

# **Killeen Independent School District**

## **Live Oak Ridge Middle School**

### **2019-2020 Improvement Plan**

**Accountability Rating: D**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

# **Mission Statement**

**Teach so that students learn to their maximum potential.**

## **Vision**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### LIVE OAK RIDGE MIDDLE SCHOOL- PROFILE

Live Oak Ridge Middle School provides instruction for 6th, 7th, and 8th grade students. For the next school year, we have approximately 651 students projected to enroll with approximately 68% economically disadvantaged learners. 78% of our school population is considered at-risk by the state standards. The vast majority of our student population is African- American or Hispanic.

Teachers: 37 Professional support: 8 Administrators: 3 Aides: 11 Administrative Support: 5

The focus of this year's professional development will be the gradual release model, critical reading with a focus on text dependent questions, developing a growth mindset for all, discipline reform, and celebrating student achievement.

### Projected 2019 - 20 Population:

6th Grade 217

7th Grade 208

8th Grade 226

**TOTAL: 651**

#### Ethnicity:

African American 51%

Hispanic 23%

White 14%

Two or More Races 7%

Asian <2%

Pacific Islanders 2%

Native American less than <2%

## **Student Population by Program:**

<b>PROGRAM</b>	<b>NUMBER OF STUDENTS</b>
AT-RISK	499/78%
AVID	50
DYSLEXIA	52
ECONOMICALLY DISADVANTAGED	441/68%
EL	50
GIFTED & TALENTED	6
HOMELESS	9
IMMIGRANT	1
LIMITED ENGLISH PROFICIENT	60
MILITARY	192/29%
SPED/SPEECH	89/14%
504	108/16%

### **Demographics Strengths**

LORMS is a very diverse campus. Approximately, seventy-eight percent of our student population is African-American or Hispanic. The staff demographics are fairly aligned to the student population. The diversity of the staff and students help us to celebrate our uniqueness and promote an all inclusive campus family. The average teacher on campus has about 9 - 10 years of teaching experience. 40% of the teachers on campus have a Master's Degree or higher.

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

**Problem Statement 1:** Although our overall enrollment has declined, our percentage of students identified as At Risk has increased. **Root Cause:** A fluid mentoring program was not implemented to address the student needs.

# Student Academic Achievement

## Student Academic Achievement Summary

### **Data Source: Texas Education Agency 2018 STAAR Results**

Met Standard for 2018-19 School Year with an Overall Letter Grade of D

Domain I- Scale Score 69%

Domain IIA- Scale Score 66%

Domain IIB- Scale Score 69%

Domain III- Scale Score 68%

**READING: All students' achievement rate for approaching the standard: \*67%(+2)**

#### **Ethnicity Met the Standard**

##### **2018/2019**

African American	62% /55%
Hispanic	68%/69%
White	72%/70%
Economically Disadvantaged	63%/58%
Special Education	38%/27%
EL	47% /52%

\* Includes second admin data

**MATH: All students' achievement rate for approaching the standard: \*73%(+2)**

#### **Ethnicity Met the Standard**

##### **2018/2019**

African American	70% /67%
Hispanic	71%/71%
White	73%/84%
Economically Disadvantaged	69%/68%
Special Education	49%/40%
EL	57%/64%

\* Includes second admin data

**WRITING:** All students' achievement rate for approaching the standard: 43%(-12)

**Ethnicity Met the Standard**

**2018 /2019**

African American	54%/32%
Hispanic	51%/62%
White	59%/50%
Economically Disadvantaged	51%40%
Special Education	27%/8%
EL	35%/46%

**SCIENCE:** All students' achievement rate for approaching the standard: 70%(+2)

**Ethnicity Met the Standard**

**2018/2019**

African American	62%/62%
Hispanic	61%/74%/
White	91%/91%
Economically Disadvantaged	62%/63%
Special Education	46%/42%
EL	50%/53%

**SOCIAL STUDIES:** All students' achievement rate for approaching the standard: 45%(+5)



## Ethnicity Met the Standard

2018/2019

African American	40%/35%
Hispanic	34%/44%
White	43%/73%
Economically Disadvantaged	36%/38%
Special Education	38%/27%
EL	21%/30%

### Three Year Glance of STAAR Pass Rate per Grade Level for First Admin

Grade 6	Reading	Math	Writing	Science	Social Studies
2019	57	74	na	na	na
2018	48	71	na	na	na
2017	61	74	na	na	na
Grade 7	Reading	Math	Writing	Science	Social Studies
2019	55	57	43	na	na
2018	64	63	55	na	na
2017	68	61	63	na	na
Grade 8	Reading	Math	Algebra	Science	Social Studies
2019	72	81	100	70	45
2018	83	73	100	68	40
2017	87	83	100	74	55

Data from STAAR Summary Reports April 2019

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for

what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

### **Student Academic Achievement Strengths**

The Algebra EOC has a 100% pass rate with an 83% pass rate at meets or exceeds grade level. Grade 6 Math has maintained a fairly consistent pass rate over the past three years. Growth has been made in eighth grade in the areas of math, science, and History. Individual sub-groups have shown improvement over several assessments per grade level.

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

**Problem Statement 1:** In 2018-19, the percentage of 6th and 7th grade students who scored Approaching Grade Level on the STAAR Reading test was less than 60%. **Root Cause:** The teachers do consistently not use data to drive instructional practices.

**Problem Statement 2:** In 2018-19, the percentage of 7th grade students who scored Approaching Grade Level on the STAAR Writing test was 43%. **Root Cause:** There is not a systematic approach to teaching composition and revising employed on campus.

**Problem Statement 3:** In 2018-19, the percentage of students who scored Approaching Grade Level on the STAAR Social Studies test was 45%. **Root Cause:** Lead4ward and district professional development strategies are not being implemented with fidelity.

**Problem Statement 4:** EL students are performing lower than other sub-groups on most state assessments. **Root Cause:** Content teachers failed to work with ESL teacher to support the acquisition of content area vocabulary and phonemic awareness.

**Problem Statement 5:** Special Education students are the lowest performing sub-group on all state assessments. **Root Cause:** Differentiated instruction practices are needed for low-achieving students.

**Problem Statement 6:** In 2018-19, the percentage of students who scored Approaching Grade Level on the seventh grade STAAR math declined from 16-17 to 18-19. **Root Cause:** The campus failed to coach the novice teachers with the design and implementation of the appropriate intervention strategies for identified struggling learners.

**Problem Statement 7:** Many demographics failed to meet the standard for the closing the gap accountability report. **Root Cause:** Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.

# School Processes & Programs

## School Processes & Programs Summary

Live Oak Ridge Middle School is a 6th-8th grade campus. Students have 8 periods during the instructional day; each class is 55 minutes. LORMS focuses on building a relationship with the parents, staff, and fostering a positive learning environment for all students. The focus of this year's professional development will be the gradual release model, developing a growth mindset for all, discipline reform, and celebrating student achievement.

LORMS guides learning and teaching with the adopted curriculum (KISD LEARN model, TEKS Resource System, and the Hess Cognitive Rigor Matrix) with common planning. Common assessments are unit based, collaboratively centered around student needs, and assessment of the teaching and learning. However, there is a need to increase rigor across all the content areas based upon the results for campus and state assessments. Special education programs/services include Resource, Collaborative Teaching, Inclusion with the offer of a small group testing environment for at-risk learners.

We have various learning environments:

Two Functional Skills classes

Therapeutic Learning class

English Learners (EL)

Dyslexia program services with the Wilson Program

Pre-AP and Talented & Gifted classes

Collaborative Teaching

Accelerated Reading and Math Classes at all grade levels

The PLC time is used for lesson designing, data review, incorporating the gradual release model, and a growth mindset. Teachers are expected to use best practices and teaching techniques gained through professional development experiences. Teacher leaders work with all teachers to optimize our effectiveness by building teacher capacity through collaboration, problem solving, and data analysis to meet the needs of students. The use of data to enhance instruction is a campus need. Teachers lack the knowledge and understanding to make data review systematic. Teachers must monitor student progress throughout the year--especially the performance for African-American, SPED, EL, and ECD students in all content areas.

Technologist offers professional development to teachers to provide a variety of creative learning opportunities for students. However, the utilization of technology in class instruction is low. We have 3 computer labs (30 desktops), 3 mobile labs, 3 sets of iPads, and several classrooms with 3 computers in each class. Our classrooms have several computers for student usage. All classrooms are LCD projector ready with document readers in each class.

Promethean Boards are available in several classrooms. Slates are also available for classroom use. The EL students have access to translating devices to supplement/support their learning as well as the Imagine Learning program. All reading classes will employ the online literacy programs. With the addition of accelerated math instruction, at-risk learners in math will also employ a comprehensive online learning program.

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

Professional Learning Communities meet every 10-12 days to discuss and design meaningful instruction.

LORMS has a level III aide to assist struggling learners in a small group setting.

Every 6th grade student takes reading to provide additional support for reading comprehension.

All 7th-8th grade reading and math STAAR failures are reviewed through the RTI process to be considered for ACC support classes.

Weekly DEAR time is implemented to encourage reading endurance.

Response to Intervention strategies are required and implemented to support student learning and success.

Each content area receives a day of planning each nine weeks with their colleagues off-campus to focus on student achievement and lesson designing.

Student demographics and staff minority profiles are fairly aligned with the student population.

The average teacher on campus has about 9 – 10 years of teaching experience.

40% of the teachers on campus have a master's Degree or higher

Special Programs facilitator will be added to our Leadership Team to support our campus needs and allow more time for admin to focus on instructional driven practices.

Minutes are collected during PLCs to communicate what's going on within/across various subject areas/disciplines.

Teachers have a variety of technological equipment that can be incorporated with student learning.

A computer lab schedule has been implemented to make the labs more accessible during the year for all content areas.

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

**Problem Statement 1:** Data is not guiding the teaching and learning processes. **Root Cause:** Teachers lack the knowledge, understanding, and time management needed to make data review systematic.

**Problem Statement 2:** The students are not performing at a high cognitive level on assessments. **Root Cause:** Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.

**Problem Statement 3:** Technology is not used to enhance the learning process. **Root Cause:** The teachers lack the skill or confidence to incorporate technology in their lessons.

# Perceptions

## Perceptions Summary

Live Oak Ridge Middle School's spirit of excellence is alive and continuously evolving towards a highly effective community of learners. Students and teachers are challenged to engage in a rigorous curriculum in our regular education settings, in talented and gifted classes, Pre-AP classes (all core subjects), AVID classes (a college preparatory course). We offer three courses for high school credit: theater arts, Spanish, and Algebra.

There are several special programs available to meet the specific needs and abilities of our students. Programs include ESL, Skills, TLC, Resource, Collaborative Teaching, and Inclusion. We also provide ACC instruction for math and reading, dyslexia support, homework center, AM and PM lab support, and other accommodations to help bridge the gap in student learning. Ongoing monitoring of student progress daily/weekly based on individual needs of students is done through IEP, 504 plan, and Response to Intervention for all learners. Before and after school tutoring and supports are provided for all students with targeted intervention sessions on working with all students for writing, math, reading, and History.

Students can choose to participate in various clubs/organizations such as: The Yearbook Staff, Choir Club, Band Club, Spanish Club, Fellowship of Christian Athletes, Student Council, Cheer Team, Robotics Club, Parts of Many Mentoring, and UIL competitions. Various UIL extra-extracurricular activities are opened to all eligible students. Student electives include art, choir, band, Spanish, Teen Leadership, pre-journalism, AVID, and athletics.

We have great working relationships with the Boys and Girls Club. The Boys & Girls Club provides an active AM and PM program that meets the needs of our students (approx. 120) daily. The AM Boys and Girls Club program was started to assist our working parents. We are also adding the Community in Schools program to foster a positive mentorship with our at-risk students.

Our PTA continues to be an organization that supports and enhances learning opportunities and environment for our students. Members can assist with classroom needs, special events, participate with field-based instruction/trips, and fund-raising for student needs. Students, parents and community members can serve as members of our PTA, SBDM, AVID Council, and the volunteer program. However, we lack consistent attendance from either group.

## Perceptions Strengths

Safe and welcoming environment for learning every day

Boys & Girls Club program

Homework Center

AM and PM Tutoring and Lab Support

Military Family Life Counselor

Volunteer program

Adopted Unit Support

Parent Teacher Association

Bi- annual parent meetings

Site Based Decision Making Committee is open to visitors, students, and parents

GEAR Up Program Support

Community in Schools

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

**Problem Statement 1:** There is low parent participation for campus events and educational support programs. **Root Cause:** We do not use a variety of media outlets to promote campus events.

# Goals

Revised/Approved: September 16, 2019

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





**Performance Objective 1:** Ensure that our mission and goals align with our work so that student achievement is evident and our number one priority.

**Evaluation Data Source(s) 1:** 100% of our monthly PLC minutes will reflect an alignment of the Momentum Plan and mission statement, Campus Improvement Plan with the PLC agenda.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools                      1) Lead all PLC meetings with Campus momentum plan, and PLC learning goals to ensure all our work and all decisions are aligned to building teachers' capacity and increase student achievement.</p> <p>PLCs will review student data, reflect on teaching practices, explore resources to learn new practices and planning how to apply new learning.</p> <p>PLC minutes will be used to share concepts, and learning covered with other departments.</p>	Administrative Team	PLC Minutes  Increase collaboration and reflection on lesson plan design and student learning will improve teacher effectiveness.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>						



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Data is not guiding the teaching and learning processes. <b>Root Cause 1:</b> Teachers lack the knowledge, understanding, and time management needed to make data review systematic.
<b>Problem Statement 2:</b> The students are not performing at a high cognitive level on assessments. <b>Root Cause 2:</b> Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.
<b>Problem Statement 3:</b> Technology is not used to enhance the learning process. <b>Root Cause 3:</b> The teachers lack the skill or confidence to incorporate technology in their lessons.

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

**Performance Objective 2:** Professional Learning Communities will focus on aligning the task/target with the standard, raising the rigor of learning/teaching, curriculum, instruction and assessment that is collaborative, on-going and student centered based on their needs, work and progress.

**Evaluation Data Source(s) 2:** PLC's will meet every 10 - 12 days to discuss, collaborate and design meaningful learning opportunities through data analysis. PLC Teacher Leaders will meet monthly to support PLC's: provide training, monitor student achievement, and ensure the employment of best practices based upon the needs of the learners.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools</p> <p>1) Provide all PLCs: ELAR, History, Math, and Science, with an opportunity to analyze and develop their art of teaching through a book study.</p>	Teacher Leaders, CIS, and Principal	PLC agenda and Implementation of concepts in daily teachings				
<p><b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> The students are not performing at a high cognitive level on assessments. <b>Root Cause 2:</b> Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.</p>


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

**Performance Objective 3:** Provide meaningful learning opportunities so that students have deeper meaning and application of math concepts.

**Evaluation Data Source(s) 3:** For the 2018- 19 school year, math met their student achievement goal. The Math Department will increase pass rate on the seventh grade STAAR, from 57% to 65% for all learners with a special focus on our SPED students. LORMS would like to increase the overall performance rate by 5%.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      1) Teachers will differentiate math instruction using best practices to engage and meet the needs of students. Additional Targeted Support will be provided to SPED students in math through online enrichment in order to increase academic achievement status meeting grade level standard in math from 40% to 50%. A growth status in math is expected from 73% to 78%.</p>	Math Teachers, Math Admin, and CIS	Student Computer logs, complete goal setting profiles and monitored, 5%-10% gain on targeted content objectives				
<p><b>Problem Statements:</b> Student Academic Achievement 5, 6, 7  <b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      2) Utilize temporary employees as tutors for identified at-risk students' intervention programs such as pullouts during the school day prior to each STAAR for at-risk learners who performed poorly on benchmarks assessments or have a noted concern by their teacher.</p>	Math TL, Math Admin, and, Temporary Employee	Sign in sheets, review pre/post assessment results with data tracking log, overall STAAR success				
<p><b>Problem Statements:</b> Student Academic Achievement 5, 7  <b>Funding Sources:</b> 166 - State Comp Ed - 250.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>3) Provide professional development opportunities for two Math Teachers to the CAMT conference in June and TI conference in March .</p>	Math TL, CIS, and Principal	The employment of strategies learned in lesson plans and walk through data will reflect the use.				
<p><b>Problem Statements:</b> Student Academic Achievement 6, 7 - School Processes &amp; Programs 3 <b>Funding Sources:</b> 166 - State Comp Ed - 500.00</p>						
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>4) Conduct small group sessions outside the regular tutoring school day with targeted groups of students who need additional support learning and reteach opportunities based upon red line data.</p>	Math Teachers, CIS, and Math Admin	Student Sign In Log 5% - 10% gain on targeted TEKS Overall STAAR performance				
<p><b>Problem Statements:</b> Student Academic Achievement 7 <b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>5) Utilize accelerated math class for identified at-risk students' as an intervention program during the school day for at-risk learners who performed poorly on Math STAAR or have a noted concern by their teacher.</p>	ACC teacher, Math Admin, CIS, and Principal	Review pre/post assessment results with data tracking log, overall STAAR success				
<p><b>Problem Statements:</b> Student Academic Achievement 5, 7 - School Processes &amp; Programs 3</p>						
						

### Performance Objective 3 Problem Statements:

Student Academic Achievement
<p><b>Problem Statement 5:</b> Special Education students are the lowest performing sub-group on all state assessments. <b>Root Cause 5:</b> Differentiated instruction practices are needed for low-achieving students.</p>
<p><b>Problem Statement 6:</b> In 2018-19, the percentage of students who scored Approaching Grade Level on the seventh grade STAAR math declined from 16-17 to 18-19. <b>Root Cause 6:</b> The campus failed to coach the novice teachers with the design and implementation of the appropriate intervention strategies for identified struggling learners.</p>
<p><b>Problem Statement 7:</b> Many demographics failed to meet the standard for the closing the gap accountability report. <b>Root Cause 7:</b> Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.</p>

## School Processes & Programs

**Problem Statement 3:** Technology is not used to enhance the learning process. **Root Cause 3:** The teachers lack the skill or confidence to incorporate technology in their lessons.

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

**Performance Objective 4:** Improve reading performance on STAAR Reading and Writing assessments for low performing students.

**Evaluation Data Source(s) 4:** All students will demonstrate reading and writing improvement on STAAR assessments. Reading would like to raise the overall pass rate by ten-percentile points while increasing for all low performing subgroups by 5%. Writing will increase from 43% pass rate to 60%.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Provide additional small group learning opportunities and enrichments in reading and writing for at-risk AA, ED, EL, SPED, and White students outside the regular school day will focus on the red-line TEKS.	ELA-R Teachers, Tech, CIS, ELA-R Admin	Student Computer logs, Sign in sheets, student work--charts that show 5%-10% gain on targeted content objectives (SS)				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 4, 5, 7 - School Processes & Programs 3 <b>Funding Sources:</b> 128 - High School Allotment - 0.00					
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide professional development for ELA teacher of At Risk students on best practice strategies in reading and writing.	At-Risk Teacher, CIS, and Principal	Teacher Learning log/agenda Sign in sheets for workshop Registration and Logging				
	<b>Problem Statements:</b> Student Academic Achievement 5, 7 - School Processes & Programs 2, 3 <b>Funding Sources:</b> 166 - State Comp Ed - 500.00					
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Provide ELAR and ESL teachers training opportunities such as TCTLA / TCTELA Conference in order to design meaningful learning opportunities based on student needs for reading and writing.	ELA-R Teacher Leader, District ELA Instructional Specialist, CIS, and ELA-R Admin	Sign in Sheets, Planning agendas, Review of completed lesson designs including differentiated strategies. 1 per 9 weeks				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 4, 5, 7 - School Processes & Programs 1, 2, 3 <b>Funding Sources:</b> 128 - High School Allotment - 0.00, 165/ES0 - ELL - 1790.30					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>4) EL teacher will support EL students with academic content vocabulary by "pre-teaching" whenever possible. EL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. EL teacher will integrate technology that encourages English vocabulary development in real-world situations.</p>	Technologist, ESL Teacher, Core Teachers, and CIS	Student use of Imagine Learning and iLit and Student improvement on targeted objectives-- -5%-10% gain.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 4, 7 - School Processes &amp; Programs 3 <b>Funding Sources:</b> 165/ES0 - ELL - 458.20</p>						
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>5) An additional ELA teacher will work with at-risk 7th &amp; 8th grade readers developing their reading comprehension deficits through district online support program.</p>	At-Risk Teacher, ELA TL, CIS, and Principal	Review lesson designs, classroom visits/observations, computer log time, SSP showing students making progress, and report cards				
<p><b>Problem Statements:</b> Student Academic Achievement 2, 7 - School Processes &amp; Programs 2, 3 <b>Funding Sources:</b> 166 - State Comp Ed - 58497.00</p>						
<p><b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>6) Provide professional development workshop opportunities for 7th grade writing teachers to empower the learners.</p>	ELA-R TL, CIS, and Principal	Lesson Plans, classroom observation/walk through data, assessment data				
<p><b>Problem Statements:</b> Student Academic Achievement 2, 5, 7 <b>Funding Sources:</b> 128 - High School Allotment - 0.00, 165/ES0 - ELL - 1500.00</p>						
<p><b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>7) Utilize temporary employee/tutors for identified at-risk ELAR students' intervention programs such as pullouts during the school day prior to each STAAR for all at-risk learners who performed poorly on benchmarks assessments or have a noted concern by their teacher.</p>	Temporary Employee, CIS, ELA-R TL, and Principal	Sign in sheets, review of pre/post test along with work and grades				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 4, 5, 7 - School Processes &amp; Programs 2, 3 <b>Funding Sources:</b> 166 - State Comp Ed - 250.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> In 2018-19, the percentage of 6th and 7th grade students who scored Approaching Grade Level on the STAAR Reading test was less than 60%. <b>Root Cause 1:</b> The teachers do consistently not use data to drive instructional practices.
<b>Problem Statement 2:</b> In 2018-19, the percentage of 7th grade students who scored Approaching Grade Level on the STAAR Writing test was 43%. <b>Root Cause 2:</b> There is not a systematic approach to teaching composition and revising employed on campus.
<b>Problem Statement 4:</b> EL students are performing lower than other sub-groups on most state assessments. <b>Root Cause 4:</b> Content teachers failed to work with ESL teacher to support the acquisition of content area vocabulary and phonemic awareness.
<b>Problem Statement 5:</b> Special Education students are the lowest performing sub-group on all state assessments. <b>Root Cause 5:</b> Differentiated instruction practices are needed for low-achieving students.
<b>Problem Statement 7:</b> Many demographics failed to meet the standard for the closing the gap accountability report. <b>Root Cause 7:</b> Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Data is not guiding the teaching and learning processes. <b>Root Cause 1:</b> Teachers lack the knowledge, understanding, and time management needed to make data review systematic.
<b>Problem Statement 2:</b> The students are not performing at a high cognitive level on assessments. <b>Root Cause 2:</b> Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.
<b>Problem Statement 3:</b> Technology is not used to enhance the learning process. <b>Root Cause 3:</b> The teachers lack the skill or confidence to incorporate technology in their lessons.



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

**Performance Objective 5:** Improve student performance on STAAR science and STAAR social studies assessments.

**Evaluation Data Source(s) 5:** For the 2018-19 school year, Science met their desired goal, however, History made gains, but did not reach their targeted goal. Science would like to increase their overall performance from 70% to 75% with detailed focus on the special education and EL learners. History would like to see major growth in all sub-groups with a pass rate of at least 55% which is a ten-percentile gain.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Connect high school to career and college                      Improve low-performing schools                      1) Science teacher will attend professional learning opportunities to gain the STEM skills needed to promote higher achievement in the area of Science i.e. CAST Conference &amp; Texas A&amp;M STEM Conference</p>	Science TL, CIS, and Principal	Utilize new teaching strategies gained from conference attendance. Student improvement in learning---targeted objectives 10% gain in performance				
<p><b>Problem Statements:</b> Student Academic Achievement 5, 7  <b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						
<p><b>TEA Priorities</b>                      Improve low-performing schools                      2) Conduct small group sessions outside the regular tutoring school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for all major sub-groups in Social Studies.</p>	CIS, Social Studies Teachers, SS Admin	STAAR performance from 45% for all 8th graders to 55%				
<p><b>Problem Statements:</b> Student Academic Achievement 3, 4, 5, 7 - School Processes &amp; Programs 1  <b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						
<p><b>TEA Priorities</b>                      Improve low-performing schools                      3) Science department will conduct small group sessions outside the regular tutoring school day with targeted groups of students who need learning and reteach opportunities based on redline/STAAR data for their at-risk learners.</p>	Science Teachers, Science Admin, and CIS	Sign in, MAP data, STAAR performance for each assessment increase by at least ten percentile points.				
<p><b>Problem Statements:</b> Student Academic Achievement 4, 5  <b>Funding Sources:</b> 166 - State Comp Ed - 250.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 4) Utilize temporary employee tutors for identified at-risk History and Science students' intervention programs such as pullouts during the school day prior to each STAAR for all at-risk learners who performed poorly on benchmarks assessments or have a noted concern by their teacher.	Temporary Employee, Science and History Teachers, CIS, and Admin	Sign in sheets, review of pre/post tests, review of student work and grades				
	<b>Problem Statements:</b> Student Academic Achievement 3, 4, 5, 7 <b>Funding Sources:</b> 166 - State Comp Ed - 313.00					
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Provide professional development for GT teachers in order to increase awareness of gifted characteristics of students so that no students are overlooked for GT screening.	GT Teachers, CIS, and Principal	Registration Log, utilization of new techniques evident in lesson plans, and an increase in student performance for Index 2, increase in number of identified GT students				
	<b>Problem Statements:</b> Student Academic Achievement 7 - School Processes & Programs 1, 3 <b>Funding Sources:</b> 177 - Gifted/Talented - 0.00					
6) Provide field-based instruction for TAG students in order to increase their level of mastery of grade level content.	GT Teachers, CIS, and Principal	Increase in student engagement and performance in Index 2				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 7) History teachers will attend the Lead4ward conference.	History TL, CIS, and Principal	Utilize the skills gained from the conference and lesson planning evidence. Student improvement increase for all learners by ten percentile points.				
	<b>Problem Statements:</b> Student Academic Achievement 3, 4, 5, 7 - School Processes & Programs 1, 2, 3 <b>Funding Sources:</b> 166 - State Comp Ed - 1026.00					

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> In 2018-19, the percentage of students who scored Approaching Grade Level on the STAAR Social Studies test was 45%. <b>Root Cause 3:</b> Lead4ward and district professional development strategies are not being implemented with fidelity.

### Student Academic Achievement

**Problem Statement 4:** EL students are performing lower than other sub-groups on most state assessments. **Root Cause 4:** Content teachers failed to work with ESL teacher to support the acquisition of content area vocabulary and phonemic awareness.

**Problem Statement 5:** Special Education students are the lowest performing sub-group on all state assessments. **Root Cause 5:** Differentiated instruction practices are needed for low-achieving students.

**Problem Statement 7:** Many demographics failed to meet the standard for the closing the gap accountability report. **Root Cause 7:** Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.

### School Processes & Programs

**Problem Statement 1:** Data is not guiding the teaching and learning processes. **Root Cause 1:** Teachers lack the knowledge, understanding, and time management needed to make data review systematic.

**Problem Statement 2:** The students are not performing at a high cognitive level on assessments. **Root Cause 2:** Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.

**Problem Statement 3:** Technology is not used to enhance the learning process. **Root Cause 3:** The teachers lack the skill or confidence to incorporate technology in their lessons.





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

**Performance Objective 6:** AVID students will achieve college readiness skills that will prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

**Evaluation Data Source(s) 6:** The AVID enrollment will increase by 20% along with a 10% increase in our High school courses such as Algebra I, Theater and Spanish.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recruiting for AVID Site Team Members and AVID Elective teachers.	Current Site Team AVID Summer Institute AVID Coordinator Administration PLC Leads	Membership Roster				
		Recruiting for AVID Site Team Members and AVID Elective teachers will increase.				
<b>Problem Statements:</b> Demographics 1						
2) Increase enrollment in the AVID program.	AVID Coordinator, Site Team Members, Counselors, Principal, and All Staff	Membership Roster				
<b>Problem Statements:</b> Student Academic Achievement 7						
3) Ensure all AVID students are enrolled in a rigorous course of study.	AVID Coordinator Counselors PLC/Departments All Staff	Student Schedules				
<b>Problem Statements:</b> Student Academic Achievement 7						
4) Provide staff professional development of the AVID modules to address curriculum needs	AVID teacher, CIS, and Principal	Staff Sign In Lesson Plans Student Achievement Data Review				
<b>Problem Statements:</b> Student Academic Achievement 7						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 6 Problem Statements:**


Demographics
<p><b>Problem Statement 1:</b> Although our overall enrollment has declined, our percentage of students identified as At Risk has increased. <b>Root Cause 1:</b> A fluid mentoring program was not implemented to address the student needs.</p>
Student Academic Achievement
<p><b>Problem Statement 7:</b> Many demographics failed to meet the standard for the closing the gap accountability report. <b>Root Cause 7:</b> Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.</p>

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

**Performance Objective 1:** Build leadership teams that empower teacher leaders and supports, enhances and enriches the learning capacity of students, staff and leadership

**Evaluation Data Source(s) 1:** Each administrator will work collaboratively with DESIGNATED content PLC so that student success is priority one. We will meet monthly to communicate, collaborate and reinforce best practices.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) PLC Meetings to collaborate on lesson design and student work	Teacher Leaders and Admin for each content area	Meeting minutes				
<b>Problem Statements:</b> School Processes & Programs 1, 2, 3						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide core teachers with planning days off campus to design meaningful learning opportunities based on student needs and district/campus initiatives.	CIS, Teacher Leaders, and Department Admin	Agenda, lesson designs, PLC minutes, student work, and assessment results				
<b>Problem Statements:</b> School Processes & Programs 1, 2, 3						
<b>Funding Sources:</b> 128 - High School Allotment - 0.00						
						

### Performance Objective 1 Problem Statements:

## School Processes & Programs

**Problem Statement 1:** Data is not guiding the teaching and learning processes. **Root Cause 1:** Teachers lack the knowledge, understanding, and time management needed to make data review systematic.

**Problem Statement 2:** The students are not performing at a high cognitive level on assessments. **Root Cause 2:** Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.


**Problem Statement 3:** Technology is not used to enhance the learning process. **Root Cause 3:** The teachers lack the skill or confidence to incorporate technology in their lessons.

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

**Performance Objective 2:** Assist and support teachers (mentoring and peer review/class room visits) so that student learning is improved per 9 week through the dis-aggregation of data and focusing on red-line TEKS.

**Evaluation Data Source(s) 2:** Less than 10% failure rate in all content areas per Nine-Weeks and a 70% mastery of redline TEKS on exams.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Bi-weekly walkthroughs and monthly meetings with new teachers to provide instructional support and address curriculum needs.</p>	CIS	<p>Agenda and sign in sheet submitted from NT meetings.</p> <p>A copy of the walk-throughs submitted to appraiser addressing concerns/praises</p> <p>Notes from follow-up meeting with admin and new teachers</p>				
<b>Problem Statements:</b> School Processes & Programs 1, 2, 3						
						

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Data is not guiding the teaching and learning processes. <b>Root Cause 1:</b> Teachers lack the knowledge, understanding, and time management needed to make data review systematic.
<b>Problem Statement 2:</b> The students are not performing at a high cognitive level on assessments. <b>Root Cause 2:</b> Class instruction and assessments are not rigorous enough due to low alignment of the instruction with the standard, task, and target.
<b>Problem Statement 3:</b> Technology is not used to enhance the learning process. <b>Root Cause 3:</b> The teachers lack the skill or confidence to incorporate technology in their lessons.



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

**Performance Objective 3:** Complete goal setting targets individually and small groups ( PLC SMART goals) in order to predict and guide us towards student success.

**Evaluation Data Source(s) 3:** Each team member will complete goal setting targets and reflect upon them per Nine Weeks.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Complete goal setting sheets and set up student goal tracking folders for each core class.	CIS, Teacher Leaders, Principal	Review of Student Folders  Goal setting pages completed and reviewed at least 4 times this year  Student achievement data				
<b>Problem Statements:</b> School Processes & Programs 1						

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Data is not guiding the teaching and learning processes. <b>Root Cause 1:</b> Teachers lack the knowledge, understanding, and time management needed to make data review systematic.

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

**Performance Objective 1:** Increase parent-community participation and support on campus in order to foster a positive partnership with all stakeholders.

**Evaluation Data Source(s) 1:** National PTA charter will be adopted with at least 30 members that meet at least quarterly.

**Summative Evaluation 1:**

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

**Performance Objective 2:** Conduct parent interest meetings during the Back to School activity events in the Fall and one in the Winter.

**Evaluation Data Source(s) 2:** Membership increases at least 10% each membership drive.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Provide refreshments during the Parent-Teacher-Association meetings.	PTA President, Administrative Support Staff, and Principal	Program agenda, Sign In sheets, and increase LORMS PTA membership register at the National Office.				
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Conduct a parent night for EL students and parents exploring improving home-school communication in which the EL teacher will provide booklets to promote academic achievement and unity of EL students, parents, and staff.	ESL Teacher, ESL Admin, and Principal	Agenda, Parent sign in sheets and after action review.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 263 - ESEA, Title III Part A - 1290.30						

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
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<b>Problem Statement 1:</b> There is low parent participation for campus events and educational support programs. <b>Root Cause 1:</b> We do not use a variety of media outlets to promote campus events.
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**Goal 3:** Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

**Performance Objective 3:** Increase parent and community volunteer hours on campus.

**Evaluation Data Source(s) 3:** Increased number of parents registered as campus volunteers. Increased number of volunteer hours logged in the LORMS volunteer book and ultimately more volunteers invited to the Volunteer Luncheon.





**Summative Evaluation 3:**

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

**Performance Objective 4:** Utilize Connect Ed communication system, social media, and LORMS website to inform parents and community members of campus wide events.

**Evaluation Data Source(s) 4:** 1. Communicate with parents regularly to ensure the messages are being received through a Social Media Network, Connect Ed, and the parents are familiar with the school's website. 2. Review reports to validate the delivery percentage.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) The school will add a social media account for additional school-wide communication of upcoming events.	Webmaster and Principal  <b>Problem Statements:</b> Perceptions 1	Increase parent involvement at school programs. Parent notification process will be more fluid.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Performance Objective 4 Problem Statements:**

## Perceptions

**Problem Statement 1:** There is low parent participation for campus events and educational support programs. **Root Cause 1:** We do not use a variety of media outlets to promote campus events.

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

**Performance Objective 5:** Increased Parent participation with the AVID program.

**Evaluation Data Source(s) 5:** Sign-in sheets

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Once every a semester host an AVID Family Night and increase parent involvement during site team memberships.	Administration	Increased parent involvement.				
<b>Problem Statements:</b> Perceptions 1						

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There is low parent participation for campus events and educational support programs. <b>Root Cause 1:</b> We do not use a variety of media outlets to promote campus events.

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

**Performance Objective 1:** Foster a safe, inviting and supportive atmosphere that cultivates a positive learning environment for our learning community members.

**Evaluation Data Source(s) 1:** Conduct student, staff and parent surveys that will assist us in improving student climate. Target: 80% of surveys will be completed and returned. Review K-12 Poll profiles

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Internet safety, Intruder safety awareness, cell phone, smoking and drinking safety assemblies during Safety Week.  Complete crisis monthly intervention drill.	APs	1. Safety Drill Report reviewed  2. Student feedback from drills  3. Safety audit results  4. Overall attitude of staff and students concerning campus safety				
<b>Problem Statements:</b> Demographics 1						

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> Although our overall enrollment has declined, our percentage of students identified as At Risk has increased. <b>Root Cause 1:</b> A fluid mentoring program was not implemented to address the student needs.

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

**Performance Objective 2:** Present assemblies, utilize guest speakers, field based instruction, and conduct small/large group meetings with students that inform and enlighten them on campus expectations and celebrations.

**Evaluation Data Source(s) 2:** Student and staff celebrations will be shared/awarded during each grading period.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools 1) Celebrate student success and achievement during Honor Roll Celebrations, NJHS, Academic Awards Ceremonies/Attendance Recognitions, and Zero Referral Celebrations</p>	Grade Level Teachers, APs, and Counselors	<p>List of recognized student for celebrations and Performance each grading period, at the end of semesters, and year Program from each celebration</p>				
<p><b>TEA Priorities</b> Improve low-performing schools 2) Experimental Learning Activities for at-risks students. The experience will expose the selected girls and boys to learning opportunities designed to model effective leadership, challenge their mental and physical perception, promote conflict resolution, and push them above their perceived limits by fostering perseverance and self-confidence from a team building approach.</p>	Club Sponsors and Principal	<p>More at-risk/low SES students recognized for Academic and Leadership Awards, Increase in student ownership of their learning, and overall increase in at-risk and low SES students achievement on Standardized Tests</p>				
<p><b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						



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

**Performance Objective 1:** Utilize district software programs and resources that will impact learning and improve student achievement.

**Evaluation Data Source(s) 1:** Review KISD Blueprints and refer to lists of software programs that will be used at least 5 times per grading period

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 1) Complete District Student Engagement Survey-Brightbytes	Tech and Principal	Review data from previous school year				
<b>Problem Statements:</b> School Processes & Programs 3						
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Teachers will differentiate instruction using online programs and applications to engage and meet the needs of students.	Teacher Leaders, CT, CIS, GEAR UP, TL for Math and ELA-R, and Principal	Monthly reports to verify usage, implementation documented in lesson plans, and an increase in student performance for: MobyMax Successmaker iLit Imagine Learning Read Theory				
<b>Problem Statements:</b> Student Academic Achievement 7 - School Processes & Programs 3						

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 7:</b> Many demographics failed to meet the standard for the closing the gap accountability report. <b>Root Cause 7:</b> Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.

## School Processes & Programs

**Problem Statement 3:** Technology is not used to enhance the learning process. **Root Cause 3:** The teachers lack the skill or confidence to incorporate technology in their lessons.

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

**Performance Objective 2:** Present professional development for teachers, co-teachers and support staff so that we are maximizing utilization of computer software/resources.

**Evaluation Data Source(s) 2:** Develop workshops at least once time per grading period that are focused on teachers building knowledge, skills and confidence in using technology in their content areas.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Survey staff on effectiveness of the technology training provided during scheduled sessions.	Teachers, Tech, and Principal	Review survey---85% favorable results				

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

**Performance Objective 3:** Provide remediation opportunities for low performing students in all content areas to increase student achievement and formative assessment results.

**Evaluation Data Source(s) 3:** Formulate multiple tutorial opportunities for all students to be provided the assistance needed with on-going curricula concepts.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Students will be provided homework support Monday- Thursday with content experts to reinforce daily taught skills. The homework center will be open to all students.</p>	LORMS Lobo Homework Center Staff, Comm. in Schools, and Admin	Review of student performance, mastery of concepts on formative assessment, and overall growth in closing the achievement gap.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 <b>Funding Sources:</b> 128 - High School Allotment - 0.00</p>						
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) At-risk teachers will use AM/PM lab opportunities to bridge the gap in student learning through the use of differentiated and best practices.</p>	At-Risk Teachers, Teacher Leaders, Technologist, and CIS	Computer and SSP Logs, MAP results Overall review of student performance of STAAR assessments				
<p><b>Problem Statements:</b> Student Academic Achievement 7 - School Processes &amp; Programs 3 <b>Funding Sources:</b> 166 - State Comp Ed - 250.00</p>						
						

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> In 2018-19, the percentage of 6th and 7th grade students who scored Approaching Grade Level on the STAAR Reading test was less than 60%. <b>Root Cause 1:</b> The teachers do consistently not use data to drive instructional practices.</p>

### Student Academic Achievement

**Problem Statement 2:** In 2018-19, the percentage of 7th grade students who scored Approaching Grade Level on the STAAR Writing test was 43%. **Root Cause 2:** There is not a systematic approach to teaching composition and revising employed on campus.

**Problem Statement 3:** In 2018-19, the percentage of students who scored Approaching Grade Level on the STAAR Social Studies test was 45%. **Root Cause 3:** Lead4ward and district professional development strategies are not being implemented with fidelity.

**Problem Statement 4:** EL students are performing lower than other sub-groups on most state assessments. **Root Cause 4:** Content teachers failed to work with ESL teacher to support the acquisition of content area vocabulary and phonemic awareness.

**Problem Statement 5:** Special Education students are the lowest performing sub-group on all state assessments. **Root Cause 5:** Differentiated instruction practices are needed for low-achieving students.

**Problem Statement 6:** In 2018-19, the percentage of students who scored Approaching Grade Level on the seventh grade STAAR math declined from 16-17 to 18-19. **Root Cause 6:** The campus failed to coach the novice teachers with the design and implementation of the appropriate intervention strategies for identified struggling learners.

**Problem Statement 7:** Many demographics failed to meet the standard for the closing the gap accountability report. **Root Cause 7:** Differentiated instruction practices are needed to promote critical thinking for students meeting the standard on state assessments.

### School Processes & Programs

**Problem Statement 3:** Technology is not used to enhance the learning process. **Root Cause 3:** The teachers lack the skill or confidence to incorporate technology in their lessons.

# State Compensatory

## Personnel for Live Oak Ridge Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bergland, Heather	Teacher PCN 16931	ELA Accel Rdg. teacher, B: 8-26-19	1.0
Boyd, Angela	Teacher PCN 16931	E: 8-25-19	1.0

# 2019-2020 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator/Chair	Wanda Stidom	Principal
Professional Staff	Flora Chapman	Special Programs Facilitator
Minutes	Leslie Mintz	Secretary
Administrator	Mahaila Scott	AP
Administrator	Nicole Gayfield	AP
Classroom Teacher	Roxanne Amador	Science Lead
Non-classroom Professional	Sharvon Dames	Technologist
Professional Staff	Wendy Gamble	CIS
Classroom Teacher	Renee Robertson-Biddle	ELAR Lead
Classroom Teacher	Laura Montgomery	History Lead
Classroom Teacher	Delores Gaston	SPED Lead
Classroom Teacher	Karen Mullings	Math Lead
Classroom Teacher	Christine Thomas-Bell	ELA Teacher
Classroom Teacher	Sharon White	AVID
Parent	Monica Jackson	Parent
District-level Professional	Ebony Daniels	CT Coach
Professional Staff	Crisanta Tidwell	Counselor

# Addendums



Campus Information							
<b>District Name</b>	Killeen ISD	<b>Campus Name</b>	Live Oak Ridge Middle School	<b>Superintendent</b>	Dr. John Craft	<b>Principal</b>	Wanda Stidom
<b>District Number</b>	014906	<b>Campus Number</b>	014906050	<b>District Coordinator of School Improvement (DCSI)</b>	David Manley	<b>ESC Support</b>	Region 12 David Hamilton

Assurances	
<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.  <b>David Manley</b>
<b>Principal Supervisor</b> <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.  <b>Susan Buckley</b>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements, as indicated herein.  <b>Wanda Stidom</b>
<b>Board Approval Date</b>	

Needs Assessment		
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1 Score: 70, Domain 2 Score: 70, Domain 3 Score: 63
	What changes in student group and subject performance are included in these goals?	Our student performance outcomes are lower than where we need them to be, so we would like to see at least a 10 point scale score increase for each domain of STAAR accountability.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4
5.1 Objective-driven daily lesson plans with formative assessments.	2

5.3 Data-driven instruction.		1	
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	1.1 Campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Rationale</b>	As a campus we need to develop written protocols for PLCs, leadership meetings, teacher leader meetings, etc..., and how the Instructional Leadership Team will hold expectations with staff, including a calendar of meetings, agendas of meetings, and feedback given to teachers after observations.	As a campus, we need to train our staff further on how to disaggregate student achievement data and use the results to impact loop back instruction. We need a protocol on how to use our campus data analysis reports to provide adequate feedback to teachers to impact instruction.	
<b>Desired Annual Outcome</b>	All staff is using protocols with minimal leadership directive. Staff is following systems with fidelity.	All staff will be comfortable with disaggregating their student performance data in a way that positively impacts instruction with minimal leadership prompting.	
<b>Barriers to Address During the Year</b>	Consistent time commitment for feedback for teachers following observations. Staff understanding of the commitment needed to meeting standards of rigor.	Dedicated time for teachers to analyze data with fidelity. Teacher knowledge and understanding of how to analyze student data effectively.	
<b>District Commitment Theory of Action:</b>		If KISD provides the commitment of protecting time for instructional leadership, the ILT will analyze, develop, and implement effective coaching plans to improve instruction.	
<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>			
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
<b>District Commitment Theory of Action</b>			
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>		



Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	All staff is using protocols with minimal leadership directive. Staff is following systems with fidelity.	All staff will be comfortable with disaggregating their student performance data in a way that positively impacts instruction with minimal leadership prompting.	
<b>Desired 90-day Outcome</b>	Campus Leadership will have consistent protocols for PLCs, leadership meetings, teacher leader meetings, etc... in place.	There will be a protocol in place guiding data disaggregation and the impact on instruction.	
<b>Barriers to Address During this Cycle</b>	Consistent time commitment for feedback for teachers following observations. Staff understanding of the commitment needed to meeting standards of rigor.	Dedicated time for teachers to analyze data with fidelity. Teacher knowledge and understanding of how to analyze student data effectively.	
<b>District Actions for this Cycle</b>	The district supports principals by protecting their time dedicated for school instructional leadership.	The district will provide training to campus leadership on Lead4Ward student performance data reporting.	
<b>District Commitments Theory of Action</b>	If KISD provides the commitment of protecting time for instructional leadership, the ILT will analyze, develop, and implement effective coaching plans to improve instruction.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
The campus instructional leaders will use agendas and Strive tracking tools for observation cycles and PLCs.	1.1	Sept - Nov	Strive, Schoology, campus calendar, leadership calendar	Instructional Leadership Team (ILT)	Copies of agendas, calendars visible in Outlook, reports in Strive	30-Nov-19		
The ILT will meet weekly to plan and debrief on classroom observation/feedback cycles and action steps for progress monitoring and data analysis.	1.1, 5.3	Sept - Nov	Leadership calendar, Strive, protocols for feedback	Instructional Leadership Team (ILT)	Reports from Strive, meeting agendas	30-Nov-19		
The principal will model and observe observation/feedback cycles and leading a PLC for the instructional leadership team.	1.1, 5.3	Sept - Nov	PLC calendar, Strive feedback forms, Instructional Rounds (IR) protocols	Principal Stidom	Observation feedback forms, PLC agendas,	30-Nov-19		
The principal will provide the ILT feedback for continuous professional development.	1.1	Sept - Nov	ILT meeting calendar	Principal Stidom	ILT meeting minutes	30-Nov-19		
The instructional leadership team will develop coaching plans based on student performance data.	5.3	Sept - Nov	Eduphoria, Strive	Instructional Leadership Team (ILT)	T-TESS observation data, CUA results	30-Nov-19		
Through Unit planning practices, the teacher teams will develop an understanding of conceptual and procedural gap identification of standards.	5.3	Sept - Nov	Unit planning guides, IFD, alignment documents	ILT, core teachers	Unit lesson plans, department planning meeting minutes	30-Nov-19		
Develop a student tracking protocol that is visible in classrooms and/or hallways.	5.3	Sept - Nov	Lead4Ward student tracking reports	ILT	Protocol for how to track student progress and display it for student view	30-Nov-19		

Initial Effective Schools Framework training	1.1, 5.3	September 10-11	ESF Training Binder	Principal Stidom	Completed TIP	30-Nov-19		
Introduction of ESF to faculty	1.1, 5.3	11-Sep	ESF article and ESF Essential Actions Success Criteria Six-Pager	Principal Stidom	Meeting agenda and minutes	30-Nov-19		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	All staff is using protocols with minimal leadership directive. Staff is following systems with fidelity.	All staff will be comfortable with disaggregating their student performance data in a way that positively impacts instruction with minimal leadership prompting.	
<b>Desired 90-day Outcome</b>	Campus Leadership will implement protocols for PLCs, leadership meetings, teacher leader meetings, etc... in place.	Teacher leaders will consistently implement data disaggregation for the impact on instruction.	
<b>Barriers to Address During this Cycle</b>	Consistent time commitment for feedback for teachers following observations. Staff understanding of the commitment needed to meeting standards of rigor.	Dedicated time for teachers to analyze data with fidelity. Teacher knowledge and understanding of how to analyze student data effectively.	
<b>District Actions for this Cycle</b>	The district supports principals by protecting their time dedicated for school instructional leadership.	Training provided to campus leadership on Lead4Ward student performance data reporting.	
<b>District Commitments Theory of Action</b>	If KISD provides the commitment of protecting time for instructional leadership, the ILT will analyze, develop, and implement effective coaching plans to improve instruction.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
The campus instructional leaders will use agendas and Strive tracking tools for observation cycles and PLCs.	1.1	December - February	Strive, Schoology, campus calendar, leadership calendar	Instructional Leadership Team (ILT)	Copies of agendas, calendars visible in Outlook, reports in Strive	28-Feb-20		
The ILT will meet weekly to plan and debrief on classroom observation/feedback cycles and action steps for progress monitoring and data analysis.	1.1, 5.3	December - February	Leadership calendar, Strive, protocols for feedback	Instructional Leadership Team (ILT)	Reports from Strive, meeting agendas	28-Feb-20		
The principal will model and observe observation/feedback cycles and leading a PLC for the instructional leadership team.	1.1, 5.3	December - February	PLC calendar, Strive feedback forms, Instructional Rounds (IR) protocols	Principal Stidom	Observation feedback forms, PLC agendas,	28-Feb-20		
The principal will provide the ILT feedback for continuous professional development.	1.1	December - February	ILT meeting calendar	Principal Stidom	ILT meeting minutes	28-Feb-20		
The instructional leadership team will develop coaching plans based on student performance data.	5.3	December - February	Eduphoria, Strive	Instructional Leadership Team (ILT)	T-TESS observation data, CUA results	28-Feb-20		
Through Unit planning practices, the teacher teams will demonstrate understanding of conceptual and procedural gap identification of standards.	5.3	December - February	Unit planning guides, IFD, alignment documents	ILT, core teachers	Unit lesson plans	28-Feb-20		
Using campus protocol, student progress tracking will be visible in classrooms and/or hallways.	5.3	December - February	Lead4Ward student tracking reports	ILT	Visible student tracking display	28-Feb-20		

Teachers will use performance data to identify students in need of interventions.	5.3	December - February	CUA data, campus data analysis form, MAP scores	Teachers	Intervention rosters, campus data analysis forms	28-Feb-20		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	All staff is using protocols with minimal leadership directive. Staff is following systems with fidelity.	All staff will be comfortable with disaggregating their student performance data in a way that positively impacts instruction with minimal leadership prompting.	
<b>Desired 90-day Outcome</b>	Campus Leadership will implement protocols for PLCs, leadership meetings, teacher leader meetings, etc... in place.	Teacher leaders will consistently implement data disaggregation for the impact on instruction.	
<b>Barriers to Address During this Cycle</b>	Consistent time commitment for feedback for teachers following observations. Staff understanding of the commitment needed to meeting standards of rigor.	Dedicated time for teachers to analyze data with fidelity. Teacher knowledge and understanding of how to analyze student data effectively.	
<b>District Actions for this Cycle</b>	The district supports principals by protecting their time dedicated for school instructional leadership.	Training provided to campus leadership on Lead4Ward student performance data reporting.	
<b>District Commitments Theory of Action</b>	If KISD provides the commitment of protecting time for instructional leadership, the ILT will analyze, develop, and implement effective coaching plans to improve instruction.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
The campus instructional leaders will use agendas and Strive tracking tools for observation cycles and PLCs.	1.1	March-May	Strive, Schoology, campus calendar, leadership calendar	Instructional Leadership Team (ILT)	Copies of agendas, calendars visible in Outlook, reports in Strive	28-May-20		
The ILT will meet weekly to plan and debrief on classroom observation/feedback cycles and action steps for progress monitoring and data analysis.	1.1, 5.3	March-May	Leadership calendar, Strive, protocols for feedback	Instructional Leadership Team (ILT)	Reports from Strive, meeting agendas	28-May-20		
The principal will model and observe observation/feedback cycles and leading a PLC for the instructional leadership team.	1.1, 5.3	March-May	PLC calendar, Strive feedback forms, Instructional Rounds (IR) protocols	Principal Stidom	Observation feedback forms, PLC agendas,	28-May-20		
The principal will provide the ILT feedback for continuous professional development.	1.1	March-May	ILT meeting calendar	Principal Stidom	ILT meeting minutes	28-May-20		
The instructional leadership team will develop coaching plans based on student performance data.	5.3	March-May	Eduphoria, Strive	Instructional Leadership Team (ILT)	T-TESS observation data, CUA results	28-May-20		
Through Unit planning practices the teacher teams will demonstrate understanding of conceptual and procedural gap identification of standards.	5.3	March-May	Unit planning guides, IFD, alignment documents	ILT, core teachers	Unit lesson plans	28-May-20		
Using campus protocol, student progress tracking will be visible in classrooms and/or hallways and consistently monitored.	5.3	March-May	Lead4Ward student tracking reports	ILT	Visible student tracking display	28-May-20		



Teachers will use performance data to identify students in need of interventions.	5.3	March-May	CUA data, campus data analysis form, MAP scores	Teachers	Intervention rosters, campus data analysis forms	28-May-20		

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	All staff is using protocols with minimal leadership directive. Staff is following systems with fidelity.	All staff will be comfortable with disaggregating their student performance data in a way that positively impacts instruction with minimal leadership prompting.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>			




**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>