

Killeen Independent School District
District Improvement Plan
2018-2019



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 44,294 students, KISD is 26th largest district in Texas. Killeen ISD is the second largest employer in the area, with Fort Hood being the largest. KISD staff consists of 6,266 full time employees:

Teachers- 45.7%, Paraprofessionals- 13.2%, Classified- 31.9%, Professional Support- 5.4%, Campus Administration- 3.4%, Central Administration- 0.5%, and the Board of Trustees consists of seven elected members who serve three year terms of office.

The teachers currently serving in KISD have an average of 9.1 years of teaching experience and an average of 7.2 years in the district. More than 26% of the teachers have a masters or doctoral degree.

Students attend classes at 32 elementary schools, 11 middle schools, four high schools, an Early College High School, and five specialized campuses. In spring of 2018, voters within the community approved a bond in the amount of \$426 million. The funds will be used to manage student growth and accommodate student choice and academic needs⁵ by constructing new schools, consolidating older campuses, as well as updating accessibility, security, and safety⁵ at existing campuses.

KISD serves a diverse population of students. During the 2017-2018 school year, about 37.4% of students were military dependents and students identified as at-risk accounted for more than 52.5% of the population. In addition, KISD served 1,614 homeless students. The student population is also ethnically diverse, with 34.9% African American, 30.2% Hispanic, 22.4% Caucasian, 2.5% Asian, 2.1% Pacific Islander, and 0.6% Native American.

The student population in the district is steadily growing at a rate of 1.25%. When compared to the 2016-2017 school year, our impact aide percentage of military impacted students increased from 37% to 39%. However, trends in student growth indicate the military student population is decreasing while the civilian population continues to increase. The deployment and reassignment of Army personnel contributes to a student mobility rate of 28.3% and a teacher turnover rate of 17.5%.

The total population of Limited English Proficiency (LEP) students has grown by 6%, from 2016-2017 to 2017-18, which makes up 10% of the district's student population. Due to this continued rapid growth of our LEP population, KISD has 63 bilingual classes for students in PK to 5th grade at five campuses across the district. In addition, KISD offers a critical signing bonus to attract hard-to-find bilingual teachers to the area.

District Profile Data

Unless otherwise noted, data from the KISD Annual Report collected on the dates listed below, were used in charts:

Sept. 17, 2014

Sept. 22, 2015

Sept. 22, 2016

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	26th largest

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%	2,643	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%	2,977	48.3%
17-18																

Data Source: Texas Academic Performance Reports- available November 2018

	Military Connected Students	Student Mobility Rate
14-15	44%	30.3%
15-16	42.9%	30.3%
16-17	39.9%	28.9%
17-18	37.4%	28.3%

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

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

***College, Career, &/or Military Ready**

Graduates^D

Year	English/LA			Math			Both		
	State	KISD	+/-	State	KISD	+/-	State	KISD	+/-
13-14	68%	63%	-5	67%	56%	-11	54%	50%	-4
14-15	42%	39%	-3	38%	31%	-7	35%	32%	-3
15-16	51%	58%	+7	45%	41%	-4	39%	38%	-1
16-17									

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%	1,675	4%	1,398	3%	1,398	3%	4,511	11%
15-16	19,053	44%	8,516	20%	1,803	4%	1,334	3%	1,334	3%	4,326	10%
16-17	19,245	44%	8,708	20%	1,938	4%	1,266	3%	1,467	3%	4,474	10%
17-18	22,237	52%	8,098	18%	2,108	5%	1,375	3%	1,614	4%	5,227	12%

*Number of homeless students is the cumulative total of students identified 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	#		#	%	#	%	#	%	#	%
14-15	775	21%	2,475	67%	221	6%	3,677									
15-16	869	22%	2,707	68%	217	5%	4,000	14-15 to 15-16	94	12%	232	9%	-4	-2%	323	9%
16-17	991	23%	2,908	67%	235	5%	4,358	15-16 to 16-17	122	14%	201	7%	18	8%	358	9%
17-18	1,064	23%	3,058	66%	218	5%	4,600	16-17 to 17-18	73	7%	150	5%	-17	-7%	242	6%

*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 date 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
17-18														

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
17-18										

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	6,160	45.9%	22.1%	20.0%	8.7%	2.7%	.6%	14.5%	10.2	8	23.6%
15-16	6,291	46.0%	22.0%	20.1%	8.6%	2.7%	.6%	15.0%	9.5	8.4	24.0%
16-17	6,438	45.8%	21.8%	20.0%	9%	2.8%	.6%	15.6%	10	8	23.8%
17-18	5,866	45.7%	13.2%	31.9%	5.4%	3.4%	.5%	17.5%	9.1	7.2	26.0%

*Data from the TSDS PEIMS Staff FTE by Role Report

D=Data from KISD Student Achievement Dashboard

Numerals 1 - 5 indicate the KISD district goal that correlates to the data.

Demographics Strengths

- Killeen ISD has a diverse student population.
- ~~Class size averages range from a student to teacher ratio of 22:1 in PK-4 to 23:1 in grades 5-12.~~ Data will be updated once the TAPR report is received.
- Teacher experience averages 9.1 years, with an average of 7.2 years in KISD.
- Teacher salaries remain competitive with state/local comparable districts.²

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. **Root Cause:** The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Student Academic Achievement

Student Academic Achievement Summary

Effective the 2017-2018 school year, the Texas Education Agency redesigned the District and Campus Academic Accountability system. District performance is evaluated on three domains and a letter grade of A-F is assigned based on performance. The three performance domains are:

Student Achievement - evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

School Progress - measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps - uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain’s construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

The District received an overall letter grade of **C** and all campuses received a rating of **Met Standard** for the 2017-2018 school year.

	Raw Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I – Student Achievement	-	76	C	Best Scale Score: Domain I, Domain II- Part A, or Domain II- Part B	76	70%
STAAR Component (40%)	44	75	C			
CCMR (40%)	45	74	C			
Graduation Rate (20%)	94.3	80	B			
Domain II – School Progress	-	75	C			
Part A – Academic Growth	67	73	C			
Part B – Relative Performance	45	75	C			
Domain III – Closing the Gaps	51	76	C	Domain III Scale Score	76	30%
				Overall Score	76	
				Overall Letter Grade	C	

Domain I: Student Achievement

The Student Achievement domain evaluates district and campus performance based on student achievement in three areas: performance on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

STAAR Component - Performance on STAAR Assessments ^D

Student performance on STAAR is described as:

Did Not Meet Grade Level - Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

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.

Mathematics Achievement ^D

	Approaches Grade Level							Meets Grade Level							Masters Grade Level						
	3rd	4th	5th	6th	7th	8th	Alg1	3rd	4th	5th	6th	7th	8th	Alg1	3rd	4th	5th	6th	7th	8th*	Alg1
KISD	77%	76%	87%	78%	72%	78%	81%	44%	43%	58%*	41%	40%	47%*	51%	19%	23%	30%*	16%	20%	11%*	30%
State	77%	78%	84%	76%	71%	78%	88%	46%	47%	57%	43%	38%	49%	61%	23%	26%	30%	17%	17%	15%	37%

* Does not include second administration

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

As indicated in the Meets Grade Level performance table above, student achievement in mathematics was above the state average in Grades 5 and 7; student achievement was below the state average in Grades 3, 4, 6, 8, and Algebra I.

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

Reading/Language Arts Achievement ^{1D}

	Approaches Grade Level								Meets 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	3rd	4th	5th	6th	7th	8th	Eng I	Eng II
KISD	73%	70%	77%	60%	68%	76%	67%	73%	36%	42%	47%*	29%	39%	40%*	49%	54%	18%	20%	21%*	12%	22%	20%*	6%	6%
State	76%	72%	78%	66%	72%	76%	71%	75%	42%	45%	51%	36%	45%	46%	54%	60%	24%	24%	25%	18%	27%	25%	9%	10%

As indicated in the Approaches Grade Level performance table above, student achievement in Grade 8 was equal to the state average; student achievement was below the state in Grades 3, 4, 5, 6, 7, English I, and English II.

As indicated in the Meets Grade Level and Masters Grade Level performance table above, student achievement was below the state average across all grade levels.

Writing Achievement ^D

	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	4th	7th	4th	7th	4th	7th
KISD	59%	63%	35%	33%	7%	8%
State	61%	67%	38%	41%	10%	14%

As indicated in the Approaches Grade Level performance table above, student achievement in writing across the district was below the state in Grades 4 and 7.

As indicated in the Meets Grade level performance table above, student achievement in writing across the district was below the state in Grades 4 and 7. Compared to 2017 however, the percentage of KISD students meeting grade level increased in both grades 4 and 7.

As indicated in the Masters Grade level performance table above, student achievement in writing across the district was below the state in Grades 4 and 7. Compared to 2017, the percentage of KISD students mastering grade level increased or remained constant in both Grades 4 and 7.

Science Achievement ^D

	Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	5th	8th	Bio	5th	8th	Bio	5th	8th	Bio
KISD	71%	70%	88%	31%	42%	57%	11%	19%	21%
State	75%	74%	90%	40%	50%	64%	16%	27%	26%

As indicated in the Approaches Grade Level performance table above, student achievement in science across the district was below the state average in Grades 5, 8, and in biology. Compared to 2017, the percentage of students approaching grade level increased in Grade 5 and remained the same in biology.

As indicated in the Meets Grade Level performance table above, student achievement in science across the district was below the state average in Grades 5, 8, and in biology.

As indicated in the Masters Grade Level performance table above, student achievement in science across the district was below the state average in Grades 5, 8, and in biology. Compared to 2017, the percentage of students mastering grade level increased in Grade 8 and in biology and remained the same in Grade 5.

Social Studies Achievement ^D

	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	8th	US Hist	8th	US Hist	8th	US Hist
KISD	53%	94%	21%	74%	10%	42%
State	64%	93%	34%	74%	20%	43%

As indicated in the Approaches Grade Level performance table above, student achievement in social studies across the district was below the state average in Grade 8 but above the state average in U.S. History.

As indicated in the Meets Grade Level performance table above, student achievement in social studies across the district was below the state average in Grade 8 and the same in U.S. History.

As indicated in the Masters Grade Level performance table above, student achievement in social studies across the district was below the state average in Grade 8 and U.S. History.

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students' level of performance at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standards.

The STAAR component of the Student Achievement domain reflects satisfactory performance (passed) on all tests administered across all subjects. (See table below.) Killeen ISD's STAAR component of the Student Achievement domain score of 75, indicating 75% of all tests administered were passed.

The STAAR component score for elementary and middle school make up 100% of the student achievement indicator and accounts for 40% of the student achievement indicator for high school.

KISD earned a C in the STAAR Component portion for Student Achievement in Domain I.

STAAR Component Score							
STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Number of Assessments	25,416	20,442	5,919	9,053	5,160	65,990	
Approaches Grade Level or Above	17,703	16,168	3,627	6,813	3,741	48,052	73%
Meets Grade Level or Above	10,097	9,351	2,063	3,830	2,362	27,703	42%
Masters Grade Level or Above	3,714	4,344	451	1,482	1,267	11,258	17%
Total Percentage Points							132
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)							44
STAAR Scaled Score							75

College, Career, and Military Readiness Component ^D

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. The CCMR accounts for 40% of the student achievement indicator for high school. Annual graduates demonstrate college, career, or military readiness in any one of the following ways: Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics, Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination, Earn Dual Course Credits, Enlist/Intent to Enlist in the Armed Forces, Earn an Industry-Based Certification, Earn an Associate's Degree, Graduate with Completed IEP and Workforce Readiness, or complete CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications. ***KISD earned a C in the CCMR portion for Student Achievement in Domain I.***

Total Graduates: 2,132		
Total credit for CCMR criteria: 951 (45%)		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	674	32%
ELA/Reading		
Met TSI criteria for at least one indicator	1,116	52%
Met TSI assessment criteria	735	35%
Met ACT criteria	80	4%
Met SAT criteria	789	37%
Earner credit for a college prep course	17	1%
Mathematics		
Met TSI criteria for at least one indicator	724	34%
Met TSI assessment criteria	521	24%
Met ACT criteria	83	4%
Met SAT criteria	416	20%
Earner credit for a college prep course	0	0%
AP/IB Examination	285	13%
Dual Course Credits	293	14%
Industry-Based Certifications	42	2%
Associate's Degree	53	3%
Graduate with Completed IEP and Workforce Readiness	64	3%
U.S. Armed Forces	37	2%
Met Non-CTE Criteria	892	42%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certification	59	3%

Graduation Rate Component ^D

The graduation rate component of the Student Achievement domain includes the four-year, five-year, and six-year high school graduation rates or the annual dropout rate, if no graduation rate is available. The graduation rate component accounts for 40% of the student achievement indicator for high school.

KISD earned a B in the Graduation Rate portion for Student Achievement in Domain I.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2+ Races	Econ Disadv	EL*	SPED**
4 – Year Graduation Rate (Gr 9-12): Class of 2017											
% Grad	87.1%	87.6%	86.7%	86.3%	92.3%	92.5%	85.1%	85.4%	83.6%	81.6%	73.7%
# Grad	2,071	809	574	440	12	62	40	132	1,013	80	188
Total in class	2,379	923	662	510	13	67	47	157	1,212	98	255
5 – Year Extended Graduation Rate (Gr 9-12): Class of 2016											
% Grad	92.4%	93.0%	91.8%	91.2%	87.0%	97.2%	96.9%	92.4%	90.0%	79.2%	84.9%
# Grad	2,102	844	536	468	20	69	31	134	1,006	76	203
Total in class	2,276	908	584	513	23	71	32	145	1,118	96	239
6 – Year Extended Graduation Rate (Gr 9-12): Class of 2015											
% Grad	94.3%	94.8%	94.2%	93.2%	100.0%	100.0%	93.8%	92.4%	92.1%	91.3%	92.1%
# Grad	1,964	733	502	480	18	67	30	134	922	94	210
Total in class	2,083	773	533	515	18	67	32	145	1,001	103	228
Annual Dropout Rate (Gr 9-12): SY 2016-17											
% Dropped Out	1.4%	1.6%	1.2%	1.3%	1.5%	0.0%	1.3%	1.4%	1.8%	1.2%	1.7%
# Dropped Out	155	71	38	32	1	0	3	10	121	8	25
# of Students	11,428	4,438	3,251	2,405	66	320	236	712	6,621	669	1,454

* EL- English language learners

** SPED- Special education

Domain II: School Progress

The School Progress domain measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to districts or campuses with similar economically disadvantaged percentages.

Part A - Student Growth

The School Progress, Part A: Academic Growth domain provides an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain proficiency.

The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score, the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is then categorized as Limited, Expected, or Accelerated. If a student's progress measure is Expected, he or she met growth expectations. If the student's progress measure is Accelerated, he or she exceeded growth expectations.

School Progress, Part A includes all assessments with eligible growth measures, or STAAR progress measure. KISD earns credit in School Progress: Part A for STAAR results that maintained proficiency or met the growth expectations. The Academic Growth Score is expressed as a percentage.

For the 2017-2018 school year, KISD earned a C for Part A- Academic Growth in Domain II.

Current – Year Performance on STAAR – ELA/Reading and Mathematics												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior - Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet (0 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (.5 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (.5 points)	Met or Exceeded (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	2,064	2,270	-	80	2,520	-	-	515	74		
Approaches Meets	-	2,003	6	-	2,380	2,403	-	-	2,422	605		
Masters	294	-	-	1,869	-	-	-	1,345	2,022	1,881		
Total Number of Tests	37	-	-	436	-	-	1,523	-	-	3,570		
Total Points Score	331	4,067	2,276	2,305	2,460	4,923	1,523	1,345	4,959	6,130		
	0.0	0.0	2,276.0	0.0	1,230.0	4,923.0	0.0	672.5	4,959.0	6,130.0	20,190.5	30,319
												67%

Current – Year Performance on STAAR – ELA/Reading

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior - Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet (0 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (.5 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (.5 points)	Met or Exceeded (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	1,226	1,454	-	0	1,352	-	-	263	43		
Approaches Meets	-	1,034	0	-	983	1,253	-	-	1,093	289		
Masters	190	-	-	890	-	-	-	763	1,054	786		
Total Number of Tests	30	-	-	262	-	-	783	-	-	1,594		
Total Points Score	220	2,260	1,454	1,152	983	2,605	783	763	2,410	2,712		
	0.0	0.0	1,454.0	0.0	491.5	2,605.0	0.0	381.5	2,410.0	2,712	10,054.0	15,342
												66%

Current – Year Performance on STAAR – Mathematics

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior - Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet (0 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (.5 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (.5 points)	Met or Exceeded (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	838	816	-	80	1,168	-	-	252	31		
Approaches	-	969	6	-	1,397	1,150	-	-	1,329	316		
Meets	104	-	-	979	-	-	-	582	968	1,095		
Masters	7	-	-	174	-	-	740	-	-	1,976		
Total Number of Tests	111	1,807	822	1,153	1,477	2,318	740	582	2,549	3,418		
Total Points Score	0.0	0.0	822.0	0.0	738.5	2,318.0	0.0	291.0	2,549	3,418	10,136.5	14,977
												68%

Part B - Relative Performance

School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. For elementary and middle schools, School Progress, Part B evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS fall snapshot.

For high schools and districts, School Progress, Part B evaluates the average of the Student Achievement STAAR component and the College, Career, and Military Readiness (CCMR) component compared to districts or campuses with similar percentages of economically disadvantaged students, as reported in the TSDS PEIMS fall snapshot.

During the 2017-18 school year, 56.6% percent of KISD students were identified as economically disadvantaged. The average of KISD Student Achievement STAAR and CCMR components was 45.

KISD earned a C for Part B: Relative Performance in Domain II.

			Value needed for:			
% Economically Disadvantaged in KISD	% Eco Dis Range	KISD STAAR and CCMR Raw Score	90	80	70	60
56.6	56.1 to 57.0	45	58	49	41	35

Domain III: Closing the Gaps

The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA). There are four components evaluated in the Closing the Gaps domain; Academic Achievement, Growth or Graduation, English Language Proficiency, and School Quality or Student Success.

The Closing the Gaps domain evaluates performance of fourteen student groups; All students, seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races, economically disadvantaged, students receiving special education services, students formerly receiving special education services, current and monitored English learners (through year 4 of monitoring), continuously enrolled, and non-continuously enrolled.

KISD earned a C for Closing the Gaps in Domain III.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (current & monit.)	SPED (current)	SPED (Former)	Cont. Enroll.	Non-cont. Enroll.	Total Indicators Met	Total Indicators Eligible	% of Eligible Met	Weight Score
Academic Achievement Status- ELA/Reading																		
KISD	40%	33%	41%	49%	36%	61%	38%	48%	33%	32%	19%	30%	41%	39%				
Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%				
Met Target?	N	Y	Y	N	N	N	N	N	Y	Y	Y	N	N	N				
Academic Achievement Status- Mathematics																		
KISD	46%	37%	47%	55%	43%	72%	50%	53%	40%	43%	24%	44%	48%	42%				
Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%				
Met Target?	Y	Y	Y	N	N	N	Y	N	Y	Y	Y	Y	Y	N	14	28	50%	25.0
Growth Status- ELA/Reading																		
KISD	66%	64%	66%	67%	58%	70%	62%	67%	64%	66%	61%	66%	66%	65%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%				
Met Target?	Y	Y	Y	N	N	N	N	N	Y	Y	Y	Y	Y	N				
Growth Status- Mathematics																		
KISD	68%	66%	68%	70%	70%	76%	67%	69%	67%	68%	60%	64%	67%	69%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%				
Met Target?	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	9	28	32%	
Graduation Rate Status (Federal Graduation Rate)																		
KISD	86.7%	87.3%	86.2%	86.1%	92.3%	92.5%	85.4%	85.4%	83.4%	81.6%	73.5%	-	-	-				
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%							
Met Target?	N	N	N	N	-	Y	N	N	N	N	N				1	10	10%	1.0
English Language Proficiency Status																		
KISD										54%								
Target										42%								
Met Target?										Y					1	1	100%	10.0
Student Success Status- STAAR Component Only- STAAR Component Score																		
KISD	44	37	45	52	43	62	45	50	39	39	25	40	46	42				
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45				
Met Target?	N	Y	Y	N	N	N	N	N	Y	Y	Y	N	N	N	5	14	36%	
School Quality Status- % of Students Meeting CCMR																		
KISD	41%	34%	45%	47%	58%	70%	43%	38%	32%	38%	30%	44%	45%	31%				
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%				
Met Target?	N	Y	Y	N	-	N	Y	N	N	Y	Y	-	N	Y	6	12	50%	15.0
Total																		51.0

Other Success Indicators

The Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts in bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education.

Bilingual Education/English as a Second Language- During the 2017-2018 school year, STAAR passing results for students in bilingual education grades 3-8 increased in reading by 6% and science by 11%. The ESL mathematics passing rate increased in grades 3-8 from 70.8% in 2016-2017 to 73.3% and the passing rate in science increase by 8%. The 3-8 grade STAAR passing rate for LEP students not served in BE/ESL increased during the 2017-2018 school year in mathematics (5%), reading (7%), science (10%), and a significant increase of 16% in writing. The English Language Arts EOC passing rate for LEP students increased by 12% and the LEP graduation rate increased from 73% in 2016-2017 to 82% in 2017-2018.

Career and Technical Education- During the 2017-2018 school year, the STAAR passing rate for CTE students increased in all content areas in the district. In addition, the STAAR passing rate for LEP and SPED CTE students increased in all content areas. The STAAR passing rate for economically disadvantaged CTE students increased in mathematics, social studies, and English Language Arts.

Every Student Succeeds Act- During the 2017-2018 school year, the STAAR passing rate in reading for Title I, Part A in grades 3-8 increased by 2% and the English Language Arts EOC passing rate increased by 8%. The Title I, Part A graduation rate increase 13% during the 2017-2018 school year.

Special Education- During the 2017-2018 school year, the STAAR passing rate for SPED and SPED year-after-exit students in grades 3-8 increased in mathematics, reading, science, and social studies. In addition, the STAAR EOC passing rate for SPED students increased in all content areas (mathematics, science, social studies, and English Language Arts).

NWEA MAP ^{1D}

The NWEA MAP is a nationally normed universal screener administered to students in grades K-8, in both reading and mathematics, three times a year. The MAP assessment is aligned to Texas Essential Knowledge and Skills standards (TEKS).

	Reading- Beginning of the Year			Middle of the Year			End of the Year	
	17-18	National Average		17-18	National Average		17-18	National Average
K	142.7	141.0	K	151.8	151.3	K	158.8	158.1
1	160.3	160.7	1	169.2	171.5	1	175.3	177.5
2	173.1	174.7	2	181.8	184.2	2	187.2	188.7
3	187.1	188.3	3	193.0	195.6	3	197.1	198.6
4	197.3	198.2	4	202.0	203.6	4	205.1	205.9
5	208.6	205.7	5	208.4	209.8	5	211.0	211.8
6	209.7	211.0	6	211.4	214.2	6	211.8	215.8
7	213.4	214.4	7	214.6	216.9	7	215.8	218.2
8	216.8	217.2	8	218.5	219.1	8	218.9	220.1

As indicated in the NWEA MAP Reading performance table above, student achievement in reading was above the national average in grades K after all three administrations of the benchmark assessment during the 2017-2018 school year and in grade 5 after the first administration at the beginning of the school year; student achievement in grade 1 through 8 was below the national average after all three administrations of the benchmark assessment during the 2017-2018 school year.

	Mathematics- Beginning of the Year			Middle of the Year			End of the Year	
	17-18	National Average		17-18	National Average		17-18	National Average
K	139.2	140.0	K	152.1	151.5	K	160.6	159.1
1	160.9	162.4	1	171.5	173.8	1	179.3	180.8
2	175.3	176.9	2	184.1	186.4	2	190.2	192.1
3	189.4	190.4	3	197.5	198.2	3	203.7	203.4
4	202.2	201.9	4	208.5	208.7	4	214.6	213.5
5	217.9	211.4	5	217.8	217.2	5	223.4	221.4
6	216.0	217.6	6	219.3	222.1	6	223.4	225.3
7	222.7	222.6	7	224.8	226.1	7	229.2	228.6
8	227.9	226.3	8	230.7	229.1	8	231.9	230.9

As indicated in the NWEA MAP Mathematics performance table above, student achievement in mathematics was above the national average in grades 5 and 8 after all three administrations of the benchmark assessment during the 2017-2018 school year; students in grades K, 3, 4, and 7 performed above the national average after one or more administration; student achievement in grade 1, 2, and 6 was below the national average after all three administrations of the benchmark assessment during the 2017-2018 school year.

Performance on ACT ^{1D}

*Data Source: Texas Academic Performance Report available in November

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

Performance on SAT ^{1D}

~~Average SAT math scores increased from 465 in 2016 to 496 in 2017 and trail the state average of 504.~~

~~Average SAT Critical Reading scores increased from 469 in 2016 to 515 in 2017, and are higher than the state average of 509.~~

Student Academic Achievement Strengths

- All campuses in the district received a rating of Met Standard
- In Domain III, Closing the Gaps, KISD met the academic achievement status target for all students in mathematics.
- In Domain III, KISD met the growth status for all students in ELA/Reading.
- At the **Approaches** Grade Level standard for Mathematics achievement, KISD improved/equaled the state in 2017 in 5 of 7 grade level categories.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. **Root Cause:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. **Root Cause:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. **Root Cause:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. **Root Cause:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 5: Students are achieving below the national average in reading and math across grades K-8 on the NWEA MAP assessment. **Root Cause:** The utilization of MAP reports to adjust reading and mathematics instruction remains a focus for the district.

Problem Statement 6: According to the 2017-2018 PBMAS report, KISD Bilingual/ESL, CTE, Economically Disadvantaged, and Special Education student groups received a two or three, indicating they are performing below the state average in ELA/reading, mathematics, science, social studies, and writing. **Root Cause:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

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, and 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 (DOK) level of the tasks, student/teacher discourse, and target/task alignment to increase from a DOK level 1 to a level 2, 3, or 4. STAAR and EOC test results from 2017-2018 show that student performance in the *Approaches Grade Level*, *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 2017-2018 Instructional Rounds, the 2018-2019 problem of practice is "Students struggle to achieve at high cognitive levels." The Theory of Action is "If all students engage in rigorous learning and interact as assessment capable visible learners through a gradual release of responsibility instructional model with learning tasks 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 coupled with Developing Assessment Capable Visible Learners from Nancy Frey, Dr. Doug Fisher, and John Hattie.

(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 the 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 and assessment rubrics.

(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 behavior and/or 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.

During the 2017-2018 school year, behavioral infractions across the district decreased by 1.5%. One process to help intervene for students with academic or behavioral challenges is RtI. After students receive two serious office referrals, RtI interventions are implemented to minimize out of class time. To meet the requirements of HB 674, the district created an Administrative Procedure (VIII-I) which requires principals to obtain the approval of the Executive Director for Student Services prior to assigning an out-of-school suspension to any student enrolled in PK through second grade. In addition to the RtI process for academic and behavioral support, 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. To meet requirements for HB 1886, the district implemented a new Dyslexia screening process for Kindergarten and first-grade students.

To aid students in the transition to school, KISD provides a Pre-K and Kindergarten roundup which takes place annually in May. In addition, sixth and ninth grade students participate in transitional camps to ease middle and high school transitions.

KISD strives to ensure teachers are prepared to provide high-quality instruction. According to the 2016-2017 TAPR, the percent of beginning teachers in KISD was 10.9%, which is 3.1% higher than the state. On average, KISD hires 400-500 new teachers each school year. In an effort to increase the amount of success teachers will experience, KISD implements an induction program.

KISD also strives to ensure that all students graduate from high school college, career, and military ready (CCMR) and competent. Students may begin the journey by taking pre-advanced placement courses or participating in AVID as early as sixth grade. Tours of the KISD Career Center are given to students in fifth and eighth grade where they explore the career and technical education opportunities available to them within the district. All students in Grades 9 through 11 are administered the PSAT on campus, during a school day. PSAT data, however, indicates KISD is below the state average in reading (-25 points) and mathematics (-22 points) which equates to a need for increased levels of college readiness. To aid in college, career, and military readiness, KISD will implement "Gear Up" for sixth and seventh-grade students and "Upward Bound" for eleventh-grade students who are or will be first-generation college students in 2018. In addition, Seniors participate in Job Fairs, FAFSA Night, and Fast Track to CTC applications for college preparedness. KISD also provides a blended learning model for students through Schoology, the district's learning management system. Feedback from administrators, teachers, and students reflects a need for additional professional development on technology integration and blended learning models for instruction.¹

A variety of advanced learning opportunities are available within the district. Parents and students are invited to informational sessions regarding the numerous advanced learning options available to all students. Opportunities include the International Baccalaureate Programme (IB), Pre-Advanced Placement (Pre-AP) courses, Advanced Placement (AP) courses, Career and Technical Education (CTE), Science, Technology, Engineering, and

Mathematics (STEM) courses, Dual credit opportunities in conjunction with Central Texas College, the Texas Bioscience Institute (TBI) in conjunction with Temple College, and the Early College High School.³

The International Baccalaureate (IB) programme provides a global education to students while providing a supportive atmosphere which fuels global thinking, student inquisitiveness, and academic achievement³. Students at Killeen High School, Charles Patterson Middle School, Rancier Middle School, Iduma Elementary, and Peebles Elementary host the IB program.

Pre-Advanced Placement, Advanced Placement, and other advanced courses are offered in Grades 6 through 12. All students enrolled in AP courses must participate in AP exams earning a score of three or above to receive college credit. During the 2017-2018 school year, 27% of students enrolled in an AP course received a score of three or above to earn college credit. 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. During the 2017-2018 school year, students enrolled in dual credit courses had a 93.8% success rate in obtaining a passing score for college credit. KISD funds up to an Associate degree for dual credit college hours per qualified student³. Both AP and dual credit courses provide students an opportunity to earn college credit while attending high school.

Career and Technical Education (CTE) opportunities³ are available to all students in Grades 8 through 12. Through Career and Technical Education, students are able to earn college credit by articulation and industry certifications. During the 2017-2018 school year, 67.5% of students successfully earned certification by exam.

Science, Technology, Engineering, and Mathematics (STEM) opportunities³ are available to students in Grades 6 through 12. The KISD Middle School STEM Academy is hosted at Roy J. Smith Middle School and is available to students in Grades 6 through 8. Students in Grades 9 through 12 may earn college credit through the KISD High School STEM Academy at any of the four high schools, the Career Center, or at Central Texas College.

Students in Grades 9 through 12 have an opportunity to earn college credit at the KISD Early College High School (ECHS). Students attend the Fort Hood campus in ninth and tenth grade and transition to Central Texas College in eleventh and twelfth. Through ECHS, students may earn an Associate Degree in interdisciplinary studies, which is funded by KISD.

The Temple College Texas Bioscience Institute is an additional option for qualifying eleventh and twelfth grade students. 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 associate degree from Temple College prior to receiving their high school diploma.

KISD strives to work collaboratively with students, staff, parents, and community members to develop the individual academic, social, emotional, and behavioral needs of students. 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 and each campus in turn created performance objectives and strategies aligned to the district goals, yet differentiated according to each campus' unique needs. Parental input is an important part of student development. Therefore, parents have an opportunity to participate in satisfaction surveys through the district's website. In addition, parents have access to an online Bully Reporting system via the KISD web page in the event they feel their child is a victim of bullying.

Students and staff are provided a variety of services via supplemental funding.⁵ Campuses are allocated funds from Title I and State Compensatory Education 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. Ten elementary and four secondary instructional coaches model best practices for literacy instruction and assist teachers in implementing these research-based practices in their classrooms. Six Special Education Lead Teachers will also model best practices for literacy instruction and assist teachers with writing research-based IEPs. 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. Through collaboration with Central Texas College, Title IV funds are used to support the middle school STEM Academy which is vertically aligned from 6th grade through college. Title IV funds are used to promote internet safety for parents through guest speakers, professional development and parent sessions. All initiatives funded via ESSA must maintain appropriate documentation. This process is facilitated through the use of the Title I Crate. ESSA funds also allow the Coordinator for State & Federal Programs and the District Homeless/Foster Care Liaison to attend training which allow them to stay up-to-date with all federal requirements. Five positions at the KISD Career Center are funded through the Carl Perkins Federal Grant. These employees focus on awareness, recruitment, transition planning, guidance, and instructional support for Career and Technical Education students.

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, 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, and assessment capable visible learners. To continue to promote inclusive practices, KISD is utilizing the Collaborative Teaching Model. During the 2016-2017 school year, elementary and middle school campuses on Ft. Hood participated via a DoDEA grant. In 2017-2018, the district included the Killeen High School feeder and in 2018-2019, the model will expand to include the Ellison High School feeder pattern. The total of 30 campuses currently participating in the collaborative teaching model. 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.¹

TECHNOLOGY

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, various initiatives for iPads in elementary classrooms and for ELL access, maker spaces, 3D printers, coding, and robotics are examples of current technologies being implemented in the classrooms of KISD.

Schoology, a learning management system, has been deployed on all campuses allowing for shared resources for staff and preparing our students for college level collaboration and communication. 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.

The district administers BrightBytes, a survey to all classroom teachers and all students grades 3 and above in the spring. This data provides a robust analysis of the technology access, use, and integration for teachers and students. Survey results indicate that a vast majority of teachers and students have access to technology resources both inside and outside of the district. In addition, students and teachers have good foundational skills in technology as well as knowledge in multimedia applications. Students and teachers, however, are lacking in use of the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) with technology as well as a foundational understanding of digital citizenship principles.

District Processes & Programs Strengths

Instructional Rounds

Instructional Rounds has been practiced in Killeen ISD since 2012. The rounds process is an explicit practice 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 2018-2019, instructional rounds teams will visit 18 campuses and approximately 425 classrooms. KISD continues to train additional teachers and campus administrators to strengthen the instructional rounds process and provide opportunities for instructional collaboration during Professional Learning Communities. Five additional training sessions were provided during the summer of 2018 and approximately 200 additional teachers were trained.

District PoP & Theory of Action

Killeen ISD has been engaged in the Harvard model of Instructional Rounds for five years. The district established a Problem of Practice that is derived from

our district data, dialogue, and our current work through classroom observations. The Problem of Practice is directly observable, actionable within the district's/school's control, connected to a broader strategy of improvement, and high leverage - making a significant difference in student learning. Our Problem of Practice for the 2018-2019 school year is: Students struggle to achieve at high cognitive levels.

Behind every Problem of Practice is 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 2018-2019 is: If all students engage in rigorous learning and interact as assessment capable visible learners through a gradual release of responsibility instructional model with learning tasks aligned to learning targets and goals, then student achievement will improve. Based on our problem of practice and theory of action, the district established Professional Learning Communities (PLC) for Principals, Assistant Principals, and Campus Instructional Specialists to reinforce their learning around these concepts throughout the year. These PLCs all occur within one week, so all campus leaders receive the same information in a timely manner.

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.

Momentum Plans

Our district Momentum Plan is a framework for our work in 2018-2019. 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, and essential questions guide the observation, observation debrief, and help us identify the next levels of work. Campuses across our district also create campus momentum plans that align 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. In addition to the new teacher mentoring program, KISD offers ASPIRE I and ASPIRE II to select Assistant Principals. Through ASPIRE I and ASPIRE II the Assistant Principals participate in job embedded experiences to increase self-awareness and strengthen collaborative capacity while gaining a greater understanding of instructional and organizational leadership.

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 four 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 crucial concepts learned deeply through collaborative conversations.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: In 2017-2018, the total number of PK-12 disciplinary practices that removed students from the classroom decreased by 1.7%. **Root Cause:** Effective classroom management strategies, RtI academic plans, and RtI behavioral plans.

Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. **Root Cause:** The KISD teacher turnover rate is similar to the national teacher turnover rate.

Problem Statement 3: Roughly 50% of seniors in the class of 2017 did not meet the College Career Military Readiness (CCMR) indicator **Root Cause:** Increased communication and district processes, including appropriate student information system audit processes, are needed to address changes in the states CCMR criteria.

Problem Statement 4: ESSA requires substantial documentation and training in order to meet all federal requirements. **Root Cause:** ESSA requires documentation and training to stay up to date.

Problem Statement 5: According to the BrightBytes survey administered annually to students (grades 3-12), classroom teachers, and campus leadership, our students are lacking in use of the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) with technology as well as a foundational understanding of digital citizenship principles. **Root Cause:** Teachers need more professional development opportunities on their campuses and at the district level that address technology integration and digital citizenship principles in their curriculum.

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). SBDM membership reflects the ethnicity and socio-economic make-up of the district. Parents and community members also sit on 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 Early Learners which 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 throughout 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 Jackson Professional Learning Center (JPLC) which offers resources such as books, videos, online educational supports (articles and research), and will provide monthly parent group meetings and one-on-one parent/family training 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 businesses, 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. Homeless Awareness and Response Program (HARP) angels provide support to KISD's McKinney-Vento program, which provides items for homeless students which cannot be purchased through conventional means.

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 Student On-line Achievement Resources (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 childcare at all off post KISD elementary schools. The Boys and Girls Club provides after-school tutoring and mentoring at various middle schools and at all high schools in the district. 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 Military Family Life Consultant (MFLC) program is available at many campuses to provide support

and assistance to active duty Soldiers, National Guard & Reserves, military family members and civilian personnel. Military and Family Life Consultants can help people who are having trouble coping with concerns and issues of daily life. Additionally, the Rotary Clubs in our community support character education via the Early Act First Knight program at participating campuses. KISD also maintains 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. KISD also holds an Annual Family Fitness & Wellness Fair in conjunction with the City of Killeen's Celebrate Killeen event.

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 the 2018-2019 school year, 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 participating 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. KISD monitors student discipline through a variety of facets. The district communicates and implements a student code of conduct to ensure student safety is maintained. A software reporting system is used to track disciplinary incidents and monitor what type of incidents are occurring, the consequences delivered, and to track student populations. This tool allows campuses to determine the type of professional development and support needed to help students be successful behaviorally and academically. In addition, 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.⁴ With the passing of the Bond, funds have been allocated to address student and teacher safety and security by limiting building access, improving intercoms, adding perimeter fencing, and providing shade structures for outdoor play at elementary schools. A large focus of the money is purposed to upgrade existing facilities to meet compliance with the Americans with Disabilities Act, to include renovating ramps, entrances, and restrooms.

Our campuses offer a variety of after-school activities, clubs, and University Interscholastic League (UIL) events promoting student connectedness which enhances a positive school environment. The Student Advisory Committee (SAC), which consists of high school students from each of the five high schools, meets monthly with the Superintendent and his leadership team to discuss current learning experiences and planning for future program improvement. Conversations are centered around perceptions of campus life and student participation in their education and campus activities. Junior and Senior students indicated that they wish they had a better understanding of the different career pathways available prior to enrolling in high school. In addition, many campuses in KISD have the Student - to - Student program (S2S) which focuses on welcoming new students to the campus and helps them acclimate to their surroundings. One of the 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 focuses on connectedness through building strong, positive relationships with our community partners, staff, and students. Each campus and department participate in a team building event during their professional development week to enhance the positive workplace culture and climate for every employee.

Volunteers are a significant resource in helping create a supportive and welcoming environment in our schools. Each year KISD celebrates our volunteers in an annual banquet where campuses and individual volunteers are recognized for their contributions. This past year, KISD recorded over 9,427 volunteers

contributing 68,714 hours of service as of the date of the volunteer luncheon. However, the number of volunteers decreased 5% from 2016-2017.

Creating an atmosphere of open communication with employees, students, parents and the community is essential. KISD utilizes tools such as district publications, websites containing vital and timely information as well as KISD-TV. A phone call messages system, Connect Ed. is used to inform parents of student attendance, grades, events, and programs happening on campuses. The KISD Public Information Officer works closely with multiple media outlets to coordinate timely information to all stakeholders.

Perceptions Strengths

- Superintendent Student Advisory Committee on all five 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, Boys & Girls Club, YMCA, and Community & Youth Student Services.
- An online 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 environment 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.
- SRSS reporting system to track discipline
- Expansion of the STEM Academy in KISD
- KISD offerings at the Career Center

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of community and parent volunteers decreased by 5% from the 16-17 school year. **Root Cause:** Increased and diversified types of communication and district processes are needed to connect with the community and parents in a variety of venues.

Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic,

social, emotional, and behavioral needs. **Root Cause:** There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

Problem Statement 3: Private schools must have the opportunity to participate in services provided by federal funds. **Root Cause:** This is a requirement under ESSA.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates data
- 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
- Local benchmark or common assessments data
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- School safety data

Employee Data

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

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- 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 all 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 Approaches Grade Level Standard and Meets Grade Level Standards.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 1) Through the Collaborative Teaching Initiative, collaborative teaching partners at the Fort Hood campuses as well as campuses in the Shoemaker, Killeen, and Ellison 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, 6 Funding Sources: 224 - IDEA B Formula - 100000.00, 211 - ESEA, Title I Part A - 50000.00</p>			

<p>Comprehensive Support Strategy</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>	Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 690000.00, 224 - IDEA B Formula - 852000.00</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>	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increased results as measured on formative and summative assessments in the area of handwriting.				
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 224 - IDEA B Formula - 9600.00</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>	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinator for Skills Program	Increased student achievement in reading, science, and math as measured by Waterford Reports and Data.				
	<p>Problem Statements: Student Academic Achievement 1, 3, 4, 5, 6</p> <p>Funding Sources: 224 - IDEA B Formula - 35000.00</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>	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increased student achievement in reading and math as measured by Success Maker Reports and Data.				
	<p>Problem Statements: Student Academic Achievement 1, 3, 6</p> <p>Funding Sources: 224 - IDEA B Formula - 108000.00</p>					

<p>Comprehensive Support 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>	Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
	<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 199 - General Funds - 25000.00</p>					
<p>Comprehensive Support 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>	Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
	<p>Problem Statements: Student Academic Achievement 1, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 85928.00, 255 - ESEA Title II - 5000.00</p>					
<p>Comprehensive Support 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>	Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
	<p>Problem Statements: Student Academic Achievement 1, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 60000.00, 255 - ESEA Title II - 2500.00</p>					
<p>Comprehensive Support 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>	Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
	<p>Problem Statements: Student Academic Achievement 1, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 50000.00, 255 - ESEA Title II - 2500.00, 287 - DoDEA Ft. Hood - 11340.00</p>					

<p>Comprehensive Support 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>		Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, STAAR, TELPAS data; teacher participation and feedback				
<p>Problem Statements: Student Academic Achievement 3, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 50000.00</p>							
<p>Comprehensive Support 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>		Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, STAAR, TELPAS data; teacher participation and feedback				
<p>Problem Statements: Student Academic Achievement 3, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 60000.00, 255 - ESEA Title II - 2500.00</p>							
<p>Comprehensive Support 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>		Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, STAAR, TELPAS data; teacher participation and feedback				
<p>Problem Statements: Student Academic Achievement 3, 5, 6</p> <p>Funding Sources: 166 - State Comp Ed - 500000.00</p>							
<p>Comprehensive Support 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>		Elementary Curriculum & Professional Development	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, STAAR, TELPAS data; teacher participation and feedback				
<p>Problem Statements: Student Academic Achievement 2, 4, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 50000.00</p>							
<p>Comprehensive Support 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>		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				
<p>Problem Statements: Student Academic Achievement 1, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 35000.00</p>							

<p>Comprehensive Support 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>	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				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 70000.00, 166 - State Comp Ed - 45000.00, 255 - ESEA Title II - 5000.00</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>	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				
	<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 199 - General Funds - 10000.00</p>					
<p>Comprehensive Support 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, 5, 6</p> <p>Funding Sources: 211 - ESEA, Title I Part A - 100000.00</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>Problem Statements: Demographics 1</p> <p>Funding Sources: 177 - Gifted/Talented - 7425.00</p>					
<p>Comprehensive Support 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, 6</p> <p>Funding Sources: 199 - General Funds - 80000.00, 128 - High School Allotment - 40000.00</p>					

20) Provide curriculum and instructional support for secondary math teachers through collaborative professional development with Texas A & M Central Texas.	Secondary Curriculum and Professional Development	Teacher participation and feedback, STAAR/EOC results, coaching reports.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 128 - High School Allotment - 40000.00					
Comprehensive Support Strategy 21) Provide an Elementary and 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.	Elementary and Secondary Curriculum and Professional Development	Observation of instructional strategies through instructional rounds, T-TESS data, artifacts posted in Schoology group, attendance sign-in				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 199 - General Funds - 3000.00					
Comprehensive Support Strategy 22) Implement district provided, best practice lessons for identified low performance SEs on the STAAR and EOC.	Elementary and Secondary Curriculum and Professional Development	STAAR/EOC Scores				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6					
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.	Secondary Curriculum and Professional Development	STAAR/EOC Scores				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - General Funds - 25000.00, 128 - High School Allotment - 25000.00					
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.				
	Problem Statements: Demographics 1					
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				
	Problem Statements: School Processes & Programs 3 Funding Sources: 199 - General Funds - 25000.00					

<p>26) Create a high school and maintain the 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.</p>		<p>Director of STEM Asst. Supt. Curriculum & Instruction</p>	<p>Increase student achievement in all core subjects.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 289 - ESSA, Title IV Part A - 524899.00</p>							
<p>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.</p>		<p>Executive Director for Technology Services, Secondary Curriculum and Professional Development</p>	<p>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, graduation rates</p>				
<p>Problem Statements: School Processes & Programs 3 Funding Sources: 286 - DoDEA LMS - 0.00</p>							
<p>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.</p>		<p>Asst. Supt. Curriculum & Instruction, Director ECPD, Director SCPD</p>	<p>Increased knowledge of research-based, best practices for classroom instruction.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 255 - ESEA Title II - 1098394.00</p>							
<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 and SCE funds. In addition, campuses will use the CNA to plan Title III to improve student achievement for Limited English Proficient students.</p>		<p>Campus principals, Executive Directors for Leadership, Asst. Supt. for Leadership, Asst. Supt. for Curriculum & Instruction</p>	<p>Increased student achievement in all core subjects.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - ESEA, Title I Part A - 8291056.00, 263 - ESEA, Title III Part A - 256932.00, 166 - State Comp Ed - 3530056.00</p>							
<p>PBMAS 30) Provide professional development and instructional materials throughout the school year and in the summer to provide best practice strategies for teaching reading and writing skills in Career and Technical Education classrooms.</p>		<p>Executive Director for Career and Technical Education</p>	<p>Increased student achievement in ELAR as measured by the STAAR EOC, TSIA, SAT, or ACT.</p>				

31) Provide services to at-risk students in a variety of settings through programs that increase student achievement.	Asst. Supt. C&I, Executive Directors for Leadership	Increase number of at-risk students meeting standard on state and local assessments and reduced number of disciplinary referrals to district programs.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 166 - State Comp Ed - 4751550.00					
32) Secondary Instructional Coaches will provide on-site and on-line coaching to support teachers with the reading and writing across the content area. Professional development will be provided to build the capacity of the instructional coaches to equip them for this work	Director of Secondary Curriculum and Development	Increased student achievement as measured by Curriculum Unit Assessments; STAAR and EOC's;				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 199 - General Funds - 400000.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. Root Cause 2: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. Root Cause 3: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. Root Cause 4: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 5: Students are achieving below the national average in reading and math across grades K-8 on the NWEA MAP assessment. Root Cause 5: The utilization of MAP reports to adjust reading and mathematics instruction remains a focus for the district.

Problem Statement 6: According to the 2017-2018 PBMAS report, KISD Bilingual/ESL, CTE, Economically Disadvantaged, and Special Education student groups received a two or three, indicating they are performing below the state average in ELA/reading, mathematics, science, social studies, and writing. **Root Cause 6:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

School Processes & Programs

Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. **Root Cause 2:** The KISD teacher turnover rate is similar to the national teacher turnover rate.

Problem Statement 3: Roughly 50% of seniors in the class of 2017 did not meet the College Career Military Readiness (CCMR) indicator **Root Cause 3:** Increased communication and district processes, including appropriate student information system audit processes, are needed to address changes in the states CCMR criteria.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all 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, Domain II will reflect a two percentage point increase in the percent of tested students meeting or exceeding one year of academic progress in reading and mathematics, and the district Domain III score will exceed the state Domain III score and show growth over district performance in 2017-2018.

Evaluation Data Source(s) 2: Domain IIA scores
 Domain III scores
 Student sub-group STAAR / EOC performance

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Implement research-based reading interventions and differentiation for all students through the use of supplemental resources at selected elementary and middle school campuses. Ongoing professional development will be provided for interventions.		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				
	Problem Statements: Student Academic Achievement 1, 5, 6 Funding Sources: 211 - ESEA, Title I Part A - 20000.00						
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.		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				
3) Provide ongoing support and professional development for Section 504 Coordinators relating to meeting the needs of Section 504 and students with dyslexia. Section 504 Coordinators will in-turn provide support across the district relating to meeting the needs of Section 504 and students with dyslexia.		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				
Problem Statements: Demographics 1 Funding Sources: 166 - State Comp Ed - 55000.00							

<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>				
<p>Problem Statements: Demographics 1 Funding Sources: 166 - State Comp Ed - 542773.00</p>						
<p>5) Provide customized instruction for qualified general education home-bound 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>				
<p>Problem Statements: Demographics 1 Funding Sources: 166 - State Comp Ed - 95000.00</p>						
<p>Comprehensive Support Strategy 6) Provide professional development and support throughout the school year and during the summer on sheltered instruction and research-based strategies that support the learning of English Language Learners.</p> <p>District bilingual/ELL specialists will attend conferences and trainings to stay abreast of changes to laws, policies, procedures, and best practices related to meeting the needs of bilingual and ELL students.</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 - Student Academic Achievement 6 Funding Sources: 165/ES0 - ELL - 60000.00</p>						
<p>Comprehensive Support Strategy 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.</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 - Student Academic Achievement 6 Funding Sources: 263 - ESEA, Title III Part A - 160650.00</p>						
<p>Comprehensive Support Strategy 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.</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 - Student Academic Achievement 6 Funding Sources: 165/ES0 - ELL - 30000.00</p>						

<p>Comprehensive Support Strategy</p> <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.</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 - Student Academic Achievement 6 Funding Sources: 263 - ESEA, Title III Part A - 10000.00</p>							
<p>Comprehensive Support Strategy</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 Funding Sources: 263 - ESEA, Title III Part A - 6500.00</p>							
<p>11) Partner with ESC Region 12 to provide the following Migrant program services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination 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>Comprehensive Support 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, 5, 6 Funding Sources: 199 - General Funds - 150000.00</p>							

<p>Comprehensive Support Strategy</p> <p>13) Provide support for campuses in the implementation of state Student Success Initiative (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>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 199 - General Funds - 5500.00</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>					
<p>15) Provide ongoing support and professional development as outlined in IDEA B for Campus ARD administrators and Special Education campus coordinators.</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>16) Continue the use of the RTI process to improve the referral process and provide support to students in need.</p>	<p>Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum & Professional Development</p>	<p>Decreased DNQ rate for special education referrals.</p>					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. Root Cause 2: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. Root Cause 3: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. Root Cause 4: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 5: Students are achieving below the national average in reading and math across grades K-8 on the NWEA MAP assessment. Root Cause 5: The utilization of MAP reports to adjust reading and mathematics instruction remains a focus for the district.
Problem Statement 6: According to the 2017-2018 PBMAS report, KISD Bilingual/ESL, CTE, Economically Disadvantaged, and Special Education student groups received a two or three, indicating they are performing below the state average in ELA/reading, mathematics, science, social studies, and writing. Root Cause 6: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all 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, career, and military ready graduates as measured by Domain I.

Evaluation Data Source(s) 3: Domain I scores
Graduation Plan #'s

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 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>		<p>Director of Elementary Curriculum & Professional Development; Director of 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>				
<p>Comprehensive Support Strategy 2) Provide alternative options for credit recovery and advancement for students using online curriculum across all high school campuses and in Evening Academy.</p>		<p>Secondary Curriculum and Professional Development</p>	<p>Course enrollments and completion and passing rates</p>				
<p>Comprehensive Support Strategy 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>		<p>Director of Guidance Services, Secondary Curriculum and Professional Development, and Information Systems</p>	<p>Creation of required campus SSPs in E-School Plus</p>				

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				
Problem Statements: School Processes & Programs 3 Funding Sources: 199 - General Funds - 100000.00							
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; 2019 AP exam scores; longitudinal data; teacher and student feedback				
Problem Statements: School Processes & Programs 3 Funding Sources: 199 - General Funds - 100000.00							
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				
Problem Statements: School Processes & Programs 3 Funding Sources: 199 - General Funds - 45000.00							

8) Provide ongoing training to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and timeline for entering the PGP information into eSchool and provide resources to support these staff with guiding students through career exploration.		Director of Guidance Services; Executive Director for Career and Technical Education	Counselor input and feedback on process; PGPs completed and entered into eSchool for all students in grades 9-12.				
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 and Career Night; Student and Parent workshops to include: informational sessions on endorsements and academic opportunities in KISD; planning for college; FAFSA (Grades 5-12).		Director of Guidance Services	Student, parent, counselor, and college personnel participation				
10) Host district-wide Career Center tours for all 5th and 8th grade students in Killeen ISD.		Director of CTE and Director of Guidance Services	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.		Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increase in work site locations				
Funding Sources: 162 - Special Education - 100000.00							
12) Implement a transition specialist to assist special education students transitioning into school as well as transitioning out of school.	2.4, 2.5, 2.6	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	100% on SPP indicator 7, 13 & 14				
Problem Statements: School Processes & Programs 3 - Perceptions 2 Funding Sources: 224 - IDEA B Formula - 65000.00							
13) Actively participate in the regional P20 Council to maintain collaboration with economic development centers, institutions of higher education, workforce leadership, and chambers of commerce in our region.		Executive Director for Career and Technical Education Director of Guidance Services	Alignment with high demand career and college programs in our region.				

14) Supplemental CTE staff will be provided to increase awareness and recruitment for Career and Technical Education programs, to provide guidance to students and parents when updating personal graduation plans (PGP) and when preparing to transition to college, career or military life after graduation.		Executive Director for Career and Technical Education	Student participation and feedback, parent participation and feedback, completed PGPS aligned to future college, career and military readiness.				
15) In collaboration with local Workforce Solutions staff, area chambers and economic development groups, provide an annual job fair experience for graduating seniors to explore local and regional employment opportunities prior to graduation.		Executive Director for Career and Technical Education	Student participation and feedback, employer participation and feedback.				
16) Provide curriculum unit assessments derived from the district curriculum to strengthen the instructional core, which will provide opportunities for real time data analysis of state standards in mathematics, reading, and writing.		Director of Elementary Curriculum & Professional Development; Director of Secondary Curriculum & Professional Development; Asst. Supt. C&I,	Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, mClass Math, Tejas LEE, STAAR, TELPAS data; teacher participation and feedback				
Problem Statements: Student Academic Achievement 1, 3							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. Root Cause 2: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. **Root Cause 3:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. **Root Cause 4:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 6: According to the 2017-2018 PBMAS report, KISD Bilingual/ESL, CTE, Economically Disadvantaged, and Special Education student groups received a two or three, indicating they are performing below the state average in ELA/reading, mathematics, science, social studies, and writing. **Root Cause 6:** The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

School Processes & Programs

Problem Statement 3: Roughly 50% of seniors in the class of 2017 did not meet the College Career Military Readiness (CCMR) indicator **Root Cause 3:** Increased communication and district processes, including appropriate student information system audit processes, are needed to address changes in the states CCMR criteria.

Perceptions

Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. **Root Cause 2:** There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

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 teacher attrition and increase retention.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	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 administrators.		Leadership Development	Administrator Feedback; Administrator Participation				
Comprehensive Support Strategy 2) 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.		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				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 199 - General Funds - 45000.00						
3) Provide professional development opportunities for all principals in Principal PLCs.		Leadership Development	Principal feedback				
4) Conduct Instructional Rounds training for all new campus administrators, so that all principals, all assistant principals, and all campus instructional specialists may participate.		Leadership Development	Principal feedback, Principal participation				
5) Provide professional development opportunities for all assistant principals in Assistant Principal PLCs.		Leadership Development	Assistant Principal participation/feedback				
6) Organize T-PESS training for all administrators and new administrators through ESC.		Leadership Development	Administrator feedback, T-PESS Certifications				
7) 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				

8) Conduct Instructional Rounds Network visits two times per network per year, for a total of 18 campus rounds.		Leadership Development	Network feedback, Network participation				
Comprehensive Support Strategy 9) 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 - 6000.00, 128 - High School Allotment - 30000.00						
10) Provide monthly Career and Technical Education collaborative meetings to bring CTE and core academic teachers together to share best practices, encourage CTE-Academic integration, updates to CTE curriculum, resources, instructional materials, and support during collaborative lesson planning.		Executive Director for Career and Technical Education	Teacher feedback and participation				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. Root Cause 2: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. Root Cause 3: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. Root Cause 4: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

Problem Statement 5: Students are achieving below the national average in reading and math across grades K-8 on the NWEA MAP assessment. **Root Cause 5:** The utilization of MAP reports to adjust reading and mathematics instruction remains a focus for the district.

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 teacher attrition and increase retention.

Evaluation Data Source(s) 2: PD Offerings
Attrition

Summative Evaluation 2:

Strategy Description	ELEMENTS	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.		Leadership Development	Teacher Feedback, Teacher participation				
2) Provide professional development opportunities for new mentors (Initial Mentoring and Leadership for Mentors).		Leadership Development	Mentor participation, Mentor feedback, Teacher retention				
Problem Statements: School Processes & Programs 2							
3) Facilitate a learning community and leadership opportunities for experienced mentors (Mentoring Network).		Leadership Development	Mentor participation, Participation feedback, Teacher retention				
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 or four new teachers per campus providing each campus with a team of eight.		Leadership Development	Teacher feedback, Teacher participation				
12) Develop an internship program for LSSPs, social workers, and other therapy/evaluation staff in order to grow the hiring pool for KISD.	2.6	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increased hiring pool of applicants				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. Root Cause 2: The KISD teacher turnover rate is similar to the national teacher turnover rate.

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:

Strategy Description	ELEMENTS	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.				
	Problem Statements: Perceptions 1, 2 Funding Sources: 162 - Special Education - 2000.00						
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.				
	Problem Statements: Perceptions 1, 2 Funding Sources: 162 - Special Education - 1000.00						

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.				
	Problem Statements: Perceptions 1, 2 Funding Sources: 162 - Special Education - 14000.00					
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.				
	Problem Statements: Perceptions 1					
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 1 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 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 1231.82, 199 - General Funds - 5900.00					
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.				
	Problem Statements: Perceptions 1					

8) Provide Parent Liaisons and Parent Program contacts with monthly training in addition to Job-a-like Day session and Practical Parent Education curriculum reviews.		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.				
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 in turn, will pass along training to Parent Liaisons and Parent Program Contacts.	Problem Statements: Perceptions 1 Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 3616.18						
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 1 Funding Sources: 199 - General Funds - 10950.00							
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 1 Funding Sources: 199 - General Funds - 5200.00							
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 1 Funding Sources: 211 - ESEA, Title I Part A - 75000.00, 206 - TEXSHEP - 111525.00							
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.				
Funding Sources: 211 - ESEA, Title I Part A - 24487.00, 255 - ESEA Title II - 9017.00, 289 - ESSA, Title IV Part A - 4920.00							

13) Provide opportunities for parents, students, KISD staff, and community members to learn more about the available Career and Technical Education programs and their aligned college and career pathways through print and multimedia resources, CTE Awareness sessions, parent nights for middle and high school, and parent workshops.		Executive Director for Career and Technical Education	Parent/student participation, parent/student feedback				
14) Provide opportunities for parents, students, KISD staff, and community members to learn more about Digital Wellness principles including digital footprints, social media access, copyright, plagiarism, and appropriate of digital media, through professional development on the campuses and at district levels, including a parent day at the Innovative Learning Conference and through a parent accessible web site.		Digital Wellness Committee	BrightBytes survey will show an increase in digital citizenship awareness by both teachers and students.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.</p>
School Processes & Programs
<p>Problem Statement 5: According to the BrightBytes survey administered annually to students (grades 3-12), classroom teachers, and campus leadership, our students are lacking in use of the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) with technology as well as a foundational understanding of digital citizenship principles. Root Cause 5: Teachers need more professional development opportunities on their campuses and at the district level that address technology integration and digital citizenship principles in their curriculum.</p>
Perceptions
<p>Problem Statement 1: The number of community and parent volunteers decreased by 5% from the 16-17 school year. Root Cause 1: Increased and diversified types of communication and district processes are needed to connect with the community and parents in a variety of venues.</p>
<p>Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. Root Cause 2: There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.</p>

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:

Strategy Description	ELEMENTS	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) Conduct 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 training, Participation numbers				
4) Continue implementation of Senate Bill 1398, Special Education Cameras in self-contained classrooms as requested		School Safety	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				
Problem Statements: School Processes & Programs 1 - Perceptions 2							

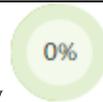
8) Provide Texas Behavior Support Initiative training for new special education teachers in KISD.		Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Registration roster of class participants				
Problem Statements: School Processes & Programs 1, 2 Funding Sources: 224 - IDEA B Formula - 75000.00							
9) 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.				
Problem Statements: School Processes & Programs 1, 2 Funding Sources: 224 - IDEA B Formula - 200000.00							
10) 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 training				
11) 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				
12) 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				
13) Provide individual students, identified by a student's IEP, a physical need aide to assist with implementing a BIP or managing behaviors so that a student is successful in their learning environment	2.4, 2.5, 2.6	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Decrease in behavior incidents associated with an individual.				
Funding Sources: 162 - Special Education - 1000000.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: In 2017-2018, the total number of PK-12 disciplinary practices that removed students from the classroom decreased by 1.7%. Root Cause 1: Effective classroom management strategies, RtI academic plans, and RtI behavioral plans.
Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. Root Cause 2: The KISD teacher turnover rate is similar to the national teacher turnover rate.
Perceptions
Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. Root Cause 2: There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		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.				
	Problem Statements: Perceptions 2						
2) Provide professional development for developing Standards Based and IEP Goals and Objectives that fosters academic rigor.		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.				
	Problem Statements: Demographics 1 Funding Sources: 224 - IDEA B Formula - 100000.00						
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.		Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Teacher participation, classroom observations and decreased classroom behavior referrals.				
	Problem Statements: School Processes & Programs 2 - Perceptions 2 Funding Sources: 224 - IDEA B Formula - 100000.00						

4) Provide professional development to campuses in creating strategies to reduce SPED ISS and DAEP discretionary placements.		Executive Director for Student Services, Executive Director for Special Education, Director for Special Education, District Special Education Coordinators, and Special Education Staff	Decrease the number of special education students assigned to alternative placements.				
Problem Statements: School Processes & Programs 1 Funding Sources: 224 - IDEA B Formula - 100000.00							
5) Provide monthly ARD administrator and HS coordinator meetings to ensure that special education policies and guidelines are followed and to provide timely updates.		Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Reduced number of complaints. Improve or maintain compliance standards with PBMS or SPP indicators.				
6) Provide science safety training to all new or identified returning science teachers.		Secondary Curriculum and Professional Development	Teacher participation Course completion				
Problem Statements: Student Academic Achievement 4 Funding Sources: 128 - High School Allotment - 1000.00							
7) Provide Worth the Wait curriculum to secondary students and training for secondary teachers.		Secondary Curriculum and Professional Development	Student participation and feedback.				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Funds - 3000.00							
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.		Executive Director for Special Education, Director for Special	Increase the capacity of the special education staff to support special education students. Decrease student retention in special education.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 2 Funding Sources: 224 - IDEA B Formula - 100000.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. Root Cause 2: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. Root Cause 3: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. Root Cause 4: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 5: Students are achieving below the national average in reading and math across grades K-8 on the NWEA MAP assessment. Root Cause 5: The utilization of MAP reports to adjust reading and mathematics instruction remains a focus for the district.
School Processes & Programs
Problem Statement 1: In 2017-2018, the total number of PK-12 disciplinary practices that removed students from the classroom decreased by 1.7%. Root Cause 1: Effective classroom management strategies, RtI academic plans, and RtI behavioral plans.
Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. Root Cause 2: The KISD teacher turnover rate is similar to the national teacher turnover rate.
Perceptions
Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. Root Cause 2: There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide academic support for general education classroom teachers through the use of Special Education Aides.		Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increase special education student performance.				
	Problem Statements: Demographics 1 Funding Sources: 224 - IDEA B Formula - 2000000.00						
2) Provide department and job-a-like team meetings monthly to enhance and strengthen the special education program.		Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Increase the capacity of special education staff to support special education staff and students.				
3) Implement program frameworks to align the special education programs across the district.		Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Improve program consistency district-wide.				
	Problem Statements: Perceptions 2						

4) Implement exemplar models to improve quality and content of FIEs and IEPs; to include the academic rigor of the IEP.		Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Increase the capacity of special education staff to support special education staff and students.				
5) 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 4 Funding Sources: 211 - ESEA, Title I Part A - 21200.00							
6) Coordinator for State & Federal Programs, District Homeless/Foster Care Liaison, and Special Programs department staff will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs. The Special Programs department will support the district in the implementation of 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 4 Funding Sources: 211 - ESEA, Title I Part A - 7400.00, 166 - State Comp Ed - 82827.00							
7) 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 2017-2018.				
8) 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.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. **Root Cause 1:** The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.

School Processes & Programs

Problem Statement 4: ESSA requires substantial documentation and training in order to meet all federal requirements. **Root Cause 4:** ESSA requires documentation and training to stay up to date.

Perceptions

Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. **Root Cause 2:** There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - Perceptions 2						
2) 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.				
	Problem Statements: School Processes & Programs 5						
3) 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.				
	Problem Statements: School Processes & Programs 5						
4) 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				
	Problem Statements: School Processes & Programs 3, 5 - Perceptions 2						

5) 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 - 148000.00					
6) Provide a district-wide innovative learning conference in collaboration with the curriculum and instruction and digital learning departments with professional developments sessions covering all grade levels, all curriculum content areas and effective technology integration strategies.	Curriculum and Instruction, Digital Learning	Increased student/staff usage reports, professional learning attendance records, increased integration of technology as indicated on the BrightBytes survey				
	Problem Statements: School Processes & Programs 2, 5					
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 2: The percentage of students approaching or meeting state expectations in grade 8 social studies continue to be below the state average. Root Cause 2: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 3: The percentage of students approaching or meeting state expectations in grade 3 - 8 mathematics and Algebra I EOC continue to be below the state average. Root Cause 3: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 4: The percentage of students approaching or meeting state expectations in science and Biology has decreased or remained constant over the last five years. Root Cause 4: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
School Processes & Programs
Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. Root Cause 2: The KISD teacher turnover rate is similar to the national teacher turnover rate.

Problem Statement 3: Roughly 50% of seniors in the class of 2017 did not meet the College Career Military Readiness (CCMR) indicator **Root Cause 3:** Increased communication and district processes, including appropriate student information system audit processes, are needed to address changes in the states CCMR criteria.

Problem Statement 5: According to the BrightBytes survey administered annually to students (grades 3-12), classroom teachers, and campus leadership, our students are lacking in use of the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) with technology as well as a foundational understanding of digital citizenship principles. **Root Cause 5:** Teachers need more professional development opportunities on their campuses and at the district level that address technology integration and digital citizenship principles in their curriculum.

Perceptions

Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. **Root Cause 2:** There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

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:

Strategy Description	ELEMENTS	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				
Problem Statements: Student Academic Achievement 1, 5							
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				
Problem Statements: School Processes & Programs 5							
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				
Problem Statements: School Processes & Programs 5							

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				
Problem Statements: School Processes & Programs 5						
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.				
Problem Statements: Demographics 1 Funding Sources: 162 - Special Education - 165000.00						
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.				
Problem Statements: School Processes & Programs 2 - Perceptions 2						
9) Continue to provide state-of-the-art technology, industry-relevant equipment and up-to-date instructional resources for all Career and Technical Education students in support of college, career and military readiness.	Executive Director for Career and Technical Education	Increased resources for students and staff; advisory board and staff feedback				
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The student population, to include students identified as homeless, economically disadvantaged, BE/LEP/ESL, Special Education, at-risk, or dyslexic, including students in career and technical education, is increasing in number and performing below the state and district "approaches grade level" in mathematics, reading, and writing as measured by STAAR. Root Cause 1: The increased cognitive complexity of the college career readiness standards in mathematics, reading, and writing, and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Student Academic Achievement
Problem Statement 1: The percentage of students approaching or meeting state expectations in reading and writing has decreased or remained constant over the last five years. Root Cause 1: The increased cognitive complexity of the college career readiness standards and the resulting increased need for instructional strategies aligned to those higher cognitive levels, and the resulting increased need to use data to inform instruction and interventions.
Problem Statement 5: Students are achieving below the national average in reading and math across grades K-8 on the NWEA MAP assessment. Root Cause 5: The utilization of MAP reports to adjust reading and mathematics instruction remains a focus for the district.

School Processes & Programs

Problem Statement 2: According to the TAPR, the KISD teacher turnover rate exceeded the state by 1.1%. **Root Cause 2:** The KISD teacher turnover rate is similar to the national teacher turnover rate.

Problem Statement 5: According to the BrightBytes survey administered annually to students (grades 3-12), classroom teachers, and campus leadership, our students are lacking in use of the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) with technology as well as a foundational understanding of digital citizenship principles. **Root Cause 5:** Teachers need more professional development opportunities on their campuses and at the district level that address technology integration and digital citizenship principles in their curriculum.

Perceptions

Problem Statement 2: Students are not always aware of or do not always take advantage of the many systems and processes in place to meet their academic, social, emotional, and behavioral needs. **Root Cause 2:** There is an inconsistency in communicating the resources available to students and parents which ensure that students are equipped to adjust to the changing academic, social, emotional, and behavioral challenges they face.

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	MaryLynn Gawryszewski	Director High School Curriculum and Instruction
Classroom Teacher	Erin Wyatt	Teacher - Elementary
Classroom Teacher	Sherry Miller	Teacher - Elementary
Classroom Teacher	Celeste Zadnichek	Teacher - Elementary
Classroom Teacher	Corey Cooks	Teacher - Elementary
Classroom Teacher	Cioni Williams	Teacher - Middle School
Classroom Teacher	Kimberly McClish	Teacher - Middle School
Classroom Teacher	Beth Hammack-Danley	Teacher - Middle School
Classroom Teacher	Minerva Cotton	Teacher - Middle School
Classroom Teacher	Bryan Charlton	Teacher - High School
Classroom Teacher	Tracy Patterson	Teacher - High School
Classroom Teacher	Fernando Hernandez	Teacher - High School
Classroom Teacher	Brooke Knight	Teacher - High School
Non-classroom Professional	Chad Hammonds	Campus Instructional Specialist
Non-classroom Professional	Vance Self	Campus Instructional Specialist
Non-classroom Professional	Jason Duran	Attendance Officer High School
Non-classroom Professional	Michelle West	Counselor
District-level Professional	Jacqueline Pilkey	Director Special Education
Parent	Robyn Robinson	
Parent	Maureen Montez	
Parent	Tori Noon	
Parent	Lisa Griffin	
Community Representative	Bill Farley	
Community Representative	Calvin Moultrie Sr.	
Business Representative	Horace Grace	

Business Representative	Aya Eneli	
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