

Killeen Independent School District

District Improvement Plan

2021-2022



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 4
 - District Processes & Programs 6
 - Perceptions 9
- Priority Problem Statements 11
- Goals 13
 - Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students. 14
 - Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement. 21
 - Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication. 29
 - Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement. 37
 - Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff. 45

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Killeen Independent School District (KISD) 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. KISD is the 25th largest district in Texas, with an enrollment of 45,492 students and an annual growth rate of 1.25%. KISD currently operates 32 elementary schools, 11 middle schools, five high schools, including an Early College High School, and five specialized campuses.

KISD is the second largest employer in the area, with 6,374 full time employees consisting of teachers (45.2%), educational aides (13.6%), auxiliary (26.8%), professional support (10.7%), campus administration (3.1%), central administration (0.6%), and the Board of Trustees. The Board of Trustees is made up of seven elected members serving three year terms in office. Teachers currently serving in KISD have an average of 9.8 years of teaching experience and an average of 7.4 years in the district. However, according to the 2018-2019 Texas Academic Performance Report (TAPR), 47.1% of KISD teachers have less than 5 years of teaching experience, which is 11.2% above the state average. In addition, the deployment and reassignment of Army personnel contributes a teacher turnover rate of 17.5%, which is 1.1% higher than the state. In an effort to hire and retain highly qualified teachers, KISD offers a competitive salary, reimbursement opportunities for teachers to obtain their English Language Learners (ELL) certification, and several certification based incentives.

The student population in KISD is ethnically diverse with 36% African American, 32% Hispanic, 21% Caucasian, 2% Asian, 2% Pacific Islander, 1% Native American and 8% Two or More Races. During the 2019-2020 school year, KISD had a student mobility rate of 28.2% and approximately 35% of students were military dependents. Students identified as At-Risk accounted for more than 51.8% of the population, 60.2% of the student population were identified as economically disadvantaged, and approximately .7% were identified as homeless. Students identified for other programs and services include Dyslexia (5%), Gifted and Talented (3%), Special Education (13%), Bilingual (29%), and English as a Second Language (65%). Compared to the 2018-2019 school year, the percentage of homeless students served in KISD has increased by approximately 1%, Special Education has increased by 1%, Dyslexia by 1%, economically disadvantaged by 2%, and Limited English Proficiency by 1%. However, the number of military connected students decreased by 1%. Additionally, about 10% of the student population consists of Limited English Proficiency (LEP) students. Due to the continued rapid growth of our LEP population, KISD has 63 bilingual classes for students in PK to Grade 5 at five campuses across the district.

Demographics Strengths

- Killeen ISD has a diverse student population that continue to grow at a rate of approximately 1.25% annually.
- Teacher salaries remain competitive with state/local comparable districts.
- Approximately 30% of teachers in KISD have an advanced degree

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The KISD teacher turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Problem Statement 2 (Prioritized): Killeen ISD has seen an increase in the number of students identified as Homeless and Foster Care.

Student Learning

Student Learning Summary

During the 2020-2021 school year, STAAR/EOC assessments were administered to students in grades 3-12. The assessments enabled school systems to gather information related to student achievement, plan for changes moving forward, and target resources to schools and students that need the greatest support. However, no ratings were awarded to districts for the 2020-2021 school year.

STAAR Component - Performance on STAAR Assessments - (see Addendum A).

Academic Achievement - During the 2020-2021 school year, the percentage of students achieving Approaches Grade Level or Above exceeded the state average in was English I, English II, and U.S. History. Compared to the 2018-19 STAAR results, on average students performed 10% higher than the state achievement in Meets Grade Level in English I, 20% in English II, and 3% higher in Us History. In addition, we had an average of 2 % growth of students meeting the state standard increased in Grade 5 Reading and Mathematics.

Based on the data, a need exists to verify the viability of the curriculum and investigate current instructional practices to ensure every student is future-ready. In addition, KISD teachers and campus leadership have a need for additional training in data analysis to drive targeted instruction and interventions.

College, Career, and Military Readiness Component –Over 72% of KISD 2019 annual graduates were identified as College, Career, and Military Ready (CCMR). This is 6 percentage points higher than the previous school year.

GraduationRateComponent- The four-year graduation rate for the class of 2019 was 89.4%. This is below the state average of 90%. The student groups with a graduation rate lower than the district average were African American (88.0%), White (88.2%), Special Education (73.4%), and Economically Disadvantaged (86.9%).

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

Part A - Student Growth- Compared to the 2018-2019 school year, The district has experienced an academic decline in ELA/Reading and Mathematics.

PartB-RelativePerformance-During the 2018-2019 school year, 61.6% of KISD students were identified as economically disadvantaged, and 65% of the campuses were considered Title I campuses.

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

Student Subgroups who met the State targets for Domain III are as follows:

- ELA/Reading - African American, Hispanic, Eco Dis, ELL, and special education population (current and former SPED)
- Mathematics - No Student Subgroups met the State targets for Domain III

Board Goals - During the 2019-2020 school year, House Bill 3 (HB 3) was enacted which required school boards to adopt detailed plans to achieve goals related to early childhood literacy and mathematics (EC-LM) proficiency and college, career, and military readiness (CCMR), both at the district and campus levels. The EC-LM plan requires annual goals for aggregate student growth in early childhood math and reading assessments, annual goals for students in each group evaluated under the closing the gaps domain, and targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals. The CCMR plan requires

annual growth goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain and annual goals for students in each group evaluated under closing the gaps domains. In addition, annual targets for five consecutive years must be included for each goal, with a 5-year deadline target. Each goal must include board outcome goals and progress measures. Progress toward the district and campus goals will be evaluated by the Board of Trustees quarterly and action/implementation steps to meet the annual goal will be updated. The EC-LM Board Goals for the 2021-2022 school year will be based on the 2019-2020 third grade STAAR data, the 2021-2022 beginning of the year NWEA MAP assessment (K-2), and the 2021-2022 beginning of the year CIRCLE data (Pre-K). The CCMR Board Goals will be based on the 2018-2019 STAAR data.

Student Learning Strengths

- Over 73% of KISD graduates were identified as College, Career, and/or Military ready (TAPR, 2019).
- In Domain III, KISD met the growth status for some Sub-population groups students in ELA/Reading.
- In Domain III, KISD met the Closing the Gap for all English Language Proficiency.
- 1% growth on our Graduation Rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.

Problem Statement 2 (Prioritized): There is a need to increase student achievement so that by 2030, 60% of 3rd grade students score meets grade level or above on STAAR Mathematics and Reading and 60% of high school graduates meet a college, career, and/or military readiness indicator.

Problem Statement 3 (Prioritized): There is a need to build the capacity of teachers, counselors and leaders through professional learning communities, professional development, and mentoring.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction Processes - A collaborative analysis of student achievement and academic growth over the past four years indicates that approximately 40% of our students are not making adequate academic progress and are, therefore, not prepared for the rigor of the STAAR Assessment or the demands of college, career, and military. In order to address this problem, the Learning Services Department has committed to improving instructional and leadership practices through a collective and collaborative focus on essential practices:

- implementing standards-based, aligned instruction through the Professional Learning Communities (PLC)
- unit planning process is guided by the district curriculum documents, common unit assessments, and the unit learning progression.
- monitoring and coaching the implementation of standards-based, aligned instruction delivered through the Gradual Release of Responsibility (GRR) model with growth-focused, specific, and actionable feedback.
- teachers collaboratively craft success criteria and short-cycle formative assessments to guide, monitor, and track learning progress and to help students monitor their own progress toward the learning targets and success criteria.
- data analysis protocol, leaders and teachers use data from the Common Unit Assessments to inform and improve individual and collective practice and to identify students who need additional time and support for learning.

Guidance and Counseling - The Guidance and Counseling Program provides positive support and resources to the 122 counselors who serve over 44,000 students in the Killeen Independent School District. The guidance and counseling department works in conjunction with the school safety department to implement policies and protocols and to provide training to campus staff on trauma-informed care and the integration of psychological safety strategies.

- There has been a steady increase in the number of suicides, self-harm, and homicidal threats made by students each year. KISD has also experienced an increase in the number of anonymous false threats to campus safety and security.
- There is a need to increase awareness among our school community, provide educators with the training needed to recognize signs, be proactive, and respond appropriately when a student may be a potential victim, and find age-appropriate ways of teaching the students about these dangers

Special Programs - Beyond the core instructional program, Killeen ISD provides a variety of special programs to serve the needs of all students. KISD special programs include At Risk, Gifted and Talented, Bilingual, English Language Learners, Dyslexia, Section 504, and Special Education.

- The Special Education program continues to focus on a positive, supportive, and professional culture; collaboration among KISD staff, parents, students, and community; and on a full continuum of exemplary programs and services.
- The English Language Learners Program implemented new state requirements during the 2018-2019 school year: 1) ELAR teachers serving ELL students must be ESL certified; 2) A single language assessment must be used statewide (Pre-LAS and LAS). The Bilingual Program continues to face the challenge of recruiting and retaining Bilingual certified teachers'

Killeen ISD offers a variety of special academic programs including, but not limited to Dual Credit, Advanced Placement, Career and Technical Education, Science, Technology, Engineering, and Mathematics (STEM), full-day Pre-Kindergarten, Early College High School, and the Texas Bio-science Institute. These programs offer students multiple pathways and opportunities to graduate from high school college, career, and/or military ready.

Instructional Technology Program - In KISD, instruction drives technology through integrated modern learning environments which facilitate creativity, collaboration, support professional learning communities, share best practices, and integrate 21st-century skills into classroom practice. Our Instructional Technology Program enables students to learn in relevant, real-world contexts, allows equitable access to quality learning tools, technologies, and resources.

Teacher Support Programs - On average, Killeen ISD hires 500-600 new teachers each school year, and approximately 10% of our teachers are beginning teachers (TAPR, 2020). In addition, almost 35% of our teachers have five or fewer years of experience (TAPR, 2020). Therefore, it is critical that we provide ongoing support and professional growth opportunities in order to develop and retain highly effective teachers, especially for our most at-risk students. Various Teacher Support Programs equip our teachers such as:

- research-based practices and strategies to develop and promote effective teaching for all students, every day and in every classroom.
- the New Teacher Induction Program, the Mentoring Program, ongoing professional development, and job-embedded PLCs.
- Starting the 2021-2022 school year, KISD will begin the data collection year for Cohort D of the Teacher Incentive Allotment (TIA). TIA attracts and keeps effective educators in the classroom and incentivize teachers to teach at campuses with a high percentage of economically disadvantaged students.

The support KISD provides to teachers builds their capacity and promotes effective teaching, as evident in the Equity Plan. Data for the plan was compiled from certification and teaching history, T-TESS scores, and STAAR results to determine inequity gaps among students and teachers. According to the data, there is not an equity gap for low-income and minority students in the area of out-of-field teachers, nor is there a gap for minority students in the area of inexperienced teachers. However, for low-income students, a 4% gap exists in the area of inexperienced teachers and a 5% gap in the area of effective teaching. For minority students, a 4% gap exists in the area of effective teaching. This indicates a need for focused professional development on research-based best practices for teaching low-income students.

Accelerated Instruction - In the 2021-2022 school year, KISD implemented the requirement of HB 4545 which establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness STAAR. KISD created targeted instruction in areas for Math and Reading in grades 3, 5, and 8 along with all STAAR and EOC tested areas. To meet the needs of KISD students, the following practices have been established:

- Intervention block created during the school day to work on online programs for reading and math through our imagine math and I-Lit interventions.
- Common unit assessment data to identify and cluster students needing tier 2 intervention during this intervention period.
- Elementary campuses are providing Accelerated Instruction throughout the course of the school day for students who did not test or failed last year's STAAR test.
- Teachers and interventionists to provide targeted, skills-based interventions in the smallest groups possible.
- All teachers participated in multiple days of professional development on integrating teaching and learning through a learning management system.
- Additional professional development on the integrating of teaching and learning through a learning management system is available to teachers on-demand through Schoology.

Federal Funding - KISD receives supplemental federal funding under Every Student Succeeds Act (ESSA) for Title I, II, III, and IV. The district ranks and prioritizes campuses by grade span to determine those that will be served as Title I Schoolwide Campuses. At the elementary level, campuses that are 40% or greater economically disadvantaged are served under Title I and at the secondary level, campuses that are 55% or greater economically disadvantaged are served. Title I campuses receive supplemental funding for the purpose of upgrading the entire school academic program. The funds are planned in the Campus Improvement Plan (CIP) and are used to address the identified academic needs of students served at the campus. A percentage of Title I funds are reserved at the district level each year to provide professional development for Title I district initiatives.

- Title II funds are used to provide professional development in all core subject areas.
- Title III funds to serve their Limited English Proficient (LEP) students and their families. The funds provide professional development, opportunities for parent and family engagement, and academic support for our LEP students both at school and at home.
- Title IV addresses well-rounded education, safe and healthy students, and improving the use of technology. Through collaboration with Central Texas College, Title IV funds address middle school STEM Academy, safe and healthy students, improving the use of technology by addressing the areas of need as well as addressing cyberbullying and equipping our students with digital citizenship skills.

KISD receives supplemental federal funding for special education through IDEA-B. Part B of the IDEA authorizes expenditures to help districts ensure that children with disabilities have access to a free, appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. In addition to using these funds to ensure students receive FAPE, the funds are used to provide professional development for staff providing FAPE for special education students, bus monitors to ensure safety while transporting students, and personnel additions such as behavior specialists and social workers. In addition, six Special Education Lead Teachers model best practices for literacy instruction and assist teachers with writing research-based Individual Education Plans (IEPs).

District Processes & Programs Strengths

- KISD has a variety of teacher support programs with a goal of developing and retaining effective teachers. The district-wide Professional Learning

- Communities provide the framework for professional growth, for instructional planning and adjustments, and for student-centered data analysis.
- KISD offers a variety of special programs and academic program opportunities.
 - Superintendent Student Advisory Committee on all five high schools to provide insight to the Superintendent from the student perspective.
 - School Health Advisory Committee (SHAC) established to advise the district on health and wellness policies and procedures.
 - In 2019, Early College High School was named one of three model College and Career Readiness Schools by Educate Texas.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to address the physical well being and mental health of students, faculty, and staff.

Problem Statement 2 (Prioritized): There is a need to address campus safety, internet safety, digital wellness, and digital citizenship.

Problem Statement 3 (Prioritized): There is an increased need to provide technology to meet the needs of multiple learning platforms.

Problem Statement 4 (Prioritized): There is a need to address student behavioral concerns and social-emotional learning.

Problem Statement 5 (Prioritized): State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.

Perceptions

Perceptions Summary

Parent and Community Involvement - 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 a number of District programs and committees

- District Site-Based Decision-Making Committee (SBDM)
- Parent Advisory Committee (PAC)
- Special Education Parent Advisory Council (PCAC)
- District Language Proficiency Assessment Committee
- District Council of PTAs.
- Parenting Specialist conducts Empowered Parents Workshops

KISD provides resources to parents to help bridge the gap in literacy and to transition students to the next grade span and to higher education.

- Early Literacy Clubs
- Summer Early Learners
- Summer Take-Home Backpacks
- The district employs two Parent Educators for a Special Needs Parent Resource Center. Monthly parent group meetings and one-on-one parent/family training are available as needed.
- Pre-K and Kindergarten Roundup
- Sixth and ninth-grade students participate in transitional camps to ease middle and high school transitions.
- THEB (Texas Higher Education Strategic Plan) 60 X 30 TX, parent, and student workshops
- Hands-on assistance in applying for financial aid (applying for scholarships, writing scholarships & college entrance essays & completing the FAFSA).

The district maintains a close working relationship with various community providers to assist families.

- Cooperation with Central Texas College offers TxCHSA (formerly referred to as GED)
- English-as-a-Second Language classes at no charge to parents.
- Computers for Parents' classes are also offered at no charge.
- Strong community partnerships, including local food banks, various businesses, various community clubs, faith-based organizations, and private community
- Homeless Awareness and Response Program (HARP)
- Fort Hood unit under the installation's "Adopt A School" program
- Military Family Life Consultant (MFLC) program is available at many campuses
- KISD also maintains relationships with Communities in Schools, Bell County Child Youth, and School Services,
- KISD also holds an Annual Family Fitness & Wellness Fair in conjunction with the City of Killeen's Celebrate Killeen event.
- Community-in-Schools program to all schools.

As required by ESSA, each year, the Special Programs Department invites all private, non-profit schools to participate with KISD in Title I, Title II, Title III, and Title IV federal programs. For the 2021-22 school year, four private schools elected to receive services from Title I (services for students struggling academically), five private schools will be participating in Title II (professional development for teachers and principals), and Title IV (well-rounded educational opportunities) programs. No private schools have elected to participate in Title III.

District Culture and Climate - The Killeen Independent School District aims to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. 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. The delineation of law enforcement duties of KISD peace officers, school resource officers, and security personnel can be found under Board Policy CKE (LOCAL). As a District Killeen ISD will not tolerate dating violence within the district. Guidelines, protocols, and training have been instilled to notify parents and support victims.

In response to legislative requirements, the district to assemble a Threat Assessment Team to provide training to principals and assistant principals in identifying and addressing potential threats. The focus of the threat assessment team is to understand the situation and how best to mitigate safety concerns. It is not the same as a criminal or disciplinary investigative process. Threat Assessment teams and programs are designed to address any behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace.

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

Volunteers are a significant resource in helping create a supportive and welcoming environment in our schools. As a result of the COVID-19 pandemic, volunteer opportunities were greatly reduced during the 20-21 school year. There is a need to re-establish and strengthen the volunteer program in a manner consistent with the Public Health Guide.

District Perceptions - During the 2019-2020 school year, staff in the Communications and Marketing Department worked diligently to increase the positive perception of the district by creating visually appealing videos, graphics and interacting with shareholders live on multiple platforms and languages. Meltwater was purchased to monitor various social and web platforms to gauge and identify the online perception of the district. During the 2019-2020 school year our social sentiment across Facebook, Twitter, and Instagram were 47.5% positive, 43.12% neutral, and 9.30% negative.

In addition, the number of likes on the district's Facebook page increased from 15,902 to 22,505 during the school year, resulting in a 41% increase. Instagram followers started at 55 in August 2019 and on July 1 the district had 1,581 followers resulting in a 2,274% increase.

Perceptions Strengths

- Several district-wide initiatives support student well being, engagement, and resiliency. These initiatives include additional counselors, military and family life consultants (MFLC), and military transition counselors. Programs such as Student 2 Student, Junior Student 2 Student, Elementary Student 2 Student, also support military students transitioning in and out of KISD. Other programs include: Communities in Schools, Boys & Girls Club, YMCA, and Community & Youth Student Services..
- Partners with Ft. Hood, local, and municipal law enforcement agencies to provide services that maintain a safe environment within all schools.
- School-Based Health partnerships are established on each Ft. Hood campus.
- District Wellness program was implemented to encourage healthy habits for all employees.
- Special Education Parent Advisory (PCAC) Committee was established to assist and provide resources to families whose children are served in special education

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

Priority Problem Statements

Problem Statement 1: The KISD teacher turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 5: There is a need to address the physical well being and mental health of students, faculty, and staff.

Root Cause 5:

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 9: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

Root Cause 9:

Problem Statement 9 Areas: Perceptions

Problem Statement 11: Killeen ISD has seen an increase in the number of students identified as Homeless and Foster Care.

Root Cause 11:

Problem Statement 11 Areas: Demographics

Problem Statement 3: There is a need to increase student achievement so that by 2030, 60% of 3rd grade students score meets grade level or above on STAAR Mathematics and Reading and 60% of high school graduates meet a college, career, and/or military readiness indicator.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 6: There is a need to address campus safety, internet safety, digital wellness, and digital citizenship.

Root Cause 6:

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 4: There is a need to build the capacity of teachers, counselors and leaders through professional learning communities, professional development, and mentoring.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 8: There is an increased need to provide technology to meet the needs of multiple learning platforms.

Root Cause 8:

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 10: There is a need to address student behavioral concerns and social-emotional learning.

Root Cause 10:

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 7: State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.

Root Cause 7:

Problem Statement 7 Areas: District Processes & Programs

Goals

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

Performance Objective 1: By implementing the district curriculum and strategies to strengthen the instructional core, the percentage of students approaching, meeting, and mastering grade level performance on STAAR and EOC for all content areas will increase by two percentage points.



HB3 Goal








Evaluation Data Sources: STAAR Data:







% Approaches Grade Level Standard

% Meets Grade Level Standard

% Masters Grade Level Standard

Strategy 1 Details	Reviews			
<p>Strategy 1: Elementary & Secondary Instructional Coaches will continue to provide ongoing literacy and/or math on-site support to identified elementary and middle schools. Professional development will be provided to build the capacity of the instructional coaches to equip them for this work.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Chief Learning Officers for Elementary and Secondary Schools</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Secondary Instructional Coaches - 199 - General Funds - 199.00.0000.00.999.00.000, Elementary Instructional Coaches - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$1,100,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide elementary, middle, and high school summer school opportunities for promotion and advancement, as well as opportunities for intervention and accelerated instruction to meet state testing requirements. Provide additional summer learning opportunities, such as bridge camps, to address learning gaps and prevent "summer slide".</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback</p> <p>Staff Responsible for Monitoring: Chief Learning Officers for Elementary and Secondary Schools</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Summer School - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$3,555,000, Summer Bridge Camps - 282 - ESSER III - 282.00.0000.00.999.99.000 - \$500,000, Bilingual/ELL Summer School - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - \$111,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing student outreach for targeted interventions to students in grades 4-12 through the District's Math and Literacy Center.</p> <p>Strategy's Expected Result/Impact: Increase student math achievement as measured by CUA, STAAR and EOC data, along with 9 weeks averages.</p> <p>Staff Responsible for Monitoring: Chief Learning Officers for Elementary and Secondary Schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental pay, technology, and resources to support the Math and Literacy Center - 282 - ESSER III - 282.00.0000.00.999.99.000 - \$300,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide support for campuses in the implementation of state Accelerated Learning Committees by providing targeted interventions for students who have failed to meet standard on STAAR/EOC and for identified At Risk students who are struggling to meet the state academic standards. Supports include: Accelerated Reading Instruction to students in grades 6-8 who have failed the prior years' STAAR reading exams utilizing the iLit program; Reading instruction for students in grades 9-12 who have failed the prior years' STAAR EOC English exams using Edgenuity's STAAR tutorials. Math instruction for middle school students who failed the prior years' math STAAR utilizing the Imagine Math program.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR/EOC</p> <p>Staff Responsible for Monitoring: Chief Learning Officers for Elementary and Secondary Schools; Campus Administration</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Technology and Instructional Materials to Support District Intervention Initiatives - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$200,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain the district STEM programs to improve student achievement in all core subjects utilizing project-based learning. Coordinate with community agencies and institutes of higher learning in order to connect the program to real-life applications of concepts taught. Provide professional development for STEM teachers to support the implementation of research-based, best practice instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in all core subjects.</p> <p>Staff Responsible for Monitoring: Director of STEM, Chief College, Career, and Military Readiness Officer, Chief Learning Officers</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Establishment and maintenance of all STEM programs - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$250,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 35%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:




Student Learning
<p>Problem Statement 1: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.</p> <p>Problem Statement 2: There is a need to increase student achievement so that by 2030, 60% of 3rd grade students score meets grade level or above on STAAR Mathematics and Reading and 60% of high school graduates meet a college, career, and/or military readiness indicator.</p> <p>Problem Statement 3: There is a need to build the capacity of teachers, counselors and leaders through professional learning communities, professional development, and mentoring.</p>






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










Performance Objective 2: By supplementing and differentiating curriculum and instruction based on the needs of all student groups (race/ethnicity, economically disadvantaged, special education, dyslexia, ELL, bilingual, GT), the percentage of students meeting or exceeding one year of academic growth as measured by STAAR Domain II will increase by two-percentage points, and the student performance in Domain III will reflect a closing the gaps score that exceeds the state average.

HB3 Goal

Evaluation Data Sources: Domain IIA scores
 Domain III scores
 Student sub-group STAAR / EOC performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement research-based reading and math online interventions and supplemental supports at elementary and middle school campuses to address learning gaps and provide Tier I, II, and III interventions through the RtI process. Provide ongoing professional development to support implementation and use.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Chief Learning Officers for Elementary and Secondary Schools; Assistant Superintendent</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Imagine Learning - Reading and Math Interventions - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$2,061,000, Dream Box Learning - Elementary Math Intervention - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$65,000, iLit 20 - Secondary Reading Intervention - 282 - ESSER III - 282.00.0000.00.999.99.000 - \$100,000, Learning A-Z linked to PD focused on differentiation - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$272,650</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide supplemental staff, curricula, instructional materials, educational software, and/or assessment resources to identify and support bilingual and ESL students in order to increase academic achievement of English Learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL services; Bilingual/ESL Specialists</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental curricula, instructional materials, educational software - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - \$53,187, Aides: Bilingual - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$680,000, Aides: ESL - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$645,000, Supplemental PD, curriculum and instructional resources to support English language acquisition - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - \$100,400, Reading A-Z Spanish - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - \$16,250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide the Vizzle platform for SKILLS, CASTLE 2, CASTLE 3, and Functional Skills classrooms. The Vizzle platform is aligned to the TEKS and to STAAR Alt 2, and can be used synchronously and asynchronously. The Vizzle platform is designed for PK - 12 students and covers Math, ELA, Science, Social Studies, Arts & Music, Life Skills (including Social Skills), and Transition.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in the core subjects as outlined by the reports provided by the platform.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Program - 224 - IDEA B Formula - 224.00.0000.00.999.00.000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide systematic tiered interventions to At-Risk and struggling students. Campus-based interventionists and counselors will provide RTI individualized support and instructional services to identified students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Campus administrators, Executive Directors for Elementary and Secondary Schools, Chief Learning Officers.</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1, 4</p> <p>Funding Sources: Supplemental Pay for Home-bound Services to Locally Identified At Risk Students - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$5,500, At Risk Interventionists - 282 - ESSER III - 282.00.0000.00.999.99.000 - \$5,000,000, At Risk Counselors - 282 - ESSER III - 282.00.0000.00.999.99.000 - \$3,500,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Education students will be provided individualized support through the use of online interventions and curriculum. These will be specific to student needs and programs to include Teach Town, Waterford, and Successmaker.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in related academic areas. Increased number of students meeting educational and social functioning goals.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education, Director for Special Education, and District Special Education Coordinators</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:



Student Learning
<p>Problem Statement 1: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.</p>
District Processes & Programs
<p>Problem Statement 1: There is a need to address the physical well being and mental health of students, faculty, and staff.</p>
<p>Problem Statement 4: There is a need to address student behavioral concerns and social-emotional learning.</p>






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

Performance Objective 3: By implementing the district curriculum and strategies to strengthen the instructional core, the number of students graduating on the Distinguished or Foundation with Endorsements graduation plan will increase by 4%, and the number of students graduating college, career, and military-ready will increase by 4% as measured in Domain I.

HB3 Goal

Evaluation Data Sources: Domain I scores
Graduation Plan #'s

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide alternative options for credit recovery and advancement for students using online curriculum across all high school campuses and in Evening Academy as well as a dropout prevention program through our alternative education campus; Pathways Academic Campus.</p> <p>Strategy's Expected Result/Impact: Course enrollments and completion and passing rates</p> <p>Staff Responsible for Monitoring: Chief Learning Officers; Chief College, Career, & Military Readiness Officer</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Edgenuity - 199 - General Funds - 199.00.0000.00.999.00.000, Evening Academy - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$118,000, Pathways Academic Campus - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$2,150,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide AP study sessions for English, History, Math, and Science courses and college entrance exam prep programs in the fall and spring to help students in preparing for PSAT, SAT, ACT, and TSIA exams.</p> <p>Strategy's Expected Result/Impact: Increase in exam participation and results</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator; CLO for Secondary Schools, Chief CCMR Officer, Secondary District Instructional Specialists</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 199 - General Funds - 199.00.0000.00.999.00.000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to support the implementation of Naviance a College, Career and Military Readiness platform empowering students to stay engaged in their college and career planning and accomplishing their future goals among middle and high school students.</p> <p>Strategy's Expected Result/Impact: Increase the levels of college and career readiness among high school students as indicated on college entrance assessments.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer for Secondary Schools, Chief CCMR Officer, Secondary District Instructional Specialists</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to hold parent workshops providing postsecondary information to elementary and secondary parents, to include higher education admission and state financial aid opportunities.</p> <p>Strategy's Expected Result/Impact: Increased awareness of postsecondary processes and options.</p> <p>Staff Responsible for Monitoring: Chief College, Career, and Military Readiness Officer, Director for Guidance and Counseling Services</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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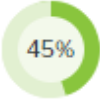
Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.</p>
<p>Problem Statement 2: There is a need to increase student achievement so that by 2030, 60% of 3rd grade students score meets grade level or above on STAAR Mathematics and Reading and 60% of high school graduates meet a college, career, and/or military readiness indicator.</p>
Perceptions
<p>Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.</p>

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

Performance Objective 1: Increase the capacity of campus leadership to facilitate collaboration and implementation of The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Sources: PD offerings
Attrition rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities for all principals and assistant principals on data analysis, standards alignment, action planning and district initiatives to improve instruction and support struggling students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; CIRCLE, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Executive Directors; Chief Learning Officers; Assistant Superintendent</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development and support to principals of bilingual campuses, bilingual teachers, and district bilingual/ESL specialists on sheltered instruction and research-based strategies that support the learning of English Learners (ELs).</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL services; Bilingual/ESL Specialists</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Professional Development to support English Language Learners - 165/ES0 - ELL - 165.00.0000.00.999.00.ES0, Travel and PD for District bilingual/ELL specialists. - 165/ES0 - ELL - 165.00.0000.00.999.00.ES0</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement Aspiring Leaders Academy (ASPIRE) and an ASPIRE II cohort to build the instructional and cultural leadership capacity of selected assistant principals.</p> <p>Strategy's Expected Result/Impact: Participant feedback/Attendance, STRETCH Project implementation</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Chief Learning Officers for Elementary and Secondary Schools;</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Reading Materials for Aspire Book Study - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to monitor and coach the implementation of standards-based, aligned instruction through the Gradual Release of Responsibility Instructional Model, to include conducting instructional Coaching Walks two times per network per year, for a total of 16 campus rounds.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by MAP and STAAR. Three coaching walks per year, per teacher to measure GRR and improve instruction delivery.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Chief Learning Officers, and Executive Directors for Learning Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Corwin Coaches for Literacy Framework and GRR Implementation - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provided targeted professional development and support to administrators and teachers at campuses that are not making adequate progress, as indicated in the HB 3 Board Goals.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Campus administrators, Executive Directors for Elementary and Secondary Schools, Chief Learning Officers.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The KISD teacher turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Student Learning


Problem Statement 3: There is a need to build the capacity of teachers, counselors and leaders through professional learning communities, professional development, and mentoring.



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








Performance Objective 2: Increase the capacity of teachers to collaborate and implement The 3 Essentials +1 model which will result in a decrease in teacher attrition and increase retention.

Evaluation Data Sources: PD Offerings
Attrition

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement on demand New Teacher Induction Modules to bring new to the profession and second year teachers up to date on district initiatives in order to improve classroom learning and promote the effective implementation of core curriculum. Provide professional development opportunities for new mentors and facilitate a Mentoring Network with leadership opportunities for experienced mentors.</p> <p>Strategy's Expected Result/Impact: Grow and retain teachers new to the district. Grow the leadership capacity of existing teachers/mentors.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer for Elementary Schools Chief Learning Officer for Secondary Schools</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for teachers to become ESL certified and reimburse cost of certification test upon successful completion.</p> <p>Strategy's Expected Result/Impact: Increased number of ESL certified teachers in the district</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL services; Bilingual/ESL Specialists</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: ESC Region 12 Director of Bilingual/ESL services; Bilingual/ESL Specialists</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing, research-based professional development opportunities for teachers and support staff working with special populations to include dyslexia, 504, special education, ELL, and GT.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Decrease student retention</p> <p>Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Schools; Chief Learning Officers; Assistant Superintendent; Executive Director for Special Education; Director for Special Education; District Special Education Coordinators</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Dyslexia Supplemental Professional Development - 166 - State Comp Ed - 166.00.0000.00.999.00.DY0 - \$4,000, Professional Development on research based strategies to support ELL/Bilingual students - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - \$150,000, Bi-literacy Specialists - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - \$165,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide ongoing training to all counselors and College and Career Readiness Teachers on the components of Personal Graduation Plans (PGP), the technical requirements and time-line for entering the PGP information into eSchool and provide resources to support these staff with guiding students through career exploration.</p> <p>Strategy's Expected Result/Impact: Counselor input and feedback on process; PGPs completed and entered into eSchool for all students in grades 9-12.</p> <p>Staff Responsible for Monitoring: Director of Guidance Services; Chief College, Career and Military Readiness Officer</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Recognize excellence in teaching by selecting elementary and secondary KISD Teachers of the Year.</p> <p>Strategy's Expected Result/Impact: Continue the culture of excellence within the district. Encourage and inspire existing staff in their efforts toward improving student achievement.</p> <p>Staff Responsible for Monitoring: Chief Learning Officers for Elementary and Secondary Schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Recruit potential teacher applicants by hosting KISD job fairs and participating in job fairs both in and out of state, providing critical subject signing bonuses and stipends in selected areas, and by increasing the web-based recruiting efforts and HireVue process to broaden the applicant pool.</p> <p>Strategy's Expected Result/Impact: Increase in the number of qualified applicants applying and being hired for district teacher positions.</p> <p>Staff Responsible for Monitoring: Human Resources</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide professional development opportunities to support classroom teachers that focus on building relationships, increasing engagement, and effective classroom management strategies to include a bully prevention framework.</p> <p>Strategy's Expected Result/Impact: Registration rosters of class participants</p> <p>Staff Responsible for Monitoring: Executive Director for Student Services,</p> <p>Problem Statements: Student Learning 3 - District Processes & Programs 1, 4</p> <p>Funding Sources: Professional Development on Relationship Building and Social Emotional Learning - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 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.</p> <p>Strategy's Expected Result/Impact: Increased attendance records and positive session feedback data.</p> <p>Staff Responsible for Monitoring: Technology Services depts (Technology Operations, Information Systems, District Instructional Technologists)</p> <p>Problem Statements: Student Learning 1, 3 - District Processes & Programs 3</p> <p>Funding Sources: Blended Learning Support - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Provide targeted professional development sessions by content area and grade level that focus on best practice instructional strategies and align instruction to the depth and rigor of the TEKS.</p> <p>Strategy's Expected Result/Impact: Improve student performance in all content areas for all students.</p> <p>Staff Responsible for Monitoring: Chief Learning Officers, Executive Directors for Elementary and Secondary Schools.</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: PD in Core Content Areas to Build Teacher Capacity - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - \$650,000, PD in Core Content Areas to Build Teacher Capacity - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$177,350, District Instructional Specialists - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - \$885,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide ongoing, research-based professional development opportunities for elementary teachers and paraprofessionals working with students in the CASTLE program to better serve students identified in this newly designed program.</p> <p>Strategy's Expected Result/Impact: Improve student performance in all content areas for all students.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education; Director for Special Education; District Special Education Coordinators</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Identified teachers will participate in Reading Academy to improve teacher knowledge of the Science of Teaching reading to K-3rd grade students.</p> <p>Strategy's Expected Result/Impact: Reading Academies will enable us to implement evidence based activities to meet the comprehensive reading and literacy needs of students based on the information obtained through student data analysis.</p> <p>Staff Responsible for Monitoring: CLO Elementary Schools Campus Administration</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Reading Academy Modules - 282 - ESSER III - 282.00.0000.00.999.99.000 - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The KISD teacher turnover rate is higher than the state, which creates a continued need to hire and retain quality teachers, to include teachers of special populations (SPED, Bilingual, etc.).

Student Learning

Problem Statement 1: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.

Problem Statement 2: There is a need to increase student achievement so that by 2030, 60% of 3rd grade students score meets grade level or above on STAAR Mathematics and Reading and 60% of high school graduates meet a college, career, and/or military readiness indicator.

Problem Statement 3: There is a need to build the capacity of teachers, counselors and leaders through professional learning communities, professional development, and mentoring.

District Processes & Programs

Problem Statement 1: There is a need to address the physical well being and mental health of students, faculty, and staff.





Problem Statement 3: There is an increased need to provide technology to meet the needs of multiple learning platforms.

Problem Statement 4: There is a need to address student behavioral concerns and social-emotional learning.

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

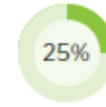
Performance Objective 1: Create Multi-platform/multi-lingual communication plan.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Distribute newsletters, resources, and communication in various languages and post helpful information in different languages on KISD website.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and involvement in school events.</p> <p>Staff Responsible for Monitoring: Chief Communications & Marketing Officer, Campus Leadership, Director of Student District Community Relations, Director of Bilingual Education, Director for State and Federal Programs.</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to research ways to reach parents and community members in various languages via social media through surveys. Surveys will be used to gain feedback on communication channels used by parents, students, employees, and all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement and reach a larger social media audience.</p> <p>Staff Responsible for Monitoring: Chief Communications & Marketing Officer, Campus Leadership, Director of Student District Community Relations, Director of Bilingual Education, Director for State and Federal Programs.</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure content on the district and campus websites is ADA compliant.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and involvement in school events.</p> <p>Staff Responsible for Monitoring: Chief Communications & Marketing Officer, Campus Leadership, Director</p>	Formative			Summative
	Nov	Jan	Mar	June

of Student District Community Relations, Director of Bilingual Education, Director for State and Federal Programs.

Problem Statements: Perceptions 1



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:







Perceptions

Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

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

Performance Objective 2: Utilize social media to convey regular, positive messaging.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Post at least one positive and engaging story on a daily basis that will benefit the KISD community.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement and increase the perception of the district through positive messaging.</p> <p>Staff Responsible for Monitoring: Chief Communications & Marketing Officer</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor social media pages for each campus to ensure positive messaging across the district.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement and increase the perception of the district through positive messaging.</p> <p>Staff Responsible for Monitoring: Chief Communications & Marketing Officer</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.</p>

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

Performance Objective 3: Develop a brand strategy and deliver it through a comprehensive marketing campaign.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Work with local media and the district's social media to deliver marketing campaign. Strategy's Expected Result/Impact: Increase the perception of the district. Staff Responsible for Monitoring: Chief Communications & Marketing Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:


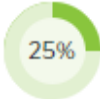
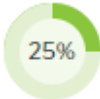
Perceptions
Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.


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






Performance Objective 4: Refine and strengthen community engagement and partnerships resulting in a 3% increase in family/community participation in the educational process.

Evaluation Data Sources: Volunteer hours served per campus/district
 Sign in sheets from campus and district parent/community classes, workshops and events
 Number of community partnerships

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources and parent workshops for parent involvement and participation in the IEP process through Parent Resource Center and staff.</p> <p>Strategy's Expected Result/Impact: Increase attendance at parent training, increase use of parent room, decrease in parent complaints as identified through the TEA complaint and grievance process.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education, Director for Special Education, District Special Education Coordinators, and Parent Educators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold regularly scheduled Parent Advisory Committee meetings to collaborate with parents on the annual revision of the District Written Parent and Family Engagement Policy, gather input from parents regarding the annual evaluation of the Title I program and provide information on topics of interest to parents. Identify other avenues to engage parents and increase participation.</p> <p>Strategy's Expected Result/Impact: Increase parent participation in activities, required by federal law.</p> <p>Staff Responsible for Monitoring: Parenting & Intervention Specialist, Director for State & Federal Programs</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide district-level parent and family engagement opportunities & adult education classes.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and support in their child's learning process. Children avoid loss of learning during summer break.</p> <p>Staff Responsible for Monitoring: Parenting & Intervention Specialist, Director for State & Federal Programs</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Publicity, instructional supplies, books, light snacks, supplemental pay - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - \$2,007</p>	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a robust volunteer program throughout KISD to include participation in the Fort Hood Adopt-A-School Program. Each campus will have a trained volunteer coordinator to assist and support volunteers on campus. Volunteers will be honored and recognized at the campus and district level.</p> <p>Strategy's Expected Result/Impact: Increased parent, family, and community engagement in all KISD schools. Increase the number of volunteers and increase the perception of the district through positive messaging.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs, Director of Student Parent/Community Relations, Parenting and Intervention Specialist, campus administrators, campus volunteer coordinators</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Distribute parent newsletters in English, Spanish, German, Vietnamese, and Korean to parents of students in PK -12th grades as well as post to KISD website.</p> <p>Strategy's Expected Result/Impact: Parents knowledge of educational support strategies for their children will increase.</p> <p>Increase parent participation and involvement in school events through a multi-platform/multi-lingual communication plan.</p> <p>Staff Responsible for Monitoring: Parenting & Intervention Specialist; Director for State & Federal Programs</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			

Strategy 6 Details	Reviews			
<p>Strategy 6: Support campuses in the implementation of their parenting programs to include support in meeting Title I parent and family engagement requirements. Support will include regular training for Parent Liaisons and Parent Program contacts that models and emphasizes best practices and resources.</p> <p>Parenting Specialist will participate in training to stay current in best practices regarding parent engagement.</p> <p>Strategy's Expected Result/Impact: Campuses will have a variety of resources to involve parents, families, and community members in school activities. Increased parent support of education.</p> <p>Staff Responsible for Monitoring: Parenting & Intervention Specialist, Director for Federal & State Programs</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Training materials - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - \$500, Professional Development for Parenting & Interventions Specialist - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - \$1,000, Website Access to Parenting Curriculum - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - \$2,124</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide professional development and instructional materials for parents of ELs to include family literacy services and/or parent and family outreach training to support the learning of English Learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as measured by curriculum unit assessments, MAP, STAAR, TELPAS data; teacher participation and feedback.</p> <p>Staff Responsible for Monitoring: Director of Bilingual/ESL services; Bilingual/ESL Specialists</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Resources for ESL/Bilingual Parent Outreach Activities - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Expand services provided by the Community-In-Schools program to support at risk students.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and involvement in school events</p> <p>Staff Responsible for Monitoring: Director for Community Relations</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Communities In Schools Program - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$634,924</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Establish a District Mentor Program utilizing community members and organizations who are recruited, trained, and monitored.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and involvement in school events</p> <p>Staff Responsible for Monitoring: Director for Community Relations</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Increase the awareness of the programs KISD offers to families and students, to include military families before, during, and after transitions.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and involvement in school events. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Chief College, Career, and Military Readiness Officer, Chief Learning Officer for Secondary Schools.</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.





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

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

Evaluation Data Sources: # Disciplinary Referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement online Bullying Reporting system for the prevention, identification, response to and reporting of bullying. (HB 1942)(TEC 11.252)</p> <p>Strategy's Expected Result/Impact: Decrease in % of reports of bullying incidents</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>Problem Statements: District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Crisis Prevention Institute (CPI) classes to learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of restraints implemented during the year.</p> <p>Staff Responsible for Monitoring: Executive Director for Special Education, Director for Special Education and District Special Education Coordinators, Behavior Specialists</p> <p>Problem Statements: District Processes & Programs 1, 4</p> <p>Funding Sources: Training materials - 224 - IDEA B Formula - 224.00.0000.00.999.00.00</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide required review of Student Code of Conduct for all secondary students. Video presentation to be presented to target groups by the end of the third week of school.</p> <p>Strategy's Expected Result/Impact: Student's are informed of school expectations and are held accountable for their actions/choices. Decrease in number of office discipline referrals, thus decrease in number of DAEP referrals.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p> <p>Problem Statements: District Processes & Programs 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue the implementations of the District Conduct Committee and the Campus Conduct Committees.</p> <p>Strategy's Expected Result/Impact: District wide communication, collaboration and consistency on expectations and student behavior Each campus has assigned administrator on the DCC and a campus administrator to lead the CCC. Meetings are held and minutes are kept.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement a district-wide approach to classroom management using a restorative model of discipline to include providing training and resources to ensure alignment and fidelity of implementation across the district.</p> <p>Strategy's Expected Result/Impact: District wide communication, collaboration and consistency on expectations and student behavior. Reduce the number of students placed in an alternative setting.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services</p> <p>Problem Statements: Student Learning 3 - District Processes & Programs 4</p> <p>Funding Sources: Training and materials for implementation of a restorative practices model - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$200,000, Elementary Classroom Management PD - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development for teachers and paraprofessionals on de-escalation techniques, behavior strategies and interventions designed to reduce the number of students, including Special Education students, assigned to ISS and/or Disciplinary Alternative Education Programs (DAEP) .</p> <p>Strategy's Expected Result/Impact: Decrease the number of student placement, reduce the recidivism rate, address social, emotional, and academic needs of students.</p> <p>Staff Responsible for Monitoring: Executive Director for Student Services, District Leadership, Campus Leadership.</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3 - District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to provide a Disciplinary Alternative Education Program at Elementary, Middle and High School levels that addresses the academic, behavioral, and social, emotional, and mental health needs of at risk students.</p> <p>Strategy's Expected Result/Impact: Reduce the recidivism rate, address social, emotional, and academic needs of students.</p> <p>Staff Responsible for Monitoring: Executive Director for Student Services, District Leadership, Campus Leadership.</p> <p>Problem Statements: District Processes & Programs 1, 4</p> <p>Funding Sources: Gateway MS DAEP Program - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$1,500,000, Elementary DAEP Program - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$900,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: There is a need to build the capacity of teachers, counselors and leaders through professional learning communities, professional development, and mentoring.</p>
District Processes & Programs
<p>Problem Statement 1: There is a need to address the physical well being and mental health of students, faculty, and staff.</p> <p>Problem Statement 2: There is a need to address campus safety, internet safety, digital wellness, and digital citizenship.</p> <p>Problem Statement 4: There is a need to address student behavioral concerns and social-emotional learning.</p> <p>Problem Statement 5: State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.</p>



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







Performance Objective 2: KISD programs and supports will positively impact students physical, behavioral, and mental health and will promote student engagement and connectedness.

Evaluation Data Sources: Number of self-harm or homicidal protocols, Number of repeat protocols, Discipline data, Student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parents, students, KISD staff, and community members to learn more about Digital Wellness principles including digital footprints, social media access, copyright, plagiarism, and appropriate use of digital media, through professional development on the campuses and at district levels, including a parent day during the summer and through a parent accessible web site.</p> <p>Strategy's Expected Result/Impact: Speak Up survey will show an increase in digital citizenship awareness by both teachers and students.</p> <p>Staff Responsible for Monitoring: Elementary and Secondary District Instructional Technologists</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Resources to support Digital Wellness initiative - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$10,000, Supplemental pay for planning and presenting, reference materials, and guest speakers - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide education and awareness training to all employees via mandatory professional development; provide education and awareness training to students through the comprehensive school counseling program; Provide parents access to professional development through parent workshops and/or frequent updates on social media outlets. To include:</p> <ul style="list-style-type: none"> -Living Well Aware Adolescents Wellness curriculum training for secondary teachers for secondary students -Teen Dating Awareness training on prevention and intervention of to include a safety plan for victims, parent notification, and perpetrators -On-Demand Trust-Based Relational Intervention (TBRI) training -Trauma-Informed Care Training <p>Strategy's Expected Result/Impact: Student participation and feedback.</p> <p>Staff Responsible for Monitoring: Chief Learning Officer for Secondary Schools</p> <p>Problem Statements: District Processes & Programs 5</p> <p>Funding Sources: Consultant from Scott & White Hospital - 199 - General Funds - 199.00.0000.00.999.00.000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement a social emotional learning curriculum that includes the character traits outlined in HB 1026. An enrichment curriculum for mental health wellness would be included. (SB 11)</p> <p>Strategy's Expected Result/Impact: Increase student's abilities to establish and maintain positive relationships, become productive citizens, and to promote awareness of mental health wellness.</p> <p>Staff Responsible for Monitoring: Director of Guidance Services</p> <p>Problem Statements: District Processes & Programs 5</p> <p>Funding Sources: Supplemental SEL Digital Curriculum - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to implement Jason Project, a suicide prevention curriculum, across all grade levels and 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</p> <p>Strategy's Expected Result/Impact: Increase awareness and recognizes suicide-related risk factors and warning signs.</p> <p>Staff Responsible for Monitoring: Director of Guidance</p> <p>Problem Statements: District Processes & Programs 1, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide Emergency Operations Training to all district employees, including substitute teachers and continue to conduct Emergency Operations Drills in conjunction with Fort Hood.</p> <p>Strategy's Expected Result/Impact: District and Campus Emergency Operation Plan submissions, AAR exercise reports of successful communication and procedures followed</p> <p>Staff Responsible for Monitoring: School Safety, KISD Police, District Leadership, Campus Administration, Ft. Hood Officials, Various campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to provide training to all professional employees regarding child sexual abuse and other maltreatment (abuse and neglect) awareness. TEC 38.0041(c)</p> <p>Strategy's Expected Result/Impact: Completed required training</p> <p>Staff Responsible for Monitoring: Director of Guidance Services, Campus Leadership</p> <p>Problem Statements: District Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to provide information in district handbooks and trainings to counselors, district staff, parents, and the community on mental health awareness, trauma informed care, sex trafficking, sexual abuse and maltreatment of children awareness, utilizing Educational Code Resources found under Section 38.004.</p> <p>Strategy's Expected Result/Impact: Student and campus handbooks, campus feedback</p> <p>Staff Responsible for Monitoring: Campus Leadership, Executive Director for Student Services, Director of Guidance Services</p> <p>Problem Statements: District Processes & Programs 5</p> <p>Funding Sources: Supplemental Youth Mental Health First Aid Training - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The district will continue to implement safety initiatives and procedures such as.</p> <p>-TEA Bleeding Control Stations</p> <p>-Multi-hazard emergency operations plan for use in district facilities (SB 11).</p> <p>-Threat Assessment Team and provide training to principals and assistant principals on identifying and assessing potential threats (SB 11).</p> <p>Strategy's Expected Result/Impact: Address behavior or communication that raises concern that a person or situation may pose a danger to the safety of the school, campus, or workplace.</p> <p>Staff Responsible for Monitoring: School Safety, KISD Police, Campus Administration</p> <p>Problem Statements: District Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue implementation of Senate Bill 1398, Special Education Cameras in self- contained classrooms as requested.</p> <p>Strategy's Expected Result/Impact: Compliance with SB 1398</p> <p>Staff Responsible for Monitoring: School Safety, and Executive Director for Special Education.</p> <p>Problem Statements: District Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize a school new network to support the safe and healthy return of students to in-person learning and to increase student engagement and connectedness with their campus as well as improve communication between home and school.</p> <p>Strategy's Expected Result/Impact: Increased levels of student safety and awareness. Improved levels of student engagement and connectedness. Increased awareness of students and families of programs, events, and opportunities taking place on campus.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer; Chief Learning Officers</p> <p>Problem Statements: District Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: School News Network Subscription - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$38,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide Master Classes in band and orchestra to students in grades 7,8, and 9 grade at prioritized middle school campuses to address learning loss in music resulting from the COVID-19 pandemic and to develop well-rounded learners who are engaged in learning and connected to their school community.</p> <p>Strategy's Expected Result/Impact: Increased number of students achieving success in band and orchestra in middle school who then elect to continue in band and orchestra at the high school level. Increased student engagement across all subject areas.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p> <p>Funding Sources: Master Class Tutors - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.</p>
District Processes & Programs
<p>Problem Statement 1: There is a need to address the physical well being and mental health of students, faculty, and staff.</p> <p>Problem Statement 2: There is a need to address campus safety, internet safety, digital wellness, and digital citizenship.</p> <p>Problem Statement 4: There is a need to address student behavioral concerns and social-emotional learning.</p> <p>Problem Statement 5: State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.</p>





Perceptions

Problem Statement 1: There is a need to increase effective, on-going two way communication and engagement with parents and stakeholders.

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

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

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus will engage with stakeholders to conduct a comprehensive needs assessment (CNA) and develop a campus improvement plan (CIP) that addresses identified needs toward improving student achievement for all student groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all core subjects.</p> <p>Staff Responsible for Monitoring: Campus principals, Executive Directors for Elementary, Executive Director for Secondary, Chief Learning Officers, & the Assistant Superintendent.</p> <p>Problem Statements: District Processes & Programs 5</p> <p>Funding Sources: Title I campus allocations - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$9,514,050, Title I Parenting Campus Allocations - 211/PAR - ESEA, Title I Parent Involvement - 211.00.0000.00.999.00.PAR - \$108,290, Title III campus allocations - 263 - ESEA, Title III Part A - 263.00.0000.00.999.00.000 - \$111,050, SCE campus allocation - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$3,431,321, BEA campus allocation - 165 - Bilingual/ELL - 165.00.0000.00.999.99.000 - \$324,266</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide services to students identified as homeless under the McKinney-Vento Homeless Assistance Act through the Homeless Awareness and Response Program (HARP) in conjunction with community partnerships across the district. HARP counselor will attend professional development to remain current on best practices for serving homeless students.</p> <p>Strategy's Expected Result/Impact: Homeless students will attend school and progress academically at the same rate as their peers.</p> <p>Staff Responsible for Monitoring: HARP Counselor, KISD District Homeless Liaison</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: HARP Counselor, professional development, temp employees, tutors, student supplies - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$150,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide required services to private, non-profit schools as required by the Every Student Succeeds Act (ESSA). Strategy's Expected Result/Impact: Students and staff in private, non-profit schools receive required services. Staff Responsible for Monitoring: Director for State & Federal Programs, Compliance Specialist</p> <p>Problem Statements: District Processes & Programs 5 Funding Sources: Supplies, Temp Employees, Parent Involvement, Staff Development for private schools - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$19,845, Professional Development for participating private schools - 255 - ESEA Title II - 255.00.0000.00.999.00.000 - \$13,468, Well-rounded educational opportunities for private school students - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$6,916</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Director for Federal & State Programs, District Homeless/Foster Care Liaison, and Federal & State Programs department staff will attend training in order to stay abreast of current federal regulations and best practices in state and federal programs. The Federal & State Programs department will support the district in the implementation of federal and state requirements. Strategy's Expected Result/Impact: Federal programs will be in compliance with all state and federal laws as well as with local policy. Staff Responsible for Monitoring: Director for State & Federal Programs; Compliance Specialist</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 5 Funding Sources: Professional development for Director & District Liaison - 166 - State Comp Ed - 166.00.0000.00.999.00.000 - \$2,000, Professional development and resources for Director & District Liaison to efficiently manage Title I Programs - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$6,500, Web-based data collection site - 211 - ESEA, Title I Part A - 211.00.0000.00.999.00.000 - \$18,500</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: Killeen ISD has seen an increase in the number of students identified as Homeless and Foster Care.</p>
District Processes & Programs
<p>Problem Statement 5: State and federal guidelines require substantial documentation and training in order to meet all requirements, including an opportunity for private schools to participate in federally funded services.</p>

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

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

Evaluation Data Sources: Local, State, Federal Requirements

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide technology resources for students and staff based on adopted standards for computer, printer, and projector life cycle replacements. Support ever-emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication as students and staff interact with the Learning Management System.</p> <p>Strategy's Expected Result/Impact: Increased resources in place for teachers and students to use Increased student achievement</p> <p>Staff Responsible for Monitoring: Elementary & Secondary District Instructional Technologists Executive Director Technology Services</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 3</p> <p>Funding Sources: PlayPosit - 289 - ESSA, Title IV Part A - 289.00.0000.00.999.00.000 - \$55,600</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The most current data reveals student achievement in all tested areas is below the state average in multiple grade levels and student groups.</p>
District Processes & Programs
<p>Problem Statement 3: There is an increased need to provide technology to meet the needs of multiple learning platforms.</p>