement Waterford curriculum for academic interventions in math, reading, and science in Skills K-8 classrooms, and provide professional development to ensure effective implementation</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinator for Skills Program</p>	<p>Increased student achievement in reading, science, and math as measured by Waterford Reports and Data.</p>				
<p>Funding Sources: 224 - IDEA B Formula - \$35,000.00</p>						
<p align="center">PBMAS</p> <p>5) Implement Successmaker for academic interventions in reading and math with special education students in grades K-12, and provide professional development to ensure effective implementation.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Increased student achievement in reading and math as measured by Success Maker Reports and Data.</p>				
<p>Funding Sources: 224 - IDEA B Formula - \$108,000.00</p>						
<p align="center">System Safeguard Strategy</p> <p>6) Provide Curriculum Study Sessions for PK-5th grade classroom teachers, special education teachers, teachers of ELLs, and PE teachers for each 9-week grading period to include strategies for integrating all content areas.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Funding Sources: 199 - General Funds - \$25,000.00</p>						

<p align="center">System Safeguard Strategy</p> <p>7) Provide ELAR professional development and instructional materials throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, incorporating all components of balanced literacy through the Gradual Release of Responsibility framework. ELAR professional development includes Comprehension Toolkit sessions for all teachers new to kindergarten through 5th grade including special education teachers and teachers of ELLs.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$150,000.00, 255 - ESEA Title II - \$5,000.00, 166 - State Comp Ed - \$3,100,000.00</p>						
<p align="center">System Safeguard Strategy</p> <p>8) Build the capacity of a cadre of kindergarten through 5th grade teachers through the Balanced Literacy Academy. This Academy focuses on strengthening reading comprehension and writing about reading. This cadre of teachers will serve as lead learners in campus-based PLCs.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$60,000.00, 255 - ESEA Title II - \$2,500.00</p>						
<p align="center">System Safeguard Strategy</p> <p>9) Provide writing professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through the Gradual Release of Responsibility framework. Writing instructional support will include online access to Empowering Writers instructional resources as well as face-to-face Empowering Writers professional development sessions for all teachers new to kindergarten through 5th grade including special education teachers and teachers of ELLs.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$100,000.00, 255 - ESEA Title II - \$2,500.00, 287 - DoDEA Ft. Hood - \$11,340.00</p>						
<p align="center">System Safeguard Strategy</p> <p>10) Provide math professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, deepening understanding of mathematical concepts necessary to teach to the depth and complexity required by the standards. Classroom teachers, special education teachers and teachers of ELLs will develop strategies to teach mathematical concepts and skills through the Gradual Release of Responsibility framework</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$70,000.00</p>						

<p align="center">System Safeguard Strategy</p> <p>11) Build the mathematical capacity of a cadre of kindergarten through 5th grade teachers through the Math Academy. This Academy focuses on strategies for using math models, student discourse, and understanding of problem structures for developing effective and efficient problem solvers. This cadre of teachers will serve as lead learners in campus-based PLCs.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$60,000.00, 255 - ESEA Title II - \$2,500.00</p>						
<p align="center">System Safeguard Strategy</p> <p>12) Provide a conceptually-based mathematics supplemental programs and devices at all elementary campuses through the implementation of ST Math and Tiggly Interactive Apps. Ongoing professional development will support the implementation and use of the data to drive instruction.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Funding Sources: 166 - State Comp Ed - \$1,500,000.00</p>						
<p align="center">System Safeguard Strategy</p> <p>13) Provide science and social studies professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, developing concepts necessary to develop critical thinking skills, hands-on learning tasks, and integrating science and social studies across content areas through the Gradual Release of Responsibility framework.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 2, 4</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$50,000.00</p>						
<p align="center">System Safeguard Strategy</p> <p>14) Build the capacity of a cadre of elementary teachers, including district instructional coaches, to integrate technology into Comprehension Toolkit lessons. Professional development sessions focus on using technology to enhance comprehension across core content areas.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$35,000.00</p>						
<p align="center">System Safeguard Strategy</p> <p>15) Provide professional development throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including the development of content area literacy; rigorous, well-aligned content; differentiated instruction; meeting the needs of under-resourced learners, and accountable talk/student discourse.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$70,000.00, 255 - ESEA Title II - \$5,000.00, 429 - PK Grant - \$120,000.00, 166 - State Comp Ed - \$4,995.00</p>						
<p>16) Provide professional development for elementary PE teachers throughout the school year and in the summer to include strategies for integrating academic content.</p>	<p>Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Funding Sources: 199 - General Funds - \$10,000.00</p>						

<p align="center">System Safeguard Strategy</p> <p>17) Expand the iLearn initiative to include additional PK-5th grade teachers. Through the iLearn initiative, technology and ongoing professional development is provided on integrating the use of iPads and other devices into PK-5th grade classrooms to support reading, writing, math, and science instruction.</p>	Elementary Curriculum & Professional Development; Digital Learning	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 211 - ESEA, Title I Part A - \$200,000.00</p>					
<p>18) Provide professional development to enable teachers to differentiate instruction for students identified as gifted and talented. ECPD and SCPD will provide support for K-8 campuses to implement the Texas Performance Standards Project (TPSP) that will culminate in a district-wide showcase.</p>	Elementary Curriculum & Professional Development; Secondary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
	<p>Funding Sources: 177 - Gifted/Talented - \$10,000.00</p>					
<p align="center">System Safeguard Strategy</p> <p>19) Provide professional development for core content areas throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including, but not limited to, development of content area literacy; rigorous, well aligned content; differentiated instruction; and instructional strategies for writing.</p>	Secondary Curriculum and Professional Development	Teacher participation, STAAR/EOC results, and teacher feedback.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 199 - General Funds - \$80,000.00, 128 - High School Allotment - \$40,000.00</p>					
<p>20) Provide curriculum and instructional support for secondary math teachers through collaborative professional development with Texas A & M Central Texas.</p>	Secondary Curriculum and Professional Development	Teacher participation and feedback, STAAR/EOC results, coaching reports.				
	<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 128 - High School Allotment - \$40,000.00</p>					
<p align="center">System Safeguard Strategy</p> <p>21) Provide a Secondary New Teacher Academy to bring new to the profession and second year teachers up-to-date on the initiatives underway in the district to improve classroom learning and the effective implementation of core curriculum.</p>	Secondary Curriculum and Professional Development	Observation of instructional strategies through instructional rounds, T-TESS data, artifacts posted in Schoology group, attendance sign-in				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p> <p>Funding Sources: 199 - General Funds - \$3,000.00</p>					
<p align="center">System Safeguard Strategy</p> <p>22) Implement district provided, best practice lessons for identified low performance SEs on the STAAR and EOC.</p>	Secondary Curriculum and Professional Development	STAAR/EOC Scores				
	<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 - General Funds - \$15,000.00</p>					
<p>23) Provide all 8th grade science and Biology teachers with resources to ensure alignment to core curriculum and to provide enhanced learning experiences for students.</p>	Secondary Curriculum and Professional Development	STAAR/EOC Scores				
	<p>Funding Sources: 199 - General Funds - \$25,000.00, 128 - High School Allotment - \$25,000.00</p>					

24) Provide professional development to teachers of record to support students in advancement and credit recovery online courses.	Secondary Curriculum and Professional Development	Edgenuity utilization reports, student success in online courses, and teacher feedback.				
Funding Sources: 199 - General Funds - \$153,333.00						
25) Send 10 - 15 core subject, AP teachers from HS campuses to AP Summer Institutes for professional development and curriculum planning.	Advanced Academic Specialist; Director for Secondary Curriculum and Professional Development.	2018 AP exam scores; longitudinal data; teacher feedback				
Funding Sources: 199 - General Funds - \$40,000.00						
26) Create a middle school STEM program to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers so that they implement research-based, best practice instructional strategies.	Director of STEM Asst. Supt. Curriculum & Instruction	Increase student achievement in all core subjects.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4						
Funding Sources: 289 - ESSA, Title IV Part A - \$151,219.00						
27) Support implementation of DODEA Grant focused on development of digital/blended learning through a Learning Management System (Schoology) in order to increase the levels of college and career readiness among high school students.	Executive Director for Technology Services, Secondary Curriculum and Professional Development	Increased number of courses developed through LMS, additional professional development regarding LMS, increased student enrollment in LMS based courses, increased number of students successfully completing LMS based courses, RHSP (Recommended High School Plan) and DAP (Distinguished Achievement Plan) graduation rates				
28) Elementary Curriculum and Professional Development as well as Secondary Curriculum and Professional Development will support staff at the campus level in all core subjects by providing professional development.	Asst. Supt. Curriculum & Instruction, Director ECPD, Director SCPD	Increased knowledge of research-based, best practices for classroom instruction.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2						
Funding Sources: 255 - ESEA Title II - \$998,030.00						
<p style="text-align: center;">PBMAS</p> 29) Each campus will conduct a comprehensive needs assessment (CNA) and determine how best to meet identified needs to improve student achievement using Title I funds. In addition, campuses will use the CNA to plan Title III funds to improve student achievement for Limited English Proficient students.	Campus principals, Executive Directors for Leadership, Asst. Supt. for Leadership, Asst. Supt. for Curriculum & Instruction	Increased student achievement in all core subjects.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2						
Funding Sources: 211 - ESEA, Title I Part A - \$7,573,000.00, 263 - ESEA, Title III Part A - \$237,595.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Students are not achieving at the expected level in reading and writing **Root Cause 1:** As a district, we lack consistent implementation of research-based reading/writing instructional strategies

Problem Statement 2: The KISD passing rate for STAAR Social Studies/EOC decreased in grade 8 and U.S. History. **Root Cause 2:** Social Studies curriculum not implemented with fidelity.

Problem Statement 3: Algebra I EOC scores continue to be below the state average. **Root Cause 3:** Lack of algebra-readiness in K-8.

Problem Statement 4: In the past 2 years, KISD STAAR Science and EOC Biology scores have decreased between 1-5% **Root Cause 4:** Science curriculum not implemented with fidelity in all grade levels.

School Processes & Programs

Problem Statement 2: ESSA funds must be used according to federal laws and guidance.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 2: By monitoring the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, Index 2 will reflect a 2 percentage point increase in the percent of tested students meeting or exceeding one year of academic progress in reading and mathematics, and the district Index 3 score will exceed the state Index 3 score and show growth over district performance in 2016-2017.

Evaluation Data Source(s) 2: Index 2 scores
Index 3 scores
Student sub-group STAAR / EOC performance













Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Implement research-based reading interventions and differentiation for all students through the use of the Comprehension Toolkit at elementary and middle school campuses and the Leveled Literacy Intervention system at the elementary level. Ongoing professional development will be provided for interventions.</p>	<p>Elementary Curriculum & Professional Development; Secondary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
Funding Sources: 211 - ESEA, Title I Part A - \$20,000.00						
<p>2) Provide ongoing, research-based professional development opportunities for elementary, middle and high school teachers of students with dyslexia to include Job Alike sessions and Wilson Reading, the multi-sensory reading system used for instruction for students with dyslexia.</p>	<p>Elementary and Secondary Section 504 Specialists; Campus Administrators</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>3) Provide ongoing support and professional development for Section 504 Coordinators relating to meeting the needs of Section 504 and students with dyslexia.</p>	<p>Elementary and Secondary Section 504 Specialists; Campus Administrators</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>4) Provide campus-based instructional staff to focus on direct service to students identified with dyslexia and other identified at-risk students.</p>	<p>Elementary and Secondary Section 504 Specialists; Campus Administrators</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				

5) Provide customized instruction for qualified general education home-bound students.	Elementary and Secondary Section 504 Specialists; Campus Administrators	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Funding Sources: 166 - State Comp Ed - \$30,000.00						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> 6) Provide professional development throughout the school year and during the summer on sheltered instruction and research-based strategies that support the learning of English Language Learners.	Director of Elementary Curriculum & Professional Development; Bilingual/ESL Specialists	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Problem Statements: Demographics 1						
Funding Sources: 263 - ESEA, Title III Part A - \$10,000.00, 165/ES0 - ELL - \$55,000.00						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> 7) Increase the implementation of Imagine Learning, an English acquisition program for ELLs. Provide ongoing professional development to support the implementation and use of the data to drive instruction.	Director of Elementary Curriculum & Professional Development; Bilingual/ESL Specialists	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Problem Statements: Demographics 1						
Funding Sources: 263 - ESEA, Title III Part A - \$153,516.00						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> 8) Provide supplemental curricula, instructional materials, educational software to include Learning A-Z, and/or assessment resources for teachers of bilingual and ESL students to increase academic achievement for English Language Learners.	Director of Elementary Curriculum & Professional Development; Bilingual/ESL Specialists	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Problem Statements: Demographics 1						
Funding Sources: 165/ES0 - ELL - \$30,000.00						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> 9) Provide professional development and instructional material for parents of ELLs to include family literacy services and/or parent and family outreach training through the parent liaison program to support the learning of English Language Learners.	Director of Elementary Curriculum & Professional Development; Bilingual/ESL Specialists	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Funding Sources: 263 - ESEA, Title III Part A - \$10,000.00						

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>10) Provide opportunity for principals of bilingual campuses, bilingual teachers, and district bilingual/ELL specialists to attend the Title III Symposium to increase their capacity in understanding strategies to support English Language Learners.</p>	<p>Director of Elementary Curriculum & Professional Development; Bilingual/ESL Specialists</p>	<p>Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback</p>				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 263 - ESEA, Title III Part A - \$6,400.00</p>						
<p>11) Partner with ESC Region 12 to provide the following Migrant program services:</p> <ol style="list-style-type: none"> 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination <p>ESC Region 12 will provide services to eligible students.</p>	<p>ESC Region 12</p>	<p>Assessment data, progress reports, student grades, migrant forms</p>				
<p align="center">System Safeguard Strategy</p> <p>12) Provide ongoing math support and tutoring to 5th through 12th grade students through the KISD Math Center.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Increase student achievement as measured by STAAR and EOC data., along with 9weeks averages.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 199 - General Funds - \$150,000.00</p>						
<p align="center">System Safeguard Strategy</p> <p>13) Provide support for campuses in the implementation of state SSI programs and interventions for students who have failed to meet standard on STAAR/EOC to include:</p> <p>Accelerated Reading Instruction to students in grades 6-8 who have failed the prior two years' STAAR reading exams utilizing Compass' Pathblazer;</p> <p>Reading instruction for students in grades 9-12 who have failed the prior two years' STAAR EOC English exams using Edgenuity's STAAR tutorials.</p>	<p>Secondary Curriculum and Professional Development Campus Administration</p>	<p>STAAR/EOC</p>				
<p>Funding Sources: 199 - General Funds - \$5,500.00</p>						
<p>14) Provide ongoing, research-based professional development opportunities for elementary, middle and high school teachers of students with special needs to include Job Alike sessions, monthly meetings, after school PLCs, and open labs for IEP system management.</p>	<p>Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development</p>	<p>Increased student achievement as measured by district formative and summative assessments.</p> <p>Decrease student retention</p>				

15) Provide ongoing support and professional development as outlined in IDEA B for Campus ARD administrators and Special Education campus coordinators.	Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development	Increased student achievement as measured by district formative and summative assessments.				
16) Continue the use of the RTI process to improve the referral process and provide support to students in need.	Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development	Decreased DNQ rate for special education referrals.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LEP students across all grades have a 63% passing rate on STAAR student performance, All Subjects, which is 10% below the District average. Root Cause 1: LEP total student population is increasing an average of 9% per year which makes finding the number of certified teachers needed difficult.
Student Academic Achievement
Problem Statement 3: Algebra I EOC scores continue to be below the state average. Root Cause 3: Lack of algebra-readiness in K-8.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 3: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, KISD will see a 4% increase in the number of students who graduate on the Distinguished or Foundation with Endorsement graduation plans, and KISD students will see a 4% increase in the number of college ready graduates as measured by Index 4.

Evaluation Data Source(s) 3: Index 4 scores
Graduation Plan #'s

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Provide elementary, middle, and high school summer school opportunities for promotion and advancement; as well as opportunities for intervention and accelerated instruction to meet state testing requirements.</p>	Director of Elementary Curriculum & Professional Development; Director of Secondary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Funding Sources: 165/ES0 - ELL - \$204,680.00, 199 - General Funds - \$283,000.00						
<p>System Safeguard Strategy</p> <p>2) Provide alternative options for credit recovery and advancement for students using online curriculum across all high school campuses and in Evening Academy.</p>	Secondary Curriculum and Professional Development	Course enrollments and completion and passing rates				
Funding Sources: 199 - General Funds - \$153,333.00						
<p>System Safeguard Strategy</p> <p>3) Provide ongoing support for the implementation of the eSchoolPlus Student Success Plan (SSP), which includes the Personal Graduation Plans (PGP) for every student in grades 6-12 who has been retained the previous academic year or has failed one or more state assessment tests the previous year.</p>	Director of Guidance Services, Secondary Curriculum and Professional Development, and Information Systems	Creation of required campus SSPs in E-School Plus				

4) Continue to audit all student folders of students falling under SPP indicator 13 & 14 regarding transition and graduation plans to ensure compliance is met as identified by TEA/IDEA B.	Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development	100% compliance on SPP Indicators 13 & 14				
5) Provide college entrance exam prep programs in the fall and spring to help students in preparing for PSAT, SAT, and ACT exams.	Advanced Academics Coordinator; Director for Secondary Curriculum and Professional Development	Exam participation and results				
Funding Sources: 199 - General Funds - \$100,000.00						
6) Provide AP Saturday study sessions for English, History, Math, and Science courses.	Advanced Academics Coordinator; Secondary District Instructional Specialists; Director for Secondary Curriculum and Professional Development	student participation; 2018 AP exam scores; longitudinal data; teacher and student feedback				
Funding Sources: 199 - General Funds - \$100,000.00						
7) Implement AVID (Advancement Via Individual Determination) campus-wide in middle and high schools to equip students with skills needed for success in college and future careers.	Advanced Academics Coordinator; Director for Secondary Curriculum and Professional Development.	AVID enrollment coinciding with advanced academic course enrollment; student grades; and teacher/student feedback				
Funding Sources: 199 - General Funds - \$45,000.00						
8) Provide ongoing training to counselors for consistently developing Personal Graduation Plans for students in grades 6-12 meeting criteria and 8th grade college and career readiness teachers.	Director of Guidance Services	Counselor input and feedback on process				
9) Assist in the development, promotion, and participation of the Bell County College Night. The Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) coordinate the date for Texas College Night events. Coordinate an in-district College & Career Night; Student & Parent workshops to include: informational sessions on endorsements & academic opportunities in KISD; planning for college; FAFSA (Grades 5-12).	Director of Guidance Services	Student, parent, counselor, and college personnel participation				

10) Host a district-wide Career Center Expo for all KISD 8th grade students.	Director of CTE and Director of Guidance and Counseling	Student participation and feedback				
11) Strengthen the vocational program in KISD by broadening work site locations, hosting quarterly meetings with vocational teachers, and co-hosting a vocational fair in January.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increase in work site locations				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: Increase the capacity of campus leadership to facilitate collaboration and implementation of the district LEARN model which will result in a decrease in staff absenteeism from the previous year.

Evaluation Data Source(s) 1: PD offerings
Absenteeism rates

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Provide a Teacher Leader/Campus Instructional Specialist Symposium to build the capacity of PK-5th grade teacher leaders and CISs to lead the way in supporting teachers in strengthening the instructional core. Teacher Leaders and CISs will provide district and campus professional development on curriculum implementation, integration of content areas, and research-based instructional strategies.</p>	Director of Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Funding Sources: 199 - General Funds - \$45,000.00						
2) Provide professional development opportunities for all principals in Principal PLCs.	Leadership Development	Principal feedback				
3) Conduct Instructional Rounds training for all new principals and all new campus administrators, so that all principals, all assistant principals, and all campus instructional specialists may participate.	Leadership Development	Principal feedback, Principal participation				
4) Provide professional development/leadership opportunities for assistant principals during the school day.	Leadership Development	Assistant Principal participation/feedback				
5) Organize T-PESS training for all administrators and new administrators through ESC.	Leadership Development	Administrator feedback, T-PESS Certifications				
6) Develop an Aspiring Leaders Academy (ASPIRE) and an ASPIRE II cohort to build the instructional and cultural leadership capacity of selected assistant principals.	Executive Directors for Leadership Development	Participant feedback/Attendance, STRETCH Project implementation				

7) Conduct Instructional Rounds Network visits two times per network per year, for a total of 18 campus rounds.	Leadership Development	Network feedback, Network participation	✓	✓	✓	✓
8) Provide CIS and Teacher Leader Symposium during the summer to prepare and support these instructional leaders in their efforts to facilitate district level work toward strengthening the instructional core.	Secondary Curriculum and Professional Development	Implementation of district level work on campuses.	✓	✓	✓	
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199 - General Funds - \$6,000.00, 128 - High School Allotment - \$30,000.00					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students are not achieving at the expected level in reading and writing Root Cause 1: As a district, we lack consistent implementation of research-based reading/writing instructional strategies
Problem Statement 2: The KISD passing rate for STAAR Social Studies/EOC decreased in grade 8 and U.S. History. Root Cause 2: Social Studies curriculum not implemented with fidelity.
Problem Statement 3: Algebra I EOC scores continue to be below the state average. Root Cause 3: Lack of algebra-readiness in K-8.
Problem Statement 4: In the past 2 years, KISD STAAR Science and EOC Biology scores have decreased between 1-5% Root Cause 4: Science curriculum not implemented with fidelity in all grade levels.

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















Performance Objective 2: Increase the capacity of teacher leadership to facilitate collaboration and implementation of the district LEARN model which will result in a decrease in staff absenteeism from the previous year.

Evaluation Data Source(s) 2: PD Offerings
Absenteeism

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Texas Teacher Evaluation Support System T-TESS training to all new teachers and administrators	Leadership Development	Teacher Feedback, Teacher participation, Administrator feedback	✓	✓	✓	✓
2) Provide professional development opportunities for new mentors (Initial Mentoring and Leadership for Mentors).	Leadership Development	Mentor participation, Mentor feedback, Teacher retention	✓	✓	✓	✓
3) Facilitate a learning community and leadership opportunities for experienced mentors (Mentoring Network).	Leadership Development	Mentor participation, Participation feedback, Teacher retention	🟡	🟡	🟡	
PBMAS 4) Provide professional development opportunities to support teachers with effective classroom management strategies.	Leadership Development	Teacher participation, Participant feedback	🟡	🟡	✓	✓
5) Recognize excellence in teaching by selecting elementary and secondary KISD Teachers of the Year.	Leadership Development	Teacher participation, Participant feedback	🟡	🟡	🟡	
6) Increase the radius of teacher recruitment job fairs to include both in-state and out-of-state opportunities to broaden the applicant pool.	Human Resources	Increase in the number of qualified applicants	🟡	🟡	🟡	
7) Host two KISD job fairs to recruit potential teacher applicants.	Human Resources	Job fair attendees	🟡	🟡	✓	
8) Increase the recruitment of a diverse staff population.	Human Resources	Attendance at minority specific in- state and out-of-state universities	🟡	🟡	🟡	
9) Provide for critical subject signing bonuses and stipends in selected areas in math, science, special education, and bilingual education.	Human Resources	Number of critical shortage signing bonuses and stipends to recruit and retain qualified teachers	🟡	🟡	✓	✓

10) Increase the web-based recruiting efforts and HireVue process to broaden applicant pool.	Human Resources	Number of qualified applicants				
11) Provide Instructional Rounds training for three-four new teachers per campus providing each campus with a team of eight.	Leadership Development	Teacher feedback, Teacher participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Through family and community partnerships, we expect a 3% increase in family/community participation in the educational process.

Evaluation Data Source(s) 1: Volunteer hours served per campus/district

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide resources and parent workshops for parent involvement and participation in the IEP process through Parent Resource Center and staff.	Executive Director for Special Education, Director for Special Education and District Coordinators for Special Education Campus Operations. Parent Educators	Increase attendance at parent training, increase use of parent room, decrease in parent complaints as identified through the TEA complaint and grievance process.				
Funding Sources: 162 - Special Education - \$2,000.00						
2) Provide an opportunity for district staff, community members, and parents to collaborate (PCAC) in order to identify and improve the special education experience for students.	Executive Director for Special Education, Director for Special Parent Educators	Increase family / community participation in the educational process. Completion of the action steps created in the special education strategic plan based on internal audits.				
Funding Sources: 162 - Special Education - \$1,000.00						
3) Provide a parent binder to all parents transferring into KISD special education or being newly identified as a special education student.	Executive Director for Special Education, Director for Special Education and District Coordinators for Special Education Campus Operations. Parent Educators	Increase family / community participation and decrease in parent complaints as identified through the TEA complaint and grievance process.				
Funding Sources: 162 - Special Education - \$7,000.00						

4) Provide parent access to Schoology so that parents/guardians are able to view classroom activities and resources via the online Learning Management System.	Digital Learning	Increase family participation in student's academic success.				
5) Hold regularly scheduled Parent Advisory Committee meetings in order to: --Collaborate with parents on the annual revision of the District Written Parent and Family Engagement Policy --Gather input from parents regarding the annual evaluation of the Title I program --Provide information on topics of interest to parents via members of the PAC who represent parent voice.	Parenting & Intervention Specialist, Coordinator for State & Federal Programs	Parent participation in activities required by federal law				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Funds - \$300.00						
6) Provide district-level parent and family engagement opportunities & adult education classes. Opportunities include: --Empowering Parents Sessions --For Kid's Sake classes --TxHSE classes --English as a Second Language classes --Computers for Parents classes --Summer Hot Tots program --Take Home Backpack program	Parenting & Intervention Specialist, Coordinator for State & Federal Programs	Parents are better able to support their children in learning. Children avoid loss of learning during summer break.				
Problem Statements: Perceptions 2 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - \$1,231.82, 199 - General Funds - \$5,900.00						
7) Provide a robust volunteer program throughout KISD through the following activities: participation in the Fort Hood Adopt-A-School Program; training a volunteer coordinator for each campus; and disseminating a volunteer handbook in multiple languages to provide guidance to volunteers.	Director of Student Parent/Community Relations, Parenting and Intervention Specialist, campus administrators, campus volunteer coordinators	Increased parent, family, and community engagement in all KISD schools.				
8) Provide Parent Liaisons and Parent Program contacts with Job-alike Day session, monthly training, Practical Parent Education curriculum reviews. Provide principals of Title I campuses with a check list of required parent involvement activities to include training on the importance of parent involvement. Parenting and Intervention Specialist will participate in training to stay current in best practices regarding parent involvement and will in turn pass along training to Parent Liaisons and Parent Program Contacts.	Parenting & Intervention Specialist, Coordinator for State & Federal Programs	Campuses will have a variety of resources to involve parents, families, and community members in school activities. Increased parent support of education.				
Problem Statements: Perceptions 2 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - \$1,841.00						

9) Distribute parent newsletters in English, Spanish, German, & Korean to parents of students in PK -12th grades as well as post to KISD website.	Parenting & Intervention Specialist; Coordinator for State & Federal Programs	Parents knowledge of educational support strategies for their children will increase.				
	Problem Statements: Perceptions 2 Funding Sources: 199 - General Funds - \$10,950.00					
10) Provide annual district-wide recognition of volunteers, both civilian and military, who have provided service in support of students, staff, campuses and district.	Parent & Community Involvement Specialist, Coordinator for State & Federal Programs.	Preparation for volunteer recognition award ceremony .				
	Problem Statements: Perceptions 2 Funding Sources: 199 - General Funds - \$5,200.00					
11) Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP) in conjunction with community partnerships across the district. HARP counselor will attend professional development to remain current on best practices for serving homeless students.	HARP Counselor, KISD District Homeless Liaison	Homeless students will attend school and progress academically at the same rate as their peers.				
	Problem Statements: Demographics 2 Funding Sources: 211 - ESEA, Title I Part A - \$75,000.00, 206 - TEXSHEP - \$111,525.00					
12) Provide required services to private, non-profit schools as required by the Every Student Succeeds Act (ESSA).	Coordinator for State & Federal Programs, Compliance Specialist	Students and staff in private, non-profit schools receive required services.				
	Problem Statements: Perceptions 3 Funding Sources: 211 - ESEA, Title I Part A - \$18,789.00, 255 - ESEA Title II - \$9,017.00, 289 - ESSA, Title IV Part A - \$1,380.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Three percent of our student population is identified as homeless under the McKinney-Vento Act definition of homeless.
Perceptions
Problem Statement 2: Parent and family engagement activities are required by Title I of ESSA.
Problem Statement 3: Private, non-profit schools must be allowed to participate in ESSA Title programs and services.

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

Performance Objective 1: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe, secure, and orderly learning environment and reduce the number of disciplinary incidents from the previous year.

Evaluation Data Source(s) 1: # Disciplinary Referrals

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Emergency Operations Training to all Principals and campus personnel.	School Safety, KISD Police, Campus Administration	District and Campus Emergency Operation Plan submissions				
2) Emergency Operations Drills in conjunction with Fort Hood	School Safety, KISD Police, Ft. Hood Officials, Various campus staff	AAR exercise reports of successful communication and procedures followed				
3) Provide school safety briefing to new principals and assistant principals.	School Safety	Completed trainings, Participation numbers				
4) Continue implementation of Senate Bill 1398, Special Education Cameras in self-contained classrooms as requested	School Safety Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Compliance with SB 1398				
5) Installation of additional security surveillance cameras, alarm systems, and upgrade of existing systems.	School Safety	365 day surveillance recordings. Investigative reports of specific incidents. Decrease in % of reported incidents				
6)) Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252)	Campus Leadership	Decrease in % of reports of bullying incidents				

7) Provide professional development opportunities to support classroom teachers that focus on building relationships and effective classroom management strategies to include a bully prevention framework.	Leadership Development, Campus Leadership, Classroom Management Trainers	Registration rosters of class participants				
PBMAS 8) Contract with an outside consultant to review special education programs and to strengthen the behavior interventions and supports in special education settings.	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Increase consistency between programs district-wide; decrease gap between Sped representation and general education representation in alternative behavior programs, and decrease in disciplinary incidents.				
Funding Sources: 224 - IDEA B Formula - \$100,000.00						
PBMAS 9) Provide Texas Behavior Support Initiative training for new teachers in KISD.	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Registration roster of class participants				
Funding Sources: 224 - IDEA B Formula - \$50,000.00						
PBMAS 10) Provide Non Violent Crisis intervention classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators Behavior Specialists	Decrease in the number of restraints implemented during the year.				
Funding Sources: 224 - IDEA B Formula - \$100,000.00						
11) Provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness. TEC 38.0041(c)	Director of Guidance Services, Campus Leadership	Completed required trainings				
12) Provide information in district informational handbooks that addresses sexual abuse of children and increases awareness of teachers, students, and parents regarding sexual abuse of children utilizing Educational Code Resources found under Section 38.004.	Campus Leadership, Student Services, Director of Guidance Services	Student and Campus handbooks, Campus Feedback				
13) Provide training for principals and counselors on signs of suicide and steps to follow in the event of threats. Refer to KISD Crisis Management Plan and Admin. Procedures.	School Safety, Director of Guidance, Campus Leadership	Crisis management records, Administrative procedures/policy, Campus feedback				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: We expect to increase the number of professional development opportunities to positively impact student health and well-being and accentuate positive peer relationships and promote student engagement and connectedness.

Evaluation Data Source(s) 2: # PD offerings

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Provide professional learning community opportunities through regularly scheduled meetings for specific program areas to include Resource, Inclusion, and STAAR ALT; with a focus on IEPs.</p>	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increase the capacity of the special education staff to support special education students.				
<p>PBMAS</p> <p>2) Provide professional development for developing Standards Based and IEP Goals and Objectives that fosters academic rigor.</p>	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increase the capacity of the special education staff to support special education staff and students.				
Funding Sources: 224 - IDEA B Formula - \$100,000.00						
<p>PBMAS</p> <p>3) Provide professional development for teachers and paraprofessionals on behavior strategies, interventions, BIPs, FBAs, social skills, and understanding the needs of students with emotional disturbances and Autism.</p>	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Teacher participation, classroom observations and decreased classroom behavior referrals.				
Funding Sources: 224 - IDEA B Formula - \$100,000.00						

<p>PBMAS</p> <p>4) Provide professional development to campuses in creating strategies to reduce SPED ISS and DAEP discretionary placements.</p>	<p>Executive Director for Student Services, Executive Director for Special Education, Director for Special Education, District Special Education Coordinators, and Special Education Staff</p>	<p>Decrease the number of special education students assigned to alternative placements.</p>				
<p>Funding Sources: 224 - IDEA B Formula - \$100,000.00</p>						
<p>PBMAS</p> <p>5) Provide monthly ARD administrator and HS coordinator meetings to ensure that special education policies and guidelines are followed and to provide timely updates.</p>	<p>Executive Director for Special Education, Director for Special Education and District Special Education Coordinators</p>	<p>Reduced number of complaints. Improve or maintain compliance standards with PBMS or SPP indicators.</p>				
<p>6) Provide science safety training to all new or identified returning science teachers.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Teacher participation Course completion</p>				
<p>Funding Sources: 128 - High School Allotment - \$1,000.00</p>						
<p>7) Provide Worth the Wait curriculum to secondary students and training for secondary teachers.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Student participation and feedback.</p>				
<p>Funding Sources: 199 - General Funds - \$3,000.00</p>						
<p>PBMAS</p> <p>8) Provide professional development opportunities to support classroom teachers that focus on servicing the needs of special education students, increasing academic rigor in the classroom, and reducing student retention.</p>	<p>Executive Director for Special Education, Director for Special</p>	<p>Increase the capacity of the special education staff to support special education students. Decrease student retention in special education.</p>				
<p>Funding Sources: 224 - IDEA B Formula - \$100,000.00</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state, and federal requirements.

Evaluation Data Source(s) 1: Local, State, Federal Requirements

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Provide academic support for general education classroom teachers through the use of of Special Education Aides.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Increase special education student performance.</p>				
<p>Funding Sources: 224 - IDEA B Formula - \$2,000,000.00</p>						
<p>PBMAS</p> <p>2) Provide department and job a-like team meetings monthly to enhance and strengthen the special education program.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Increase the capacity of special education staff to support special education staff and students.</p>				
<p>PBMAS</p> <p>3) Develop and implement program frameworks to align the special education programs across the district.</p>	<p>Executive Director for Special Education, Director for Special Education and District Special Education Coordinators</p>	<p>Improve program consistency district-wide.</p>				
<p>4) Develop and implement exemplar models to improve quality and content of FIEs and IEPs; to include the academic rigor of the IEP.</p>	<p>Executive Director for Special Education, Director for Special Education and District Special Education Coordinators</p>	<p>Increase the capacity of special education staff to support special education staff and students.</p>				

PBMAS 5) Provide academic support by providing level 3 aides to better support co-teach classrooms through the Collaborative Teaching Initiative.	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Increased academic performance in core content areas for all students.				
	Funding Sources: 224 - IDEA B Formula - \$2,000,000.00					
6) Provide support to Title I campuses through web-based documentation collection site.	Coordinator for State & Federal Programs, Compliance Specialist	100% of required federal documentation provided by campuses will be collected.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 211 - ESEA, Title I Part A - \$13,800.00					
7) Coordinator for State & Federal Programs and District Homeless/Foster Care Liaison will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs.	Asst. Supt. for Curriculum & Instruction	Federal programs will be in compliance with all state and federal laws as well as with local policy.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 211 - ESEA, Title I Part A - \$7,400.00					
8) Increase medicaid reimbursements by providing direct training on campuses and at leadership meetings.	Executive Director for Special Education, Director for Special Education, and District Special Education coordinators.	Increase medicaid reimbursements as compared to 2016-2017.				
9) Continue a systematic approach to the budget's analysis and calculating MOE by meeting monthly to review budget expenses.	Executive Director for Special Education, Director for Special Education, and Budget	Improved alignment in MOE expenditures.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: ESSA funds must be used according to federal laws and guidance.

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

Performance Objective 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Source(s) 2: Local, State, Federal Requirements

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Unify multiple components of the education system through implementation of the Digital Convergence Framework. The components include: Leadership, Instructional Models, Modern Curriculum, Digital Ecosystem, and Professional Learning.	Assistant Superintendent for Curriculum & Instruction, Executive Director for Technology Services, Directors of Elementary & Secondary Curriculum and Professional Development	Unification of district resources to increase student achievement.				
Funding Sources: 199 - General Funds - \$148,000.00						
2) Continue to build the capacity of district and campus level instructional leaders to effectively implement innovative technologies for teaching and learning.	Digital Learning	Increased use of innovative technologies for teaching and learning.				
3) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.	Technology Services depts (Technology Operations, Information Systems, Digital Learning)	Increased attendance records and positive session feedback data.				
4) Continue to revise middle school technology applications curriculum as needed to reflect current technology standards (TEKS) and digital citizenship needs.	Digital Learning, Secondary Curriculum and Professional Development, Middle School Technology Application teachers	Updated and revised curriculum available to all middle schools.				

5) Continue to implement Schoology as a blended learning management system across the district.	Executive Director for Technology Services, Digital Learning, Information Systems, Secondary Curriculum and Professional Development	Increased student/staff usage reports, professional learning attendance records				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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
















Performance Objective 3: Ensure that all learners have ubiquitous and equitable capacity, infrastructure, staffing, hardware, and software to support effective and efficient operations.

Evaluation Data Source(s) 3: Local, State, Federal Requirements

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a district technology review committee for the purpose of leadership, design, and evaluation of technology planning.	Deputy Superintendent; Executive Director for Technology Services; Director of Network Operations; Director of Information Systems; Digital Learning	Increased communication between departments and campuses and improved resources available for teaching and learning.				
2) Continue to monitor library resources to ensure the ability to meet curricular needs and adequately address national and state library standards.	Digital Learning; Lead Librarians; Campus librarians	Increased resources in place for teachers and students to use; improved BrightBytes feedback				
3) Provide district-wide access to an enterprise learning management system that integrates with the district student information system and supports blended learning strategies.	Executive Director for Technology Services; Digital Learning; Information Systems	Increased resources in place for teachers and students to use; improved BrightBytes feedback				
4) Provide instructional support to elementary campuses as they implement maker spaces in their libraries.	Digital Learning; Campus librarians	Increased resources in place for teachers and students to use; improved BrightBytes feedback				
5) Continue to provide technology resources for campuses (two high schools, two middle schools, and six elementary schools) based on adopted standards for computer/printer life cycle replacements and to support ever-emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	Executive Director for Technology Services; Director of Network Operations	Increased resources in place for teachers and students to use; improved BrightBytes feedback				

6) Continue to provide technology resources for campuses (three high schools, two middle schools, and four elementary schools) based on adopted standards for projector life cycle replacements and to support ever-emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	Executive Director for Technology Services, Director of Network Operations	Increased resources in place for teachers and students to use; improved BrightBytes feedback				
7) Maximize the use of the Easy IEP program through on-going professional development, after school open labs, the Easy IEP heat help desk, session surveys, and succinct training for new staff members.	Director for Special Education	Reduced Easy IEP Heat Help Desk referrals.				
Funding Sources: 162 - Special Education - \$165,000.00						
8) Continue to analyze staffing ratios for special education staff; to include classroom teachers, service providers and evaluators so that learning is maximized.	Executive Director for Special Education, Director for Special Education, and Human Resources	Alignment between staff and student ratios. Decrease in staff attrition.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Through the Collaborative Teaching Initiative, collaborative teaching partners at the Fort Hood campuses as well as campuses in the Shoemaker and Killeen High School Feeder Plan will participate in professional development and coaching opportunities to close the achievement gap between general education and special education students. This project focuses on implementation of Comprehension Toolkit strategies and Empowering Writers practices, through collaborative teaching (co-teaching) structures.
1	1	2	Special Education Lead Teachers and Title I Instructional Coaches will provide on-site and on-line coaching to support the Collaborative Teaching Initiative. Professional development will be provided to build the capacity of the lead teachers and instructional coaches to equip them for this work.
1	1	6	Provide Curriculum Study Sessions for PK-5th grade classroom teachers, special education teachers, teachers of ELLs, and PE teachers for each 9-week grading period to include strategies for integrating all content areas.
1	1	7	Provide ELAR professional development and instructional materials throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, incorporating all components of balanced literacy through the Gradual Release of Responsibility framework. ELAR professional development includes Comprehension Toolkit sessions for all teachers new to kindergarten through 5th grade including special education teachers and teachers of ELLs.
1	1	8	Build the capacity of a cadre of kindergarten through 5th grade teachers through the Balanced Literacy Academy. This Academy focuses on strengthening reading comprehension and writing about reading. This cadre of teachers will serve as lead learners in campus-based PLCs.
1	1	9	Provide writing professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, integrating writing across content areas, and incorporating the writing components of balanced literacy through the Gradual Release of Responsibility framework. Writing instructional support will include online access to Empowering Writers instructional resources as well as face-to-face Empowering Writers professional development sessions for all teachers new to kindergarten through 5th grade including special education teachers and teachers of ELLs.
1	1	10	Provide math professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, deepening understanding of mathematical concepts necessary to teach to the depth and complexity required by the standards. Classroom teachers, special education teachers and teachers of ELLs will develop strategies to teach mathematical concepts and skills through the Gradual Release of Responsibility framework
1	1	11	Build the mathematical capacity of a cadre of kindergarten through 5th grade teachers through the Math Academy. This Academy focuses on strategies for using math models, student discourse, and understanding of problem structures for developing effective and efficient problem solvers. This cadre of teachers will serve as lead learners in campus-based PLCs.

Goal	Objective	Strategy	Description
1	1	12	Provide a conceptually-based mathematics supplemental programs and devices at all elementary campuses through the implementation of ST Math and Tiggly Interactive Apps. Ongoing professional development will support the implementation and use of the data to drive instruction.
1	1	13	Provide science and social studies professional development throughout the school year and in the summer to include best practice strategies for teaching the core curriculum, developing concepts necessary to develop critical thinking skills, hands-on learning tasks, and integrating science and social studies across content areas through the Gradual Release of Responsibility framework.
1	1	14	Build the capacity of a cadre of elementary teachers, including district instructional coaches, to integrate technology into Comprehension Toolkit lessons. Professional development sessions focus on using technology to enhance comprehension across core content areas.
1	1	15	Provide professional development throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including the development of content area literacy; rigorous, well-aligned content; differentiated instruction; meeting the needs of under-resourced learners, and accountable talk/student discourse.
1	1	17	Expand the iLearn initiative to include additional PK-5th grade teachers. Through the iLearn initiative, technology and ongoing professional development is provided on integrating the use of iPads and other devices into PK-5th grade classrooms to support reading, writing, math, and science instruction.
1	1	19	Provide professional development for core content areas throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including, but not limited to, development of content area literacy; rigorous, well aligned content; differentiated instruction; and instructional strategies for writing.
1	1	21	Provide a Secondary New Teacher Academy to bring new to the profession and second year teachers up-to-date on the initiatives underway in the district to improve classroom learning and the effective implementation of core curriculum.
1	1	22	Implement district provided, best practice lessons for identified low performance SEs on the STAAR and EOC.
1	2	1	Implement research-based reading interventions and differentiation for all students through the use of the Comprehension Toolkit at elementary and middle school campuses and the Leveled Literacy Intervention system at the elementary level. Ongoing professional development will be provided for interventions.
1	2	6	Provide professional development throughout the school year and during the summer on sheltered instruction and research-based strategies that support the learning of English Language Learners.
1	2	7	Increase the implementation of Imagine Learning, an English acquisition program for ELLs. Provide ongoing professional development to support the implementation and use of the data to drive instruction.
1	2	8	Provide supplemental curricula, instructional materials, educational software to include Learning A-Z, and/or assessment resources for teachers of bilingual and ESL students to increase academic achievement for English Language Learners.

Goal	Objective	Strategy	Description
1	2	9	Provide professional development and instructional material for parents of ELLs to include family literacy services and/or parent and family outreach training through the parent liaison program to support the learning of English Language Learners.
1	2	10	Provide opportunity for principals of bilingual campuses, bilingual teachers, and district bilingual/ELL specialists to attend the Title III Symposium to increase their capacity in understanding strategies to support English Language Learners.
1	2	12	Provide ongoing math support and tutoring to 5th through 12th grade students through the KISD Math Center.
1	2	13	Provide support for campuses in the implementation of state SSI programs and interventions for students who have failed to meet standard on STAAR/EOC to include: Accelerated Reading Instruction to students in grades 6-8 who have failed the prior two years' STAAR reading exams utilizing Compass' Pathblazer; Reading instruction for students in grades 9-12 who have failed the prior two years' STAAR EOC English exams using Edgenuity's STAAR tutorials.
1	3	1	Provide elementary, middle, and high school summer school opportunities for promotion and advancement; as well as opportunities for intervention and accelerated instruction to meet state testing requirements.
1	3	2	Provide alternative options for credit recovery and advancement for students using online curriculum across all high school campuses and in Evening Academy.
1	3	3	Provide ongoing support for the implementation of the eSchoolPlus Student Success Plan (SSP), which includes the Personal Graduation Plans (PGP) for every student in grades 6-12 who has been retained the previous academic year or has failed one or more state assessment tests the previous year.
2	1	1	Provide a Teacher Leader/Campus Instructional Specialist Symposium to build the capacity of PK-5th grade teacher leaders and CISs to lead the way in supporting teachers in strengthening the instructional core. Teacher Leaders and CISs will provide district and campus professional development on curriculum implementation, integration of content areas, and research-based instructional strategies.
2	1	8	Provide CIS and Teacher Leader Symposium during the summer to prepare and support these instructional leaders in their efforts to facilitate district level work toward strengthening the instructional core.

District Site-Based Team

Committee Role	Name	Position
Classroom Teacher	Kristi Davis	Alice Douse ES
Classroom Teacher	Mark Sheppard	Montague Village ES
Classroom Teacher	Erin Wyatt	Mountain View ES
Classroom Teacher	Jeanya Anglin	Reeces Creek ES
Classroom Teacher	Deleen Price	Manor MS
Classroom Teacher	Cioni Williams	Audie Murphy
Classroom Teacher	Kimberly McClish	Charles Patterson MS
Classroom Teacher	Laurie McDaniel	Palo Alto MS
Classroom Teacher	Barton Jacques	Harker Heights HS
Classroom Teacher	John Cook	Harker Heights HS
Classroom Teacher	Benjamin Hess	Killeen HS
Classroom Teacher	Sandra Melendez	Shoemaker HS
Non-classroom Professional	Harriet Wrabetz	Trimmier ES
Non-classroom Professional	Tia Stevens-Hicks	Trimmier ES
Non-classroom Professional	Rhonda Simmons	Haynes ES
Non-classroom Professional	Jennifer Beaulé	Timber Ridge ES
Non-classroom Professional	Rachel Fratto	Roy Smith MS
District-level Professional	Robin Champagne	
District-level Professional	Diana Miller	
District-level Professional	Jack Ivey	SPED
District-level Professional	Paula Lawrason	SPED
Parent	Shameka Upshaw	
Parent	Christina Cassidy	
Community Representative	Eartha Bason	
Community Representative	Calvin Moultrie Sr.	

Business Representative	Horace Grace	
Business Representative	Aya Eneli	
Parent	Elizabeth Davenport	
Parent	Robyn Robinson	