

**Killeen Independent School District**  
**District Improvement Plan**  
**2016-2017**



# 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.**

## Values / Objectives

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 43,826 students, the district is the 26th largest in Texas.

Killeen ISD is the second largest employer in the area, with Fort Hood being the largest. KISD staff consists of 6,438 full time employees: 45.8% - Teachers, 21.8% - Paraprofessionals, 20.0% - Classified, 9.0% - Professional Support, 2.8% - Campus Administration, and .6% - Central Administration. The Board of Trustees consists of seven elected members who serve three year terms of office.

The teachers currently serving KISD have an average of 10 years of teaching experience and an average of 8 years in KISD. More than 23.8% of the teachers have a masters or doctoral degree.

Students attend classes at thirty-two elementary schools, ten middle schools, four high schools, an Early College High School, and five specialized campuses. About 39.9% of students are military dependents. The student population is ethnically diverse, with 34.6% African American, 29.4% Hispanic, 23.8% Caucasian, 2.4% Asian, 1.9% Pacific Islander, and 0.63% Native American. Students identified as at-risk account for more than 43.9% of the population.

The district is steadily growing largely due to the number of soldiers and family members stationed at Fort Hood. The deployment and reassignment of Army personnel contributes to a student mobility rate of 28.9% and a teacher turnover rate of 15.6%.

## *District Profile Data*

### **Total Population**

<b>Population</b>	<b>Number of Students</b>
Elementary schools	21,508
Middle schools	8,759
High schools	10,688
<b>Total as of Sept. 22, 2016</b>	<b>43,826</b>

### **Ethnic Breakdown**

<b>Population by Ethnicity</b>	<b>Number of Students</b>
African American	15,153
Hispanic	12,877
White	10,425
Asian	1,058
Hawaiian/Pacific Islander	834
Native American	274
Two or more	3,205

### **Special Programs**

<b>Special Program Population</b>	<b>Number of Students</b>
English as Second Language (ESL)	2,532
Gifted & Talented Education	1,266
Special Education	4,474
Dyslexia	1,938
At-Risk	19,245
Title 1	22,479
CTE	8,708
Homeless	524

### **Demographics Strengths**

- Killeen ISD has a diverse student population.
- Class size averages range from 22.1 students in PreK-4 to 23.1 in grades 5-12.
- Teacher experience averages 10 years, with an average of 8 years in KISD.

## Demographics Needs

- Increase the staff diversity to reflect student population subgroups.
- Increase graduation rates for all student groups, specifically the subgroups of students identified as Special Education, Limited English Proficient, English Language Learners, and Title I, Part A.
- Increase the percentage of students meeting the College Readiness standards.

# Student Achievement

## Student Achievement Summary

Killeen ISD exceeded the state targets on all four performance indexes, as well as on 78 out of 88 (89%) System Safeguards indicators. The District and all campuses received a rating of **Met Standard**; 100% of campuses, and the District, exceeded the state target on each of the four performance indexes.

	State Target	KISD Score	State Score
<b>Index 1: Student Achievement</b>	60	74	75
<b>Index 2: Student Progress</b>	22	39	40
<b>Index 3: Closing Performance Gaps</b>	28	41	39
<b>Index 4: Postsecondary Readiness</b>	60	68	75

**Standard Progression** – Passing standards are being phased in, as determined by the state, because of the significant increase in the rigor of the STAAR program. A gradual increase in passing standards sets both realistic and challenging expectations. This standard progression provides districts with time to adjust instruction, provide additional staff training, and close knowledge gaps. Standard progression took effect beginning with the 2015-2016 school year. This means the passing score in each content area was increased. The passing standard will continue to increase yearly through the 2021-22 school year.

**Level II – Satisfactory** academic performance; students are **sufficiently prepared** for the next grade or course and have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.

**Level III – Advanced** academic performance; students are **well prepared** for the next grade or course and have a high likelihood of success in the next grade or course with little/no academic intervention.

Acronym Terms	
<b>End of Course</b>	<b>EOC</b>
<b>Special Education</b>	<b>SPED</b>
<b>English as Second Language</b>	<b>ESL</b>
<b>English Language Learner</b>	<b>ELL</b>
<b>Limited English Proficiency</b>	<b>LEP</b>
<b>Bilingual Education</b>	<b>BE</b>





## Mathematics Achievement

	Level II: Met Standard							Level III: Advanced						
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Alg 1	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Alg I
<b>KISD</b>	82%	78%	84%	77%	71%	75%	82%	20%	20%	21%	16%	16%	6%	24%
<b>State</b>	76%	74%	79%	74%	71%	73%	85%	19%	22%	20%	16%	17%	9%	28%

As indicated in the **Level II: Met Standard** table above, student achievement in mathematics was above the state average in grades 3, 4, 5, 6, and 8; student achievement in grade 7 was equal to the state average; student achievement was below the state average in Algebra I.

As indicated in the **Level III: Advanced** table above, student achievement in mathematics was above the state average in grades 3 and 5; student achievement in grade 6 was equal to the state average; student achievement was below the state average in grades 4, 7, 8, and Algebra I.

The 2016 PBMAS report for math identifies an **increase** from 2015 to 2016 in Bilingual 3-8 from 82.3% to 86.8%, ESL 3-8 from 68.8% to 73.3%, LEP Year-After-Exit 3-8 from 92.6% to 94.5%, LEP EOC from 49.0% to 56.6%, and SPED 3-8 from 44.5% to 49.9%. The report identifies a **decrease** from 2015 to 2016 in LEP Math (not served in BE/ESL) 3-8 from 77.4% to 73.2%, SPED Year-After-Exit 3-8 from 84.9% to 77.8%, and SPED Math EOC from 36.6% to 36.4%.

Average ACT math scores improved from 19.4 in 2015 to 19.5 in 2016, but fall behind the state average of 20.7. Average SAT math scores decreased from 469 in 2015 to 465 in 2016 and trail the state average of 478.

## Reading/Language Arts Achievement

	Level II: Met Standard								Level III: Advanced							
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Eng I	Eng II	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Eng I	Eng II
<b>KISD</b>	74%	76%	78%	70%	69%	84%	71%	72%	20%	16%	22%	14%	16%	15%	7%	4%
<b>State</b>	74%	77%	75%	71%	72%	82%	71%	74%	24%	20%	25%	19%	22%	19%	9%	9%

As indicated in the **Level II: Met Standard** table above, student achievement in Reading/Language Arts across the district indicates reading achievement was at or above the state in grades 3, 5, 8, and English I; student achievement was below the state in grades 4, 6, 7, and English II. The KISD passing rate increased in grade 4, grade 8, English I, and English II even though the state raised the passing standard.

As indicated in the **Level III: Advanced** table above, student achievement in Reading/Language Arts across the district indicates reading achievement was below the state in grades 3rd-8th grade, English I, and English II. Compared to 2015 and a higher passing standard in 2016, the KISD Level III passing rate increased in grade 3, grade 5, English I, and English II; it remained the same in grades 6 and 7; it decreased in grades 4 and 8.

The 2016 PBMAS report for Reading/Language Arts identifies an increase from 2015 in LEP 3-8 (Year-After-Exit) from 94.2% to 97.3% and SPED 3-8 from 42.7% to 43.7%. The report identifies the following areas that decreased from 2015 to 2016; Bilingual 3-8 from 76.8% to 74.8%, ESL 3-8 from 64.1% to 63.6%, LEP 3-8 (not served in BE/ESL) 75.9% to 64.3%, LEP EOC English from 43.8% to 33.1%, SPED 3-8 (Year-After-Exit) from 77.3% to 69.0%, and SPED English EOC from 33.7% to 21.8%.

Average ACT reading scores remained the same from 2015 to 2016 at 20.1, and fall behind the state average of 21.0. Average ACT English scores improved from 18.2 in 2015 to 18.3 in 2016, but fall behind the state average of 19.4. Average SAT Critical Reading scores decreased from 470 in 2015 to 469 in 2016, but are higher than the state average of 466.

**Writing Achievement**

	Level II: Met Standard						Level III: Advanced					
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>KISD</b>	n/a	68%	n/a	n/a	64%	n/a	n/a	11%	n/a	n/a	7%	n/a
<b>State</b>	n/a	69%	n/a	n/a	70%	n/a	n/a	15%	n/a	n/a	13%	n/a

As indicated in the **Level II: Met Standard** table above, student achievement in writing across the district indicates writing achievement was below the state in grades 4 and 7. Compared to 2015, the KISD passing rate remained the same in grade 4 and decreased in grade 7.

As indicated in the **Level III: Advanced** table above, student achievement in writing across the district indicates writing achievement was below the state in grades 4 and 7. Compared to 2015, the KISD passing rate increased in both grades 4 and 7.

The PBMAS report for writing identifies a decrease in all sub populations from 2015 to 2016. Results indicate: Bilingual 3-8 from 75.5% to 73.9%, ESL 3-8 from 57.0% to 49.5%, LEP 3-8 (not served in BE/ESL) from 58.5% to 50.0%, LEP 3-8 (Year-After-Exit) from 93.6% to 89.2%, SPED 3-8 from 31.7% to 30.0%, and SPED 3-8 (Year-After-Exit) from 73.8% to 46.3%.

## Science Achievement

	Level II: Met Standard							Level III: Advanced						
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Bio	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Bio
<b>KISD</b>	n/a	n/a	73%	n/a	n/a	72%	92%	n/a	n/a	7%	n/a	n/a	14%	17%
<b>State</b>	n/a	n/a	75%	n/a	n/a	76%	92%	n/a	n/a	11%	n/a	n/a	19%	21%

As indicated in the **Level II: Met Standard** table above, student achievement in science across the district indicates science achievement was below the state average in grades 5 and 8 and was equal to the state average in biology. Compared to 2015, the KISD passing rate increased in both grades (by 3% and 4%, respectively) and remained the same in biology.

As indicated in the **Level III: Advanced** table above, student achievement in science across the district indicates science achievement was below the state average in grades 5 and 8. Compared to 2015, the KISD passing rate increased in grade 8 and biology; the passing rate decreased slightly in grade 5.

The 2016 PBMAS report for science identifies an increase from 2015 to 2016 in Bilingual 3-8 from 62.5% to 63.1%, ESL 3-8 from 48.7% to 59.6%, LEP 3-8 (Year-After-Exit) from 82.4% to 93.5%, and SPED 3-8 from 36.3% to 44.7% and SPED 3-8 (Year-After-Exit) from 58.3% to 65.8%. The report identifies a decrease from 2015 to 2016 in LEP 3-8 (not served in BE/ESL) from 61.9% to 48.7%, LEP EOC from 68.8% to 63.4%, and SPED EOC from 60.1% to 53.3%.

Average ACT science scores decreased from 20.0 in 2015 to 19.8 in 2016, and fall behind the state average of 20.7.

## Social Studies Achievement

	Level II: Met Standard							Level III: Advanced						
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	USHT	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	USHT
<b>KISD</b>	n/a	n/a	n/a	n/a	n/a	63%	94%	n/a	n/a	n/a	n/a	n/a	12%	31%
<b>State</b>	n/a	n/a	n/a	n/a	n/a	65%	95%	n/a	n/a	n/a	n/a	n/a	17%	31%

As indicated in the **Level II: Met Standard** table above, student achievement in social studies across the district indicates social studies achievement was below the state average in grade 8 and U.S. History. Compared to 2015, the KISD passing rate increased in grade 8 and remained the same (at 94%) in U.S. History.

As indicated in the **Level III: Advanced** table above, student achievement in social studies across the district indicates social studies achievement was below the state average in grade 8 and U.S. History. Compared to 2015, the KISD passing rate increased in both grade 8 and U.S. History.

The 2016 PBMAS report for social studies identifies an increase from 2015-2016 in ESL 3-8 from 20.2% to 36.7%, LEP EOC from 66.7% to 76.5%, and SPED 3-8 from 26.6% to 34.1%. The report identifies a decrease from 2015 to 2016 in LEP 3-8 (not served in BE/ESL) from 42.9% to 35.6%, LEP 3-8 (Year-After-Exit) from 75.0% to 70.8%, SPED 3-8 (Year-After-Exit) from 56.3% to 50.0%, and SPED EOC from 64.8% to 60.3%.

## Index 1: Student Achievement

The Index 1 score reflects satisfactory performance (passed) on all tests administered across all subjects. (See table below.) Killeen ISD's Index 1 score of 74, indicating 74% of all tests administered were passed, was below the state Index 1 score of 75.

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II Satisfactory Standard	Index Points
# at Level II Satisfactory Standard	17,313	15,508	3,692	6,533	3,725	46,771		
Total Tests	23,922	19,874	5,670	8,549	4,906	62,921	74	74
Index 1 Score (Target=60)								74

## Index 2: Student Progress

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

Killeen ISD scored 39 points in overall student progress, which is above the state target of 22, and slightly below the state score of 40. (See the table below). A point of concern is that the data in reading indicates that 42% of the students in KISD did not meet the state standard for one year of academic progress.

Subject	% Met or Exceeded Progress	% Exceeded Progress
Reading	58%	15%
Math	63%	16%
All Subjects	61%	16%

### Index 3: Closing Performance Gaps

Index 3 measures academic achievement of the economically disadvantaged student group and the two lowest performing race/ethnic groups from the previous year. The two lowest performing race/ethnic student groups in 2015 were African American and American Indian. Therefore, those two student groups, as well as economically disadvantaged student group, were targeted in 2016 for Index 3. Credit is based on students in these specific groups performing at satisfactory and advanced levels - with **extra** points awarded for achieving at the Level III advanced standard.

Killeen ISD's Index 3 score of 41, which is above the state target of 28, was above the state score of 39.

### Index 4: Postsecondary Readiness

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

KISD scored 68 points in Index 4, exceeding the state target score of 60, but trailing the state score of 75. There are four components that make up this index. KISD scored above the state average in the **Graduation Rate** component, but trails the state in the **STAAR Postsecondary Readiness** component (% scoring at the final Level II passing standard on two or more STAAR assessments), the **Graduation Plan** component (% graduating on a recommended or distinguished program), and the **Postsecondary/College and Career Readiness** component (% meeting the college entrance scores for both the ELA and math tests on the TSI, SAT, or ACT; earning credit for at least two advanced/dual credit courses; enrolling in a coherent sequence of CTE courses).

The largest gap between KISD and the state in Index 4 is in the Postsecondary/College and Career Readiness component. There is a difference of 16.8%. (See table below.)

	KISD	State		KISD	State		KISD	State		KISD	State
STAAR Postsecondary Readiness	40.0%	45.0%	Graduation Rate	91.7%	90.4%	Graduation Plan	74.9%	86.1%	Postsecondary/College and Career Readiness	57.7%	74.5%

## **Student Achievement Strengths**

A thorough analysis of Killeen ISD student achievement reveals the following areas of strength:

- Killeen ISD received a rating of *Met Standard* in the state accountability system.
- All campuses received a rating of *Met Standard* (the highest rating possible).

### **Mathematics**

- Level II: Phase In, Met Standard: Grade levels 3, 4, 5, 6, 7, 8, and Algebra I met the satisfactory state accountability in Mathematics.
- Grade 3 mathematics showed an increase of 2% from 2015 and exceeded the state average by 6%.
- Grade 4 mathematics showed an increase of 2% from 2015 and exceeded the state average by 4%.
- Grade 5 mathematics showed an increase of 1% from 2015 and exceeded the state average by 1%.
- Grade 6 mathematics showed an increase of 2% from 2015 and exceeded the state average by 3%.
- Grade 8 mathematics exceeded the state average by 2%.
- High School Algebra I showed an increase of 1% from 2015.
- Final Level II, Met Standard: Grade levels 3, 4, 5, 6, 7, 8, and Algebra I showed an increase from 2015.
- KISD met or exceeded 10 out of 11 System Safeguards targets in mathematics.

### **Reading/Language Arts**

- Level II: Phase In, Met Standard: Grade levels 3, 4, 5, 6, 7, 8, and English I met the satisfactory state accountability standard in Reading.
- Grade 4 reading showed an increase of 1% from 2015.
- Grade 5 reading exceeded the state average by 3%.
- Grade 8 reading showed an increase of 3% from 2015 and exceeded the state average by 2%.
- High School English I showed an increase of 1% from 2015.
- Final Level II, Met Standard: Grade levels 3, 5, 7, 8, and English I showed an increase from 2015.
- KISD met or exceeded 9 out of 11 System Safeguards targets in reading.

### **Writing**

- Level II: Phase In, Met Standard: Grade levels 4, 7, and English II met the satisfactory state accountability standard in Writing.
- Grade 4 writing maintained the same % as 2015.
- High School English II showed an increase of 1% from 2015.
- Final Level II, Met Standard: Grade levels 4 (6% increase from 2015), 7 (3% increase from 2015), and English II (2% increase from 2015).
- KISD exceeded the target on 7 of 11 System Safeguards in writing.



## Science

- Level II: Phase In, Met Standard: Grade levels 5, 8, and Biology met the satisfactory state accountability standard in Science.
- Grade 5 science showed an increase of 3% from 2015.
- Grade 8 science showed an increase of 4% from 2015.
- High School Biology maintained the same % as 2015.
- Final Level II, Met Standard: Grade level 8 (7% increase from 2015) and Biology (10% increase from 2015).
- KISD exceeded the target on 10 of 11 System Safeguards in science.

## Social Studies

- Level II: Phase In, Met Standard: Grade level 8 and U.S. History met the satisfactory state accountability standard in Social Studies.
- Grade 8 showed an increase of 2% from 2015.
- High School U.S. History maintained the same % as 2015.
- Final Level II, Met Standard: Grade 8 (7% increase from 2015) and U.S. History (1% increase from 2015).
- KISD exceeded the target on 9 of 11 System Safeguards in social studies.

**Closing Performance Gaps (Index 3):** KISD received a score of 41, which increased from 40 in 2015 and exceeded the state target of 28 and the state score of 38.

**Postsecondary Readiness (Index 4):** KISD received a score of 68, the same score from 2015.

**System Safeguards:** 11 out of 48 campuses met 100% of the System Safeguards.

**Distinction Designations:** 26 campuses earned a combined total of 58 distinction designations.

## **Student Achievement Needs**

Our mission, to teach so students learn to their maximum potential, compels us to address each area of student achievement need.

## ELAR

- Increase the percentage of students meeting Level II standard in reading to be above the state average in grades 4, 6, and 7.
- Increase the percent of students meeting the Level III Advanced standard in reading to be above the state average in all grades (3-8) and on the English I EOC.
- Increase Reading achievement for Special Education students from 29% and ELL students from 59% meeting System Safeguards to the target score of

60%.

- Increase Reading achievement for ESL (63.6), and LEP (64.3) which decreased on the Performance-Based Monitoring Analysis System (PBMAS) standard from the 2015 PBMAS report to the target score of 70.0.
- Increase the percent of students meeting Level II standard in writing to be above the state average in all grades 4, 7, and English II EOC.
- Increase English Language Arts achievement for SPED EOC (21.8), and LEP EOC (33.1) which decreased on the Performance-Based Monitoring Analysis System (PBMAS) standard from the 2015 PBMAS report to the target score of 60.0.
- Increase the percent of students meeting the Level III Advanced standard in writing to be above the state average for grades 4, 7, and English II EOC.
- Increase Writing achievement for Special Education students from 21%, African American students from 59%, and Economically Disadvantaged students from 59% meeting System Safeguards to the target score of 60%.
- Increase Writing achievement for ESL (49.5), and LEP (50.0) which decreased on the Performance-Based Monitoring Analysis System (PBMAS) standard from the 2015 PBMAS report to the target score of 70.0.
- Increase CTE SPED achievement for English Language Arts Performance-Based Monitoring Analysis System (PBMAS) standard from 18.8 to the target score of 60.0.
- Increase CTE English Language Arts for LEP which decreased on the Performance-Based Monitoring Analysis System (PBMAS) standard from the the 2015 PBMAS report to the target score of 60.0.

## **Mathematics**

- Increase the percent of students meeting Level II standard in math to be above the state average in Algebra 1.
- Increase the percent of students meeting the Level III Advanced standard in math to be above the state average for grades 4, 7, 8, and Algebra 1.
- Increase SPED Math achievement on the Performance-Based Monitoring Analysis System (PBMAS) standard from 49.9 to 70.0.
- Increase SPED Math EOC on the Performance-Based Monitoring Analysis System (PBMAS) standard from 36.4 to 65.0.
- Increase Math achievement for Special Education students from 40% meeting System Safeguards to the target score of 60%.
- Increase Math achievement for LEP EOC (56.6) and SPED EOC (36.4) which decreased on the Performance-Based Monitoring Analysis System (PBMAS) standard from the 2015 PBMAS report to the target score of 65.0.
- Increase Math achievement for Title 1, Part A from 52.9 to the target score of 65.0.
- Increase CTE SPED achievement for Math Performance-Based Monitoring Analysis System (PBMAS) standard from 36.6 to the target score of 65.0.

## **Science**

- Increase the percent of students meeting Level II standard in science to be above the state average in grades 5 and 8.
- Increase the percent of students meeting the Level III Advanced standard in science to be above the state average for grades 5, 8, and Biology.
- Increase science achievement for Special Education students from 40% meeting System Safeguards to the target score of 60%.
- Increase science achievement for Bilingual (63.1), ESL (59.6), SPED (44.7) and LEP (48.7) on the Performance-Based Monitoring Analysis System (PBMAS) report to the target score of 65.0.
- Increase science achievement for LEP EOC (63.4) and SPED EOC (53.3) which decreased on the Performance-Based Monitoring Analysis System (PBMAS) standard from the 2015 PBMAS report to the target score of 75.0.
- Increase CTE SPED achievement for science Performance-Based Monitoring Analysis System (PBMAS) standard from 50.3 to the target score of 75.0.

## **Social Studies**

- Increase the percent of students meeting Level II standard in social studies to be above the state average in grades 8 and US History.
- Increase the percent of students meeting the Level III Advanced standard in social studies to be above the state average for grades 8 and US History.
- Increase social studies achievement for Special Education students from 39% and ELL students from 55% meeting System Safeguards to the target score of 60%.
- Increase social studies achievement for ESL (36.7), Title 1, Part A (56.8), SPED STAAR (44.1), and LEP (35.6) on the Performance-Based Monitoring Analysis System (PBMAS) report to the target score of 65.0.
- Increase social studies achievement for CTE SPED (60.9) and SPED EOC (60.3) on the Performance-Based Monitoring Analysis System (PBMAS) report to the target score of 70.0.

### **Student Progress (Index 2)**

- Increase student progress standard for Index 2 from 39 to the state level of 40 or higher.

### **Postsecondary Readiness (Index 4)**

- Increase Postsecondary Readiness standard for Index 4 from 68.0 to the state level of 75 or higher.
- Increase STAAR Postsecondary readiness 44.1 to the state level to 49.6 or higher.
- Increase the Graduation Plan Component from 77.7 to the state level of 85.9 or higher.
- Increase the Postsecondary Component from 59.6 to the state level of 74.9 or higher.

### **Title I, Part A**

- Increase Achievement for Title 1, Part A in math EOC (52.9) and ELAR EOC (42.0) to 60.0 on the Performance-Based Monitoring Analysis System (PBMAS) standard from the 2015 PBMAS report scores on the 2015 PBMAS reported as math EOC (54.5) and English Language Arts EOC ( 47.5).
- KISD Title I, Part A Annual Dropout Rate - 4.4% (PBMAS standard: 1.8).
- KISD Title I, Part A Graduation Rate - 70.8% (PBMAS standard: 80.0).

# District Culture and Climate

## District Culture and Climate Summary

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

<b>Gallup Poll Results 15-16</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
Hope (Grand mean = out of 7) 45% feel hopeful	4.29	4.30	4.28	4.28	4.22	4.20	4.20	4.23
Engagement (Grand mean = out of 9) 47% feel engaged	4.15	4.08	3.91	3.83	3.74	3.61	3.59	3.54
Entrepreneurial Aspiration (Grand mean = out of 4)	2.76	2.71	2.58	2.52	2.30	2.29	2.31	2.50
Career/Financial Literacy (Grand mean = out of 4)	3.27	3.23	3.26	3.25	3.07	3.09	3.26	3.50

## District Culture and Climate Strengths

- Superintendent Student Advisory Committee on all four high schools to provide insight to the Superintendent from the student perspective.
- School Health Advisory Committee (SHAC) established to advise the district on health and wellness policies and procedure.s
- 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, and military transition counselors. Programs such as Student 2 Student, Junior Student 2 Student, Elementary Student 2 Student, also support military students transitioning in and out of KISD. Other programs include: Communities in Schools, AYPYN, Boys & Girls Club, YMCA, and Community & Youth Student Services.
- District leaders attended Military Child Education Coalition Regional Convening with military, parent, and community leaders.
- An on-line bullying reporting system is used to efficiently report and track bullying across 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 established on each Ft. Hood campus.
- District Wellness program was implemented to encourage healthy habits for all employees (Coming soon: Supt's Cup).
- Special education Parent Advisory Committee was establish to assist and provide resources to families whose children are served in special education.

## District Culture and Climate Needs

- Implement a campus climate survey to replace Gallup to produce results from all stakeholders (parents, staff, and students).
- Increase student involvement in extra and/or co-curricular activities (AYPYN participation).
- Increase the percent of students engaged in Special Olympics.
- Provide monitors on special education buses to ensure the safe transport of student.
- Decrease SPED Discretionary Placement in ISS on the Performance-Based Monitoring Analysis System (PBMAS) to below 67.6 on the PBMAS report.
- Decrease SPED Discretionary Placement in OSS on the Performance-Based Monitoring Analysis System (PBMAS) to below 24.0 on the PBMAS report.
- Decrease the number of students assigned to the DAEP, with a focus on sub-group male populations.
- Decrease the number of students with placements to ISS/OSS.
- Continue monthly/quarterly review and practice of safety procedures and drills to ensure preparedness in emergency/crisis situations.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Killeen ISD is the second largest employer in the area, with Fort Hood being the largest. KISD staff consists of 6,438 full time employees: 45.8% - Teachers, 21.8% - Paraprofessionals, 20.0% - Classified, 9.0% - Professional Support, 2.8% - Campus Administration and .6% - Central Administration. The Board of Trustees consists of seven elected members who serve three year terms of office.

The teachers currently serving KISD have an average of 10 years of teaching experience and an average of 8 years in KISD. More than 23.8% of the teachers have a masters or doctoral degree. KISD boasts a retention rate at or above 85% percent for the past three years.

Killeen ISD has an extensive, year round recruiting schedule which targets prospective applicants from diverse ethnic backgrounds and teaching fields. The District's recruiting initiative is effective in recruiting, hiring and retaining between 350 to 500 teachers each year. The efforts primarily focus inside Texas which includes multiple university job fairs, alternative teacher certification preparation programs, and numerous internet recruiting sites. Killeen ISD also conducts an annual teacher job fair. Due to the teacher shortage throughout the state of Texas, KISD began recruiting throughout the nation to attract a diverse and qualified applicant pool beginning in the 2013-14 school year. KISD has continued its recruiting both in Texas and out of state university job fairs for the 2014-15, 2015-16, and 2016-17 school years.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, conferences, interactive online sessions, and district-sponsored instructional opportunities focused on building capacity and promoting student achievement.

KISD provides all professional employees who are new to the district with a comprehensive and differentiated induction, including a mentor for teachers who are new to the profession. Mentors and protégés meet as often as necessary when the relationship is newly established. All mentors and protégés have required meetings four times per month, with discussions guided by a district-provided handbook. All mentors are required to attend differentiated training sessions throughout the school year.

In response to identified needs to support the evaluation and instruction of students with disabilities, the KISD school board approved the allocation of 32 additional special education evaluation staff, specialists, and teachers. These allocations support new district initiatives such as the parent education resource room and collaborative teaching.

Teachers are able to select in-district professional development sessions that best meet their learning needs. During the 2015-2016 school year, nearly 1,000 sessions were offered by the Elementary and Secondary Curriculum departments. The KISD Technology department has offered over 120 sessions, including a Technology Conference at the end of the summer. Special Education provides monthly trainings for campuses regarding behavior, and numerous sessions covering a variety of special education issues were offered during teacher pre-service in August 2016. Additionally, teachers participate in professional learning communities to further promote and enhance collaboration during the school day. Teachers are allowed, with campus principal approval, two days of professional learning during the school year to assist with accomplishing the campus goals and objectives. Teachers may exchange up to two days of

professional development in-district or out-of-district over the summer and school year in place of up to two predetermined teacher workdays. This exchange requires prior approval from the campus principal and encourages teachers to seek summer professional learning opportunities.

By virtue of its size, KISD provides instructional support to teachers through additional district staff. Campus instructional specialists provide as-needed support at every campus to improve instructional offerings. Elementary and Secondary Professional Development departments provide a broad range of instructional strategies and supports, including content area and grade level trainings.

One day of teachers' pre-service training in August is reserved for a district-wide "Job-Alike Day". The purpose of Job-Alike Day is to provide targeted professional development and to promote content collaboration between teachers and professionals in similar roles between campuses. Teachers have an opportunity to focus on curriculum and collaborate with colleagues on best practices. A campus or site is devoted to host each elementary grade level or secondary content area, with sites also devoted to librarians, counselors, instructional aides, and parent liaisons. Out-of-district professional development is also available to teachers at the discretion of the building principal. Teachers can apply for grants through the Education Foundation to attend out-of-district professional development opportunities.



There were 32 new Special Education positions created.

- 1 Physical Therapist
- 2 District Lead Teachers
- 2 Parent Educators
- 2 Bilingual Examiners
- 1 SED Director
- 1 Social Worker
- 1 Behavioral Specialist
- 2 Autism Specialists
- 4 Educational Diagnosticians/Licensed Specialists in School Psychology
- 8 Speech Pathologists
- 4 Occupational Specialists
- 1 Visually Impaired Teacher
- 3 Special Ed Teachers

### **Staff Quality, Recruitment, and Retention Strengths**

- Induction and Mentoring program surveys reflect a rating of 95.5% highly engaging
- 468 professional development sessions offered
- 13,957 session participants rated professional development opportunities an average of 95.5% effective
- Professional Learning Communities are available for all teachers every 10 days at the campus level
- Ten days of pre-service professional development and two calendar-embedded professional development days
- Online professional development for mentors to increase availability and encourage collaboration with protégés
- Pay increase of 2.5% from the midpoint for all KISD employees
- Additional allocations for special education evaluation and instruction
- District size allows for greater differentiation and provision of instructional supports
- Killeen ISD has a strong, diverse core of professionals trained in recruiting techniques

## **Staff Quality, Recruitment, and Retention Needs**

- Increase the radius of teacher recruitment job-fairs to broaden the applicant pool
- Recruit and retain critical shortage area teachers in SPED/ELL/Bilingual/Math/Science
- Maintain a starting teacher salary that is competitive with surrounding districts
- Maintain a competitive salary schedule with surrounding districts
- Provide instructional aides to reduce the student-staff ratio in self-contained classrooms
- Provide support for students with emotional and behavioral concerns by continuing the Therapeutic Learning Classroom (TLC) program and the provision of SPED Social Workers

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

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

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

**(E) Expert instructional delivery** addresses the quality implementation of a guaranteed and viable curriculum. Ongoing work to strengthen the teaching and learning of the instructional core began in the 2012-2013 school year and continues today. The District work has included the researched-based instructional strategies identified in the *Art and Science of Teaching*, Marzano's design questions, Balanced Literacy and Comprehension at the Core practices, and professional learning to increase math comprehension and conceptual understanding. Work continued with the implementation of Instructional Rounds in the 2013-2014 school year. 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. During the summer of 2014, principals received professional development, commonly referred to as Visible Learning, based on the research of John Hattie. This work focuses on the impact of various instructional strategies and processes. Continuing the focus on Instructional Rounds and based on data from the 2014-2015 Instructional Rounds, the 2015-2016 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 at high cognitive levels with learning tasks that are aligned to the learning targets and goals, then student achievement will improve." To address the problem of practice, campuses have received professional learning focused on rigor and relevance from Dr. Barbara Blackburn. STAAR and EOC test results from 15-16 show that 72% of all students met standard for reading and 65% of students met standard for writing. This data demonstrates a need for job-embedded instructional coaching. Data from Instructional Rounds as well as the CIRCLE assessment demonstrate a need to enhance the PK learning experience for students and staff.

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

**(RN) Responding to the needs** of our students is a vital element of our guiding philosophy and the district LEARN model. The Response to Intervention

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

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

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

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

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

Enrollment at the Early College High School will increase to 600 students for the 2016-2017 school year. This campus provides the opportunity for students to earn an associate degree while in high school. Qualified students are entered into a lottery system with 300 students selected per cohort year.

The Killeen ISD Career Center serves students from all five KISD high schools. Students may select from ten career clusters - Health Science; Arts, AV and Communications; Information Technology; Agriculture, Food and Natural Resources; Transportation, Distribution, and Logistics; Architecture and Construction; Law, Public Safety, Corrections, and Security; Manufacturing; and Human Services. The KISD Career Center collaborates with business and

industry leaders to identify workforce needs to ensure the maximum employability of Career Center graduates.

### **Curriculum, Instruction, and Assessment Strengths**

- The LEARN Model provides a cohesive and clear guiding framework that keeps the focus on teaching and learning.
- KISD has a strong, well-articulated, guaranteed and viable curriculum that is aligned to the State standards.
- Teachers are supported by a wide variety of ongoing professional development opportunities.
- Professional Learning Communities form the basis for job-embedded learning and professional collaboration.
- Through Eduphoria and online universal screens, teachers have timely access to student learning data that informs instruction.
- Campuses are served by a Campus Instructional Specialist and/or a Curriculum Director.
- A well-developed Response to Intervention System is in place, and the process is supported by research-based interventions.
- The Killeen ISD Career Center provides students with world-class facilities and opportunities for career preparation.
- The curriculum, instruction, and assessment program focuses on the needs of all students.
- KISD students have multiple advanced learning opportunities.
- District focus remains on strengthening the instructional core and building the capacity of teachers and campus leadership.

### **Curriculum, Instruction, and Assessment Needs**

- State performance data listed in the Student Achievement Summary for Level II Final and Level III Advanced indicate the need for stronger implementation of standards and instruction more closely aligned to the standards, both in specificity of the content and in the cognitive level of the learning task. Addressing this need will result in more rigorous and more strongly aligned learning for students.
- Instructional Rounds data indicate that increased alignment between TEKS, targets, and tasks is needed. This will allow students to interact with the learning at the cognitive level of the standard and to track their own progress toward the learning target.
- Instructional Rounds and state performance data indicate a need for professional development to support the use of varied forms of assessment, including, but not limited to, the use of performance assessments, assessment rubrics, and formative assessment to drive instructional decisions.
- Current data in eSchool Student Success Plans indicate the need for increased professional development to address RtI practices, behavior intervention plans, and academic intervention plans.
- Additional professional development for technology integration is needed in order to support teachers in the development of learning experiences that ensure engagement of 21st century learners.
- State performance data for Level II Final and Level III Advanced, RtI data, PSAT results and PBMAS data indicate the need for additional professional development on rigorous and differentiated instruction.
- Level III Advanced, PSAT/SAT/ACT results, and AP results indicate a need for increased learning opportunities and professional develop for teachers serving advanced academics and gifted and talented programs.
- PBMAS data indicate the need for additional professional development in content based literacy strategies.

## Family and Community Involvement

### Family and Community Involvement Summary

The Killeen Independent School District is truly unique because we live, learn, work and play in the shadow of Fort Hood - "The Great Place" - with the largest military population in the nation. As a community, we are energetic, multi-cultural, and acutely sensitive to the challenges associated with serving students and families, many of whom are directly or indirectly impacted by their association with Fort Hood. About half of our students, and many of our staff and faculty, are affiliated with soldiers or civilian employees at Fort Hood. This leads to a high mobility rate for both staff and students.

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

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

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

Due to the high number of military connected students and staff, KISD will maintain its close ties with military affiliated organizations. The Military Impacted Schools Association provides SOAR as a resource for our students. The Military Child Education Coalition (MCEC) sponsors the "Student 2 Student" program. The Department of Defense provides access to TUTOR.com for military family members. Every KISD school is partnered with a specific Fort Hood unit under the installation's "Adopt A School" program, providing on-campus soldier volunteers to coach, mentor and tutor students while assisting and supporting staff and faculty as appropriate. Ft. Hood also provides a liaison to the school board who sits in on all formal board meetings. We cooperate with Ft. Hood to broadcast graduation ceremonies to parents who are deployed. Our local Armed Services YMCA provides on-campus before and

after school child care at all off post KISD elementary schools. The Boys and Girls Club provides after school tutoring and mentoring at every middle school in the district. Each high school is supported by Army Youth Programs in Your Neighborhood (AYPYN). This program provides tutoring, mentoring, homework support and snacks in collaboration with the Boys and Girls Club. Similar support is provided on-post by Fort Hood's Morale, Welfare and Recreation Directorate. Each middle school campus has been assigned a Military School Transition Consultant (MSTC) which assists military connected students and families with transitions.

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

### **Family and Community Involvement Strengths**

- Numerous partnerships throughout the community enhance and diversify instruction throughout the district.
- Community partnerships provide school supplies to families in need.
- HARP identified students are provide additional services (food, clothing, school supplies, community resources)
- Partner with Central Texas College and Temple College allow students to receive dual credit.
- Adopt-a-School program provides support and volunteers to every KISD campus.
- Partner with Ft. Hood to broadcast graduation ceremonies to deployed parents.
- The Killeen ISD's Site-Based Decision Making (SBDM) Committee consists of parents and community members.
- District Parent Advisory Council (PAC) provides input on district special programs. This group is representative of the student demographics.
- District Special Education Parent Advisory Council provides feedback on program needs/parent concerns and acts as ambassadors to families new to KISD.
- Private non-profit organizations are invited to participate in special programs with KISD.
- Newsletters provide parents with information in multiple languages (English, German, Korean, Spanish).
- Newsletters and a website will be a resource that parents of special needs children can access.
- Partner with Central Texas College Adult Education to provide ESL and GED classes for parents and community members.
- District provides a list of translators.
- Computer classes for parents and community members are available.

### **Family and Community Involvement Needs**

- Increase participation rates for parents from all socio-economic levels.
- Actively approach community members to become involved and aware of the needs of all students.
- Create an atmosphere of inclusiveness and acceptance.
- Provide professional development on customer service best practices.
- Provide professional development on working with parents of special needs students.
- Provide professional development on the importance of parent and family engagement.



## **District Context and Organization**

### **District Context and Organization Summary**

KISD students attend 32 elementary schools, ten middle schools, four comprehensive high schools, an Early College High School, and five specialized schools. The KISD Career Center offers students an opportunity to earn a trade certification while completing high school courses. Early College High School is a joint venture with Central Texas College that offers a select group of students the opportunity to complete an associate degree concurrently with high school courses. Students are also offered dual credit courses through Central Texas College as well as Temple College's Bio-Science Institute where students can earn an associate degree while earning their high school diploma.

KISD maintains a district website as well as campus websites for all campuses. Parents may access their child(ren)'s grades and attendance records through the Home Access Center. KISD campuses utilize the Blackboard Connect messaging service which affords the district the ability to reach parents and the community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification--keeping our community more informed and involved. Parents have access to an online Bully Reporting system via the KISD web page. Parents also participate in satisfaction surveys through the district's website.

Staff members meet in Professional Learning Communities (PLCs) to work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Principals take part in district-level PLCs once per month. There are eight groups organized by level: five elementary groups, two middle school groups and one high school PLC. Assistant Principals also take part in district level PLCs bimonthly, while Campus Instructional Specialists/Curriculum Directors participate in PLCs monthly. The course of study this year includes instructional rounds, the LEARN model, Barbara Blackburn's focus on increasing instructional rigor, Marzano's instructional strategies, and John Hattie's Visible Learning. To continue to promote inclusive practices, KISD is piloting the Collaborative Teaching Model. During the 2015-2016 school year, elementary campuses participated via a DoDEA grant. This year, the model expanded to 5 elementary schools and 1 middle school in the Robert M. Shoemaker High School feeder pattern. The Special Education Department introduced a three year Strategic Plan to increase transparency and provide a framework for the future. Parent and teacher survey results were incorporated to ensure parent and community involvement.

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

KISD participates in the Gallup Student Poll, which will track, for 10 years, the hope, engagement, and well-being of public school students in grades 5 through 12 across the United States. Student hope for the future, engagement with school, and well-being are factors that have been shown to drive student grades, achievement scores, retention, and future employment. Results from the poll are available to KISD through an online scorecard.

KISD and Fort Hood share information in a variety of forums. The Garrison Commander and a School Liaison Officer from Fort Hood are included at each meeting of the KISD school board. Monthly and quarterly meetings of Fort Hood's Exceptional Family Member Program include presentations by members

of the KISD Special Education Department. Military Family Life Counselors are embedded in numerous KISD campuses, providing support to military dependents.

### **District Context and Organization Strengths**

- A District Problem of Practice/Theory of Action creates an instructional focus designed to improve teaching and learning
- Creation of District Momentum plan and Campus Momentum Plans
- Instructional Rounds-Increasing network visits to include multiple campuses
- Alignment of CTE/High School Bell Schedules
- HB5 Course Offering in all five endorsements and multiple pathways to achieve endorsements (60+)
- SBDM Committees
- KISD Parent survey / Gallup Student surveys
- Professional Learning Communities
- District / Campus goal alignment
- District Employee Advocacy Committee Teacher memberships
- Development of Special Education Guiding Principles and Operating Guidelines

### **District Context and Organization Needs**

- Ensure District/Campus Professional Learning Communities are aligned to the District Problem of Practice/Theory of Action
- Ensure alignment of campus and district improvement plans with the new accountability system
- Implementation and monitoring of HB5 student course selections and alignment to endorsement and graduation plans
- Increase parent participation in educational decision-making
- Increase departmental transparency for all stakeholders (Goals, Operating Procedures, Organizational Charts, etc.)
- Improve district departmental accountability

# Technology

## Technology Summary

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 should drive technology. Integrated digital learning environments facilitate creativity and collaboration, support professional learning communities that enable educators to collaborate, 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 student response systems and interactive whiteboards enhance the learning experience in many classrooms. Internet for KISD is serviced by two Internet Service Providers at two separate locations, with a redundant connection between the two. Campuses are load-balanced between the two sites so that internet traffic is automatically rerouted to avoid service disruption.

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

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

## **Technology Strengths**

- Campus life cycle deployment initiative (computer and projector)
  - every teacher has a laptop
  - every classroom is outfitted with an interactive projector and document camera
- Access to reliable and well-supported technology and network systems to meet current and emerging needs
- Bring Your Own Device initiative
- KISD Technology Conference - week-long professional development opportunity open to all staff
- Summer tech camp for students supported by the KISD Education Foundation
- Home Access Center (Parent and student portal for checking grades)
- Online enrollment
- Schoology - Enterprise LMS (Learning Management System)
- 1:1 laptops for students at ECHS

## **Technology Needs**

- Ensure that Technology Application TEKS, especially in the areas of digital citizenship, are being addressed PK-12
- Build the capacity of campus and district instructional leaders to be models of technology integration
- Continue to build the capacity of instructional personnel to use technology tools effectively for problem solving and knowledge construction
- Provide technology tools with advanced features while continuing responsible stewardship of District funds

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

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

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

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

### **Employee Data**

- Professional Learning Communities (PLC) data

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

#### **Parent/Community Data**

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

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

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

# Goals

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



















**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, 75% of tested students will meet or exceed the Level II, Phase-In Standard, and 42% will meet the Postsecondary Readiness Standard as measured by STAAR/EOC.

**Evaluation Data Source(s) 1:** Level II Phase-In Standard and Level II Final Performance on STAAR / EOC Exams

## Summative Evaluation 1:
















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Plan and provide Curriculum Study Sessions for PK-5th grade classroom teachers, special education teachers and teachers of ELLs for each 9-week grading period to include strategies for integrating all content areas.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, CIRCLE, MAP data, mClass Math, Tejas LEE, STAAR data, teacher participation and feedback				
Funding Sources: 199 - General Funds - 28704.00						
<p><b>State System Safeguard Strategy</b></p> <p>2) Build the capacity of a cadre of kindergarten through 5th grade teachers through the Reading Academy, which focuses on strategies for strengthening reading comprehension and writing about reading. This cadre of teachers will serve as lead learners in campus-based PLCs.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, MAP data, Tejas LEE, STAAR data, teacher participation and feedback				
Funding Sources: 211 - ESEA, Title I Part A - 59800.00						
<p><b>State System Safeguard Strategy</b></p> <p>3) Provide professional development for ELAR throughout the school year and during the summer to include best practice strategies for teaching the core curriculum and incorporating all components of balanced literacy in the elementary classroom. ELAR professional development will include Comprehension at the Core sessions for all teachers new to kindergarten through 5th grade including special education teachers and teachers of ELLs.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, MAP data, Tejas LEE data, STAAR data, teacher participation and feedback				
Funding Sources: 211 - ESEA, Title I Part A - 95000.00, 255 - ESEA Title II - 5000.00						





























<p align="center"><b>State System Safeguard Strategy</b></p> <p>4) Provide writing professional development throughout the school year and during the summer to incorporate best practice strategies for implementing the writing workshop model and developing strategies for integrating writing across content areas. Writing professional development will include Empowering Writers sessions and resources for all kindergarten through 5th grade teachers to include special education teachers and teachers of ELLs.</p>	<p>Elementary Curriculum and Professional Development</p>	<p>Curriculum unit assessments, MAP data, Tejas LEE data, and STAAR data, teacher participation and feedback</p>				
<p>Funding Sources: 211 - ESEA, Title I Part A - 281000.00, 255 - ESEA Title II - 2500.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>5) Provide math professional development throughout the school year and during the summer that builds the capacity of teachers to understand mathematical concepts necessary to teach to the depth and complexity of the mathematics standards. Teachers will develop best practice strategies to implement in the classroom.</p>	<p>Elementary Curriculum and Professional Development</p>	<p>Curriculum unit assessments, mCLASS Math and MAP data, STAAR data, teacher participation and feedback</p>				
<p>Funding Sources: 211 - ESEA, Title I Part A - 70000.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>6) Provide conceptually based mathematics supplemental program at all elementary campuses through implementation of ST Math by Mind Research. Ongoing professional development will support the implementation.</p>	<p>Elementary Curriculum and Professional Development</p>	<p>Curriculum unit assessments, mCLASS Math and MAP data, STAAR data, teacher participation and feedback</p>				
<p>Funding Sources: 166 - State Comp Ed - 115404.00</p>						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>7) Provide a virtual learning environment to be used by the Math Center for students unable to participate in face-to-face tutoring services.</p>	<p>Secondary Curriculum and Professional Development and Digital Learning</p>	<p>STAAR data, student participation and feedback</p>				
<p>Funding Sources: 166 - State Comp Ed - 828.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>8) Build the mathematical capacity of a cadre of kindergarten through 5th grade teachers through a Math Academy focusing on strategies for using math models, discourse, and understanding of problem structures for developing effective problem solvers. This cadre of teachers will serve as lead learners in campus-based PLCs.</p>	<p>Elementary Curriculum and Professional Development</p>	<p>Curriculum unit assessments, mCLASS Math and MAP data, STAAR data, teacher participation and feedback</p>				
<p>Funding Sources: 211 - ESEA, Title I Part A - 44800.00, 255 - ESEA Title II - 3000.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>9) Provide science professional development throughout the school year and in the summer for elementary teachers to include critical thinking, hands-on learning tasks, and integration across content areas.</p>	<p>Elementary Curriculum and Professional Development</p>	<p>Curriculum unit assessments, STAAR data, teacher participation and feedback</p>				
<p>Funding Sources: 211 - ESEA, Title I Part A - 10000.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>10) Elementary campuses will partner with ECPD to provide 3rd-5th grade students the opportunity to participate in a district-wide Science Olympiad.</p>	<p>Elementary Curriculum and Professional Development</p>	<p>Student participation and feedback</p>				
<p>Funding Sources: 199 - General Funds - 12800.00</p>						

<p align="center"><b>State System Safeguard Strategy</b></p> <p>11) Provide social studies professional development throughout the school year and in the summer for elementary teachers to include critical thinking, hands-on learning tasks, and integration across content areas.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, teacher participation and feedback				
	Funding Sources: 211 - ESEA, Title I Part A - 30000.00					
<p>12) Support the implementation of strategies to ensure rigorous, aligned instruction to include strategies from Barbara Blackburn, Robert Marzano, and John Hattie.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, CIRCLE, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, teacher participation and feedback.				
	Funding Sources: 211 - ESEA, Title I Part A - 25000.00, 255 - ESEA Title II - 24800.00					
<p align="center"><b>State System Safeguard Strategy</b></p> <p>13) Build the capacity of a cadre of elementary teachers, to include district instructional coaches, to integrate technology into Comprehension at the Core Toolkit lessons. Professional development sessions will focus on using technology to enhance comprehension across content areas.</p>	Elementary Curriculum and Professional Development and Digital Learning	Curriculum unit assessments, Tejas LEE data, MAP data, STAAR data, teacher participation and feedback				
	Funding Sources: 211 - ESEA, Title I Part A - 35000.00					
<p>14) Expand the iLEARN initiative to include 4th and 5th grade teachers. Through the iLEARN initiative, technology and ongoing professional development is provided on integrating the use of iPads in PK-5th grade classrooms to support reading and math instruction.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, CIRCLE, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, teacher participation and feedback, classroom observations, follow-up assignments.				
	Funding Sources: 211 - ESEA, Title I Part A - 200000.00					
<p align="center"><b>State System Safeguard Strategy</b></p> <p>15) Provide professional development for elementary PE teachers to include strategies for integrating academic content.</p>	Elementary Curriculum and Professional Development	FitnessGram data, teacher participation and feedback				
	Funding Sources: 199 - General Funds - 10000.00					
<p>16) Provide professional development to enable teachers to differentiate instruction for students in the gifted and talented program.</p>	Elementary & Secondary Curriculum and Professional Development, Campus GT Coordinators	Curriculum unit assessments, STAAR data, GT compliance report, teacher participation and feedback				
	Funding Sources: 177 - Gifted/Talented - 4000.00					
<p>17) ECPD and SCPD will provide support for campuses K-8 to implement the Texas Performance Standards Project (TPSP) that will culminate in a district-wide showcase.</p>	Elementary & Secondary Curriculum and Professional Development	Teacher participation and feedback				
	Funding Sources: 177 - Gifted/Talented - 1600.00					
<p align="center"><b>State System Safeguard Strategy</b></p> <p>18) Provide curriculum summaries (snapshots) for elementary administrators and Campus Instructional Specialists to support instructional leadership.</p>	Elementary Curriculum and Professional Development	Curriculum unit assessments, CIRCLE, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, administrator feedback				

19) Provide professional development for teachers and paraprofessionals on behavior strategies and interventions.	Executive Director for Special Education, Director for Special Education and District Special Education Coordinators	Teacher participation, classroom observations and decreased classroom behavior referrals				
Funding Sources: 162 - Special Education - 16000.00						
20) Provide professional development for paraprofessionals in areas such as Behavior Intervention Plans, Social Skills, Understanding Emotionally Disturbed, and/or Understanding Autism.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Paraprofessional participation, classroom observations and decreased classroom behavior referrals.				
Funding Sources: 162 - Special Education - 2200.00						
21) Continuation of Teach Town Social Skills Curriculum implemented in PPCD (Pre-school Program for Children with Disabilities) classrooms.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Teacher feedback and training evaluations				
Funding Sources: 162 - Special Education - 2500.00						
22) Continuation of Teach Town Social Skills Curriculum to include Volume 3: Self-Regulation & Coping and Volume 4: Good Communications in PPCD classrooms.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Teacher assessment data and teacher feedback				
Funding Sources: 162 - Special Education - 2500.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> 23) 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.	Secondary Curriculum and Professional Development	Teacher participation, STAAR/EOC results, and teacher feedback.				
Funding Sources: 199 - General Funds - 80000.00, 128 - High School Allotment - 40000.00						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> 24) Provide curriculum and instruction 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.				
Funding Sources: 128 - High School Allotment - 40000.00						

<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>25) Create curriculum summaries and "look fors" in conjunction with lead teachers. These documents will be shared with campus administration and curriculum staff.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Teacher feedback on use of documents</p>				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>26) Provide Edgenuity online courses to all high schools for the primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Edgenuity utilization and monitoring reports, student success in the program, teacher participation and feedback</p>				
<p>Funding Sources: 199 - General Funds - 153333.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>27) Meet with teacher leaders at least four times during the school year to support the work of strengthening the instructional core through deep understanding of TEKS, strong instructional targets aligned to student tasks, and implementation of research-based instructional strategies.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Teacher feedback, turn-around to teacher teams.</p>				
<p><b>State System Safeguard Strategy</b></p> <p>28) Provide professional development for special education teachers to include collaborative teaching strategies to improve special education student success in the inclusive classrooms.</p>	<p>Director's for Elementary and Secondary Curriculum and Professional Development, Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Student improvement in core academic areas and improved results on the STAAR exams.</p>				
<p><b>State System Safeguard Strategy</b></p> <p>29) Through the Collaborative Teaching Initiative, collaborative teaching partners at the Fort Hood campuses as well as campuses in the Shoemaker 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 at the Core 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 &amp; Professional Development; Director of Secondary Curriculum &amp; Professional Development</p>	<p>STAAR Data, MAP data, Unit Assessments, Teacher participation</p>				
<p>Funding Sources: 287 - DoDEA Ft. Hood - 181420.00, 255 - ESEA Title II - 8480.00, 211 - ESEA, Title I Part A - 214960.00, 224 - IDEA B Formula - 264160.00</p>						

<p>30) Two Special Education Lead Teachers and four Title I Instructional Coaches will provide on-site coaching to support the Collaborative Teaching Initiative. Professional development will be provided to build the capacity of the lead teachers and instructional coaches to equip them for this work.</p>	<p>Executive Director for Special Education; Director for Special Education; Director of Elementary Curriculum &amp; Professional Development</p>	<p>STAAR Data, MAP data, Unit Assessments, Teacher participation</p>				
<p>Funding Sources: 224 - IDEA B Formula - 131903.05, 211 - ESEA, Title I Part A - 272000.00</p>						
<p>31) Through the implementation of the High-Quality PK Grant Program, enhancements to the PK program at fifteen campuses will focus on strengthening the curriculum, teacher preparedness, academic performance, and family engagement. Professional development will build the capacity of PK teachers and paraprofessionals to understand concepts necessary to teach to the depth and complexity of the standards. These campuses include: Bellaire, Brookhaven, Cedar Valley, Clifton Park, East Ward, Hay Branch, Haynes, Ira Cross, Peebles, RE Cavazos, Reeces Creek, Saegert, Timber Ridge, Trimmier and West Ward elementary schools.</p>	<p>Director of Elementary Curriculum &amp; Professional Development</p>	<p>CIRCLE data, teacher and paraprofessional PD transcripts, family events sign-in sheets</p>				
<p>Funding Sources: 429 - PK Grant - 1078351.00</p>						
<p>32) Provide professional development for teachers in areas such as BIPs, FBAs, Social Skills, Understanding ED, and/or Understanding Autism, documenting and implementing behavior plans.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Teacher participation, classroom observations and decreased classroom behavior referrals.</p>				
<p>Funding Sources: 162 - Special Education - 600.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 33) Provide a Secondary New Teacher Academy to bring new to profession and second year teachers up to date on the initiatives underway in the district, including Marzano, Hattie, instructional rounds, Lead4Ward data tools, classroom management and instructional strategies to enhance classroom learning and effective implementation of core curriculum.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Observation of instructional strategies through instructional rounds, T-TESS data, artifacts posted in Schoology group, attendance sign-in</p>				
<p>Funding Sources: 199 - General Funds - 30000.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 34) Provide STEMScopes Science Curriculum supplement to all teachers of 8th grade and Biology to ensure alignment to core curriculum and to provide enhanced learning experiences for students.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>STAAR/EOC Scores</p>				
<p>Funding Sources: 199 - General Funds - 25000.00</p>						

<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>35) Support student learning in social studies by providing supplemental curriculum materials for teachers to include: DBQ (Document Based Project) project, Amsco Study Guides, Jarrett Publishing, and Teaching History through Investigation.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>STAAR/EOC Scores</p>				
<p>Funding Sources: 128 - High School Allotment - 3000.00, 199 - General Funds - 15000.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>36) Provide professional development to teachers for writing improvement using Lead4Ward, Write for Texas, and online resources and courses built through Schoology.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>STAAR EOC Scores</p>				
<p>Funding Sources: 128 - High School Allotment - 15000.00</p>						
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

**Performance Objective 2:** By monitoring the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, Index 2 will reflect a 5% increase in the percent of tested students meeting or exceeding one year of academic progress, and the district Index 3 score will exceed the state Index 3 score and show growth over district performance in 15-16.

**Evaluation Data Source(s) 2:** STAAR / EOC Results

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>1) Implement research-based reading interventions and differentiation for all students through the use of Comprehension at the Core at elementary and middle school campuses and Leveled Literacy Intervention system at the elementary level. Ongoing professional development will be provided for interventions.</p>	Elementary & Secondary Curriculum and Professional Development	MAP data, STAAR data, student growth reports				
Funding Sources: 128 - High School Allotment - 7000.00						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>2) Implement research-based math interventions and differentiation for all students through the use of Think Through Math for students in grades 3-12. Ongoing professional development will be provided for interventions.</p>	Elementary & Secondary Curriculum and Professional Development	Campus usage reports, student growth reports				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>3) Provide ongoing math support and tutoring to 5th through 12th grade students through the KISD Math Center.</p>	Secondary Curriculum and Professional Development	Student participation and feedback.				
Funding Sources: 199 - General Funds - 150000.00						
<p><b>State System Safeguard Strategy</b></p> <p>4) Provide job alike professional development opportunities for elementary, middle and high school dyslexia teachers.</p>	Elementary and Secondary Section 504 Specialist	Participant participation and feedback				
Funding Sources: 199 - General Funds - 10000.00						

<b>State System Safeguard Strategy</b> 5) Provide ongoing, research-based professional development opportunities for all dyslexia teachers to include Wilson Reading, the multi-sensory reading system used for instruction for students with dyslexia.	Elementary and Secondary Section 504 Specialist	Participant participation and feedback		
	Funding Sources: 199 - General Funds - 8000.00			
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 6) Provide instructional staff per campus to focus on direct service to students identified with dyslexia and other identified at-risk students.	Elementary and Secondary Section 504 Specialist, Special Programs, Campus Administrators.	Student progress reports, report cards, teacher roster		
	Funding Sources: 199 - General Funds - 3200000.00			
7) Provide customized instruction for qualified general education homebound students and professional development for 504 coordinators regarding compliance on homebound services.	Elementary and Secondary Section 504 Specialist	Student progress, service logs of homebound teachers		
	Funding Sources: 166 - State Comp Ed - 12000.00			
<b>State System Safeguard Strategy</b> 8) Provide professional development throughout the school year and during the summer on sheltered instruction and research-based strategies that support the learning of immigrant students and English Language Learners	Elementary Curriculum and Professional Development and Bilingual/ESL Specialist	Curriculum unit assessments, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, teacher participation and feedback		
	Funding Sources: 165/ES0 - ELL - 23000.00, 263 - ESEA, Title III Part A - 10000.00, 263/IM - ESEA Title III Part A Immigrant - 18000.00			
<b>State System Safeguard Strategy</b> 9) Continue the implementation of Imagine Learning, an English acquisition program for ELLs. Provide ongoing professional development to support the implementation.	Elementary Curriculum and Professional Development and Bilingual/ESL Specialist	Imagine Learning progress monitoring reports, STAAR data, teacher participation and feedback		
	Funding Sources: 263 - ESEA, Title III Part A - 135889.00			
<b>State System Safeguard Strategy</b> 10) Provide opportunity for principals of bilingual campuses and bilingual teachers to attend the Title III Symposium to increase their capacity in understanding strategies to support English language learners.	Elementary Curriculum and Professional Development and Bilingual/ESL Specialist	Curriculum unit assessments, CIRCLE, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, administrator and teacher feedback		
	Funding Sources: 263 - ESEA, Title III Part A - 8000.00			
11) Provide technology and instructional materials to address the academic and linguistic needs of immigrant students.	Elementary Curriculum and Professional Development; Bilingual/ESL/Migrant/Immigrant Specialist; Digital Learning	Curriculum unit assessments, Tejas LEE data, mClass Math data, MAP data, STAAR data, teacher participation and feedback		
	Funding Sources: 263/IM - ESEA Title III Part A Immigrant - 47367.00			
<b>State System Safeguard Strategy</b> 12) Provide professional development throughout the school year and in the summer to build the capacity of teachers to meet the needs of under-resourced learners.	Elementary Curriculum and Professional Development	Teacher participation and feedback		
	Funding Sources: 211 - ESEA, Title I Part A - 10000.00			



13) 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.	ESC Region 12	Assessment data, progress reports, student grades, forms				
<b>State System Safeguard Strategy</b> 14) Provide academic support for general education classroom teachers through the use of Special Education Intervention Aides.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Teacher participation and feedback				
Funding Sources: 162 - Special Education - 824000.00						
<b>State System Safeguard Strategy</b> 15) Provide professional learning community opportunities through regularly scheduled meetings for specific program areas to include Resource and Inclusion, with a focus on IEPs.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Teacher participation and classroom observations				
Funding Sources: 162 - Special Education - 500.00						
<b>State System Safeguard Strategy</b> 16) Continue the use of Handwriting Without Tears in PPCD, CASD and Skills K-12 classrooms to improve student writing. Including Professional Development to continue the use within the classroom.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Brigance Assessment data; Pre-K Checklists; progress towards Goals/Objectives; EOC, STAAR, STAAR-Alt, Student written assessments				
Funding Sources: 224 - IDEA B Formula - 5500.00, 162 - Special Education - 2500.00						
<b>State System Safeguard Strategy</b> 17) Provide professional development for PPCD 3 and 4 year old teachers with Pre-K as part of the District Back-to-School Professional Development for Literacy Beginnings, Organizing Centers, Science, Math, ELAR, Strategies for teaching students with Autism.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinator for PPCD Program	Teacher participation and student growth reports				
<b>State System Safeguard Strategy</b> 18) Provide professional development for developing Standards Based IEP Goals and Objectives.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Teacher participation and feedback, Student IEP's, certificates from on-line training				
Funding Sources: 224 - IDEA B Formula - 5000.00						
<b>State System Safeguard Strategy</b> 19) Provide professional development for Skills & Functional Skills teachers and paraprofessionals for Elementary, Middle and High School levels on Waterford and Success Maker.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinator for Skills Program	Curriculum Based Assessments, classroom assessment data, teacher participation and feedback, Program data reports				
Funding Sources: 162 - Special Education - 7600.00						

<p><b>State System Safeguard Strategy</b></p> <p>20) Continue implementation of Waterford curriculum for math and science in Skills K-8 classrooms.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinator for Skills Program</p>	<p>Curriculum Based assessments; Waterford data collection; STAAR-Alt achievement; teacher assessments; teacher observation</p>				
<p>Funding Sources: 162 - Special Education - 38000.00</p>						
<p><b>State System Safeguard Strategy</b></p> <p>21) Provide on-going professional development on the use of MAP, Brigance CIBS II to CIBS III &amp; Brigance IED III, VB MAPP for special education teachers. As well as the resources to support the testing.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Teacher feedback, training evaluations and teacher assessments</p>				
<p>Funding Sources: 162 - Special Education - 150000.00</p>						
<p><b>State System Safeguard Strategy</b></p> <p>22) Provide professional development for Resource and Inclusion teachers and paraprofessional for Elementary, Middle and High School levels on Success Maker for core subject areas to support STAAR failures, and At-Risk SPED students.</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Curriculum Based Assessments, classroom assessment data, progress reports, teacher participation and feedback, Success Maker data reports</p>				
<p><b>State System Safeguard Strategy</b></p> <p>23) Continue implementation of Successmaker for reading and math with special education students in grades K-12</p>	<p>Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p>	<p>Successmaker reports, MAPS reports, STAAR Data</p>				
<p>Funding Sources: 162 - Special Education - 100000.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>24) Provide support for campuses in the implementation of programs and interventions for students who have failed to meet standard on STAAR/EOC to include:</p> <p>Monitoring and intervention for all students who have failed and STAAR/EOC exam;</p> <p>Accelerated Reading and Mathematics Instruction to students in grades 6-8 who have failed the prior two years' STAAR reading exams using Comprehension at the Core.</p> <p>Reading instruction for students in grades 9-12 who have failed the prior two years' STAAR reading/ELA exams using small group instruction, and literature circles;</p>	<p>Secondary Curriculum and Professional Development</p> <p>Campus Administration</p>	<p>STAAR/EOC</p>				

25) Provide ongoing support and professional development opportunities for Section 504 Coordinators relating to meeting the needs of Section 504, and dyslexic students. Provide professional development opportunities in the implementation of Success Ed Section 504 Compliance system.	Elementary & Secondary Curriculum, Instruction and Professional Development Section 504, Dyslexia, At-Risk and GEH Program Specialists	Attendance records Coordinator feedback				
	Funding Sources: 199 - General Funds - 28000.00					
26) Provide support and ongoing professional development opportunities for dyslexia teachers regarding implementation of Learning Ally to support instruction.	Elementary & Secondary Curriculum, Instruction and Professional Development Section 504, Dyslexia, At-Risk, and GEH Program Specialists	Attendance records Teacher feedback Student data				
	Funding Sources: 199 - General Funds - 28000.00					
27) Development and implementation of District Dyslexia and Related Disorders Process and Procedures Manual. Provide professional development opportunities regarding dyslexia and related disorders, identification, assessment and instruction. Provide ongoing support to campuses regarding dyslexia and related disorders	Elementary & Secondary Curriculum, Instruction and Professional Development Section 504, Dyslexia, At-Risk and GEH Program Specialists	Attendance records Teacher feedback Dyslexia assessment data				
	Funding Sources: 199 - General Funds - 28000.00					
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b>	Secondary Curriculum and Professional Development	Science STAAR/EOC Scores				
28) Provide ReTEKS STEMScopes Intervention for grade 8 and Biology students.	Funding Sources: 128 - High School Allotment - 25000.00					
<b>State System Safeguard Strategy</b> 29) Provide Spanish Language Arts instructional materials for teachers of bilingual students. Provide ongoing professional development to support the implementation.	Elementary Curriculum and Professional Development and Bilingual/ESL Specialist	Curriculum unit assessments, Tejas LEE data, MAP data, STAAR data, teacher participation and feedback				
	Funding Sources: 165/BI0 - Bilingual - 30000.00					
30) Provide professional development and instructional materials for parents of ELLs and Parent Liaisons to support the learning of English Language Learners.	Elementary Curriculum and Professional Development and Bilingual/ESL Specialists	Curriculum unit assessments, Tejas LEE data, MAP data, STAAR data, teacher participation and feedback				
	Funding Sources: 263 - ESEA, Title III Part A - 25000.00					
= Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue						






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

**Performance Objective 3:** By monitoring the progress of all students, at least 93% of the All Student Group in the cohort will graduate from high school with a 3% gain in graduation rates for students identified in special education and ELL.

**Evaluation Data Source(s) 3:** Graduation rates for the All Student Group 4 year graduation rate, ELL and Special Education 4 year graduation rates.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Provide alternative options for credit recovery and advancement for students using Edgenuity 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>Funding Sources: 199 - General Funds - 153333.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>2) Provide ongoing training to counselors for consistently developing Personal Graduation Plans for students in grades 6-12 meeting criteria.</p>	<p>Director of Guidance Services</p>	<p>Counselor input and feedback on process</p>				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>3) Continued implementation and revision of electronic career planner.</p>	<p>Executive Director for CTE</p>	<p>Counselor and student feedback and recommendations</p>				
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>4) Provide elementary, middle, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit advancement at the high school level. This includes opportunities for intervention and accelerated instruction to meet state testing requirements.</p>	<p>Elementary &amp; Secondary Curriculum and Professional Development</p>	<p>Summer school data, courses completed during summer school</p>				
<p>Funding Sources: 165/ES0 - ELL - 204680.00, 166 - State Comp Ed - 1140000.00, 199 - General Funds - 283000.00</p>						
<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>5) Provide ongoing support on the use of eSchool Plus 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>				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue
























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

**Performance Objective 4:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 75% of all KISD students will graduate on the Recommended, Distinguished or Foundation with Endorsement graduation plans, and KISD students will see a 5% increase in the number of college ready graduates as measured by Index 4.

**Evaluation Data Source(s) 4:** % of DHSP/RHSP graduates

**Summative Evaluation 4:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b> 1) Administer PSAT 8/9 to all 9th grade students and PSAT to all 10th and 11th grade students.</p>	<p>Secondary Curriculum &amp; Professional Development, Assessment and Accountability</p>	Exam participation and results				
Funding Sources: 199 - General Funds - 77000.00						
<p><b>State System Safeguard Strategy</b> 2) Provide PSAT/SAT boot camps for high school students.</p>	<p>Secondary Curriculum &amp; Professional Development</p>	Student participation and feedback				
Funding Sources: 199 - General Funds - 120000.00						
<p><b>State System Safeguard Strategy</b> 3) Continued implementation and revision of electronic career planner.</p>	<p>Director for Guidance Director for Secondary Curriculum and Professional Development Executive Director for CTE</p>	Counselor and student feedback and recommendations				
<p><b>State System Safeguard Strategy</b> 4) Expand and update Tech Prep articulation agreements.</p>	<p>Executive Director for CTE</p>	Tech Prep credit awarded				
<p><b>State System Safeguard Strategy</b> 5) 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.</p>	<p>Director of Guidance Services</p>	Student, parent, counselor, and college personnel participation				

<p><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>6) District participation in supporting Teacher AP Summer Institute, quarterly vertical team meetings, student study sessions, and Saturday study sessions.</p>	<p>Secondary Curriculum and Professional Development Campus Administration</p>	<p>2016 AP exam scores, longitudinal data, Student participation, Teacher and student feedback</p>				
<p>Funding Sources: 199 - General Funds - 100000.00</p>						
<p><b>State System Safeguard Strategy</b></p> <p>7) Provide professional development on analyzing the PSAT Reports with a focus on AP potential.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>2015-2016 PSAT and ReadStep results</p>				
<p><b>State System Safeguard Strategy</b></p> <p>8) Continue to offer Advancement Via Individual Determination (AVID) courses in 6th -12th grade to equip students with the skills needed in order to be successful in and prepared for college.</p>	<p>Secondary Curriculum and Professional Development</p>	<p>Unit assessments, student grades, student feedback, teacher feedback</p>				
<p>Funding Sources: 199 - General Funds - 45000.00</p>						
<p><b>State System Safeguard Strategy</b></p> <p>9) Provide Military Student Transition Consultants for all middle schools to assist with transition of military students</p>	<p>Middle School Campuses</p>	<p>Military student involvement, Military student's academic success</p>				
<p><b>State System Safeguard Strategy</b></p> <p>10) Host a district-wide Career Center Expo for all KISD 8th grade students.</p>	<p>Director of Guidance and Counseling</p>	<p>Student participation and feedback</p>				
<p><b>State System Safeguard Strategy</b></p> <p>11) Support implementation of DODEA Grant focused on development of digital/blended learning through a Learning Management System 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>Courses developed through LMS, professional development regarding LMS, student enrollment in LMS based courses, number of students successfully completing LMS based courses, RHSP (Recommended High School Plan) and DAP (Distinguished Achievement Plan) graduation rates</p>				
<p>Funding Sources: 286 - DoDEA LMS - 433685.00</p>						
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**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 teacher leadership to facilitate collaboration and implementation of the district LEARN model.












**Evaluation Data Source(s) 1:** District and state student achievement data

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>State System Safeguard Strategy</b> 1) Provide Teacher Leader/CIS Symposium to build the capacity of PK-5th grade teacher leaders and CISs to lead the way in supporting teachers in implementation of the curriculum. Teacher Leaders and CISs will provide district and campus professional development on the implementation of curriculum, integration of content areas, and research-based instructional strategies.	Elementary Curriculum and Professional Development	Curriculum unit assessments, CIRCLE, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, teacher/CIS participation and feedback				
	Funding Sources: 199 - General Funds - 32000.00					
2) Provide Texas Teacher Evaluation Support System T-TESS training to all new teachers and administrators.	Leadership Development	Teacher participation, Teacher feedback, Administrator feedback				
3) Provide a focused, student-centered induction program for new professionals that includes prevention and reporting of sexual abuse and other maltreatment of children.	Elementary & Secondary Curriculum and Professional Development	Teacher participation, Teacher feedback, Teacher retention				
4) Provide professional development opportunities for new mentors (Initial Mentoring and Leadership for Mentors).	Leadership Development	Mentor participation, Mentor feedback, Teacher retention				
5) Facilitate a learning community and leadership opportunities for experienced mentors (Mentoring Network).	Leadership Development	Mentor participation, Participation feedback, Teacher retention				
6) Provide professional development opportunities to support teachers with effective classroom management strategies.	Leadership Development	Teacher participation, Participant feedback				
7) Recognize excellence in teaching by selecting elementary and secondary KISD Teachers of the Year.	Leadership Development	Teacher participation, Participant feedback				
8) Increase the radius of teacher recruitment job fairs to include both in-state and out-of-state opportunities to broaden the applicant pool.	Personnel Services	Increase in the number of qualified applicants				
	Funding Sources: 199 - General Funds - 30000.00					



9) Host a KISD job fair to recruit potential teacher applicants.	Personnel Services	Job fair attendees				
	Funding Sources: 199 - General Funds - 4000.00					
10) Increase the recruitment of a diverse staff population.	Personnel Services	Attendance at minority specific in- state and out-of-state universities				
	Funding Sources: 199 - General Funds - 25000.00					
11) Provide for critical subject signing bonuses and stipends in selected areas in math, science, and bilingual education.	Personnel Services	Number of critical shortage signing bonuses and stipends to recruit and retain qualified teachers				
	Funding Sources: 199 - General Funds - 2080.00					
12) Increase the web-based recruiting efforts and HireVue process to broaden applicant pool	Personnel Services	Number of qualified applicants				
13) Provide Instructional Rounds training for six teachers per campus.	Leadership Development	Teacher feedback, Teacher participation				
14) Provide specific program team meetings to create a consistent framework for special education programs.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Program manuals, Sign-in sheets from meetings, Framework				
	Funding Sources: 162 - Special Education - 1000.00					
15) Provide team meetings to enhance the quality of special education evaluations .	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Sign-in sheets, Exemplar models				
	Funding Sources: 162 - Special Education - 1000.00					
16) Provide team meetings to enhance the quality of IEPs.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators	Sign-in sheets, Exemplar IEPs				
	Funding Sources: 162 - Special Education - 1000.00					
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 17) 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.				
	Funding Sources: 199 - General Funds - 6000.00, 128 - High School Allotment - 30000.00					

<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 18) Provide a secondary new teacher academy, focusing on teachers with zero and one year of experience, to address effective lesson design and delivery based on understanding of TEKS, alignment of targets to tasks, development of success criteria, and overall strategies to support implementation of quality curriculum and instruction.	Secondary Curriculum and Professional Development	Attendance and follow up classroom coaching visits. Instructional Rounds Data				
	Funding Sources: 128 - High School Allotment - 28000.00					
19) Directors for curriculum and professional development as well as district instructional specialists will be funded to support district initiatives and to provide professional development.	Asst. Supt. for Curriculum and Instruction	Increased student achievement in all core subject areas.				
	Funding Sources: 255 - ESEA Title II - 954088.15					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						




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

**Performance Objective 2:** Increase the capacity of campus leadership through collaboration and implementation of the district LEARN model.

**Evaluation Data Source(s) 2:** District and state student achievement data

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development opportunities for all principals in Principal PLCs.	Leadership Development	Principal feedback				
2) Conduct Instructional Rounds training for all new principals and all new campus administrators, so that all principals, all assistant principals, and all campus instructional specialists may participate.	Leadership Development	Principal feedback, Principal participation				
3) Provide professional development/leadership opportunities for assistant principals during the school day.	Leadership Development	Assistant Principal participation/feedback				
4) Provide professional development opportunities for Elementary and Secondary Campus Instructional Specialists.	Elem & Sec Curriculum	CIS participation and feedback				
Funding Sources: 199 - General Funds - 2000.00						
5) Organize T-PESS training for all administrators and new administrators through ESC.	Leadership Development	Administrator feedback, T-PESS Certifications				
6) Equip campuses with an online resource (PD in Focus) for a wide range of professional development opportunities.	Elementary & Secondary Curriculum & Professional Development	Usage reports				
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) Build the instructional leadership capacity of District Instructional Specialists through professional learning opportunities focused on the identified needs of the district.	Elementary & Secondary Curriculum and Professional Development	Curriculum unit assessments, CIRCLE, Tejas LEE data, mCLASS Math data, MAP data, STAAR data, teacher participation and feedback from DIS facilitated learning and PLC's				
Funding Sources: 128 - High School Allotment - 3000.00, 199 - General Funds - 8000.00						
9) Conduct Instructional Rounds Network visits three times per network per year, for a total of 27 campus rounds.	Leadership Development	Network feedback, Network participation				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue













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

**Performance Objective 1:** Through family and community partnerships, we expect a 10% increase in family/community participation in the educational process.






**Evaluation Data Source(s) 1:** Family / Community participation results

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Provide district-wide opportunities for awareness sessions that cover the following topics: Home Access Center, graduation plans, Personal Graduation Plans, Response to Intervention, state testing requirements and college financial aid.</p> <p>Increase elementary, middle &amp; high school parent awareness of STAAR testing to include End of Course Exams via KISD Channel 17, district-level parent workshops and campus parent nights.</p>	<p>Director of Guidance, Parenting and Intervention Specialist</p>	<p>Parent participation and feedback</p>				
<p>Funding Sources: 199 - General Funds - 700.00</p>						
<p>2) Hold regularly scheduled Parent Advisory Committee meetings in order to:</p> <p>--Collaborate with parents on the annual revision of the District Written Parent Involvement Policy</p> <p>--Gather input from parents regarding the annual evaluation of the Title I program</p> <p>--Provide information on topics of interest to parents via members of the PAC who represent "parent voice".</p>	<p>Parenting &amp; Intervention Specialist, Coordinator for State &amp; Federal Programs</p>	<p>Parent participation documented with sign-in sheets, revised parent involvement policy, completed annual evaluation</p>				
<p>Funding Sources: 199 - General Funds - 300.00</p>						

<p>3) Provide district-wide publicity to increase awareness among staff regarding district-level parent involvement opportunities &amp; adult education classes offered via the Special Programs Department to include emails, DNB, PSA on KISD-TV and postings on KISD website.</p> <p>Opportunities include:  --Empowering Parents Sessions  --Family Fitness and Wellness Fair  --Practical Parent Education classes  --Parent Academy workshops  --For Kid's Sake classes  --GED classes  --English as a Second Language classes  --Computers for Parents classes  --Summer Hot Tots program  --Take Home Backpack program</p>	Parenting & Intervention Specialist, Coordinator for State & Federal Programs, Director for Student/District/Community Relations, AYPYN Coordinator	Increased attendance parent focused activities; full enrollment for adult education classes. Documentation- Sign-in Sheets				
Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 26231.82, 199 - General Funds - 2000.00						
<p>4) Provide a robust volunteer program throughout KISD. *Participation in the Fort Hood Adopt-A-School Program; **training a volunteer coordinator for each campus; creating a committee of volunteers to recruit additional volunteers; disseminating a volunteer handbook in multiple languages to provide guidance to volunteers and campuses district wide; providing a PowerPoint presentation for Volunteer Coordinators to use during campus volunteer orientation sessions.</p> <p>Promote additional outreach efforts to parent/community volunteers by adding public service announcements to local networks, radio stations, and various forms of media/print outlets.</p>	*Director of Student Parent/Community Relations,** Parenting and Intervention Specialist, Public Information Office campus administrators, campus volunteer coordinators	Campus Volunteer Coordinators training documents, campus service of Adopt-A-School units and other volunteers by submitting monthly data reports via secure website. Documentation of campus volunteer orientation sessions.				
Funding Sources: 199 - General Funds - 360.00						
<p>5) Provide Parent Liaisons and Parent Program contacts with Job-alike Day session, monthly training, Practical Parent Education curriculum reviews. Provide principals of Title I campuses with a check list of required parent involvement activities to include training on the importance of parent involvement.</p>	Parenting & Intervention Specialist, Coordinator for State & Federal Programs	Sign-in sheets for training sessions 100% of Staff Awareness Sessions completed.				
Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 809.00						
<p>6) Distribute parent newsletters in English, Spanish, German, &amp; Korean to parents of students in PK -12th grades as well as post to KISD website.</p>	Parenting & Intervention Specialist; Coordinator for State & Federal Programs	Feedback for parents, community, and KISD staff				
Funding Sources: 199 - General Funds - 12652.00						

7) 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.	Monthly Volunteer Reports Submitted to P&C Specialist. 10% Increase in the number of volunteer hours. 10% Increase in the number of volunteers providing service.				
Funding Sources: 199 - General Funds - 5200.00						
8) Parenting and Intervention Specialist will participate in training to stay current in best practices regarding parent involvement and will in turn pass along training to Parent Liaisons and Parent Program Contacts.	Parenting & Intervention Specialist, Coordinator for State & Federal Programs	Sign-in sheets				
Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 2300.00						
9) Gather feedback/input/suggestions from parents and community members on what is needed to assist and promote parent participation in the educational process.	Parent & Community Involvement Specialist	Parent Survey input				
10) Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP).	HARP Educator, Coordinator for State & Federal Programs	Increase in attendance and passing rate of identified homeless students.				
Funding Sources: 211 - ESEA, Title I Part A - 80498.00, 206 - TEXSHEP - 105948.00						
11) Provide required services to participating private, nonprofit schools as required by Elementary and Secondary Education Act (ESEA).	Coordinator for State & Federal Programs, Compliance Specialist	Affirmations from private schools served, TEAMS reports				
Funding Sources: 211 - ESEA, Title I Part A - 17532.00, 255 - ESEA Title II - 6302.52						
12) Continue monthly conference calls with the Exceptional Family Member Program (EFMP) to identify needs of the military family members as it relates to their Special Education services.	Executive Director for Special Education, Director for Special Education and District Coordinators for Special Education Campus Operations	Increased parental involvement in their child's Individual Education Plans (IEPs) and increased parental survey input.				
13) Continue the district online parent complaint/concerns database as a way to improve parental involvement and transparency in special education activities.	Assistant Superintendent for Curriculum and Instruction and Executive Director for Special Education	Parental comments and improved parental relations in the community.				
14) Provide resources 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 Special Education Coordinators	parent surveys, increase in parent participation, parent checking out materials from Parent Resource Center				
Funding Sources: 162 - Special Education - 14000.00, 224 - IDEA B Formula - 25000.00						
15) Provide an opportunity for district staff, community members, and parents to collaborate in order to identify and improve the special education experience for students.	Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators, Parent Educators	Agenda, parent surveys				
Funding Sources: 162 - Special Education - 2500.00						
16) Provide an opportunity for parent and community feedback through multiple survey opportunities: Culture/climate; SPED, campus staff and student surveys	Assistant Superintendent for Curriculum and Instruction	Survey data				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue



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

**Performance Objective 1:** Through implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect a 5% reduction in each discipline incident category.

**Evaluation Data Source(s) 1:** Monthly/Yearly Discipline incident reports

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Emergency Operations Training to all Principals and campus personnel.	School Safety, KISD Police, Campus Administration	District and Campus Emergency Operation Plan submissions				
2) Emergency Operations Drills in conjunction with Fort Hood.	School Safety, KISD Police, Ft. Hood Officials, Various campus staff	AAR exercise reports of successful communication and procedures followed				
3) Installation of additional security surveillance cameras, alarm systems, and upgrade of existing systems. Elementary Upgrade Phase 3	School Safety, Technology Services	365 day surveillance recordings. Investigative reports of specific incidents. Decrease in % of reported incidents				
	Funding Sources: 199 - General Funds - 1161375.00					
4) Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)	Campus Leadership	Decrease in % of reports of bullying incidents				
	Funding Sources: 199 - General Funds - 17800.00					
5) 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	Complete required trainings				
6) 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				
7) 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				

8) 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				
<b>State System Safeguard Strategy</b> 9) Implementation of Why Try at Cavazos DAEP.	Cavazos Leadership Team and Staff	Evidence of teacher/student relationships via student/staff surveys				
10) Provide professional development support to campuses in creating strategies to reduce SPED ISS Discretionary Placements De-escalation strategies	Executive Director for Student Services, Executive Director for Special Education, Director for Special Education, District Special Education Coordinators, and Special Education Staff	% of students assigned to ISS. Participation numbers in training				
11) Provide professional development support that provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions (Nonviolent Crisis Intervention-TBSI)	Executive Director for Special Education, Director for Special Education, District Special Education Coordinators, and Special Education Staff	Completed required trainings, Participation numbers				
Funding Sources: 162 - Special Education - 20000.00						
12) Provide school safety briefing to new principals and assistant principals.	School Safety	Completed trainings, Participation numbers				
= Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue						

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

**Performance Objective 2:** We expect to increase the number of professional development opportunities to positively impact student health and well-being.

**Evaluation Data Source(s) 2:** # of professional development opportunities that positively impact student health and well-being

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide safety training to all new or identified returning secondary science teachers.	Secondary Curriculum and Professional Development	Teacher participation Course completion				
2) Provide Worth the Wait curriculum to secondary students and training for secondary teachers.	Secondary Curriculum and Professional Development	Student participation and feedback.				
Funding Sources: 199 - General Funds - 3000.00						
3) Provide a coordinated school health curriculum as made available by TEA. TEC 11.23(D)	SHAC	Student participation and feedback				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						










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

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus support will be maximized.

**Evaluation Data Source(s) 1:** Time, Resources, and Budget reports

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The District site-based decision-making committee (SBDM) will assist in establishing and reviewing the District's educational goals, objectives, and major District wide classroom instructional programs identified by the Board or its designee.	Assistant Superintendent	SBDM Meeting minutes, SBDM agendas				
2) The District Employee Advocacy Committee (DEAC) will assist in creating two-way communication between employees and the Superintendent to bring forward ideas, questions, and concerns from employees.	Director of Employee Relations	DEAC Meeting minutes DEAC Minutes posted in DNB				
3) The District Conduct Committee (DCC) will assist in reviewing the Student Code of Conduct and create two way communication between the Campus Conduct Committee (CCC) and district personnel.	Executive Director of Student Services	DCC Meeting minutes/agendas				
4) The District Curriculum Council will assist in reviewing curriculum decisions affecting students and teachers. They will consult on and make recommendations to district staff regarding instructional materials selection, grading procedures, instructional initiatives, and other issues pertinent to curriculum and instruction.	Elementary and Secondary Curriculum and Professional Development	Curriculum Council meeting minutes/agendas				
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.				
Funding Sources: 211 - ESEA, Title I Part A - 13800.00						
6) Coordinator for State & Federal Programs will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs.	Asst. Supt. for Curriculum & Instruction	Training agendas				
Funding Sources: 211 - ESEA, Title I Part A - 8000.00						

<p>7) KISD Foster Care Liaison and KISD Transportation Department will collaborate with Department of Family and Protective Services to develop procedures for transporting foster care students to their school of origin as mandated by ESSA. In addition, a memorandum of understanding will be developed in order to allow each agency to share information regarding students in foster care.</p>	<p>KISD Foster Care Liaison/Coordinator for State &amp; Federal Programs Director of Transportation Services</p>	<p>Completed procedures document MOU between KISD &amp; DFPS</p>				
<p>  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

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

**Evaluation Data Source(s) 2:** Increase in use of innovative technologies for teaching and learning.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.				
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.	Digital Learning	LEARN attendance records and session feedback data.				
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.				
4) 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	Usage reports, LEARN attendance records				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						






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

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

**Evaluation Data Source(s) 3:** Increase in use of innovative technologies for teaching and learning.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Meeting rosters and agendas				
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	Resources in place for teachers and students to use; BrightBytes feedback				
3) Provide district-wide access to an enterprise learning management system that integrates with the district student information system and supports blended learning strategies.	Executive Director for Technology Services; Digital Learning; Information Systems	Resources in place for teachers and students to use; BrightBytes feedback				
4) Provide instructional support to elementary campuses as they implement makerspaces in their libraries.	Digital Learning; Campus librarians	Resources in place for teachers and students to use; BrightBytes feedback				
5) Continue to provide technology resources for campuses (two high schools, two middle schools, and six elementary schools) based on adopted standards for computer/printer life cycle replacements and to support ever-emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	Executive Director for Technology Services, Director of Network Operations	Completion of campus technology deployment plan 2016-2017. Resources in place for teachers and students to use; BrightBytes feedback				
6) Continue to provide technology resources for campuses (three high schools, two middle schools, and four elementary schools) based on adopted standards for projector life cycle replacements and to support ever-emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	Executive Director for Technology Services, Director of Network Operations	Completion of projector deployment plan for 2016-2017. Resources in place for teachers and students to use; BrightBytes feedback				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Plan and provide Curriculum Study Sessions for PK-5th grade classroom teachers, special education teachers and teachers of ELLs for each 9-week grading period to include strategies for integrating all content areas.
1	1	2	Build the capacity of a cadre of kindergarten through 5th grade teachers through the Reading Academy, which focuses on strategies for strengthening reading comprehension and writing about reading. This cadre of teachers will serve as lead learners in campus-based PLCs.
1	1	3	Provide professional development for ELAR throughout the school year and during the summer to include best practice strategies for teaching the core curriculum and incorporating all components of balanced literacy in the elementary classroom. ELAR professional development will include Comprehension at the Core sessions for all teachers new to kindergarten through 5th grade including special education teachers and teachers of ELLs.
1	1	4	Provide writing professional development throughout the school year and during the summer to incorporate best practice strategies for implementing the writing workshop model and developing strategies for integrating writing across content areas. Writing professional development will include Empowering Writers sessions and resources for all kindergarten through 5th grade teachers to include special education teachers and teachers of ELLs.
1	1	5	Provide math professional development throughout the school year and during the summer that builds the capacity of teachers to understand mathematical concepts necessary to teach to the depth and complexity of the mathematics standards. Teachers will develop best practice strategies to implement in the classroom.
1	1	6	Provide conceptually based mathematics supplemental program at all elementary campuses through implementation of ST Math by Mind Research. Ongoing professional development will support the implementation.
1	1	7	Provide a virtual learning environment to be used by the Math Center for students unable to participate in face-to-face tutoring services.
1	1	8	Build the mathematical capacity of a cadre of kindergarten through 5th grade teachers through a Math Academy focusing on strategies for using math models, discourse, and understanding of problem structures for developing effective problem solvers. This cadre of teachers will serve as lead learners in campus-based PLCs.
1	1	9	Provide science professional development throughout the school year and in the summer for elementary teachers to include critical thinking, hands-on learning tasks, and integration across content areas.
1	1	10	Elementary campuses will partner with ECPD to provide 3rd-5th grade students the opportunity to participate in a district-wide Science Olympiad.
1	1	11	Provide social studies professional development throughout the school year and in the summer for elementary teachers to include critical thinking, hands-on learning tasks, and integration across content areas.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	13	Build the capacity of a cadre of elementary teachers, to include district instructional coaches, to integrate technology into Comprehension at the Core Toolkit lessons. Professional development sessions will focus on using technology to enhance comprehension across content areas.
1	1	15	Provide professional development for elementary PE teachers to include strategies for integrating academic content.
1	1	18	Provide curriculum summaries (snapshots) for elementary administrators and Campus Instructional Specialists to support instructional leadership.
1	1	23	Provide professional development for core content areas throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including, but not limited to, development of content area literacy; rigorous, well aligned content; differentiated instruction; and instructional strategies for writing.
1	1	24	Provide curriculum and instruction support for secondary math teachers through collaborative professional development with Texas A & M Central Texas.
1	1	25	Create curriculum summaries and "look fors" in conjunction with lead teachers. These documents will be shared with campus administration and curriculum staff.
1	1	26	Provide Edgenuity online courses to all high schools for the primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses.
1	1	27	Meet with teacher leaders at least four times during the school year to support the work of strengthening the instructional core through deep understanding of TEKS, strong instructional targets aligned to student tasks, and implementation of research-based instructional strategies.
1	1	28	Provide professional development for special education teachers to include collaborative teaching strategies to improve special education student success in the inclusive classrooms.
1	1	29	Through the Collaborative Teaching Initiative, collaborative teaching partners at the Fort Hood campuses as well as campuses in the Shoemaker 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 at the Core strategies and Empowering Writers practices, through collaborative teaching (co-teaching) structures.
1	1	33	Provide a Secondary New Teacher Academy to bring new to profession and second year teachers up to date on the initiatives underway in the district, including Marzano, Hattie, instructional rounds, Lead4Ward data tools, classroom management and instructional strategies to enhance classroom learning and effective implementation of core curriculum.
1	1	34	Provide STEMScopes Science Curriculum supplement to all teachers of 8th grade and Biology to ensure alignment to core curriculum and to provide enhanced learning experiences for students.
1	1	35	Support student learning in social studies by providing supplemental curriculum materials for teachers to include: DBQ (Document Based Project) project, Amsco Study Guides, Jarrett Publishing, and Teaching History through Investigation.

Goal	Objective	Strategy	Description
1	1	36	Provide professional development to teachers for writing improvement using Lead4Ward, Write for Texas, and online resources and courses built through Schoology.
1	2	1	Implement research-based reading interventions and differentiation for all students through the use of Comprehension at the Core at elementary and middle school campuses and Leveled Literacy Intervention system at the elementary level. Ongoing professional development will be provided for interventions.
1	2	2	Implement research-based math interventions and differentiation for all students through the use of Think Through Math for students in grades 3-12. Ongoing professional development will be provided for interventions.
1	2	3	Provide ongoing math support and tutoring to 5th through 12th grade students through the KISD Math Center.
1	2	4	Provide job alike professional development opportunities for elementary, middle and high school dyslexia teachers.
1	2	5	Provide ongoing, research-based professional development opportunities for all dyslexia teachers to include Wilson Reading, the multi-sensory reading system used for instruction for students with dyslexia.
1	2	6	Provide instructional staff per campus to focus on direct service to students identified with dyslexia and other identified at-risk students.
1	2	8	Provide professional development throughout the school year and during the summer on sheltered instruction and research-based strategies that support the learning of immigrant students and English Language Learners
1	2	9	Continue the implementation of Imagine Learning, an English acquisition program for ELLs. Provide ongoing professional development to support the implementation.
1	2	10	Provide opportunity for principals of bilingual campuses and bilingual teachers to attend the Title III Symposium to increase their capacity in understanding strategies to support English language learners.
1	2	12	Provide professional development throughout the school year and in the summer to build the capacity of teachers to meet the needs of under-resourced learners.
1	2	14	Provide academic support for general education classroom teachers through the use of of Special Education Intervention Aides.
1	2	15	Provide professional learning community opportunities through regularly scheduled meetings for specific program areas to include Resource and Inclusion, with a focus on IEPs.
1	2	16	Continue the use of Handwriting Without Tears in PPCD, CASD and Skills K-12 classrooms to improve student writing. Including Professional Development to continue the use within the classroom.
1	2	17	Provide professional development for PPCD 3 and 4 year old teachers with Pre-K as part of the District Back-to-School Professional Development for Literacy Beginnings, Organizing Centers, Science, Math, ELAR, Strategies for teaching students with Autism.
1	2	18	Provide professional development for developing Standards Based IEP Goals and Objectives.

Goal	Objective	Strategy	Description
1	2	19	Provide professional development for Skills & Functional Skills teachers and paraprofessionals for Elementary, Middle and High School levels on Waterford and Success Maker.
1	2	20	Continue implementation of Waterford curriculum for math and science in Skills K-8 classrooms.
1	2	21	Provide on-going professional development on the use of MAP, Brigance CIBS II to CIBS III & Brigance IED III, VB MAPP for special education teachers. As well as the resources to support the testing.
1	2	22	Provide professional development for Resource and Inclusion teachers and paraprofessional for Elementary, Middle and High School levels on Success Maker for core subject areas to support STAAR failures, and At-Risk SPED students.
1	2	23	Continue implementation of Successmaker for reading and math with special education students in grades K-12
1	2	24	Provide support for campuses in the implementation of programs and interventions for students who have failed to meet standard on STAAR/EOC to include: Monitoring and intervention for all students who have failed and STAAR/EOC exam; Accelerated Reading and Mathematics Instruction to students in grades 6-8 who have failed the prior two years' STAAR reading exams using Comprehension at the Core. Reading instruction for students in grades 9-12 who have failed the prior two years' STAAR reading/ELA exams using small group instruction, and literature circles;
1	2	28	Provide ReTEKS STEMScopes Intervention for grade 8 and Biology students.
1	2	29	Provide Spanish Language Arts instructional materials for teachers of bilingual students. Provide ongoing professional development to support the implementation.
1	3	1	Provide alternative options for credit recovery and advancement for students using Edgenuity online curriculum across all high school campuses and in Evening Academy.
1	3	2	Provide ongoing training to counselors for consistently developing Personal Graduation Plans for students in grades 6-12 meeting criteria.
1	3	3	Continued implementation and revision of electronic career planner.
1	3	4	Provide elementary, middle, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit advancement at the high school level. This includes opportunities for intervention and accelerated instruction to meet state testing requirements.
1	3	5	Provide ongoing support on the use of eSchool Plus 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.
1	4	1	Administer PSAT 8/9 to all 9th grade students and PSAT to all 10th and 11th grade students.
1	4	2	Provide PSAT/SAT boot camps for high school students.
1	4	3	Continued implementation and revision of electronic career planner.
1	4	4	Expand and update Tech Prep articulation agreements.

Goal	Objective	Strategy	Description
1	4	5	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.
1	4	6	District participation in supporting Teacher AP Summer Institute, quarterly vertical team meetings, student study sessions, and Saturday study sessions.
1	4	7	Provide professional development on analyzing the PSAT Reports with a focus on AP potential.
1	4	8	Continue to offer Advancement Via Individual Determination (AVID) courses in 6th -12th grade to equip students with the skills needed in order to be successful in and prepared for college.
1	4	9	Provide Military Student Transition Consultants for all middle schools to assist with transition of military students
1	4	10	Host a district-wide Career Center Expo for all KISD 8th grade students.
1	4	11	Support implementation of DODEA Grant focused on development of digital/blended learning through a Learning Management System in order to increase the levels of college and career readiness among high school students.
2	1	1	Provide Teacher Leader/CIS Symposium to build the capacity of PK-5th grade teacher leaders and CISs to lead the way in supporting teachers in implementation of the curriculum. Teacher Leaders and CISs will provide district and campus professional development on the implementation of curriculum, integration of content areas, and research-based instructional strategies.
2	1	17	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.
2	1	18	Provide a secondary new teacher academy, focusing on teachers with zero and one year of experience, to address effective lesson design and delivery based on understanding of TEKS, alignment of targets to tasks, development of success criteria, and overall strategies to support implementation of quality curriculum and instruction.
4	1	9	Implementation of Why Try at Cavazos DAEP.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	7	Provide a virtual learning environment to be used by the Math Center for students unable to participate in face-to-face tutoring services.
1	1	23	Provide professional development for core content areas throughout the school year and in the summer to include strategies that develop and strengthen the instructional core including, but not limited to, development of content area literacy; rigorous, well aligned content; differentiated instruction; and instructional strategies for writing.
1	1	24	Provide curriculum and instruction support for secondary math teachers through collaborative professional development with Texas A & M Central Texas.
1	1	25	Create curriculum summaries and "look fors" in conjunction with lead teachers. These documents will be shared with campus administration and curriculum staff.
1	1	26	Provide Edgenuity online courses to all high schools for the primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses.
1	1	27	Meet with teacher leaders at least four times during the school year to support the work of strengthening the instructional core through deep understanding of TEKS, strong instructional targets aligned to student tasks, and implementation of research-based instructional strategies.
1	1	33	Provide a Secondary New Teacher Academy to bring new to profession and second year teachers up to date on the initiatives underway in the district, including Marzano, Hattie, instructional rounds, Lead4Ward data tools, classroom management and instructional strategies to enhance classroom learning and effective implementation of core curriculum.
1	1	34	Provide STEMScopes Science Curriculum supplement to all teachers of 8th grade and Biology to ensure alignment to core curriculum and to provide enhanced learning experiences for students.
1	1	35	Support student learning in social studies by providing supplemental curriculum materials for teachers to include: DBQ (Document Based Project) project, Amsco Study Guides, Jarrett Publishing, and Teaching History through Investigation.
1	1	36	Provide professional development to teachers for writing improvement using Lead4Ward, Write for Texas, and online resources and courses built through Schoology.
1	2	1	Implement research-based reading interventions and differentiation for all students through the use of Comprehension at the Core at elementary and middle school campuses and Leveled Literacy Intervention system at the elementary level. Ongoing professional development will be provided for interventions.
1	2	2	Implement research-based math interventions and differentiation for all students through the use of Think Through Math for students in grades 3-12. Ongoing professional development will be provided for interventions.
1	2	3	Provide ongoing math support and tutoring to 5th through 12th grade students through the KISD Math Center.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	2	6	Provide instructional staff per campus to focus on direct service to students identified with dyslexia and other identified at-risk students.
1	2	24	Provide support for campuses in the implementation of programs and interventions for students who have failed to meet standard on STAAR/EOC to include: Monitoring and intervention for all students who have failed and STAAR/EOC exam; Accelerated Reading and Mathematics Instruction to students in grades 6-8 who have failed the prior two years' STAAR reading exams using Comprehension at the Core. Reading instruction for students in grades 9-12 who have failed the prior two years' STAAR reading/ELA exams using small group instruction, and literature circles;
1	2	28	Provide ReTEKS STEMScopes Intervention for grade 8 and Biology students.
1	3	2	Provide ongoing training to counselors for consistently developing Personal Graduation Plans for students in grades 6-12 meeting criteria.
1	3	3	Continued implementation and revision of electronic career planner.
1	3	4	Provide elementary, middle, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit advancement at the high school level. This includes opportunities for intervention and accelerated instruction to meet state testing requirements.
1	3	5	Provide ongoing support on the use of eSchool Plus 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.
1	4	6	District participation in supporting Teacher AP Summer Institute, quarterly vertical team meetings, student study sessions, and Saturday study sessions.
2	1	17	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.
2	1	18	Provide a secondary new teacher academy, focusing on teachers with zero and one year of experience, to address effective lesson design and delivery based on understanding of TEKS, alignment of targets to tasks, development of success criteria, and overall strategies to support implementation of quality curriculum and instruction.

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rhonda Simmons	ES AP
Administrator	Harriet Wrabetz	ES AP
Business Representative	Aya Eneli	
Business Representative	Horace Grace	
Classroom Teacher	Jeanya Anglin	ES Teacher
Classroom Teacher	John Cook	HS Teacher
Classroom Teacher	Kristi Davis	ES Teacher
Classroom Teacher	Lana Foss	ES Teacher
Classroom Teacher	Rachel Fratto	MS Teacher
Classroom Teacher	Barton Jacques	HS Teacher
Classroom Teacher	Staci Knight	HS Teacher
Classroom Teacher	Michelle Mikeska	ES Teacher
Classroom Teacher	Deleen Price	MS Teacher
Classroom Teacher	Betty Ross	MS Teacher
Classroom Teacher	Portia Talley	HS Teacher
Community Representative	Eartha Bason	
Community Representative	Lisa Perry-Smith	
Community Representative	Calvin Moultrie	
District-level Professional	Robin Champagne	Asst Supt
District-level Professional	Jack Ivey	SPED
District-level Professional	Paula Lawrason	SPED Dir
District-level Professional	Diana Miller	Asst Supt
Non-classroom Professional	Jennifer Beale	ES Counselor
Non-classroom Professional	Christina Dixon	HS Sped Coordinator
Non-classroom Professional	Tia Hicks-Stevens	CIS



Parent	Christina Cassidy	
Parent	Shameka Upshaw	