

**Killeen Independent School District**  
**Montague Village Elementary School**  
**2021-2022 Goals/Performance Objectives/Strategies**



# Mission Statement

Our mission is to educate all students so that each one reaches their maximum potential in leadership and academics.

## Vision

At Montague Village Elementary School, we believe that we are growing students in academics and leadership. Our world needs leaders who are educated, passionate and have strength of character. Our hope is that when a child leaves our school, they will not only be educated in the curriculum, but also have the wisdom to help others in the world around them. We educate students to become future leaders. "Leadership and learning are indispensable to each other." John F. Kennedy

## Value Statement

We Value: Teamwork, Loyalty, Knowledge, Compassion, Leadership, Student Achievement, Growth, Tenacity

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# 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:** In 2020-2021 82% of students tested in grades 3rd -5th scored Approaches grade level or above. By June 2022, STAAR scores will increase by five percent in meets percentages for tested subject areas.





**HB3 Goal**

**Evaluation Data Sources:** STAAR test, CUA's, grade level formative/summative evaluations, to include pre-assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In Professional Learning Communities, teachers and support staff will examine data in reading, math, science and writing from common assessments and progress monitoring to identify specific strengths and weaknesses for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration on instructional strategies and formative data will help teachers to increase scores in reading, math, science and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be taught how to track their own progress and will engage in progress monitoring activities on a daily basis. Tracking folders will be used campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in reading, math, science and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5, 6</p> <p><b>Funding Sources:</b> Tracking Folders and Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize CFA 2.0 documents and Unit Planning Process to plan lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will be impacted by teacher clarity of standards during the planning process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize the KISD lesson plan template and administrators will review lesson plans weekly to ensure alignment to Unit Maps and Pacing Calendar. This process will be monitored and coached through PLC's.</p> <p><b>Strategy's Expected Result/Impact:</b> The lesson planning process will be supported which will impact instructional delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> PLC's will support instruction and engage teachers in open air data conversations. Collaborative conversations will support teacher clarity on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to make data driven decisions to support student outcomes during instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers and staff will utilize the intervention block to support students struggling with mastery of concepts. Face-to-face as well as online interventions will be utilized. Imagine Learning will be utilized as a tier 1 intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention will support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP' CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will utilize high impact strategies; GRR, accountable talk to promote rigor, and thinking at high cognitive levels. These high impact strategies will be reinforced in PLC. Ongoing professional development will support fidelity of best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in mastery of grade level content, and collaboration in professional learning communities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p> <p><b>Funding Sources:</b> Professional Development to Support High Yield Strategies - 166 - State Comp Ed - 166.13.6411.00.128.30.AR0 - \$117, Professional Development to Support High Yield Strategies - 211 - ESEA, Title I Part A - 211.13.6411.00.128.30.000 - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Teachers will be provided additional planning time to support instruction. <b>Strategy's Expected Result/Impact:</b> Fidelity of instruction <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 <b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Teachers will utilize high impact strategies to support Gifted and Talented students. Professional development will be provided to include conferences that include strategies for rigor and high cognitive levels for high achieving learners/ GT students. This learning will supported in PLC's. <b>Strategy's Expected Result/Impact:</b> Increase in mastery of grade level content, and collaboration in professional learning communities. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Professional Development Conference/ Travel - 177 - Gifted/Talented - 177.11.6411.00.128.21.000 - \$3,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.
<b>Problem Statement 2:</b> Our GT population on campus is currently at 3.3%. There is a need to identify GT identified students.
<b>Student Learning</b>
<b>Problem Statement 5:</b> All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.
<b>Problem Statement 6:</b> Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

**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:** In 2020-2021 the percentage of fifth grade students who scored Meets on the STAAR Science Test was 32%. By June 2021, 40% of fifth grade students will meet grade level performance on the STAAR Science Assessment.





**HB3 Goal**

**Evaluation Data Sources:** Percentage of students scoring Meet on STAAR Science and grade level assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will increase their knowledge of science by reading nonfiction expository selections.  <b>Strategy's Expected Result/Impact:</b> Increased scores on the Science STAAR  <b>Staff Responsible for Monitoring:</b> Principal                      CIS                      Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Science investigations and hands on learning experiences will be provided for students to support concepts and to create lab experiences that connect to state content standards.  <b>Strategy's Expected Result/Impact:</b> Increase in STAAR and CUA assessments.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Campus Instructional Specialist  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> Supplies and materials to support lab experiences in the classroom - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will analyze data from science assessments to identify strengths and weaknesses. Academic vocabulary to support science concepts will also be assessed to ensure instruction is designed to meet the needs of learners who need additional support understanding concepts. Lesson Design will support content and development of academic vocabulary to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students making growth on STAAR and campus science assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administration will conduct walkthroughs to ensure that effective science instruction takes place in all classrooms for the allotted amount of minutes per week. Teachers in PK3-5th grade will engage students in the required numbers of minutes per week for science.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective science instruction will take place in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in interventions to support science academic vocabulary, and support hard to teach concepts based on the data and the achievement on assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students making academic growth in science, and mastering science concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to reteach, and provide remediation after core instruction and assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in Tier 1, and Tier 2 RTI</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 6% of 5th graders, to include ELL, SpEd, and economically disadvantaged students, mastered grade level standards in science as measured by STAAR.</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:** Based on STAAR data, the percentage of students in grades 3rd-5th who met Meets standards was 56% and Masters was 34%. By June 2022, we will see an increase in Meets and Masters in Reading by 5%.





**HB3 Goal**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Reading.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To support reading and language arts, teachers will use the GRR framework with "Next Generation Balanced Literacy" to help students in the area of balanced literacy, metacognition and phonics. The Fountas and Pinnell Interactive Read Loud Collection will be used to support Balanced Literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase comprehension skills in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Brain Pop to support literacy - 211 - ESEA, Title I Part A - 211.11.6299.OL.128.30.000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Interventionists will help struggling students by providing supplemental small group instruction in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will have extra tutoring during the day to increase STAAR scores in reading, writing, math and science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p> <p><b>Funding Sources:</b> Part time interventionist for at risk students PCN 17051 - 166 - State Comp Ed - 166.11.6129.00.128.30.AR0 - \$15,102, Interventionist Aide PCN 18869 - 166 - State Comp Ed - 166.11.6129.00.128.30.AR0 - \$25,268, Interventionist Aide PCN 18694 - 211 - ESEA, Title I Part A - 211.11.6129.00.128.30.000 - \$24,898, Interventionist Teacher PCN 19954 - 211 - ESEA, Title I Part A - 211.11.6119.00.128.30.000 - \$84,392</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Each grade level will have a specified tutoring time to help all students needing interventions in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who struggle will have extra time to practice before they are assessed with STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principals Math Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p> <p><b>Funding Sources:</b> Tutoring Supplemental pay for teachers - 211 - ESEA, Title I Part A - 211.11.6118.CA.128.30.000 - \$2,500, Paper, expo markers, books for tutoring at risk students - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All teachers will implement the components of balanced literacy daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a deeper understanding of poetry devices and comprehension skills.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Principal AP's</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will use the Comprehension toolkit to support balanced literacy instruction. A comprehension toolkit lesson should be planned and reflected in the lesson plans weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced literacy will be supported which will impact instructional delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will analyze data from reading assessments in order to identify strengths and weaknesses and to allow teachers to design instruction that meet the needs of students. This will include performance assessments. This data will be used to support the intervention process on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on reading standards, and the percentage of students passing the STAAR test will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Administration will conduct walkthroughs to ensure that effective Reading instruction is taking place in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective reading instruction will take place in all classroom and implementation of balanced literacy framework.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will implement all components of the balanced literacy framework, and district design plan with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased results on STAAR, MAP, and CUA's in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to Reteach and provide remediation after core instruction and assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in students needing Tier 2, and Tier 3 RTI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4, 5, 6</p> <p><b>Funding Sources:</b> Instructional Supplies for reading reteach and remediation - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Empowering Writers will be implemented during the balanced literacy block to support revising and editing. Teachers will focus a portion of their writing block on revise/editing and word work. This should be reflected in the lesson plan weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of literacy components.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 4, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.</p>
Student Learning
<p><b>Problem Statement 2:</b> 11% of 4th graders, to include ELL, SpEd, and economically disadvantaged students, mastered grade level standards in writing as measured by STAAR.</p>
<p><b>Problem Statement 4:</b> The percentage of third, fourth, and fifth graders who master the STAAR test in Reading is at 34%.</p>
<p><b>Problem Statement 5:</b> All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.</p>
<p><b>Problem Statement 6:</b> Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.</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 4:** Based on the STAAR Math data, the percentage of students in grades 3rd-5th who met Meets standard was 57% and Masters was 34%. By June 2021, we will see an increase in Meets and Masters by 5%.

**HB3 Goal**

**Evaluation Data Sources:** Percentage of students who Meet Standard and Master on STAAR Math.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each grade level will have a specified tutoring time to help all students needing interventions in math.  <b>Strategy's Expected Result/Impact:</b> Increase in MAP, CUA, and STAAR assessments.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Campus Instructional Specialist  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 1 - Student Learning 3, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All grade levels will practice math problem solving skills every day from 8:15-8:30 to increase math achievement.  <b>Strategy's Expected Result/Impact:</b> Increase math scores on STAAR and MAP.  <b>Staff Responsible for Monitoring:</b> Principal                      CIS                      Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize small group instruction to include the use of manipulatives and hands on materials to provide opportunities to reteach, and provide remediation after core instruction and assessments.  <b>Strategy's Expected Result/Impact:</b> Decrease in the number of students needing Tier2, Tier 3 RTI.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Specialist  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 1 - Student Learning 3, 5, 6  <b>Funding Sources:</b> Instructional Supplies for math reteach and remediation - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will analyze data from common math assessments and performance assessments in order to identify strengths and weaknesses and to design instruction to meet the needs of students. Data analysis will allow for identification of students needing intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and percentage of students passing the STAAR Math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will implement with consistency and fidelity strategies that support academic vocabulary, critical thinking, fact fluency, and spiraling. The GRR framework will be used as well to ensure instruction is a complete cycle. Guided math will support this process and ensure students are mastering grade level concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Results on MAP, CUA's and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administration will conduct walkthroughs during daily problem solving and math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of math instruction in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.</p>



## Student Learning

**Problem Statement 3:** The percentage of third, fourth, and fifth graders who master the STAAR test in Math is at 34%

**Problem Statement 5:** All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.

**Problem Statement 6:** Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.

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

**Performance Objective 5:** At the end of the 2020-2021 school year the GT population on campus was 3.3%. The campus would like to see an increase in students identified to 4% by June 2022. GT students will continue to master grade level concepts.

**Evaluation Data Sources:** STAAR Assessments  
CUA Assesments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will connect high school to career and college by providing extension opportunities for Gifted/Talented students. One of the extension activities will include a service project generated by student interest and will be TEKS aligned.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to utilize technology to increase engagement in 21st century skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Technology will be used by GT students for research and as a tool to support the TPSP project.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote academic growth for GT students and support newly identified GT students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> GT Students will receive intervention time to work on enrichment in order to increase academic proficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of GT students meeting student achievement standard and</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


making growth will increase.


**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Instructional Specialist

**Title I Schoolwide Elements:** 2.6, 3.1

**Problem Statements:** Demographics 2

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 5 Problem Statements:**





**Demographics**

**Problem Statement 2:** Our GT population on campus is currently at 3.3%. There is a need to identify GT identified students.

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

**Performance Objective 6:** In 2020-21 61% of ELL learners in grades 3rd-5th passed all components of the STAAR test. By the June 2022 the ELL passing percentage should increase by 5%

**Evaluation Data Sources:** CUA  
STAAR Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings. ELL teacher will also support students in small group by pre teaching vocabulary, and reteaching difficult concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will have access to the English language in a different way to increase reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS ELL teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> ELL resources to support vocabulary development - 263 - ESEA, Title III Part A - 263.11.6399.LE.128.25.000 - \$675, ELL instructional resources for vocabulary development - 165/ES0 - ELL - 165.11.6399.00.128.25.ES0 - \$1,971</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELL students will receive daily intervention during the scheduled intervention time to work on vocabulary and academic areas of concerns in literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of ELL students passing assessments and growth. MAP, CUA, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 6 Problem Statements:**





## Demographics

**Problem Statement 1:** Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.

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

**Performance Objective 1:** 100% of teachers will participate in professional development to build teacher capacity and increase teacher knowledge of standards to improve student achievement resulting in a 5% increase in achievement in reading, math, writing and science.

**Evaluation Data Sources:** STAAR and MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development will be provided to staff in all content areas through PLCs. Staff will also receive PD on Instructional Coaching and Coaching data to build the capacity of all and ensuring expert instructional delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will be able to utilize data to support the instructional core of the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet with new teachers and arrange peer observations to provide support during the first year. This will also be provided for 2nd year teachers, and those switching grade levels to support instruction in their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Support for new teachers to determine professional development needs to increase STAAR and MAP scores. This will also support teacher retention on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our special populations, such as At Risk and Special Education students, are not meeting academic growth as compared to other student groups.</p>
Student Learning
<p><b>Problem Statement 5:</b> All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.</p>
<p><b>Problem Statement 6:</b> Students in primary grades lack prerequisite skills needed to be successful on STAAR. There is a need for instructional practices that support closing the gaps.</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 1:** By the end of the 2021-2022 school year, 90% of Montague Village parents will have participated in parent involvement opportunities on campus.

**Evaluation Data Sources:** Take home folders  
 Student Planners  
 Parent Conference forms  
 Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will establish effective communication with all parents by using daily homework binders, Tuesday folders and conferencing at least 2 times a year. Grade level newsletters will also be utilized to communicate curriculum and information to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have information to help students with homework and daily classwork.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principals            CIS            Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will coordinate conferences in the fall and spring with parents. Conferences will also be held after each progress report and report card for students scoring below 70 in a content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become a partner with the teacher to reinforce good study habits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselors will coordinate Little Longhorns, our early literacy program, and will offer parent workshops. Longhorn Life days will also be coordinated for parents to provide insight on the academic day of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will discover ways to help students with reading and math at home to support student achievement of at risk learners by attending parent workshops. Parents will also have a better understanding of what the academic school day entails.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Books for Little Longhorns program - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.128.24.PAR - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Family open house and curriculum nights will be held. Reading and math achievement will be addressed during open house. The Title One Annual Meeting will be held on campus prior to open house. Parents will be invited to review and revise the Home School Compact and the Parent and Family Engagement Policy. Parents will be provided resources to support their students at home. Virtual options may be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and interest in State Expectations in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors, Assistant Principals, CIS</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Make and Take Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.128.24.PAR - \$1,128</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Counselors will create family fliers, newsletters and update the Facebook page as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have multiple ways to access information from the school to stay informed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The school will send out parent surveys in the spring to receive input on the culture, climate and educational experiences at Montague Village.</p> <p><b>Strategy's Expected Result/Impact:</b> The surveys will be used to determine effectiveness of the academic and social/emotional experiences of the students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> A family engagement night will be held in the Spring for ELL students. This could be a virtual option for participating.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement with ELL students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> 66% felt encouraged to be involved with their children, and have a clear understanding of grade level content in 2020-2021</p>
<p><b>Problem Statement 2:</b> 83% of parents share that home/school communication has a positive impact on their child educational performance in 2020-2021.</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 1:** During the 20-21 school year discipline referrals prior to the 19-20 school closure were at a total of 337, which shows that the incidents on campus were showing a decrease in comparison to previous years. By the end of the 2020-2022 school year, discipline referrals were at total of 242. By the end of 2021-2022 school year, discipline referrals will continue to decrease by 5%.

**Evaluation Data Sources:** Counselor reports, discipline reports, bully reporter

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will provide lessons and strategies to help students achieve educational and behavioral goals.</p> <p>Small group counseling services will be provided to At Risk students in academic, social and emotional areas. <b>Strategy's Expected Result/Impact:</b> Positive behavior and self esteem help contribute to positive student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Assistant Principals Technologists Librarian CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4 <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students who receive 2 serious referrals will be entered into the RTI process to develop a plan for behavior intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> By addressing behavior needs early, students can be provided accommodations to increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.6 <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> AP's and teachers will work closely together to keep students safe and learning in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> By learning new strategies to help students self manage their emotions, the teachers will be able to maintain a calm and inviting culture to meet the needs of all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors AP's Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will participate in continued training on strategies to De-escalate and support students. This will help students achieve academic and behavioral goals. The Campus Chillville will continue to be used as a proactive approach for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior will contribute to student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP's Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplies to support deescalation strategies - 211 - ESEA, Title I Part A - 211.11.6399.00.128.30.000 - \$170</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students at Montague Village will be recognized based on the character traits outlined in character lessons provided by the school counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students making positive choices on campus will increase supporting decrease in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will report claims of bullying and violence prevention to administrators. Administrators will issue consequences and follow the SCOC to support a positive culture on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying and discipline incidents on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Students will receive recognition through the Golden Pencil, character awards, and for meeting expectations during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behavior and academics</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Restorative practices will be used by teachers to support relationships on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behavior on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 2019-2020 Discipline referrals prior to the school closure were at a total of 327, which shows that the incidents on campus were trending down in comparison to previous years. The total number of referrals for the 2020-2021 school year was 242. There continues to be a downward trend in behavior. There is a need for continued implementation of positive behavior strategies.</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:** All students will engage in physical activity supporting the health of students.

**Evaluation Data Sources:** Master Schedule

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Montague Village will use the master schedule to ensure that students receive the required minutes of physical activity per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of minutes received for weekly physical activity. Students meet the expectations for physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist Teachers/ PE Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> All students have experienced gaps in learning as a result of COVID 19. There is a need for continued intervention in all grade levels.</p>

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

**Performance Objective 1:** During the 21-22 school year, Montague Village will effectively manage resources and operations 100% of the time to maximize instructional time and increase the effectiveness of professional learning communities and stakeholder engagement opportunities.

**Evaluation Data Sources:** Budget Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SBDM meetings will review, revise and evaluate the campus plan and the use of supplemental funds to support learning outcomes for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget monitoring of use of funds to support functions on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Montague Village will put in place systems to monitor instructional supplies, safeguarding cash, deposits, and receipts to maintain reliable financial records.</p> <p><b>Strategy's Expected Result/Impact:</b> Audit findings for the 20-21 school year. Budget management to support campus functions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Principal will meet weekly with secretary to review the campus budget along with documentation and procedures for remaining in compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Functioning budget for campus operations</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Leadership meetings will review, revise and evaluate campus systems and operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Functioning budget for campus operations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 3:</b> Compliance with auditors on all budget funds. In the 2020-2021 school year a continued review for systems was suggested to remain in compliance.
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